Harrogate College
Equality Diversity and Inclusion
Annual Report
2021/22

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Contents

Background

1. Introduction

Our mission is "to provide life-changing opportunities through high-quality education, by working with our community."

This report sets out how Harrogate College (HC) is meeting its duties under the Equality Act 2010. As highlighted by the Public Sector Equality Duty, each public authority should publish information to demonstrate compliance with the duty, which includes information relating to staff and students. The college should also publish specific and measurable equality objectives.

The report provides a summary of headline equality and diversity data for 2021/22 and an overview of key achievements, activities and actions in relation to both students and staff and business activities.

Please note that the student data in this report is collected by headcount.

2. About Harrogate College

Harrogate College is a further education provider, offering many exciting opportunities for learners across the district. The college is the newest organisation in the Luminate Education Group.

Providing high-quality education, the college encourages all to reach their potential and offers life-changing opportunities for all students by working closely with the community. The college works to prepare students for the future through its strong industry links and placement opportunities. The college provides a supportive environment that celebrates ambition and individuality.

Community is at the heart of the college which champions a personalised learning experience for all students. The college's curriculum is carefully devised based on industry knowledge, pairing academic excellence with local economy needs. Harrogate College's strong links with businesses help students navigate the workplace to give them a head start in their future.

Harrogate College's values focus on offering a nurturing and inclusive environment that fosters innovation, allowing students to achieve their full potential. The College aims to provide a stimulating and enriching educational experience for all learners, which enables them to reach their full potential and develop a range of skills in preparation for employment and other opportunities when they leave the College.

The college is home to people from a wide range of cultures and backgrounds with diverse beliefs, values and abilities. We believe that everyone should be treated with dignity and respect. Harrogate College's values also have a distinct focus on offering a collaborative environment that fosters innovation allowing students to achieve their full potential.

A standardised tutorial programme ensures students develop a world view that nurtures the principles of equality and diversity, healthy lifestyles and how to keep safe.

The college has adopted and champions a zero-tolerance approach to any form of discrimination, bullying or harassment in its learning or workplace environments.

3. British Values

The College is dedicated to promoting values which support our students to develop a strong sense of social and moral responsibility.

Students are prepared for life in modern Britain by developing an understanding of:

Democracy	This includes a belief in freedom and equality and ensuring that each and every voice in the college is heard. Democracy influences our decision-making through democratic processes. An example of this is how our students' union officers are elected by the student body.
The rule of law	This involves understanding the importance of laws and why we follow them. We explore the laws that govern and protect us while understanding the consequences if these rules are broken. We also understand that these may be different from religious laws.
Individual liberty	At the college, students are encouraged to make independent choices and exercise their freedom. We provide boundaries and education for students to be able to make informed choices and take responsibility for those choices.
Mutual respect and tolerance for those with different faiths and beliefs	Respect for others is a core focus of Harrogate College which is why our brand values include being respectful and ensuring we celebrate individuality. We encourage students to challenge prejudicial or discriminatory behaviour and understand how their behaviour has an effect on the rights of others.

The College promotes these values through its Acceptable Standards Charter.

4. Demographic and Economic Context

Harrogate Summary
Harrogate is generally seen as an affluent area with good general health, a high proportion of people employed as managers, directors or senior officials, good community spirit, personal resilience and high levels of volunteering. There are however, small areas of deprivation in the district, with one area in the lowest national quintile of the Index of Multiple Deprivation 2015. The population is ageing, by 2035 1 in 3 residents will be aged 65+. There are gaps in services in the more rural areas. Congestion is an issue and contacts

regarding highways are higher than in other districts, housing is unaffordable to many. Harrogate is the most unaffordable area to live in Yorkshire & Humber.

The People of Harrogate district

- 157,000 people live in Harrogate district

- 6.4% of the population of Harrogate district are aged 80+ compared with 4.8% nationally

- Harrogate district has an older & ageing population. 1 in 3 residents will be aged 65+ by 2035, higher than the national average of 1 in 4 creating a potential increase in demand for adult social care

- +5,500 increase in population is expected in the longer term through to 2039, largely though migration from other parts of England

  Source: ONS 2015 md-year population estimates & 2014-based SNPP

- There is a higher level of diversity within the borough than in other areas of North Yorkshire

- The area is a net importer of population but these people tend to be those wishing to retire to the area

- 5% of the population of Harrogate town are from non-white ethnic groups compared with 3.1% in Ripon and 2.2% in Knaresborough. 2.2% (1,700 people) are Asian/Asian British

- 1,417 people born in Poland live within the district. Low Harrogate (200) and High Harrogate (201) wards have the largest populations together with concentrations of people from other EU accession countries. The area has seen a growth in the number of Ukrainian refugees.

  Source: Population In North Yorkshire (datanorthyorkshire.org)

Harrogate district – the communities

Harrogate is the largest town in North Yorkshire, with a population of 76,000. It was named the happiest place to live in Britain by Rightmove in 2015.

Harrogate district is a geographic area of 1300km^2 and is led by the Borough Council. The district benefits from high levels of employment, with only 0.2% of residents on Universal Credit. Levels of qualification in the district are above the national average with 82% of residents being qualified above level 2 and 63% above level 3.

There are 9 high schools in the district of which 7 provide post 16 education, this is mainly A levels with some classroom based vocational education. The achievement rates at all of these schools at KS4 are above national average. There is a projected 6% growth in 16-year-old learner numbers within the Harrogate & Skipton region over the next 5 years.

There are prominent high value sectors including logistics, financial and professional services, creative and digital and scientific research, and development. There is also a strong rural economy with a quarter of the district's economy based within a rural area, complemented by a strong visitor economy. It is important to note that these sectors are not high employers based on volume. Furthermore, the care and hospitality sector are the highlight employers though largely made up of a migrant workforce with low pay.

