EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT 2024/25

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October 2025

EQUALITY DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT 2024/25

1. INTRODUCTION

1.1. This paper provides the annual report on how the College seeks to meet the Public Sector Equality Duty (PSED) 2010 and its general duties under the Equalities Act as a Further Education and Skills provider (FES) in relation to both students and staff.

2. BACKGROUND

2.1. The PSED requires FES providers to:

- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share said characteristic.

- **Eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010.

- **Foster good relations** between people who share a protected characteristic and people who do not share said characteristic.

2.2. The Corporation agreed an EDI strategy as part of its Strategic Plan for 2022-2025 in July 2022. This plan has been rolled over for another academic year.

2.3. Leicester College has a long history of striving to provide an inclusive learning and working environment for students and staff. The College was praised by Ofsted in October 2023 for its "welcoming and inclusive culture". Under the new reinspection framework there will be a specific focus on Inclusion next year.

2.4. Inclusion, diversity and belonging is increasingly significant locally and globally as environments become more hostile to minority groups with the rise of far-right rhetoric and actions negatively impacting of local communities, politically and socially eroding some of the gains made in recent years. For example the removal of LGBTQ+ flags on some council buildings and the emergence of St George's flags and Union Jacks on public and private buildings in some parts of the City.

2.5. This report gives context to the wider learning and working environment in which we operate; provides highlights with regard to our EDI activities for the academic year 2024/25 and references the plans for the future to ensure Leicester College remains at the forefront of delivering a curriculum that is inclusive and celebrates the contribution of all its students and staff.

3. CONTEXT

3.1. During this academic year there were 2,855 16-19 students on study programmes, and 7,303 19+students. Of these, 949 were Apprentices, 9% of our student community. The 2021 Census reports Leicester City has a younger than average population compared to the rest of the country with 59.1% identifying as ethnically diverse. 70 different languages and dialects are spoken in the city with 52% of primary school children citing languages other than English as their first or preferred language.

3.2. 51% of the student population identified as ethnically diverse or from minoritised groups an increase of 3% from the previous year.

3.3. 52% of our students are female, 48% male.

3.4. 205 students were categorised as High Needs (SEND).

3.5. 57 students declared themselves as non-binary. (33 in 2023/24)

3.6. A significant number of students declared they had a physical disability or learning impairment that could impact on their learning. This included neurodiversity. 20% of students declared having a mental health issue; 18% of students declared having a physical disability; 440 students declared they were dyslexic; 316 declared they were on the Autism Spectrum; 309 students declared having mental health issues, and 284 declared having a physical disability.

3.7. The legacy of the pandemic continues to impact student outcomes in terms of inequalities and disadvantage particularly with respect to well-being, mental health, economic challenges and educational attainment.

3.8. Leicester City has significant areas of deprivation and many of our students are affected by multiple disadvantages. The Census reports Leicester is the 19th most deprived local authority in the country. Unemployment rates are 5.3% compared to the national average of 3.8%, with 5.2% claiming benefits compared with 3.7% nationally.

3.9. The Head of Inclusion works collaboratively with departmental and curriculum colleagues across the organisation to ensure a whole college approach to EDI for both students and staff.

4. EDI AT LEICESTER COLLEGE – OUR STRATEGY AND INTENT

4.1. The College's EDI Strategy and Action Plan were adopted in 2022/23. Progress against specific actions are reported in a separate paper.

4.2. We strive to embed the College values in all we do (*Respect, Inclusion, Sustainability, Equality and Excellence*) from a student and staff perspective. The EDI Committee is chaired by the Principal and cross-College representatives, including Quality, HR, Student Services, Curriculum and students. The Committee meets three times a year.

5. SUPPORT TO STUDENTS

5.1. STUDENT WELFARE AND FINANCE

5.1.1. The College assisted 1,769 (16-19) individual students representing a £947,000 spend which included £200,000 vulnerable Bursary Payments. Monies contribute towards travel costs, bus passes, equipment, kit costs, materials fees, and Free School Meals (FSM).

5.1.2. The College assisted 1,422 (19+) Adult Students representing a £1,053,000 spend. All adults assisted received £3.15 p/d for Free School Meals (FSM).

5.1.3. In addition, 91 students were assisted to access Advanced Learner Loans with a spend of £54,000.

5.1.4. 784 laptops (a slight increase) and 28 MiFis, (data top up) a decrease from the previous year were supplied to students in need. Additional support resources such as reading pens, speaking calculators and Dictaphones were also provided to students eligible for the LSF to support Teaching Learning and Assessment (TLA).

5.1.5. Free sanitary products (circa £5,000 in value) continue to be available in all toilets across main campuses to address period poverty among students and staff.

5.2. ADDITIONAL LEARNING SUPPORT (ALS)

5.2.1. ALS staff pre-assess mainstream Educational Health Care Plan (EHCP) students and those with identified additional needs. They advise curriculum on inclusion strategies and how best to meet individual student needs prior to starting College and while on programme. ALS supported 51 16-19s, 46 adults, and five Apprentices with an EHCP. 423 students were assessed for full exam arrangements. In total 672 students were supported including 65 Apprentices.

5.2.2. The ALS team delivered transition events, parent information evenings, attended a number of external network meetings with both local authorities and Connexions and worked closer with internal staff to ensure a more collaborative and integrated approach to supporting mainstream students with additional needs and EHCPs. This included working in partnership with the Quality team to develop inclusion and digital toolkits and promoting adaptive teaching practices with curriculum colleagues. The impact has been smoother transitions for students, improved operational procedures to support students e.g. more timely exam access arrangements, and better communication with parents resulting in better outcomes for students.

