EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT

ACADEMIC YEAR 2016-17

MINDFUL EMPLOYER

disability confident EMPLOYER

KIRKLEES COLLEGE

CONTENTS

Creating Opportunity Changing Lives

At Kirklees College, we don't just accept difference – we celebrate it, we support it, and we thrive on it for the benefit of our students, our colleagues and our community.

Kirklees College is a diverse and inclusive organisation which seeks to raise standards of education and training, support the skills needs of employers and act as a force for equality of opportunity within Kirklees. We respect our colleagues and students as individuals and celebrate diversity in the rich mix of backgrounds and experiences they bring to the College.

To achieve these objectives the College must champion its commitment to treating all students and staff with the respect that they deserve as a unique human being, and maximise the potential of all students and staff through the power of high quality education and training.

This means that there should be no barriers in the College for students and staff to achieve their potential. To this end the College will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the community we serve and everybody has equal opportunity to succeed and develop.

Where any equality gaps become apparent they will be investigated and measures taken to remove inequalities.

This report takes stock of our position at the end of 2016/17 against our policy objectives and sets out our improvement priorities going forward in 2017/18.

At our last inspection Ofsted commented that "learners who are disadvantaged or who have been less successful at school make great progress at this College due to the excellent support they receive and all groups succeed equally well".

Through embedding our mission of "Creating Opportunity, Changing Lives", we aim to ensure that we create opportunity for all students to achieve their potential and for every member of staff to work in an environment where ability and commitment will flourish.

Marie Gilluley
Principal and Chief Executive

OUR COMMITMENT UNDER THE PUBLIC SECTOR DUTY

Equality, diversity and inclusion remain core values of Kirklees College as articulated in our Vision and Strategy.

Our vision is to sustain a stimulating and supportive environment for all students and staff, distinguished by a commitment to high standards and respect for the individual. Our commitment to equality, diversity and inclusion remains a business priority despite on-going economic uncertainty. Through engaging, motivating and valuing our employees, we strive to maintain organisational success during difficult periods.

Kirklees College wholeheartedly supports the principles of equality, diversity and inclusion (EDI) and opposes all forms of unlawful or unfair discrimination on any grounds. We are committed to recognising and actively promoting EDI within our community. We aim to provide a working and learning environment that acknowledges the richness of diversity and recognises the positive contributions of people of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

Kirklees College seeks to ensure equality of opportunity and treatment for all persons in relation to all of its activities, such as the recruitment and employment of staff, consultants and contractors, the provision of educational opportunities and the provision of training and other services to individuals.

The College will work actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act. The College recognises the existence of institutionalised discrimination, including institutional racism and is committed to making changes in any area of College practice where there is evidence of failure to provide an appropriate and professional service. It is committed to closing equality gaps in relation to student outcomes and employment issues.

Our Equality Duty reflects the broad range of issues connected with the College's mission - "creating opportunity, changing lives" – to lead our community through excellence in providing learning and pathways for progression. The Duty covers equality issues both in employment and in service delivery.

We will:
• comply with the law in promoting equality and where appropriate go beyond the legal requirements
• ensure that all learners succeed and can progress in ways that match their abilities and aspirations
• be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

We will judge our success by:
• our progress in improving participation, retention and achievement in areas where there is currently inequality
• our ability to maintain the progress of all students
• evidence of all staff adopting a positive approach to equality, diversity and inclusion and their ability and success in implementing this Duty
• our progress towards embedding equality, diversity and inclusion within the curriculum
• the completion of the action plan relating to equality, diversity and inclusion
• the views of learners, staff and stakeholders on the efficacy of the Duty
• our progress in recruiting a diverse work force and the demonstration of best practice in relation to employment.

This report details the work undertaken by the College during 2016/17 and also provides the results of equality and diversity monitoring undertaken during this period.

This report is divided into four parts:

Part 1 gives a summary of our overall approach and outlines our statutory obligations.

Part 2 outlines our key achievements and activities which we have undertaken in the past year to advance equality, prevent discrimination and make progress in relation to our Equality Action Plan.

Part 3 details our Student Equality Data. This data is compared with internal historical data and benchmarked where possible with external data. An analysis of this data is produced and used to inform change.*

Part 4 details Staff Equality Data. We have considered how the profile of our staff compares with external information where possible, and have analysed recruitment and selection statistics to gauge the diversity of applicants, and to consider and monitor trends in this process.*

* Please note that the data produced is correct at the time of publication, however some data has not yet been finalised. Therefore, the data as included in this report may vary from the final version.

PART 1: SUMMARY AND STATUTORY OBLIGATIONS

At Kirklees College we are committed to the development of a balanced, inclusive and diverse College community which is open and accessible to all students, staff, visitors and members of the public.

Kirklees College aspires to excellence and a positive attention to values and behaviours is an essential part of that process, including:

V1 Pursuit of excellence to be the best that we can be as professionals, departmental teams and as a College.

V2 Integrity, transparency, fairness and honesty in our management and communications.

V3 Active promotion of the College Equality and Diversity policy.

V4 Respectful and supportive behaviour towards each other, our students and our community.

V5 Playing our part in the provision of a Caring environment that is safe, healthy, supportive and student responsive.

V6 Value for public money and efficient in the use of all resources.

V7 Promoting an environment where innovation and creativity are encouraged.

Some of the ways in which the College promotes equality include:

- Embedding equality into our curriculum activities, tutorials and training.
- Staff and student engagement in community support activities and charity fund raising.
- Student enrichment programmes which cover a range of strands including equality, diversity and inclusion.
- Our Student Services team who provide a wide range of support for students with learning difficulties or disabilities, or who need help to overcome economic or social barriers to their participation or success.
- Provision of facilities for prayer.
- Family friendly policies to support staff needs including: flexible working, job sharing, leave of absence, parental and adoption leave.

The College has agreed three key equality and diversity objectives in line with the strategic objectives and best practice in response to appropriate equality legislation.

Objective 1 – Equality and Diversity will become a mainstream activity at Kirklees College.

Objective 2 – Learning is accessible and informed by student and stakeholder feedback.

Objective 3 – Our staff and students are supported and well managed in an environment which offers positive opportunities to perform to their highest potential.