In the indices of deprivation 2015, Harrogate was ranked the 289th most deprived area out of 326 districts and unitary authorities in England. About 14% of children in Harrogate live in poverty.

Despite high levels of educational attainment in the district, there are below average workplace earnings, driven by high levels of local employment within lower value sectors. There is a daily export of many high earning residents to Leeds and York, with many travelling into Harrogate to complete lower paid roles.

5. The Equality Duty

Harrogate College takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change:

The general duty is set out in section 149 of the Equality Act. The duty came into force in April 2011. In summary, those subject to the general equality duty must have due regard to the need to:

● **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;

● **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and

● **Foster good relations** between people who share a protected characteristic and people who do not share it.

The college is committed to being both open and clear about the information on which we base our decisions and what we are seeking to achieve including our results. This also includes clearly setting out the equality outcomes that we are working towards.

Our annual report illustrates the college's commitment and dedication to equality, diversity and inclusivity, and the equality ambitions across the organisation. It embraces and celebrates all members of the college community and its objectives demonstrate our commitment to continued meaningful action in truly tackling inequality and championing diversity and inclusivity. The college will continue its strong commitment to break down barriers, challenge injustice, and ensure prospects and experiences help people and communities to reach their full potential.

The Equality Act 2010 was introduced to protect people from discrimination, harassment and victimisation and promote fair treatment for all. The Act highlights nine protected characteristics:

Age – The Act protects individuals from discrimination based on age although there are some circumstances when being treated differently due to age is lawful, i.e. If belonging to a particular age group is essential for a job, this is called an occupational requirement.

Disability – The 2010 Act states that it is unfair to treat a person unfavourably because they have a disability, a perceived disability or are connected to someone with a disability.

Gender reassignment – It is discriminatory to treat a person who proposes to start, is undergoing a transition or has completed a process to reassign their gender, less favourably. The person does not need to have undergone any specific treatment or surgery to be protected.

Marriage and civil partnership – The Act protects employees who are married or in a civil partnership from being treated differently at work.
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Pregnancy and Maternity - The Act protects women from being treated unfairly because they are pregnant, breastfeeding or have recently given birth.

Race - The Act protects people against discrimination on the grounds of their race, which includes colour, nationality, ethnic or national origin.

Religion or belief - The Act protects people against the discrimination on the grounds of their religion or belief, or lack of religion or belief.

Sex - The Act protects a person from treated differently because of their sex. Under the Act, sex can mean either male or female or a group of people like men or boys, or women or girls.

Sexual Orientation – The Act protects people who identify as bisexual, gay, heterosexual and lesbian people from discrimination. People are also protected if someone thinks they have a particular sexual orientation or if they are connected to someone who has.

6. Managing Equality, Diversity & Inclusion

The College remains strongly committed to creating and maintaining an inclusive working and learning environment that respects and celebrates difference. We aim to provide a community where everyone feels able to participate fully in college life and achieve their full potential.

The college's commitment to EDI is endorsed and led by the college leadership team and governors. The goal is to ensure that communication translates into action across the whole college community and equality and fairness become embedded into everyday activities.

At Harrogate College, there is a structured and strategic approach to equality, diversity and inclusion to help embed it across all levels of college life including governors, senior leaders, staff and students. An EDI strategy underpins the work that goes on across the college. All staff can access information on EDI through the staff intranet, and students can access via the student intranet and Student Union website.

7. Staff Forums

Our staff forums are staff led with members drawn from across the college community. The chairs form part of the EDI Committee and are supported by the central EDI team. The forum serves as a listening post to capture and discuss all manner of EDI issues and they provide a meaningful platform through which staff engage with and consult on EDI matters. All forum members have the opportunity to put forward their views that can influence the

process of making decisions and help develop effective solutions that can be presented to the EDI Committee.

The college has five forums which are, the Race Equality forum (REF), the LGBT+ forum, the Disability and Neurodiversity (DAN) forum, the Women's forum and the Working Carers forum.

8. EDI champions

The EDI Champions network was launched in the 2017/18 academic year. This is a network of staff and apprentices from curriculum departments, Student Life and business support teams. The Student Union Liberation Committee is part of the network. The role of the EDI Champion is to actively promote awareness of EDI issues and to enhance and embed EDI across Harrogate College. The EDI Champions develop expertise in EDI, contribute to development and change, offer advice to departments and take part in campaigns.

Some key responsibilities our EDI Champions perform include:

- Actively promote, celebrate and raise awareness of EDI issues within and outside Harrogate College.
- Support and encourage engagement in all equality initiatives.
- Share and promote best practice with the support from senior management, the Equality and Diversity Forum and the Staff Forum.
- Foster good relationships between all staff and students through promotion of existing EDI related events or training.
- Engage and communicate regularly with staff and students at a local level on matters concerning EDI

9. Student Union Liberation Committee

This is a group of elected Student Union Executive Officers from ethnic minority, disability, LGBT+, and women's groups from across Luminate who meet to develop campaigns and discuss issues. The members attend the EDI Champions network and the Student's Union president is a member of the college senior leadership group and college governors' body.

10. Group EDI Committee

The Group EDI Committee sees the importance of oversight and that mission and value statements are only effective when translated into action. The EDI Committee is chaired by the Deputy CEO, Bill Jones and has representatives from across the group. The committee monitors equality at a strategic level, including the EDI objectives and gives members the opportunity to share best practice and protects against the key issues affecting staff and students. The committee reports into the governor meetings.

Key Principles

Luminate Education Group expects all members of its community to treat each other with dignity and respect. We support the right of individuals and groups to hold their own beliefs and values, but will not tolerate these being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment. As a member of Luminate Education Group, Harrogate College will:

- Strive to create an inclusive learning and working environment that supports good relations between people and challenges prejudice, intolerance and discrimination in all its forms.