5.3. MENTORING AND WELLBEING SUPPORT

5.3.1. The mentoring team deliver their services in partnership with curriculum staff and agree strategies for supporting 'high-risk' students including those at risk of withdrawing and/or becoming NEET (not in education, employment or training). 1,554 students were supported this year by the Learning Mentor Service representing 6,337 interactions. The team supported 53 Care Leavers.

5.3.2. The Mentor Team Leader is the Looked After Children (LAC) Designate and leads on support to our Care Experienced students. 213 Care Experienced students enrolled at the College with 201 retained on programme. The team delivered Keep in Touch sessions over the summer supporting 271 of our most vulnerable students. 48 Students were referred to foodbanks and the team had 828 interactions via our Sexual Health Service.

5.3.3. The Aspire and Counselling teams provide support to students experiencing common and complex mental health issues including anxiety and

depression, personality disorders, psychosis, schizophrenia, survivors of sexual abuse, trauma, for self-harm and suicide ideation. The Aspire team worked with 145 individual students in 2024/25. The Counselling team worked with 230 students.

5.4. INFORMATION ADVICE AND GUIDANCE (IAG)

5.4.1. The 16-19 Careers Team includes a (Special Educational Needs and Disability) SEND Advisor. The post works collaboratively with our ALS team and Supported and Inclusive Learning (SAIL) curriculum to ensure all mainstream and specialist provision students have a positive destination. 211 careers interactions took place with EHCP students across College.

5.4.2. The 16-19 team supported 539 students with a declared disability or learning difficulty, 301 students in receipt of FSM, 71 care experienced students, and 29 young Carers. The team also provided support to students who had withdrawn from their chosen course. 2,916 interactions took place with customers external to Leicester College or on Apprenticeships. There were a total number of 4,875 interactions this academic year.

5.4.3. National Careers Service (NCS) staff support a diverse range of clients including many long-term unemployed with chronic mental and physical health issues. Clients include professionals with higher level overseas qualifications and those with basic or entry level qualifications and English language needs. Delivery is primarily at our APC, City Skills Centre (CSC) and Ross Walk campuses and at community outreach venues e.g. The City of Sanctury. This includes a weekly drop in at APC and CSC. 812 customers were supported, 70 of which had a declared disability with 382 having qualifications below level 2.

5.4.4. The EDI team accompanied five students to attend the Leicester University Employability Day, where Black professionals from a range of industries provided information, inspiration and incite about a range of opportunities. Students were able to network, receive individual advice, and find out about routes into their chosen careers at the employer's exhibition, whilst learning about useful employability skills.

5.5. LIBRARY SERVICES

5.5.1. Our libraries offer a safe and quiet space for our students to access a wide range of materials. The service loaned 1,088 laptops and MiFi data this year. The service has continued to strengthen links with and provide opportunities for students to feedback and request resources through its "Library Voice" Teams channel via the Student Council. e.g. Library Voice has initiated upgraded software in the Library at SMC to match versions being used in the classrooms.

5.5.2. Librarians continually add to the diversity and accessibility of library resources in response to student and staff feedback e.g. in response to the external "Hear My Voice" consultation with LGBTQ+ students and staff. All library documentation, including help and support documents are accessibility checked before publication to match the accessibility standards

of the e-Library.

5.6. NURSERIES

5.6.1.   The College nurseries at APC and FPC campuses provide high quality childcare to 0-5 students and staff children, and a small number of external parents, to enable those with childcare responsibilities to access learning and work. Both nurseries continue to see an increase in the number of children requiring support with SEND. A significant number of families experience financial hardship. Student parents can access childcare support from our Welfare funds and are provided with information on external sources of support e.g. foodbanks or charities offering free or inexpensive baby products or furniture. Government reforms have enabled more free childcare hours for working parents.

5.6.2.   Equality, Diversity and Inclusion is positively acknowledged and explored in the nursery setting with children and staff actively engaging in student enrichments activities on and off campus.

5.7. MARKETING AND RECRUITMENT

5.7.1.   Work was completed on the Leicester College website to ensure it meets WCAG 2.1 AA accessibility standards. This means the website is now more inclusive and usable for a wider range of people, including those with disabilities. Meeting AA standards covers areas such as providing sufficient colour contrast for text, making sure the site can be navigated using a keyboard, ensuring images have meaningful alternative text, and making forms and interactive elements easier to use with assistive technologies like screen readers. These updates make the website more accessible, fair, and user-friendly for everyone.

5.7.2.   As part of our College in the Community initiative, Marketing Colleagues delivered a Community Roadshow; a grassroots outreach campaign targeting foodbanks and community hubs across Leicester, to raise awareness of our free courses and employment support available, including entry levels, ESOL, GCSEs, and skills for work opportunities. College staff visited four food banks reaching 70 people.

6.   **STUDENT VOICE AND STUDENT ENRICHMENT**

6.1.   The College participated in the national **Leaders Unlocked Racial Justice programme** after a successful pilot in 2023/24. We are one of 14 Colleges across the country independently consulting our students on their experiences at College from a racial justice perspective. Participation in the project was a direct legacy of our first "Hear My Voice" student consultation project.

6.2.   We recruited four student ambassadors who were mentored and given the opportunity to collaborate with students from across the Country to share experiences and showcase their views to a national audience. 712 students from all ethnicities completed the online survey. 27 students participated in the "solutions" session with senior managers, delivered by Leaders Unlocked. The majority of the students in attendance were from our BECT curriculum. We received both positive

and constructive feedback from the students which will inform the College to provide a more inclusive experience for all our students going forward. We hope to engage even more students from a broader range of curriculum areas when we participate in the programme again. The full report and findings are available on request.