1 Statutory Reporting Obligations

Under the Public Sector Equality Duty (PSED) which was created by the Equality Act 2010, the College has a duty to have a Single Equality Scheme (SES) in place. The SES encompasses nine protected characteristics including disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation.

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 and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We are committed to being open and transparent about the information on which we base our decisions, about what we are seeking to achieve and about our results. This includes clearly setting out the equality outcomes we are working towards.

2 Single Equality Scheme

Kirklees College has a Single Equality Scheme (SES) and action plan included within the Equality and Diversity Strategy. The scheme covers all nine protected characteristics or strands of diversity; disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation. The action plan and scheme form the terms of reference and remit of the EDI Strategic Group.

The College has developed a separate quality improvement plan closing the achievement gap to embed EDI within teaching, learning and assessment and to ensure we continue to close any achievement gaps.

Our equality and diversity strategic aims and objectives form part of the College's Single Equality Scheme (SES) and action plan that identifies our strategic aims in terms of our general and specific duties, and what we will strive to achieve over the next three years.

Our Single Equality Scheme and action plan is based around what we have learned from previous years and what we need to focus on, to ensure we have a consistent and systematic approach to equality and diversity across the whole of Kirklees College.

3 Equality Impact Analysis and Assessment

The PSED does not specify a legal requirement to carry out Equality Impact Assessments. However, there is still a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an EIA has been the most effective way of doing this. To ensure this analysis and assessment continues formally, a business planning pro forma has been developed to include equality and diversity as an integral part of any new internal and external business plans, which means it is now a more systematic and robust approach.

An assessment will be carried out on:
• new functions, policies, procedures and services as they are developed;
• significantly altered functions, policies, procedures and services; and
• existing functions and policies over a period of time.

Our process considers all nine protected characteristics or strands of equality – age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership.

4 Access to Services and Information

One of the College's priorities is that all of our services should become fully accessible to all parts of the community. Our programme of analysis and assessment of any potential impact should highlight any factors which indirectly discriminate, by making a particular service less accessible to particular groups. We are committed to taking action to address any barriers experienced by any section of our community.

We recognise the importance of not only communicating our clear commitment to equality, diversity and inclusion, but also the importance of keeping stakeholders regularly informed of the progress being made and the outcomes being achieved. This includes opportunities for the community to take part in this work and help contribute to the improvements that the college is seeking.

Our aim is to publish information in the most customer friendly, accessible, practical and cost effective way and we communicate our messages by:

- letter
- the media
- at specifically arranged meetings wit particular groups and individuals
- email
- telephone, using an interpreter if needed
- a summary report
- using appropriate and accessible multi media

5 Employment Monitoring

We collect information about the profile of our Corporation members and the workforce in terms of ethnicity, age, gender and disability on an annual basis. We also now collect information on sexual orientation and gender reassignment to include in our workforce profile analysis. Our employment monitoring includes an analysis of: starters and leavers, grievance, disciplinary, harassment and bullying, capability and underperformance. We also report on the profile of job applicants and their success rates.

More specifically, our employment monitoring covers:

The numbers of:
- employees in post
- applicants for employment with conversion rates

The numbers of employees who:
- are involved in grievance procedures
- are the subject of underperformance procedures

- are the subject of disciplinary procedures
- are the subject of absence management cases
- cease employment with the College

The data is used to identify any differential impact of the College's employment and recruitment practices on people from different groups, such as ethnic background. The College takes steps to address any adverse findings as a result of this analysis. Once collated the information is made publicly available via the College's website and the annual report.

We will analyse and publish this annual report on our website, which includes the full set of employment monitoring information by ethnicity on an annual basis, as required by the Equality Act 2010.

6 Promotion and Communication of Equality and Diversity

The basis of our statement on equality, diversity and inclusion identifies what staff need to do and who can help, if they experience or witness any form of bullying or harassment against themselves or others. This is already in place for students. The statement has been reinforced through a leaflet campaign. These are visible in and around college and have been sent to all staff.

The Human Resources and Equality & Diversity sections of the intranet include information and resources on all areas of diversity; analysing and assessing the impact of our services, updates on legislation, community information and news updates.

Equality, diversity and inclusion is promoted to staff, students and Governors at induction to ensure that the College values and behaviours are well understood. There are a range of resources and materials available on-line to support teachers and assessors. Teachers and trainers explore opportunities to further develop understanding of equality, diversity and inclusion and it is integral to the tutorial framework.

The College communication strategy has a focus on equality, diversity and inclusion to ensure all staff are aware of their responsibilities, and also the executive and senior management team's commitment to embedding this into all areas of the college and to increasing stakeholder commitment and awareness.

7 Leadership and Management

The Corporation is responsible for:
- ensuring that the College complies with its legislative duties, including the General and Specific duties
- ensuring that adequate strategies and systems are in place to implement the Equality Duty.

The Principal and Senior Leadership Team are responsible for:
- chairing the Equality and Diversity Strategic Group and ensuring that equality is covered as an agenda item at each cross-College meeting
- providing a consistent and high profile lead on equality issues
- promoting a general awareness of equality within and outside college
- requiring managerial action to implement the Duty and related policies
- ensuring the Equality Duty and its aims are followed.

Managers are responsible for:
- implementing the Duty and its related aims and strategies
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- following the relevant procedures in taking appropriate action against staff or learners who carry out unlawful discrimination.

All staff are responsible for:
- ensuring they are aware of the College's statutory duties in relation to equality legislation
- eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

- promoting positive attitudes towards equality
- attending staff development and information opportunities in order to keep up to date with legislation and College requirements regarding equality, diversity and inclusion.

Contractors and Service providers are responsible for:
- complying with the equality requirements set out in the contract or agreement (the College is responsible for ensuring the requirements of the positive duty are met in those functions delivered under contract. Contracts and agreements should include a requirement to comply with the College's Equality and Diversity policy).

The Equality, Diversity and Inclusion Strategic Group is responsible for:
- providing a strategic lead and direction for the College
- ensuring that all learners and staff are enabled to achieve their full potential, irrespective of a protective characteristic
- ensuring that Kirklees College is seen as a beacon of best practice within the community.