- Ensure that all of our learners, staff and visitors, as well as those who apply or seek to apply to work or study with us, are treated fairly and are not discriminated against on any grounds, including those protected by the Equality Act 2010.

- Support our commitment to equality and diversity, and to meet our legal duties. Harrogate College will publish an equality information report each year and set equality objectives every four years which will be monitored by the Equality, Diversity and Inclusion Committee on a termly basis.

- Communicate its commitment to promoting EDI in staff and learner recruitment material, handbooks, policies, social media and in other corporate communications.

- Ensure that publicity material positively promotes the diversity of the college community.

- Actively engage with staff, learners, the Students' Union, Trade Unions and partners on key matters related to equality and diversity.

- Support a range of activities and campaigns each year to celebrate key national equality events and religious festivals.

- Carry out equality analysis to assess the implications of policies and decisions on the college community and to help prevent and tackle inequality.

- Introduce positive action initiatives where patterns of under-representation and differences in outcomes for staff and learners are identified.

- Encourage learners and staff to disclose any disabilities or other needs relating to 'protected characteristics' that they may have. Harrogate College will promote a culture of inclusivity in which individuals feel confident and safe to make a disclosure. It will provide reasonable adjustments in response to individual needs and will not disadvantage a learner or member of staff on the basis of such needs.

- Ensure that any EDI data gathered and stored by Harrogate College, it will be done so appropriately and in line with data protection guidelines.

- Ensure that there are effective and sensitive support and complaints mechanisms in place, should anyone feel that they have either witnessed or experienced discrimination.

Strategy and Objectives

11. Progress against Equality Objectives

During the academic year 2017/18 Luminate Education Group (then Leeds City College) underwent consultation on EDI objectives for the next four years. The objectives were values driven and were informed by staff and student data, and student voice. They aligned with Luminate's strategic objectives. The college Quality Improvement Plan specifies the detailed actions, timescales, targets and responsibilities identified to deliver the objectives. The plan is monitored by the EDI Committee. The Luminate Education Group has evolved a significant amount since then taking on new members such as Harrogate College. The group has also rebranded from the Leeds City College group to the Luminate Education Group. The objectives provided a more holistic approach and allowed growth within the organisation and adaptability.

Global changes such as Covid-19 and the Black Lives Matter movement have now thrust EDI into the centre stage. The Group has completed a consultation period to develop new group wide objectives with key measurable outputs and an overarching strategy and will launch Group wide from November 2022.

Harrogate College has made significant contributions and progress towards the group EDI objectives. Examples of actions and activities include:

Equality Objectives

Objective 1: Promote Social Mobility

We will promote social mobility through raising aspirations and improving outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation.

- A cross college effort towards digital inclusion, ensures all students working online have Chromebooks or a Wi-Fi hub, and students have food vouchers if in receipt of free school meals.

- A 10-part webinar series was conducted with local employers exploring different industries as well as tips and advice for starting a career within that sector. This was made available to students, and shared with local job centres in Harrogate and York free of charge.

- Next Steps online chat – sharing information about work experience opportunities and job applications with students in an accessible format. Careers advice open to all staff members focusing on progression to HE.

Objective 2: Accessibility for all

We will champion accessibility of the curriculum and the college environment, improve physical accessibility, challenge ability discrimination and promote respect and inclusion regardless of ability, disability or mental wellbeing.

- Neurodiversity awareness campaign. Students who were neurodiverse made posters about their experiences at Harrogate College.

- The creation of new college values by consultation – we now promote our college behaviours extensively which include being inclusive, being kind, respectful etc. Our values and showing how we have lived them is key to Harrogate students and staff.

Objective 3: Voice and Influence

We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the college and local communities.

- A Group Menopause Policy has been developed and the first menopause café held to support women.

- Student Voice – Questions about EDI are regularly included in Class Reps agendas

- Staff committees for EDI are an opportunity for them to have a voice and influence.

- Principal holds drop-ins for all staff to raise issues.

- A new Student Relations Officer has been appointed to develop the student offer and embed EDI priorities.

Objective 4: Celebrate Diversity

We will seek and create opportunities to celebrate diversity, being responsive around the needs of the college community and ensure excellence through inclusion.

- Development of the EDI Campaigns calendar to support the celebration of awareness days and different faiths.

Objective 5: Challenge Discrimination

We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications.

- The group has updated an Equality Impact Assessment template and produced guidance to help support policy writers when submitting.