6.3. This year the **"Hear My Voice**" student consultation focussed on students who identify as being part of the LGBTQ+ community. The College partnered with the Leicester and Leicestershire LGBT Centre to deliver an independent consultation with students and staff from across the organisation to hear their views on how inclusive the College is from a LGBTQ+ perspective. 211 students in total participated in either the online survey or one-to-one interviews. 66 Staff responded to the survey. The full report and key findings are available on request.

6.4. 70 Launch Pad students took part in a research project hosted by the **Stephen Lawrence Research Centre (SLRC)** at De Montfort University. The project, led by academic researchers, explored how young people engage with outreach activities focused on racism and social justice. Students participated in three interactive sessions: a performance piece titled *A Lesson on Differences* examining institutional racism through storytelling; a workshop called *Taking the Rap* discussing the use of rap lyrics in criminal trials; and a guided tour of the Stephen Lawrence Exhibition. After each session, students completed reflective writing exercises to share their thoughts and experiences. This research not only gave students the opportunity to contribute to the development of antiracist educational practices but also offered valuable exposure to university spaces and learning environments. Their insights will help shape future outreach work at SLRC.

6.5. Seventy-seven students across various curriculum areas took part in **International work placements.** These included students from Motor vehicle, Construction and Hospitality and Catering (from entry level-level 3 students). 30% of the students who completed this experience had a declared disability/learning and/or mental health need. Three entry level students with EHCPs joined a group of 24 level 3 students on a two-week trip to Seville where they took part in work placement. Student mentors supported these students in all aspects of the trip in order for them to fully participate in the opportunity and integrate with the group. 43% of the students who took part in the trips were from minoritised backgrounds with one group of 15 students including 12 with Indian/Pakistani heritage. The College supported students from disadvantaged backgrounds to access these trips and paid for passports and insurances as well as essential items e.g. suitable clothing and personal care products.

6.6. The Business and Enterprise Department delivered a number of events this year including an International Food Fair where students were invited to share traditional dishes from their cultures. A cultural Fashion Show to showcase traditional clothes with storytelling about its significance; and a Music and Dance Night with performances from different traditions and communities. The students initiated these events and wanted to share their own experiences and showcase and celebrate their heritage with their peers and staff.

6.7. Student Enrichment Team (SET) delivered a variety of cross-College student enrichment activities, events and organised external trips as in previous years e.g. Freshers, recreational sports including girls only sessions and Pan-disability tournaments, and acknowledged and celebrated a number of EDI celebrations

including Christmas, Diwali , Hanukkah, Easter, Black History Month (BHM), LGBTQ+, History Month, Mental Health and Wellbeing Days, and International Women's Day, The team also delivered bespoke sessions with Supported Learning, Launch Pad students and adult students at our outreach centres.

6.8. The Student Union (SU) in partnership with SET delivered 'Culture Day' and Langar on Campus both highlights of the EDI Calendar of events and attended by significant numbers of students and staff. Leicester College PRIDE was delivered in partnership with the SU and the EDI team for the first time this year as a direct response to feedback from students and staff who participated in the Hear My Voice consultation with the LGBTQ Centre. Going forward we hope this will be an integral part of the enrichment calendar along with the development of a number of social clubs delivered by SET or the SU.

6.9. Friday prayers are facilitated by staff at all three campuses. This allows the College to provide a service for students and minimise any disruption to learning that arises when students leave campus. Upgrading the Reflection rooms and ensuring they are fit for purpose will be a focus next year.

7. <u>EDI IN TEACHING, LEARNING and ASSESSMENT (TLA)</u>

7.1. <u>HEALTH AND SOCIAL CARE</u>

7.1.1. The curriculum area wanted to adopt a more standardised approach to supporting learning and to remove barriers for all students by being "inclusive by design." The Department trialled the use of digital and assistive tools in the classroom that aid students with barriers to learning but can be accessed by all students thus reducing stigma. Notice boards have been updated to show representative role models. Staff accessed external autism and wellbeing training to raise their awareness and understanding, to better support students with mental health issues. This has resulted in a stronger emphasis on early recognition, timely intervention and more effective referral, and record keeping process to support student outcomes. The interventions trialled were a response to data that showed students from different ethnic backgrounds (particularly mixed) were not achieving as well in their studies as their peers The area plans to focus on students with additional needs going forward as EHCP students and those with moderate learning difficulties did not achieve as well as their peers despite interventions.

7.1.2. The area regularly encourages their students to participate in cross-College celebrations and EDI is formally taught in Health and Social care as part of the specification from Level 2, 3 and T levels Health. This encourages students to be more aware of the communities we live in and to help understand the needs of service users when they go into the world of work.

7.1.3. Going forward the area is planning to build a care practical room which will support client needs e.g. sensory equipment, walking aids, visual aids and cultural artifacts will also be available to for all students to access.

7.2. <u>PERFORMING ARTS AND MUSIC</u>

7.2.1. The Performing Arts and Music Department ensure their offer reflects the changing performing arts and music industry. They use visuals in classes and on handouts that reflect the diverse industry and student body within their department. This enables students to understand the barriers and potential opportunities available to them in the industry. The area has a significant number of neurodivergent actors and trans and questioning students. As a result, they effectively use theatre and performance to support and promote discussion around inclusion and diversity.

7.2.2. The department has recognised that students need varied and alternative approaches to submitting coursework so have shifted towards verbal, audio and video submissions in addition to written assessments.