8 Responsibility When Working With Other Organisations

The College is responsible for meeting the general Equality Duty when carrying out functions with other organisations. If the partner is another public authority also bound by the duty, each organisation will be responsible for meeting its general duty and any specific duties. If the partners are private or voluntary organisations it will be the responsibility of the college to ensure that the work done jointly meets its Equality Duty.

9 Consultation with Stakeholders

The College will endeavour to actively involve people with protected characteristics in policy and decision-making activities. Relevant groups will include:
• current students
• future students
• employees
• local companies
• local voluntary groups
• members of the wider community and individuals who use the services of the college

A range of methods will be employed such as:
• staff and student satisfaction surveys
• focus groups
• existing consultation mechanisms

10 Monitoring and Evaluation

The Equality, Diversity and Inclusion Strategic Group will monitor the effectiveness of the Equality Duty and agree actions to be incorporated into the annual Equality Action plan. The Equality Duty will be reviewed and revised every three years. An annual report will be published on the progress made towards meeting the targets set in the action plan. The annual report will be approved by the Corporation prior to being disseminated throughout the College and published on the website.

The annual report will review the College's progress towards fulfilling its Equality Duty, (i.e. the action plan) and meeting its targets. It will include information on consultations with potentially disadvantaged groups and the resulting actions. It will also consider how policies and procedures have been amended in order to eliminate discrimination and promote equality of opportunity.

PART 2: OUR KEY ACHIEVEMENTS AND PROGRESS DURING 2016/17

We are proud of the activities which we have organised in the past year to advance equality and diversity and prevent discrimination from occurring. Some of our key achievements are:

1. Disability Confident

The College continues to retain the Level 2 – Disability Confident Employer standard, which has replaced the Two Ticks – Positive about Disabled People accreditation previously held by the College. Through the Disability Confident campaign, the Government works with employers to challenge attitudes towards disability, remove barriers to disabled people and those with long term health conditions in employment, and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

In registering our commitment to this campaign, we are demonstrating our commitment to recruiting and retaining disabled people, to fully recognising their skills, experience and talent and to creating a culture of inclusion by removing organisational barriers that disabled people may face in work.

2. Diversity Week

In February 2017 the College celebrated, promoted and participated in Diversity Week, an internationally recognised event which aims to embrace and promote the value of diversity. The College organised and co-ordinated several events accessible to staff and students with co-operation from a range of departments and internal services including; Maths & English, Student Support, ESOL, Sport, Hospitality & Catering and Hair & Beauty.

Activities and information available during Diversity Week included nail painting and Henna tattoos, wheelchair racing, deaf and visually impaired activities and food from around the world.

3. Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. 2016/17 saw the introduction of a Transgender Policy, which recognises the support that transgender staff require and acts as guidance for managers to support staff who are transitioning.

This policy also outlines the relevant transgender law and includes a glossary of terms, information regarding pre-employment checks and a template action plan for managers to use, when supporting a member of staff at work before, during and following a period of transition.

4. Stakeholder Feedback

During 2016/17 the College sought to obtain feedback from its key stakeholders, both internal and external, in respect of awareness of equality, diversity and inclusion at Kirklees College. Surveys were made available online for staff and external stakeholders to complete.

The findings show that progress has been achieved in certain areas since the 2015/16 stakeholder feedback was obtained. In particular, there was an increase in employee's recognition that everyone is responsible for equality, diversity and inclusion. There was also a significant increase in staff agreeing that the College actively tries to foster good relations between individuals from different backgrounds.

The 2016/17 results also highlighted areas for improvement, and the College is committed to acting on these and communicating to our stakeholders the action taken and any progress made as a result.

5. Mental Health Awareness Week

In conjunction with the national campaign, the College hosted a mental health awareness week across our main sites in May 2017, accessible to both staff and students. The events offered access to information stalls from local mental health support services with activities focused on improving mental health, massages and relaxation sessions.

The event was well attended across both main sites and feedback received from students, staff members and external agencies was very positive.

6. AFAN (All Faiths and None) Provisions

In November 2016, four new AFAN (All Faiths and None) rooms were made available to staff and students across several College centres; Huddersfield, Engineering, Dewsbury and Wheelwright. The multi-faith AFAN room is designed to be conducive to individual prayer, meditation and reflection and contains appropriate facilities to assist the prayers of members of major religious traditions.

Guidance surrounding the use of these rooms, along with details of where they are located at each centre, was communicated to all staff via our internal sharepoint.

7. Chaplaincy Service

The College introduced a Chaplaincy Service in October 2016, whereby volunteer chaplains visit the Huddersfield Centre on a weekly basis during term-time to offer compassionate care and spiritual support.

This service is accessible to both staff and students and details of activities taking place on each day have been communicated internally, as well as making staff aware when a chaplain is available for one to one advice, support and guidance.

8. Equality Impact Analysis & Assessment

The Public Sector Equality Duty (PSED) identifies the need to analyse and assess the impact of our services, policies and plans on all aspects of diversity. We need to be sure that what we do meets the needs of all stakeholders so we have built this analysis and assessment into our business planning processes. All key policies, procedures and processes throughout the College have been impact assessed.

9. Equality and diversity learning and development

The college demonstrates its commitment to equality and diversity by providing a range of training and initiatives that support our values.

Mandatory Training
A comprehensive online equality and diversity learning package, available on the college VLE,   supports the organisation's objectives of promoting equality and diversity and tackling discrimination, and is a mandatory requirement
of all college staff.

All staff are required to complete the online "Equality & Diversity" course on the college VLE and to refresh every 3 years, as is good practice. Records show 95% compliance as at the end of 16-17 (staff have a 3-month window to renew).

To ensure opportunity for compliance is available to all staff, i.e. those without access to PCs, a paper-based version, with assessment, has been developed and has proved successful with groups of staff like cleaners (97% completion) and refectory staff (96% completion).

This is monitored centrally through the staff development records. Regular completion reports are provided to departments to help inform Performance Monitoring Meetings (PMMs) for compliance monitoring purposes.

Generic training
A dedicated slot on equality and diversity forms an integral, embedded part of the

corporate induction, offered to all staff at entry to employment. Feedback from staff regarding this session is exceptional with 95% rating the delivery style, content and levels of interest as good, very good or outstanding.