Objective 6: Promoting Wellbeing

We will invest in and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges.
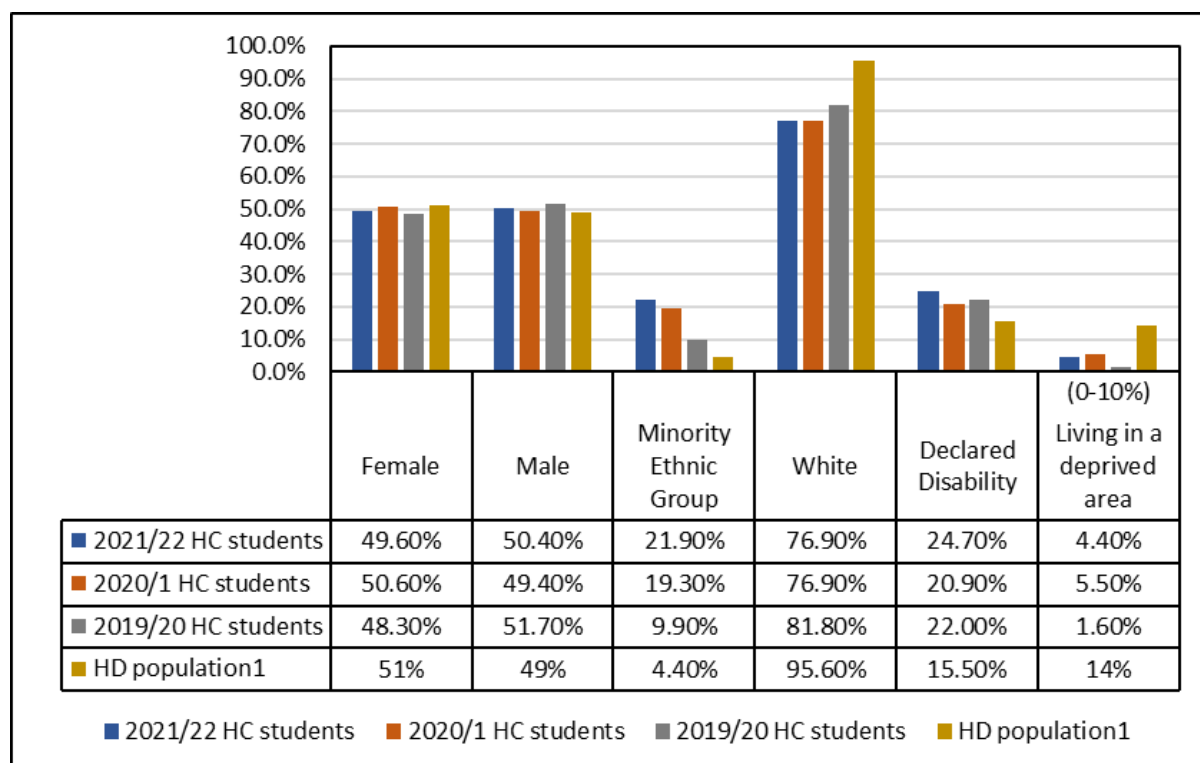
- A Group staff health and wellbeing champion's network has been launched. Virtual coffee mornings took place throughout lockdown to increase the feeling of togetherness. A Health & Wellbeing Microsite containing key Covid guidance, wellbeing support and information about wellbeing meetings and events was widely used throughout the year.
- Working towards Investors in Diversity.

Our Students

12. Student Data

Harrogate College students come from a variety of different backgrounds which creates a rich and diverse community and learning environment. All student data is taken by student headcount.

Table 1: Three year student data by protected characteristic

	Female	Male	Minority Ethnic Group	White	Declared Disability	(0-10%) Living in a deprived area
2021/22 HC students	49.60%	50.40%	21.90%	76.90%	24.70%	4.40%
2020/1 HC students	50.60%	49.40%	19.30%	76.90%	20.90%	5.50%
2019/20 HC students	48.30%	51.70%	9.90%	81.80%	22.00%	1.60%
HD population1	51%	49%	4.40%	95.60%	15.50%	14%

Legend: 2021/22 HC students, 2020/1 HC students, 2019/20 HC students, HD population1

HD: Harrogate District

1 Please note that data is taken from the most recent Census data

The gender mix is broadly equal, and of those who declared their ethnicity, predominantly from a white background. The College has seen an increase in the number of students who declared their ethnicity and are from an ethnic minority background. Our declared disability rates are 9.2% above the local population. The percentage of college students who live in a deprived area has decreased from the previous year but is 9.6% lower than the local population.

The college curriculum is designed to support students in developing skills which will enable them to meet their progression and career aspirations and also meet the needs of local and regional employers, as well as provide a full pastoral programme that develops global citizenship and social responsibility.

13. Achievement Differences by Protected Characteristics

BAME: Black, Asian and Minority Ethnic | **WB**: White British |

For the achievement of students by age group, 19+ students outperform the 16-18 year olds by 0.3%. This is an insignificant performance gap.

The achievement rates by gender indicate that 16 to 18 year olds males outperform females by 8.5% points, which is against the national trend. The performance gap between adult males and females is less at 2% points, but still more males achieved qualifications.

The achievement of 16 to 18 year old BAME students is 13.4% points better than White British students. The gap between adult learners is reversed with White British Students achieving 10.1% points better than BAME students.

The achievement of 16 to 18 year olds who are looked after or are care leavers shows that looked after children achieve better than care leavers, and those who are not looked after. The most significant performance gap is between looked after children and care leavers, where looked after children achieve 18.3% points better than care leavers.

The achievement of apprentices by age, shows that 16 to 18 year old apprentices under achieve by 22% points when compared to apprentices aged 19+. Within adult apprentices 19-23 year olds achieve 4.5% points better than apprentices aged over 24 years old.

Achievement differences between groups of students are addressed through actions in the Quality Improvement Plan.

14. Destinations

The college collects destination data of our leavers in line with ESFA and Department for Education requirements within two months for initial destination and again at nine months after completion for sustained destination, therefore data for 20/21 is the most recent.

Positive destinations include employment, apprenticeships, further education and higher education. Neutral destinations include a gap year or independent living for those with high needs. Negative destinations include not in paid employment - looking for work and not in paid employment - not looking for work.

There is negligible difference between males and females progressing onto positive destinations and the same with regards to the risk of progressing onto negative destinations.

Our ethnic minority students are also more likely to progress to positive destinations than their white British counterparts, a change from the previous year.

In comparison to 20/21 (see data table below) both males and females have significantly reduced their risk of progressing onto negative destinations.