7.2.3. The area intentionally plans a range of EDI topics through the academic year including:

- Afrobeats classes - understanding the history, origins, influences, cultural references, varied music choices, and cultural appreciation of dance forms.
- Music choices studied in classes - exploring a wide variety of artists, composers, music producers and genres from a range of cultural backgrounds.
- Black and Asian Dance Companies and artists studied on the dance course. Weekly examples embedded in the class delivery from a range of dance companies across the world.
- LGBTQ Theatre and Dance companies explored in contextual studies classes. LGBTQ themes in performance.
- Disabled dance and theatre companies explored that include disabled artists and performers.
- Exploring access in the arts - audio described performance, signed performance, relaxed performances for neurodivergent audiences
- Adaptive teaching approaches: Encouraging students to use software on Microsoft i.e. transcribe and dictate to support learning needs Tutors also providing audio feedback rather than written.

7.2.4. As a result, students have produced some very exciting work which reflects the modern and changing music and performing arts industry. They are able to talk positively about diversity in the industry, the barriers, and growth opportunities; and have used audio to make their work more accessible.

7.3. <u>CONSTRUCTION</u>

7.3.1. The Construction department is accessible to students with various points of entry and progression routes available to further study in addition to, apprenticeship, and employment. Enrichment supports curriculum offer and student progress. The department delivered a number of QI led pedagogical activities in staff Team Time. TLA resources were developed to include a wider range of formats including video, Teams, audio. To promote inclusivity. Staff effectively identify, record and monitor their student groups so support can be offered in a timely way. e.g. support is provided so

enrichment trips are inclusive and available to all. Students are supported via the LSF to purchase PPE and equipment. The Level 1 Adult Skills course is delivered in the evenings to support 'return to study'.

7.3.2. The Women into Construction course delivered in partnership with Leicester City Council during the February half-term further promotes underrepresented women within the industry.

7.3.3. In addition, some classes have engaged in discussions around religion and festivals which students have responded well to which it is hoped can be developed next academic year.

7.4. HAIR AND BEAUTY

7.4.1. The Hairdressing and Barbering department have incorporated Afro and multi texture hair into the initial/diagnostic assessment by demonstrating techniques, tools and products design for these hair types.

7.4.2. Beauty and Artistic Make-up also use a range of skin-coloured foundations. The department have a range of multi textured blocks and products for Afro hair types that are used across the department. All the department have adapted learning materials using diverse images throughout. This ensures all Learners feel acknowledged and are knowledgeable in the range of skin types and hair type they will potentially be working on when they leave the College.

7.4.3. The department has been able to deliver master classes and workshops throughout the year to students utilising external guest speakers. They will use World Afro hair day to celebrate further across the department.

7.5. COMPUTING

7.5.1. Computing students were provided with a range of opportunities in their PD sessions to engage in and debate topical issues and hear from a diverse range of guest speakers. Topics included men's mental health, the story of immigration, disability awareness, the Black Lives Matter movement and the impact this has on students, in relation to the Prevent duty, in particular democracy and the rule of law. Students were engaged and educated on topical issues relevant to them and their working lives post College.

7.6. ESOL AND EMPLOYABILITY

7.6.1. EMES staff and students, SET Team, Careers Team, Welfare, Adult Learning Support, Library staff, and the PD Manager all worked in partnership to design and deliver our innovative Pathways to employment courses. These courses support the transition of students with additional health needs, to suitable employment opportunities. L1 Awards / units include Personal Safety, Safeguarding, Understanding Inclusion, Equality and Diversity at work, healthy living, alcohol awareness and drug awareness. Counter terrorism and EDI is also covered as part of the Door Supervisor qualification. The NHS and security programmes also include a unit on disability awareness. Well-being specific aims incorporated into the

ESOL and Yoga and ESOL and Crochet classes.

7.6.2.   EDI is incorporated throughout the Curriculum offer. British Values & Prevent included in induction, course handbooks and classroom displays. Schemes of work and resources incorporate EDI. Staff used resources including newspaper articles and videos to help raise awareness of age barriers, discrimination, gender, LGBTQ+, and disabilities.

7.6.3.   The SET team visited classes in all programme areas, delivering some festival-inspired activities and exploring how different festivals are embraced and celebrated in College. The team also delivered various workshops on body image, mental health awareness, self-defence, and music. Students attended a talk on the experiences of asylum seekers and refugees. More than 60 ESOL groups took part in Reading Challenges, organised by the Library team. Students read up to six books and completed book reviews. These challenges helped to encourage students to develop their reading and comprehension skills.

7.6.4.   Students visited a Police workshop on knife crime.

7.6.5.   Work experience included working with the British Heart Foundation, organising various market stalls at the college events and the painting of LOROS Elephants that can be seen around the city.

7.6.6.   Most ESOL classes have had visits from careers advisers to first deliver information about the service offered and then for 1:1 advice session, to ensure that students can easily access Careers Advice.

7.6.7.   These curriculum and enrichment activities and resources aim to promote citizenship, acculturation and access. They reflect and acknowledge the multicultural makeup of the classes and acknowledge the skills, experience and expertise that all students bring with them. These activities also help students to showcase their achievements in education and extracurricular activities. Acculturation, enhanced knowledge and skills to gain access to systems and services, made learning more enjoyable, enhanced study skills and life skills, promoted team working, improved employability skills.

8. <u>PROTECTING STUDENTS</u>

8.1.   The Director of Student Services and Marketing is the College's Designated Safeguarding Lead (DSL). This post is supported by senior staff and managers in Student Services who provide ongoing support directly to students and to curriculum colleagues to raise awareness of safeguarding issues to keep our College community safe and to ensure any reported safeguarding issues are addressed effectively, efficiency and in a timely manner. 1,415 referrals relating to 1,004 students were made to the team in 2024/25.