Recruitment and Selection training for college managers reinforce our legislative obligations when recruiting new staff, with 'recruitment and the law' an integral part of this training, referencing:
- Rehabilitation of Offenders Act 1974
- Health and Safety at Work Act 1974
- Employment Protection (Consolidation) Act 1978
- Data Protection Acts 1984 and 1998
- Asylum and Immigration Act 1996 & Immigration Act 2016
- Equality Act 2010

The training also looks at disability discrimination, positive action and reasonable adjustments.

Sessions on embedding equality and diversity and British Values into teaching, learning and assessment sessions are delivered in the curriculum and through the Inspire Teacher Development Centres. One of the core modules of the "Classroom Essentials" for all new teaching staff is on equality and diversity in the classroom.

Embedding British Values session July '16 "*Very much worth the time*"; "*Thank you, found it invaluable*"

Impact seen through lesson observation process
"*Social and cultural diversity, equality of opportunity was valued, promoted and integrated fully into the learning experience in the majority of lessons (88%)*"
(Teacher Development SAR 16-17)

Read, Write, Gold Training
Read, Write Gold, a key piece of software to meet the needs of all students, was purchased by the Support Team. Read Write Gold supports students with literacy and provides

resources such as overlays. A '*train the trainer*' event was organised to ensure a College wide roll out would be successful.

The event was attended by an ATLC to share practice across the ATLC team. Read, Write Gold was initially rolled out at a college staff training day in January 2016 and subsequently via the ATLC in the Inspire research and Development Centres.

At the training day on 3rd January 2017 there were 99 attendees, **97%** felt this was a good use of time; **91%** felt it would help them in their role in college (overall average across 6 sessions) One attendee said '*Fabulous, looking forward to using this*'.

The ATLC delivered sessions from March to June 2017. Of these 8 sessions and 38 attendees:

- 100% felt it would help their role in college
- 100% felt it was a good use of their time
- 97% felt expectations were completely or well met
- 90% indicated that the session was useful.

Feedback was very positive: '*I was sceptical as to how RW Gold would benefit my higher level learners. After attending training, I realised the diverse range of support RW gold provides for tutors and learners. RW Gold has the capability of enhancing the learning process of all learners' entry level through to level 7*'.
'*I expected it to be boring, but the software is a brilliant tool for the students and also myself*'

Aspiring Managers Programme
Since its inception in 2012-13, the Aspiring Managers Programme has been delivered four times at the college. The programme has been very successful receiving extremely positive feedback from participants.

The programme won an Association of College's Beacon Award, the City & Guilds award for staff development in Further

Education in 2015, for being an inspiring example of programmes that provide development opportunities and support for staff in creative and innovative ways.

The Aspiring Managers programme reflects the active promotion of 'Fairness for All' by ensuring anyone can apply, regardless of where they work in the college. The application process also actively encourages B/ME staff to apply. A successful B/ME Aspire participant from the first programme has taken part in the selection process of subsequent programmes.

50 staff have now completed the Aspiring Managers Programme. 38% have been successful in gaining promotions, some external, some internal to the college.

Of all the successful participants to date, 12% have been from a B/ME background. Of the staff successful in gaining promotions, 16% have been from a B/ME background.

10 Equality and diversity in teaching, learning and assessment

The Head of Teacher Development, Teacher Education and Access to HE works very effectively with other key leaders to improve equality, diversity and inclusion (EDI) and British Values in teaching, learning and assessment. The implementation of a number of measures has improved the embedding of EDI and British Values in the classroom.

At the last inspection Ofsted (2012) stated 'teachers promote equality and diversity well in lessons and most students have a well-developed understanding of their rights and responsibilities. Inspectors observed particularly good examples of promoting equality and diversity'. This good practice has been continued following the inspection with internal observations commenting on good practice of embedding EDI in lessons.

EDI and British Values are promoted at induction to ensure that the College's values and behaviours are well understood. Staff explore and plan for opportunities to further develop students' understanding and they are made integral to the Progression Achievement and Development (PAD) tutorial framework.

Teachers create a positive, welcoming and inclusive environment in their classes ensuring there is a culture of respect that results in appropriate behaviour for learning. Social and cultural diversity and equality of opportunity are valued, promoted and integrated fully into the learning experience.

In lessons, PAD programme and at assessment the promotion of EDI and British Values are planned effectively and learning activities motivate and engage students. As a result students are developing a good understanding. For example, it was identified in Hair and Beauty Therapy lesson observations that EDI and British Values were planned for, effectively promoted in lessons, vocationally related and highlighted on lesson plans.

In Foundation Learning cultural diversity was celebrated through the theme of Chinese New Year and students confirm they learn about equality and diversity including different religions. In Business there were opportunities to discuss any social and cultural issues around websites, which were populist and raised ethical issues. In Health and Social Care there was excellent challenging of issues relating to stereotypes with good outlining of bias.

Staff plan for individual students' diverse needs in teaching sessions, including the use of reasonable adjustments for students with special educational needs and disabilities. Where they identify particular EDI/British Value themes or activities related to specific lessons or assignments, staff maximise opportunities and students develop a sound understanding of what this means within their vocational field. For example, in ESOL students are very aware of British Values and could talk about how they have been promoted in class.

The promotion of EDI for apprentice programmes is good. Assessors benefit from staff development to increase their understanding of EDI and safeguarding of students. Programmes for apprentices are designed around individual needs and where appropriate, the length of the programme is varied. Equality and diversity is included at induction with follow-up questions during reviews to assess students' knowledge and understanding. Apprentices demonstrate good recall and understanding. Productive working relationships are evident with employers appointing an independent colleague to act as mentor to ensure fair play and respect.

Subcontracted provision is subject to an on-going audit, including lesson observations, to ensure every student benefits from a learning environment that is free from discrimination and caters for individual needs.

There are a range of resources and materials available on the VLE including 'ATLC Support and Guidance for Teaching, Learning and Assessment' for classroom practitioners. Embedding EDI into teaching, learning and assessment forms one of the core modules of 'Classroom Essentials' induction package for all new teaching staff through the Inspire Research and Development Centres.