Table 2: Destinations by gender (percentage and headcount)

	Positive	Neutral	Negative
Female	80.80%	4.00%	15%
Male	81.40%	2.10%	16.40%

Female   Male
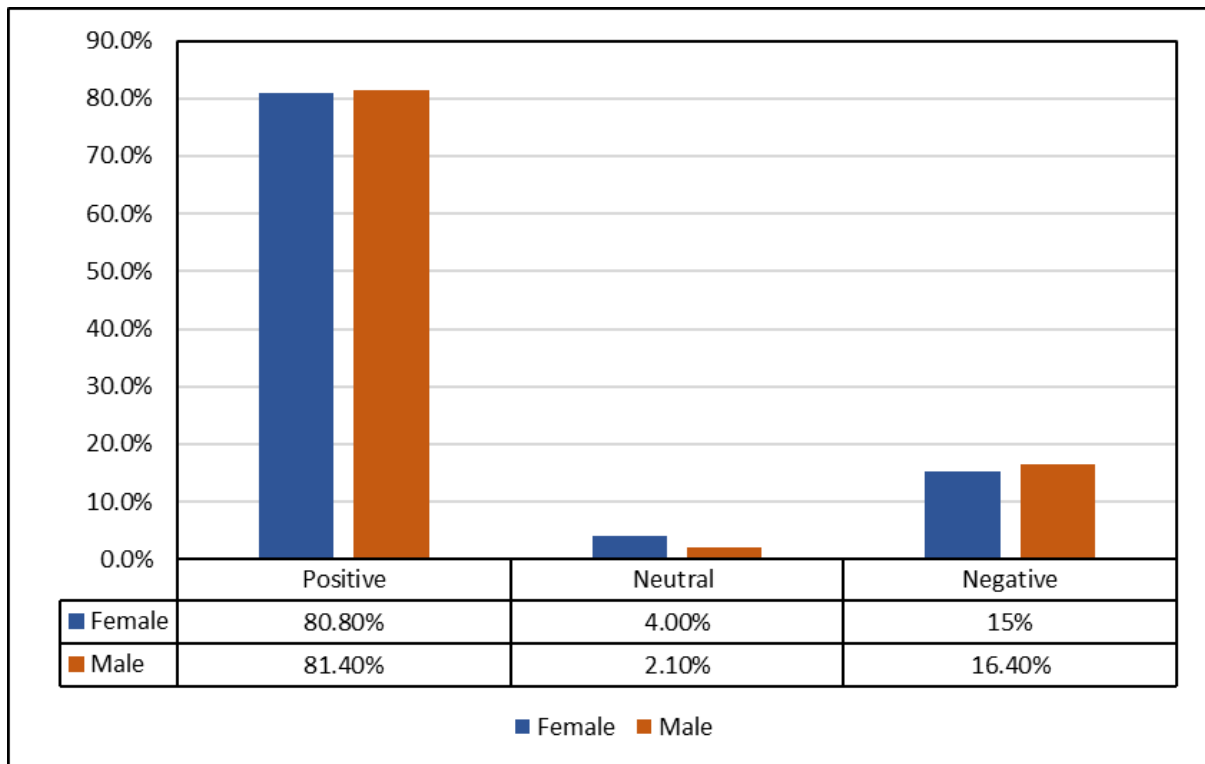
BAME: Black, Asian and Minority Ethnic | **WB**: White British | **NP**: Not provided
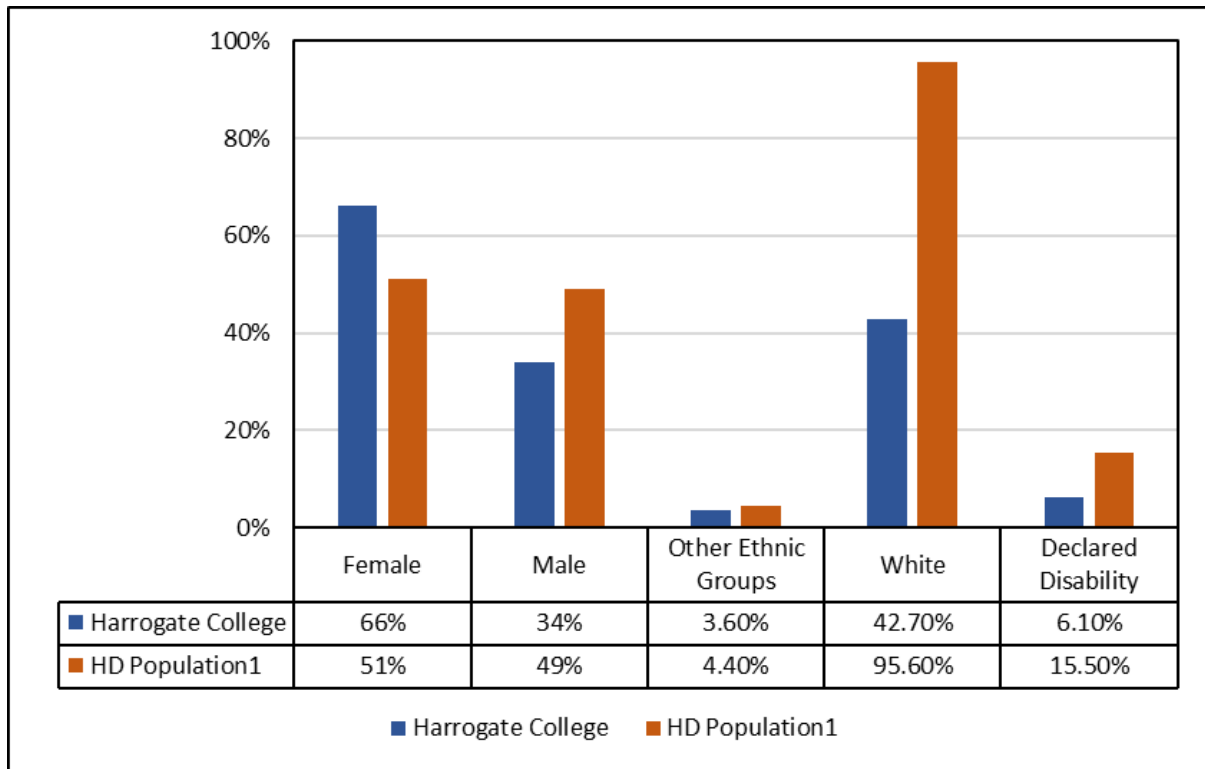
Our Staff