8.2.   A total of 55 student complaints were received in 2024/25 concerning behaviours, attitudes and overall well-being. Among these complaints, 41 were specifically related to staff behaviour.

8.3.   The Student Behaviour and Conduct Policy and The Fitness to Study process was

fully implemented this year. Both policies focus on a restorative practice model of behaviour and conduct management, ensuring early intervention and support is consistently prioritised. 411 students were taken through informal resolution in line with the Behaviour and Conduct Policy. 91% of students were on 16-19 study programmes; 68% male and 32% female. The majority of cases (267) were for attendance and punctuality issues and 72 for low level behaviour in 39 cases "no priority reason was specified". Eleven students were taken through the informal Fitness to Study process, six were escalated to the Stage 1 formal process, and two escalated to Stage 2 and resulted in a pause in learning.

8.4. The 16-19 student induction programme continued this year for new and returning students and included the importance of students keeping themselves and their peers safe. Differentiated resources were developed for Supported Learning and ESOL students to ensure inclusive delivery. The induction programme will be refreshed next year in response to student and staff feedback.

9. <u>SUPPORT FOR STAFF (TLA-CPD)</u>

9.1. Inclusion remains the overarching theme of the College's quality improvement work, driving both staff development and measurable improvements in the student experience. The Quality Team has focused on embedding digital tools such as Text-to-Speech, Immersive Reader, Read and Write, and real-time caption software across the curriculum. Staff have been trained in their use and, in turn, have supported students to apply these tools to enhance reading, decoding, and revision skills. This has already led to increased engagement, improved accessibility, and greater independence for students, particularly those with additional needs. The ongoing embedding of these practices throughout 2025/26 will ensure that digital accessibility becomes an integral part of teaching, learning, and assessment, contributing directly to improved retention, progression, and achievement.

9.2. The College has advanced its work on anti-racist pedagogy, equipping staff to critically reflect on their practice and adopt strategies that make learning more equitable. This has been operationalised through a new self-assessment framework, requiring each curriculum area to identify and act upon two inclusion priorities with the greatest potential for student impact. Progress against these priorities is monitored via Curriculum Quality Improvement Plans (QIPs), ensuring accountability and alignment to College-wide objectives. Staff are further supported through the introduction of a practical Inclusion Toolkit, offering strategies and classroom solutions that remove barriers and build confidence in inclusive delivery. Collectively, this programme ensures that inclusion is not only a principle but a measurable driver of quality, consistency, and student success across the College

9.3. During the 2024/25 academic year the Quality team delivered training to 83 curriculum staff on adaptive teaching. Autism awareness training was provided via Leicester City Council to the Health and Social Care curriculum team.

9.4. EDI Specific training was delivered to staff as part of the College's Development Day Offer including:

- "Deconstructing binary gender" - 88 staff participated in the online training session delivered by an external consultant.
- Attachment and Trauma training - 67 staff participated in the in-person training

session delivered by Leicestershire County Council.
- An introductory BSL session was delivered to all Student Services and Learning Support staff during their Development Day delivered by Leicestershire Adult Learning Service with a significant number of staff now attending the BSL introductory course now being delivered by our Adult Community Learning Team.

9.5. A series of workshops were developed and delivered to line managers covering the following topics:

- Equality Impact Assessment Training for Managers – two sessions
- Leading with Strength and Compassion – four sessions
- Wellness Action Plans and Stress Risk Assessments: how to use these effectively and confidently – three sessions
- Domestic Abuse Training for Managers – one session

9.6. A new Understanding and Preventing Sexual Harassment in the Workplace module was launched in 2024/25 academic year to help staff understand this topic and their responsibilities This module is part of our legal duty to take reasonable steps to prevent sexual harassment and create a safe working environment. This module was developed in house and is bespoke to the college.

9.7. Twenty-five staff are now trained Mental Health First Aiders.

9.8. Following the pilot reciprocal mentoring scheme which took place in 2023/24, it was recommended that the scheme continues as a form of positive action. Senior managers could be invited to participate as mentees/sponsors and the opportunity could be made available to all ethnic minority staff interested in career progression. These recommendations will be considered, and a new scheme will be investigated and implemented.

9.9. The emerging leaders programme cohort three began in 2024/25. There are eight participants taking part in the programme. A breakdown of the ethnicity of the group is as follows:

Any other Asian background	1
Indian	2
Bangladeshi	1
English, Welsh, Scottish, Northen Irish or British	4

9.10. As part of our association with FE Black Leadership group a limited number of places were available to Leicester College staff to take part in webinars. The following topics were attended by college staff:

- Anti-racism webinar for HR Professionals - one staff member
- How to become an Anti-racist Ally – one staff member
- The anti-racist teacher trainer – two staff members.

9.11. RACIAL EQUALITY NETWORK

9.11.1. The REN staff network is open to all staff interested in supporting race equality within the College including allies. Currently REN has 56 members

across the College at all different levels, sectors and job roles. The group has three scheduled meetings per year. All members of the network have an equal voice, with the primary goal to raise concerns, promote good practise related to race equality, and to communicate these with key stakeholders to foster change. The network provides a safe space for members to discuss common issues and seek mutual support. REN has been supported by the Director of HR and attended by the Deputy Principal. There will be new Chair elections next year (2025/26). REN is currently evaluating engagement and how to improve participation.