11 Equality and Diversity Strategic Group

The College is revising its equality committee framework through the Equality, Diversity and Inclusion Strategic Group which is chaired by the Principal.

Moreover, all key policies and procedures in the College have been impact assessed and the College is compliant with the range of legislation identified in the Equality Act 2010. A key focus for the committee is on improving equality in teaching and learning and ensuring that this is embedded throughout the curriculum.

An Equality Action Plan has been developed to target areas for improvement and to ensure there is a clear focus upon closing any identified achievement gaps.

PART 3: ANALYSIS OF LEARNER EQUALITY DATA 2016/17

1. Analysis of learner equality data 2016/17

In 2015-16, White students were less likely to be retained than their B/ME counterparts, particularly for those students living in areas that are in the two highest bands of deprivation. The gap is still too wide, but has narrowed from 4.6% in 2015-16 to 2.98% in 2016-17. The White students in the highest two bands of deprivation have improved their retention by 3%, but need to improve further to help close this gap.

Whilst the B/ME students in 2015-16 had higher retention, students of Mixed ethnicity underperformed in terms of retention and pass rate. These gaps have widened in 2016-17 from 4.45% to 5.23% for retention and 3.27% to 4.97% for pass rate.

Students who declared a disability or learning difficulty in 2015-16 had lower pass rates than those who did not declare such. This gap is still too wide, but has narrowed from 5.82% in 2015-16 to 2.4% in 2016-17. The gap in 2015-16 was caused by a variance in Functional Skills pass rates for the two groups. This is still the case in 2016-17 though the gap has narrowed from 9.13% to 7.98%. If Functional Skills qualifications are excluded, the two groups have pass rates in line with each other.

In 2014-15 and 2015-16, Female students had significantly higher achievement than Male students by 5.07% in 2014-15 and 4.33% in 2015-16. This gap has now closed, with Female and Male students having achievement rates in line with each other.

Students receiving support in 2015-16 had 3.77% lower achievement rates than those not receiving support. Increases in both retention and pass rate for these students have led to an 11% increase in achievement rates for this cohort, and supported students now have 3.04% higher achievement rates than their peers.

Students in vulnerable groups (Looked after Children, Care Leavers, Young Carers, etc.) had 12.02% lower achievement than their peers in 2015-16. This gap has narrowed to 6.39% in 2016-17 with retention and pass rates for this cohort improving by 6.55% and 6.11% respectively.

Female 16-18 students are less likely to be retained (by 1.5%) but more likely to pass (by 2.55%). Both these gaps have widened from 1.28% and 2.47% respectively in 2015-16. The pass rate gap is particularly wide for "Other Regulated" qualifications at 4.34%.

Male apprentices had 6.43% higher achievement than Female apprentices in 2015-16. This gap has widened to 8.33% in 2016-17. As in 2015-16 the gap is due to our outstanding Engineering apprenticeship provision which is predominantly (98%) Male and has achievement at 93%. If this curriculum area is excluded, Male and Female apprentices have achievement rates in line with each other. B/ME apprentices have 10% lower achievement than White apprentices in 2016-17, having had 4% higher achievement in 2015-16.

Table: Achievement and retention by ethnicity 2014-15 to 2016-17

Ethnic Group	2016-17			2015-16			2014-15		
	Leavers	Achieve-ment	Retention	Leavers	Achieve-ment	Retention	Leavers	Achieve-ment	Retention
Any Other	534	88.76%	92.13%	493	84.38%	91.48%	485	81.44%	89.07%
Bangladeshi	86	87.21%	95.35%	86	82.56%	87.21%	66	83.33%	100.00%
Black African	438	81.28%	92.24%	514	80.74%	92.61%	512	80.27%	91.41%
Black Caribbean	145	81.38%	88.28%	159	74.21%	88.68%	201	79.10%	93.03%
Black Other	59	71.19%	84.75%	51	80.39%	92.16%	117	72.65%	88.89%
Chinese	40	80.00%	87.50%	68	97.06%	100.00%	65	89.23%	95.38%
Indian	435	88.05%	95.17%	424	79.48%	90.33%	530	80.00%	93.58%
Mixed	601	74.04%	84.53%	726	70.94%	83.61%	925	68.43%	85.73%
Other Asian	359	87.47%	92.20%	301	82.72%	93.02%	372	83.06%	93.82%
Pakistani	2758	84.16%	91.70%	2804	79.03%	91.08%	3111	73.71%	91.26%
Unknown	13	61.54%	69.23%	27	77.78%	92.59%	54	83.33%	100.00%
White	6219	81.80%	88.08%	6950	75.76%	85.74%	9020	74.88%	88.08%

2. Support for Learners with Learning Difficulties and Disabilities

Additional Learning Support (ALS):

The Student Support Department provides support interventions for learners at all levels; Pre Entry through to Higher Education, across all sites.

The Student Support teams provide the following services across college:
- Additional Learning and Personal Support (ALPS) teams are based at both main sites, operating across all college campuses.
- The 'Green Team' within ALPS focuses on accessibility and personal assistance, medicines, mobility, personal hygiene and assisted transport. The ALPS core teams deliver one to one and in class support for learners with a wide range of learning difficulties and disabilities at all levels of study and across the whole college curriculum.
- The Dyslexia and Sensory team offer support and assessment for dyslexia, dyspraxia, hearing and visual impairment across all college sites.
- Learning Support Advisors (LSAs), allocated into curriculum departments, have underpinned improvements in working effectively with curriculum areas in embedding the SEND reforms and delivering EHCP Code of Conduct.

Provision for High Needs students is outstanding.

- Outcomes for students evidence excellent retention, achievement and pass rates with High Needs students achieving better than their peers and significantly above National Rates.
- Achievement and pass rates for High Needs students have significantly increased from 15/16 by over 11%.
- Retention of High Needs students is significantly higher (+8%) than whole college retention rates.

- The department of Student Support uses the funding for learners with high needs very effectively. We plan, manage and evaluate the support provision so that students are well prepared for future employment and/or greater independence in their everyday lives.
- High Needs students are punctual and attendance rates are very high.
- High Needs students develop excellent personal, social and employability skills with excellent progression and positive destination levels.

SEND outcomes are outstanding and show significant upward trends.