15. Staff data

The staffing data has remained largely unchanged over the last 3 years including staffing numbers during 2021/22. There has been a slight decrease in the number of ethnic minority staff employed, with ethnic minority staff being under-represented or not represented at all levels of the organisation including management roles

The lower number of staff declaring a disability and the gap in recording ethnicity, indicates that data collected is still a work in progress and as such, not complete. The number of staff with declared disabilities is significantly below the Harrogate population as is the case with the number of ethnic minority staff.

The age profile of staff has seen a decrease in the number of workers aged under 25 and in the number of workers aged 25-34. There has been an increase in the number of workers aged 55-6, up 7.3%. The data does not include staff employed by subcontracted services including cleaning and some catering services.

Table 3: Staff data broken down by equality characteristic compared to local and national data

	Female	Male	Other Ethnic Groups	White	Declared Disability
■ Harrogate College	66%	34%	3.60%	42.70%	6.10%
■ HD Population1	51%	49%	4.40%	95.60%	15.50%

■ Harrogate College   ■ HD Population1

[1] HD: Harrogate District

Table 4: Staffing Data by contract type

	Academic	Support	Management
■ HC Headcount	64	12	6
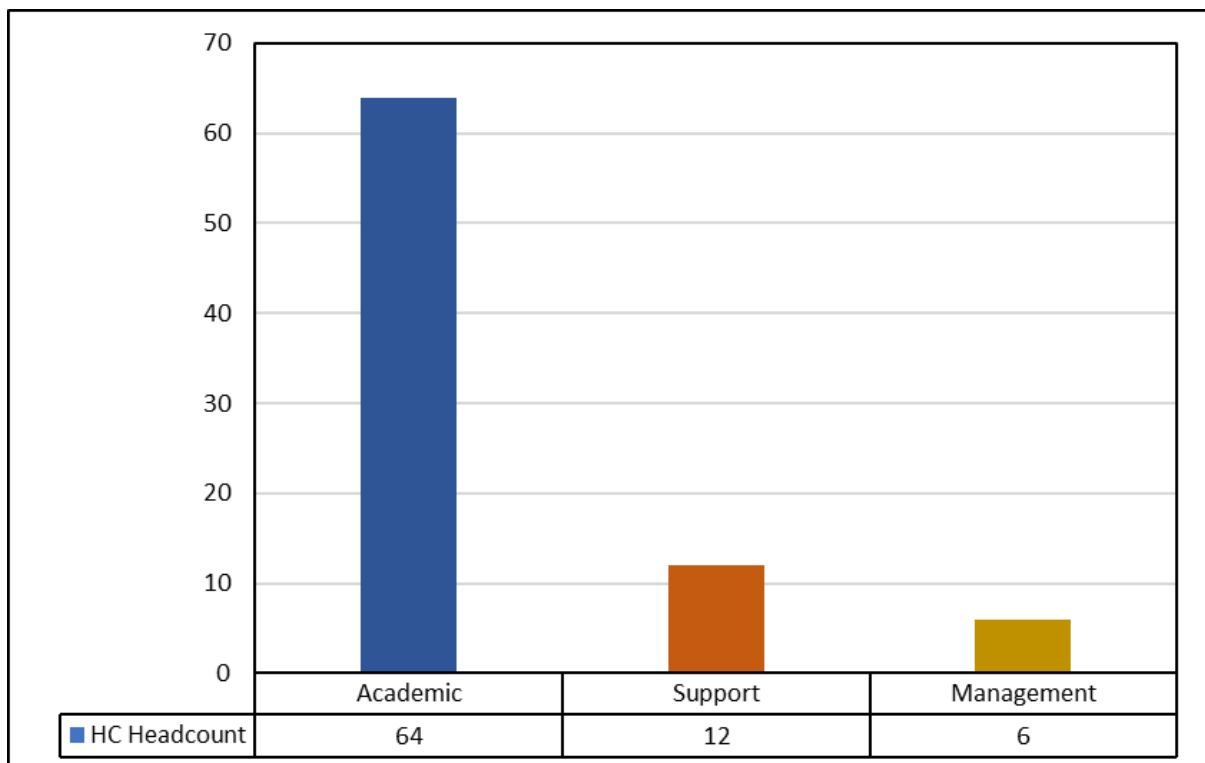
Table 5: Three-year staff starters and leavers