9.12. <u>LGBT+ STAFF NETWORK</u>

9.12.1. The LGBTQ+ network has nine members and is in the process of relaunching after a change of chair this year. The group was instrumental to the success of the Hear My Voice 3 consultation which included feedback from staff and students. Network members regularly advocate for issues that affect the LGBTQ+ community including the Scotland Supreme Court decision on what constitutes a woman. The chair is a member of the EIA panel.
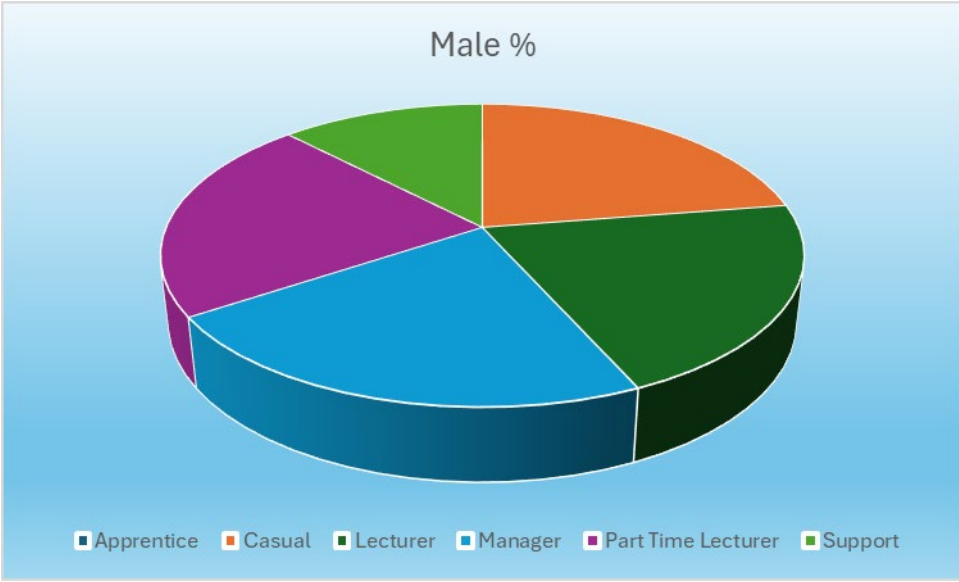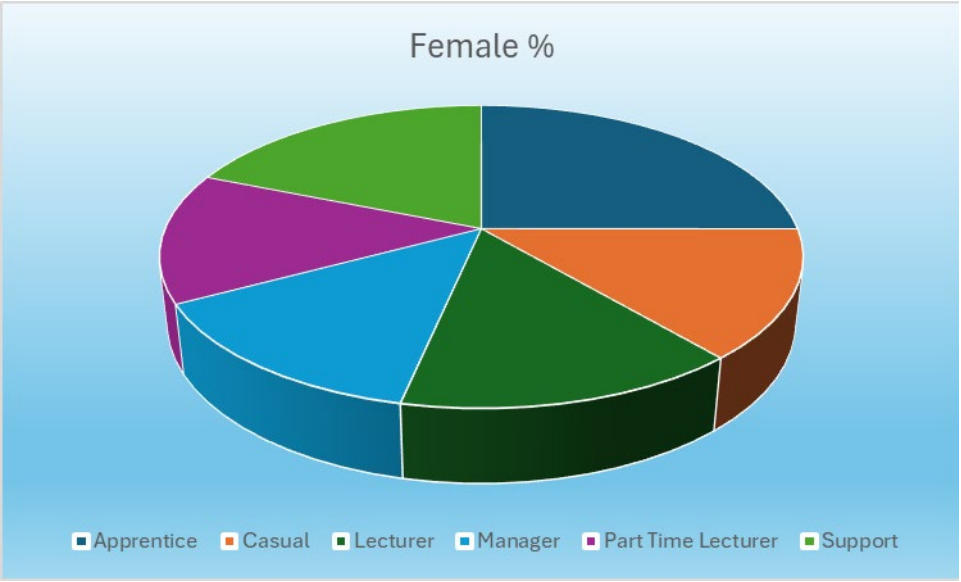
9.13. <u>DISABLED STAFF NETWORK</u>

9.13.1. The Disabled staff network has been largely inactive this year due to staff illness.

10. STAFF BY DIVERSITY INDICATORS

10.1. There has been no major change in the composition of the workforce this year, with female staff being in the majority at 67%.

10.2. The percentage of ethnic minority employees has increased in the past year by 2% to 38%. It is encouraging that 59% of applicants are from an ethnically diverse background, an increase of 2% on last year. The percentage of those who progress to shortlisting and interview is 57%. Black applicants account for 1% of the total and Black appointees account for 10% of all appointments.

10.3. 9% of all applicants have a disability, (a 1% increase on last year) and they account for 7% of all appointees (a decrease of 2% on last year.