- Retention of all SEND supported students is higher than College average and also shows an increase on the previous year. Pass rates have also increased on the previous year.
- For students supported by the Sensory Support Team, retention is significantly above whole college and also higher than the previous year.
- Achievement for Sensory Support is higher than whole college and has increased on the previous year.
- Students supported by the ALPS team have increased retention on the previous year and above whole college, with an increase in pass rates also.
- Attendance for all supported students is higher than whole college.
- Very high levels of student satisfaction from students receiving ALS.
- Support teams chase student absence which is reflected in the higher attendance rates for the supported cohorts.

Outcomes for students show 3 year improving trends:

(Numbers in brackets next to each year is count of enrolment starts taken from ProAchieve, excluding non-regulated).

Each cohort is RAG rated for improving trends and above, on a par or below whole college.

Amber denotes within 3% or on a par and red denotes over 3% below.

HIGH NEEDS STUDENTS: *Significant increase in numbers and also showing upward trends in outcomes.*

Retention is 8.8% above whole college.

Achievement is 10.56% above whole college and Pass Rate is 2.13% above whole college.

13.30% increase in Achievement over a 3 year period.

13.72% increase in Pass Rate over a 3 year period.

Retention stable at 98% over a 3 year period.

	2014/15 (276)	2015/16 (360)	2016/17 (427)	WHOLE COLLEGE 16/17	Upward trend	+/- whole college
Retention	98.55%	98.61%	98.31%	89.51%		
Achievement	78.26%	80.28%	91.56%	TBC. NR: 81%		
Pass rates	79.41%	81.41%	93.13%	91%		

EHCP STUDENTS: *The cohort of 388 students with EHCPs have higher Retention rates than whole college by 5.96% and higher Pass Rates than whole college by 2.35%. Achievement is on a par with whole college. First year of data gathering.*

	2016/17 (427)	WHOLE COLLEGE 16/17
Retention	95.47%	89.51%
Achievement	81.80%	TBC. NR: 81%
Pass rates	93.35%	91%

SUPPORTED STUDENTS (ALL):
This cohort relates to all the students supported by the department for SEND, showing upward trend.

Retention is 3.75% higher than whole college, Achievement is 3.79% above whole college and Pass Rate is on a par with whole college.

12.79% increase in Achievement over a 3 year period. 13.12% increase in Pass Rate over a 3 year period.

	2014/15 (2,239)	2015/16 (1,461)	2016/17 (1,394)	WHOLE COLLEGE 16/17	Upward trend	+/- whole college
Retention	92.54%	89.53%	93.26%	89.51%		
Achievement	72%	73.85%	84.79%	TBC. NR: 81%		
Pass rates	77.8%	82.49%	90.92%	91%		

SUPPORTED STUDENTS SENSORY:

This cohort receives support for visual and hearing impairment. Retention is 10.49% above whole college, Achievement is 8.58% higher than whole college and Pass Rates are 1.42% below whole college.

17.41% increase in Achievement over a 3 year period, 12.73% increase in Pass Rate over 3 a year period and Retention has increased by 6.09%.

	2014/15 (115)	2015/16 (100)	2016/17 (48)	WHOLE COLLEGE 16/17	Upward trend	+/- whole college
Retention	93.91%	98%	100%	89.51%		
Achievement	72.17%	77%	89.58%	TBC. NR: 81%		
Pass rates	76.85%	78.57%	89.58%	91%		

SUPPORTED STUDENTS ALPS:

This cohort is supported for specific needs e.g. ADHD, autism, Asperger's, medical assistance, mobility, ODD etc.

Retention is 4.32% above whole college.

Retention is 4.32% above whole college, Achievement is 5.28% above whole college and Pass rate is just above whole college.

11.26% increase in Achievement over a 3 year period, 11.59% increase in Pass Rate over a 3 year period and Retention has remained stable.

	2014/15 (1,097)	2015/16 (826)	2016/17 (729)	WHOLE COLLEGE 16/17	Upward trend	+/- whole college
Retention	93.35%	90.19%	93.83%	89.51%		
Achievement	75.02%	73.37%	86.28%	TBC. NR: 81%		
Pass rates	80.37%	81.34%	91.96%	91%		

SUPPORTED STUDENTS DYSLEXIA:

This cohort receives support for dyslexia traits and assessments in the Learning Workshop and in class where required.

Retention is 4.27% above whole college, Achievement is 3.02% above whole college and Pass Rate is 1.4% below whole college.

12.62% increase in Achievement over a 3 year period and 13.21% increase in Pass Rate over a 3 year period.

	2014/15 (1,056)	2015/16 (533)	2016/17 (482)	WHOLE COLLEGE 16/17	Upward trend	+/- whole college
Retention	93.47%	90.06%	93.78%	89.51%		
Achievement	71.4%	74.67%	84.02%	TBC. NR: 81%		
Pass rates	76.39%	82.92%	89.6%	91%		

ENGLISH & MATHS:

Retention for EHCP and High Needs students is higher than whole college by 5.3% and 9.21% respectively.

Achievement for EHCP and High Needs students is higher than whole college by 2.17% and 7.7% respectively. Pass rates for EHCP students are 2.79% lower than whole college and on a par with whole college for High Needs students.

	Students with EHCP	High Needs	WHOLE COLLEGE 16/17
Retention	92.61%	96.52%	87.31%
Achievement	80.54%	86.07%	78.37%
Pass rates	86.97%	89.18%	89.76%

Attendance for High Needs students and students with an EHCP is higher than college average:

ATTENDANCE KPI 87%	2016/17
All College	86.32%
High Needs	90.74%
EHCP	90.10%

Student feedback:

- The Additional Support I receive has supported me in my studies 96.64%
- I have clear targets which will help me be successful 96.04%
- I know what progress I am making 95.52%
- I understand the importance of English & Maths 97.32%

Student quotes:

- Very good!
- my additional support has helped me a lot as i am getting better in my maths lessons.
- when I don't understand something i ask for help
- it is very helpful
- they have been nice kind and caring
- they are all are lovely, help me as much as they can.
- i'm happy with the support I get
- I feel more positive and confident
- this year support has been great
- The support helps me with something that I don't understand and are helpful.
- I find the support staff very helpful, they are happy to help me if I need it
- my support worker helps me a lot when I am struggling and helps me to understand things a lot better.
- support are really good and I feel comfortable in college
- I am hoping to be going onto Foundation.