	2021/22	2020/21	2019/20
Starters	20	20	8
Leavers	15	36	13

Legend: Starters, Leavers
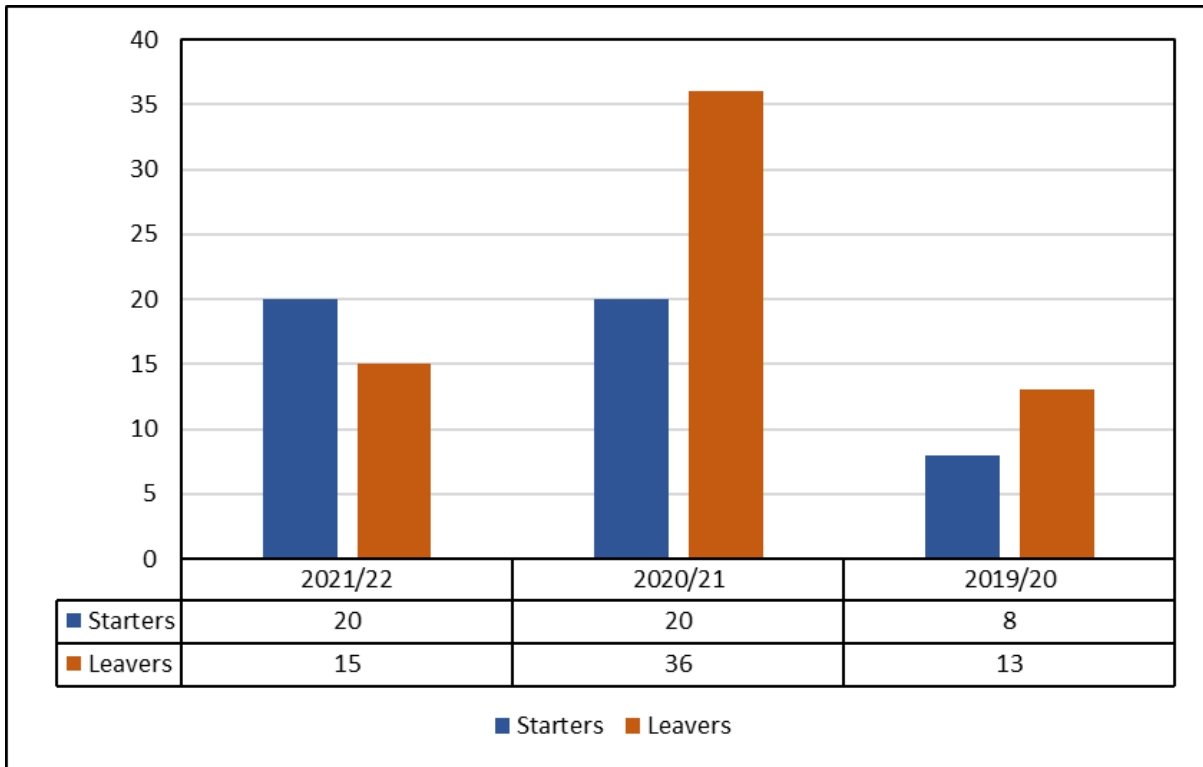
Table 6: Starters by characteristics (three-year data)

	Female	Male	Other Ethnic Groups	White	Declared Disability
2021/22	60.00%	40.00%	5.00%	15.00%	0.00%
2020/21	35.00%	65.00%	5.00%	25.00%	1.00%
2019/20	75%	25%	13%	63%	0%

Legend: 2021/22, 2020/21, 2019/20
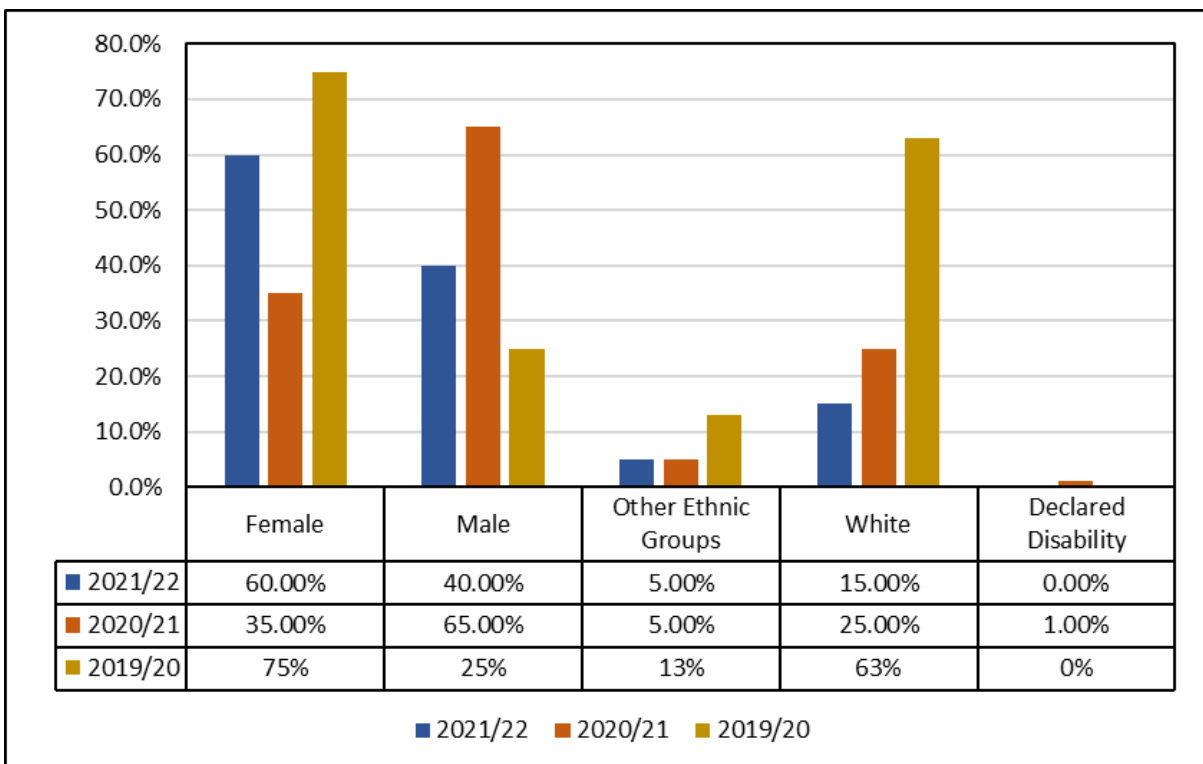
16. Staff Survey Results

The staff across the FE Colleges on a yearly basis receive a staff survey. During 2021/22 the survey was split into 10 categories; wellbeing, innovation, development, operations reputation, communication, culture, organisation, leadership and demographics. The survey is anonymous and sent to an outside agency to manage.