Category	Female	Female %	Male	Male %	Total
Apprentice	2	100%	0	0%	2
Casual	45	55%	37	45%	82
Lecturer	184	58%	131	42%	315
Manager	48	55%	39	45%	87
Part Time Lecturer	29	56%	23	44%	52
Support	462	75%	150	25%	612
Total	**770**	**67%**	**380**	**33%**	**1150**

All Employees

Legend:
- Apprentice
- Casual
- Lecturer
- Manager
- Part Time Lecturer
- Support

Female %

Apprentice ■ Casual ■ Lecturer ■ Manager ■ Part Time Lecturer ■ Support

Male %

Apprentice ■ Casual ■ Lecturer ■ Manager ■ Part Time Lecturer ■ Support

Ethnicity - all Staff

- Asian or Asian British
- Black, Black British, Caribbean or African
- Mixed Heritage
- White
- Other Ethnic Group
- Not Specified or Prefer not to Say
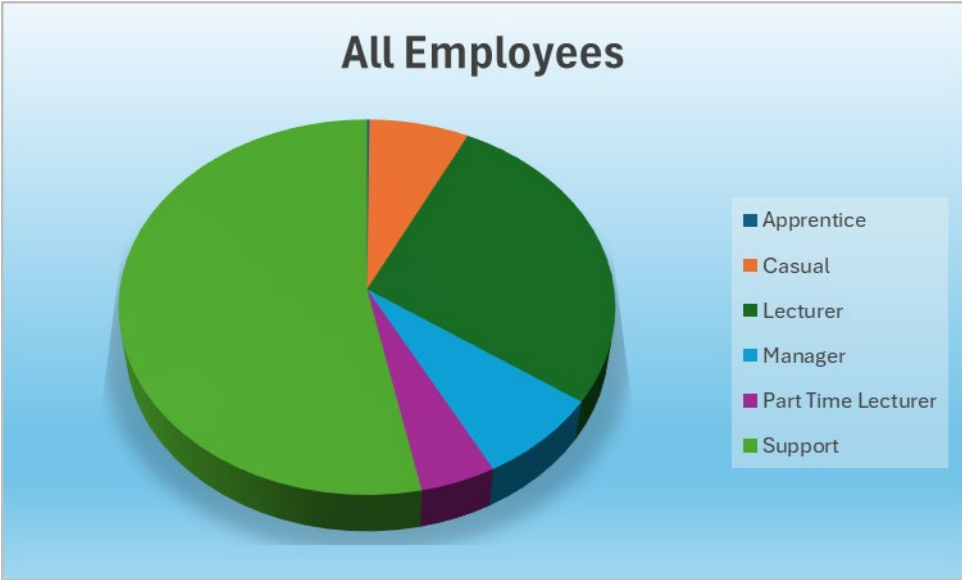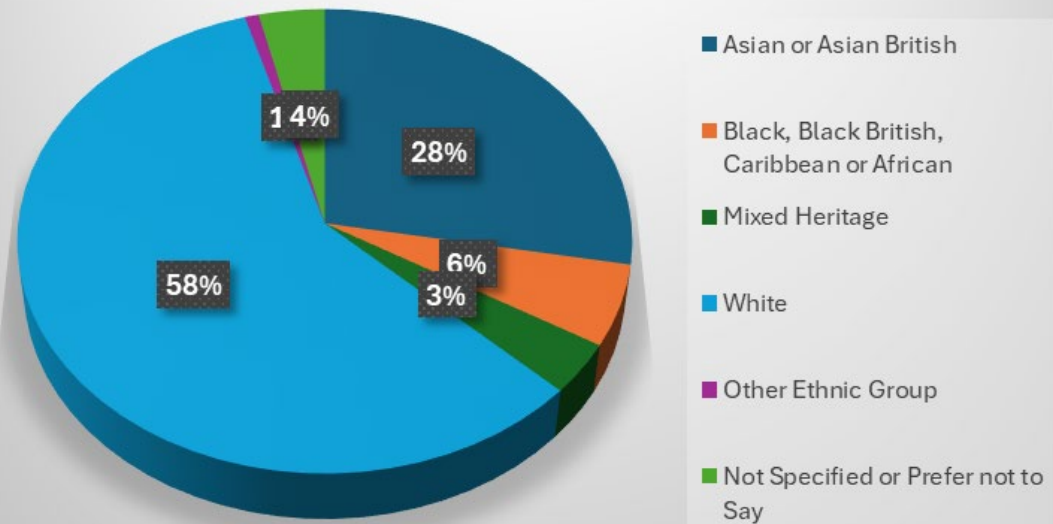
Category	Apprentice	Apprentice %	Casual	Casual %	Lecturer	Lecturer %	Manager	Manager %	Variable Hours Lecturer	Variable Hours Lecturer %	Support	Support %	Total	% Total
Asian or Asian British	1	0.3%	31	10%	88	28%	14	16%	14	27%	172	28%	**320**	**28%**
Black, Black British, Caribbean or African	0	0%	3	5%	20	6%	2	2%	2	4%	38	6%	**65**	**6%**
Mixed Heritage	0	0%	4	10%	12	4%	1	1%	1	2%	23	4%	**41**	**4%**
White	1	50%	38	46%	180	57%	68	78%	32	62%	353	58%	**672**	**58%**
Other Ethnic Group	0	0%	0	0%	3	1%	1	1%	1	2%	4	1%	**9**	**1%**
Not Specified or Prefer not to Say	0	0%	6	14%	12	4%	1	1%	2	4%	22	4%	**43**	**4%**
Total	**2**		**82**		**315**		**87**		**52**		**612**		**1150**	

Category	No Disability	No Disability %	Disabled	Disabled %	Not Specified	Not Specified%	Total	Total %
Apprentice	2	100%	0	0%	0	0%	2	0%
Casual	71	87%	4	5%	7	9%	82	7%
Lecturer	260	83%	25	8%	30	10%	315	27%
Manager	80	92%	5	6%	2	2%	87	8%
Part Time Lecturer	46	88%	3	6%	3	6%	52	5%
Support	499	82%	48	8%	65	11%	612	53%
Total	**958**	**100%**	**85**		**107**		**1150**	