PART 4: STAFF EQUALITY DATA 2016/17

1. Demographic Data

Our aim is for our workforce to reflect the make-up of the local community. At the end of the academic year 2016/17 we employed 1,012 employees (figures correct as at 31 July 2017) and a breakdown is shown below.

The tables below show the current corporation and workforce profile against available Kirklees data (general and workforce) from Census 2011, Further Education College Workforce Data for England (analysis of the Staff Individualised Record data 2015-16) and Local Authority Providers' Workforce data 2014/15.

2. Current Corporation profile

Total	Governors inc co-opted (total 20)	Governors (inc co-opted) %
Female	9	45%
Male	11	55%
From ethnic minority background	2	10%
With a declared disability (or limiting long-term illness)	1	5%

3. Current workforce profile

Total	Kirklees College as at 31 Jul 2017 (total 1,012)	Kirklees College as at 31 Jul 2017 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2015/16	Local Authority Providers' Workforce 2014/15
Female	671	66.30%	50.61%	45.89%	60%	74%
Male	341	33.70%	49.39%	54.11%	40%	26%
From an ethnic minority background	144	14.23%	20.87%	14.55%	12%	14.1%
With a declared disability (or limiting long-term illness)	67	6.62%	17.74%	7.51%	6%	12.7%
LGB sexual orientation	15	1.48%	N/K	N/K	2%	2.1%
Transgender/gender reassignment	2	0.20%	N/K	N/K	N/K	N/K

Chart data:

Category	Value	Value	Value	Value
Transgender/gender reassignment	0.2			
LGB sexual orientation	1.48	2.1	2	
With a declared disability or long-term illness	7.51	17.74	6.62	12.7 / 6
From an ethnic minority background	14.55	20.87	14.23 / 14.1	12
Female	45.89	50.61	66.3	74 / 60
Male	54.11	49.39	33.7	26 / 40

Legend:
- ■ Kirklees workforce %
- ■ Kirklees area overall %
- ■ Kirklees College as at 31 July 2017 %
- ■ Local Authority Providers' Workforce 2014-15 %
- ■ Further Education (FE) England 2015-16 %

At present 14.23% (144) of our staff are from B/ME groups, a 0.96% increase on 2015/16 (13.27%). This compares to just 14.55% of the overall Kirklees workforce and represents an increase on the Further Education total of 12% (Further Education College Workforce Data for England analysis of the Staff Individualised Record data 2015-16) and a slight increase on the Local Authority Providers' Workforce (2014/15) at 14.1%.

The College's B/ME profile shows that the majority of staff from ethnic minority backgrounds are of Asian ethnicity, representing 7.02% of the College's overall workforce. This figure has decreased slightly on last year (7.51%); however, the College's representation of staff from mixed/multiple ethnic groups has increased slightly from 1.67% in 2015/16 to 2.37% in 2016/17.

Of the 408 employees in College whose primary role is teaching, 45 of these fall into a B/ME group. At 11.03% this is a slight increase on last year's figure of 10.62%. This shows that the percentage of teaching staff from a B/ME background is continuing to increase at College, from 10.04% in 2014/15 to 10.62% in 2015/16, and again to the current figure of 11.03%.

The Governors B/ME ethnic make-up at 10% shows a decrease on last year's figure of 13.64%. 1 College Governor has disclosed a disability (5%) showing little variance on the 2015/16 data.

The gender profile of the College shows a slight increase of 0.14% in male employees from last year's figure of 33.56%, with the majority of the workforce still female at 66.30%. This data remains fairly static on previous years and continues to be broadly representative of the Further Education sector as a whole, where the data shows that females account for 60% and males 40% of the FE workforce. This split is even more apparent within the Local Authority Providers' Workforce which stands at 74% female and 26% male.

Variation by gender composition in different occupational categories shows that females make up 75.68% of part-time lecturing roles and 82.35% of administrative roles; this data shows decreases in both occupational categories when compared to last year (77.24% and 86.71% respectively), and is consistent with Further Education data which shows that close to two-thirds of FE staff are female and this proportion is higher for part-time staff.

6.62% of Kirklees College staff have declared a disability, which is a slight increase on both last year's figure (6.34%) and the total for Further Education staff in England at 6%. 12.7% of the Local Authority Providers' Workforce have declared a disability or long-term illness.

15 members of staff at College have declared a lesbian, bisexual or gay sexual orientation (1.48%); this shows a 0.5% increase on last year (0.98%). This compares to 2% of Further Education staff in England and 2.1% of the Local Authority Providers' Workforce.

The majority of staff (47.92%) declared a heterosexual sexual orientation, with 47.23% preferring not to disclose their sexual orientation. The percentage of staff choosing the option not to disclose has decreased by 4.28% on last year's figure of 51.51%. The sexual orientation of 34 staff (3.36%) is unknown.

Two members of staff at College have declared a transgender status (0.2%). This is an increase on recent years where no transgender disclosures were known. The gender reassignment status of 82.71% of employees is unknown, compared to 85.95% in 2015/16.

We are unable to compare this data with that of the FE workforce and LA Providers' Workforce as they do not capture data in relation to this protected characteristic. In addition, the most recent Census (2011) did not ask questions in relation to sexual orientation and transgender/gender reassignment; therefore, data for the Kirklees area and workforce in relation to these protected characteristics is unknown.

4. Local Demographic Data

Kirklees is a large area in West Yorkshire made up of both urban and rural communities. It sits between South Yorkshire and Greater Manchester. Our towns and valleys have their own strong and distinct identities and contain a rich and diverse mixture of cultures and faiths.

This diversity, coupled with our complex links to major regional centres, creates a unique set of opportunities and challenges for our district.

422,458 people (both in and out of employment) live in the Kirklees area. Of these 213,801 (50.61%) are female, 208,657 (49.39%) are male, 88,188 (20.87%) are from an ethnic minority background and 74,963 (17.74%) have declared a disability or a limiting long- term illness.