Staff were asked a number of questions, some key themes that are linked to EDI include;

- 97% of respondents felt the organisation's commitment to equality, diversity and inclusion is embedded in the organisation's culture
- 60% of respondents felt there was an opportunity for career progression within the organisation
- 91% of respondents felt there were treated fairly and with dignity and respect in the organisation
- 87% of respondents felt comfortable to be able to contribute their ideas and opinions in the workplace
- 89% of respondents felt that they knew where to get support when they needed it
- 91% of respondents felt they worked effectively with their team and they supported one another as a team

Key Projects 2021/22

Over the past academic year, we have developed a number of projects that have helped towards the progress of all our Equality Objectives.

Race Equality Road Map

The Race Equality Roadmap was developed in 2020/21 in response to the Black Lives Matter statement that had been made by the Luminate Education Group. Over the past academic year, we have made significant progress.

- Consultation on the Race Equality Roadmap began in July with the Race Equality Forum. Formats varied from 1:1 conversations, email feedback and group discussions.

- Consultation opened up to all staff members. Staff were given the opportunity to contribute to the Roadmap via a survey, or email the forum to book in a conversation.

- Feedback was reviewed and five key Roadmap themes emerged based around organisational culture, career development, students, the wider community and leadership.

- A key challenge identified by the working group was around the implementation of the Roadmap, although it should be led by the forum, meaningful change would only occur if the Roadmap was owned by senior leaders. The roadmap has a governor sponsor to ensure actions move forward.

- The Roadmap has key actions being developed against its objectives. Further work is needed to engage more staff across the group to feed into the action plan and we are now working with an external partner in the Black Leadership Group whom are nationally recognised as influencers of positive cultural change within the FE and HE education sector including, in recruitment.

17. Staff Forums

The staff forums have previously included Disability, Race Equality, and LGBT+ during the term of our Equality Objectives, this has been an area for development. We have extended the three forums to group level. During the year 2020/21 a Working Carer's forum was launched and during the year of 2022, a women's network was launched following consultation with staff.

Race Equality Forum:

In October, the Race Equality Forum presented a range of events, happening both internally and externally, for Black History Month (BHM). All staff were invited to take part in the month-long celebration. Events included a BHM themed forum meeting, and an Untold Black British History conversation delivered by forum co-chair Nathan Edwards.

The forum had several discussions around the term 'BAME - what it means, how it is used and how it feels to be labelled as BAME; it was concluded that the minority ethnic groups does not feel like an accurate descriptor for the people of the forum and a forum name change was needed. The forum changed their name to the Race Equality Forum in February.

In the latter part of the year, the Race Equality Forum has focused on the consultation and creation of the Race Equality Roadmap.

LGBT+:

More work is taking place on Bi inclusion, since this group did not feel represented, including a Bi drop in.

The forum has been supporting each other, including with book and film recommendations; developing a microsite; supporting development of an LGBT student forum.

Development of the Luminate Pride video which aimed to connect and reach out to the community to celebrate who they are.

Disabled and Neurodiverse (DAN):

Worked with the forum members to make the adjustments to the role of chair so that the workload is distributed, however membership continues to be low.

The forum has worked with HR regarding the Employee Assistance Programme which is run by Workplace Options. The forum surveyed the Workplace Options website and found information that was incorrect and following feedback this information was changed.

Working Carers:

The forum was launched in 2020/21. Initially the forum was able to provide support and sign posting for staff. Two training sessions were promoted by Carers Leeds in June based on Dementia and supporting the mental health for working carers. Staff were invited to attend confidential 1:1 sessions with Carers Leeds.

The forum appointed a new chair who took over in January 2021.

18. Mentoring Program and CPD

Black, Asian and Minority ethnic groups are under-represented across the Luminate Education Group and more significantly in leadership roles. The Race Equality Forum presented personal experiences and data for the college to CMT in October 2019. This highlighted the lack of diversity across the organisation and marked an opportunity for change.

The Equality Team and the Race Equality staff forum set up a pilot mentoring scheme to support leadership and development opportunities for this group. This will help to support the college diversity and inspire a new generation of leaders.

The mentoring programme lasted 7 months and the response to the pilot was overwhelmingly positive. When asked 80% of the mentees either agreed or strongly agreed that the programme had supported them to move towards their career aspirations. The programme gave staff the confidence to apply for aspirational roles that align to their values and fostered feelings of belonging.

19. EDI Champions and EDI Leaders

Our EDI Champions is a network across the group who are gaining expertise in EDI, contribute to development and change, offer advice to departments and take part in campaigns. This network has been well established.

The Champions have been consulted with on a number of key work streams including; The Race Equality Roadmap and the Equality Objectives.

Attendance at these meetings are monitored by the central team and senior leaders through the college performance review process.

During the past academic year we launched our EDI Leaders. These are a group of EDI specialists separate to our champion's network. They have been trained to deliver our mandatory taught EDI training. Staff have been nominated by department heads.

PARTNERSHIP WORK AND STAKEHOLDER ENGAGEMENT

The college works closely with a range of external stakeholders from the statutory, voluntary and community sectors. This ensures our campaigns and equality activities and training are informed by a range of voices and represent the communities served by the college. The college is represented at Leeds Equality Network, and participates in the Investors in Diversity standard and the Stonewall Equality Index.

20. Recommendations

- Increase staff participation and awareness of EDI Staff forum networks.
- Work with Organisational Development team, staff forums and unions to increase confidence in the staff survey.
- Promote the disclosure of equality characteristics at staff induction and increase staff confidence in declaring equality characteristics.
- Encourage engagement in staff mentoring schemes for Minority Ethnic Groups to support progression to more senior positions.
- Development of an inclusive recruitment strategy