Age Range	Apprentice	%	Casual	%	Lecturer	%	Manager	%	Part Time Lecturer	%	Support	%
Less than 20	1	50%	17	21%	0	0%	0	0%	0	0%	3	0%
20-29	1	50%	17	21%	8	3%	0	0%	8	15%	84	14%
30-39	0	0%	11	13%	70	22%	12	14%	12	23%	114	19%
40-49	0	0%	8	10%	97	31%	24	28%	11	21%	132	22%
50-59	0	0%	12	15%	84	27%	44	51%	11	21%	165	27%
60-69	0	0%	11	13%	50	16%	7	8%	6	12%	105	17%
70 and over	0	0%	6	7%	6	2%	0	0%	4	8%	9	1%
Total	**2**		**82**		**315**		**87**		**52**		**612**	

11. OVERALL ACHIEVEMENT RATES BY DIVERSITY INDICATORS

11.1. EDI data is increasingly used as a management tool at a College-wide and curriculum area level. All aspects of EDI profiling have been incorporated into the Matrix Reports to allow managers easy access. Promonitor is enabling individual targets for students. The Data Insight Team and Quality department continue to work towards ensuring reporting is aligned to show a clearer picture of student achievement.

11.2. AGE

11.2.1. As in previous years 19+ students outperformed 16-19 students however, given the majority of older students are on short courses (*duration can be as little as ½ day or 1 day*), the comparison must be viewed in context. 16-19 students achieved 80.8 and 19+ students achieved 87.8%. Previous year's figures were 16-19 81.0%, 19+ 86.0.

11.3. DISABILITY

Year	Declared Disability	No Declared Disability
2018/19	88.3	87.4
2019/20	86.5	86.9
2020/21	80.9	85.5
2021/22	81.2	86.7
2022/23	77.4	77.6
2023/24	82.2	83.9
2024/25	84.8	87.0

11.4. SEX

Year	Female	Male
2018/19	87.8	87.3
2019/20	86.9	86.7
2020/21	86.8	82.5
2021/22	87.3	84.2
2022/23	78.4	76.5
2023/24	83.2	84.2
2024/25	86.3	87.0

11.5. ETHNICITY

11.5.1. Mixed Heritage students consistently have a lower rate of achievement than their peers.

	Asian	Black	Mixed Heritage	White	Other Ethnic Groups
2018/19	86.8	86.9	82.7	88.8	
2019/20	87.2	87.1	83.9	86.7	
2020/21	84.6	85.7	83.7	85.0	
2021/22	85.8	86.3	85.0	85.7	87.5
2022/23	89.3	89.5	86.3	86.5	88.1
2023/24	84.1	85.0	82.5	83.5	82.2
2024/25	88.1	86.3	84.9	86.5	84.3

12. STRENGTHS AND SUCCESSES

12.1. Organisational culture shift resulting in a whole College approach to EDI is evident in the breadth and depth of examples of EDI focussed activities and training, good practice, delivery of departmental enrichment activities and positive student engagement.

12.2. Staff across the College have demonstrated a strong and sustained commitment to inclusion, and professional growth. Their proactive engagement with digital accessibility tools has directly enhanced student independence and learning outcomes, particularly for those with additional needs. Staff have embraced training in adaptive teaching, anti-racist pedagogy, mental health and trauma-informed practice, embedding inclusive approaches into everyday teaching and leadership. The uptake of specialised training from British Sign Language to gender inclusivity and equality impact assessments reflects a workforce that is open to development and, in alignment with college priorities, continue to drive improvements in both the student and staff experience.

12.3. Successful delivery of Student Voice projects e.g. Leaders Unlocked and Hear My Voice has lead to tangible results for students and staff. The proposed review of complaints processes, new celebrations and student social groups have beeb initiated.

12.4. There is a vibrant Student Union supported by the SET team. Delivery of engaging events and programmes to support inclusion and belonging e.g. PRIDE, Culture Day, Langar on Campus, Disability awareness, quiet "Autism" friendly sessions for students at large cross College events.

12.5. External partnerships and reach into the Community via our "College in the Community" initiatives to support community cohesion. e.g. partnerships with Open Hands, Food banks, City of Sanctuary, The Race Equality Centre, The Caribbean Court Leicester University and DMU's SLRC.

12.6. The Equalities Impact Assessment panel acts as a critical friend to senior managers developing and revising policies and strategies to ensure protected and disadvantaged groups are considered and any mitigation measures actioned. Fourteen Policies were reviewed by the group this year including proposals for:

- Barriers (Student *entry points*)
- Gender Neutral Toilets

- Body Worn Cameras
- Exams Access Arrangements Policy
- Student/Apprentice Sexual Misconduct

13. <u>PROPOSED OBJECTIVES FOR 2025/26</u>

13.1. Recruit EDI Officer to further support organisational culture shift and progress identified actions and developments from student and staff feedback. Action: Head of Inclusion

13.2. Further development and delivery of student social groups and social spaces to support inclusion E.G BSL club, "Quiet" Social Space, Reflection Rooms. Action: Head of Inclusion

13.3. Development and support of staff working groups to ensure all staff have a voice in the organisation and can support each other. Action: Director of HR

13.4. Delivery of Inclusive Employment Training for recruiting managers, and other identified CPD to ensure all managers are aware of good practice and fair recruitment processes to ensure the best candidates are recruited and to minimise recruiter bias. Action: Director of HR

13.5. Recruit EDI Governor Champions to raise awareness of College and community wide EDI issues and solutions, and to further raise the profile of Leicester College in the wider community and the FE sector as a beacon of good practice. Action: Director of Governance and Policy.

14. <u>RECOMMENDATION</u>

14.1. Members are recommended to comment on and receive the report.

GAIL PRINGLE
HEAD OF INCLUSION