5. Local Labour Market Data

According to workforce statistics for Kirklees, 193,183 people are in employment in the Kirklees area, 88,657 (45.89%) are female and 104,526 (54.11%) are male.

Of the people in employment in the Kirklees area, 28,114 (14.55%) are from an ethnic minority background and 14,510 (7.51%) have declared a disability or a limiting long-term illness.

6. Employee Turnover 2016/2017

	Starters		Leavers	
	No of staff @ 1 Aug - '16 - 31 Jul '17	% @ 1 Aug - '16 - 31 Jul '17	No of staff @ 1 Aug - '16 - 31 Jul '17	% @ 1 Aug - '16 - 31 Jul '17
Ethnicity				
White	101	71.13%	110	82.09%
B/ME including Mixed/ Multiple ethnic groups	30	21.13%	19	14018%
Other ethnic group	0	0%	0	
Not provided	11	7.75%	5	3.73
Total	**142**		**134**	
Gender				
Female	91	64.08%	88	65.67%
Male	51	35.92%		
Not known	0	0%		
Total	**142**		**134**	
Disability				
Yes	8	5.63%	3	2.24%
No	126	88.73%	126	94.03%
Unknown	8	5.63%	5	3.73%
Total	**142**		**134**	

During the period 1 Aug 2016 to 31 July 2017 the College employed a total of 142 new starters, 71.13% of whom were white and 21.13% of whom were from B/ME. This shows a 6% increase from last year of new starters from B/ME backgrounds, with a slight increase of 1.17% in new starters choosing not to provide their ethnicity.

During the same period the College had a total of 134 leavers, 15 less than in 2015/16. 82.09% of these leavers were white and 14.18% were B/ME. Compared to last year, this shows a decrease in leavers of white ethnicity (2.47%) and a slight increase in leavers of B/ME ethnicities (0.76%).

Of the 19 B/ME leavers during 1 Aug 2016 to 31 July 2017, the majority of these were due to resignations for personal reasons or for alternative employment (89.47%). Other reasons for leaving include being removed from the HR database as they were not utilised during the previous 12 months (10.53%).

During the period 1 Aug 2016 to 31 July 2017, 5.63% of new starters declared a disability or limiting long-term illness, a 2.26% decrease on last year's figure of 7.89%. The percentage of new starters who do not have a disability or limiting long-term illness has increased by 3.2%, from 85.53% last year to 88.73% this year. 2.24% of leavers during 2016/17 declared a disability; a 5.14% decrease on 2015/16 (7.38%).

During the same period the College employed a total of 51 male new starters, which mirrors the 2015/16 figures. There was a decrease in female new starters, with 91 employed during 2016/17 compared to 100 in 2015/16. Despite the number of male new starters remaining the same on the last academic year, the slight decrease in total new starters has increased the percentage of male new starters by 2.37%.

The current turnover rate for the College is 13.16 per cent, based on the following calculation:

$$\frac{134 \text{ (number of leavers during academic year 2016/2017)}}{1018.5^* \text{ (average no of employees during academic year 2016/2017)}} \times 100 = 13.16\%$$

*average number of employees calculated by adding 1012 (number of employees at 31 July 2017) to 1025 (number of employees at 31st July 2016) and dividing by 2.

7 Staff Profile by Gender, Disability, Ethnicity and Age

Staff Composition (as at 31 July 2017)		
	Number	%
Total	1012	
Female	671	66.30%
Male (gender of 1 N/K)	341	33.70%
From an ethnic minority background	144	14.23%
With a declared disability	67	6.62%
LGB sexual orientation	15	1.48%
Transgender/gender reassignment	2	0.20%

Ethnic group	No. of staff @ 31 Jul 2016	% of total @ 31 Jul 2016
White – English/Welsh/Scottish/Northern Irish/British	800	79.05%
White – Irish	12	1.19%
White – Gypsy or Irish Traveller	1	0.10%
White – Any other	39	3.85%
Mixed/Multiple ethnic groups - White and Black Caribbean	12	1.19%
Mixed/Multiple ethnic groups - White and Black African	0	0%
Mixed/Multiple ethnic groups - White and Asian	6	0.59%
Mixed/Multiple ethnic groups - Any other	6	0.59%
Asian/Asian British – Indian	31	3.06%
Asian/Asian British – Pakistani	40	3.95%
Asian/Asian British – Bangladeshi	0	0%
Asian/Asian British – Chinese	4	0.40%
Asian/Asian British – Any other	6	0.59%
Black/African/Caribbean/Black British - African	12	1.19%
Black/African/Caribbean/Black British - Caribbean	23	2.27%
Black/African/Caribbean/Black British - Any other	4	0.40%
Other ethnic group - Any other	0	0%
Not provided	16	1.58%
Total	**1012**	

The Kirklees College ethnicity profile shows that the percentage of B/ME staff has increased by 0.96%, from 13.27% in 2015/16 to 14.23% in 2016/17.

Ethnic group by staff type - at a glance (%)	Teaching staff including Assessors, ATLC, TLLS, CTL & all Lecturing staff (%)	Tier 4 & 5 (%)	Directors, Exec & HoDs (%)	Administrative (%)	Learning support (%)	Technical staff (%)	Caretaking, catering, cleaner & other (%)
White	87.50%	84.48%	92.68%	84.51%	76.69%	90.62%	75.86%
BMe including Mixed/Multiple ethnic groups	11.03%	15.52%	7.32%	13.38%	20.86%	9.38%	21.55%
Other ethnic group – Any other	0%	0%	0%	0%	0%	0%	0%
Not provided	1.47%	0%	0%	2.11%	2.45%	0%	2.59%

The largest B/ME representation by staff type in 2016/17 is among caretaking, catering, cleaning and other staff at 21.55% followed by learning support staff at 20.86%.

This data remains fairly static on previous years and shows a 2.04% increase in B/ME representation amongst caretaking, catering, cleaning and other staff and a slight increase of 0.21% amongst learning support staff.

At Director, Exec and HoD level, where HoD level incorporates both tier 4 curriculum and business support managers, B/ME representation has increased from 5% last year to 7.32% this year

Disability Profile at 31 July 2017

Disability status - at a glance	No. of staff @ 31 Jul 2017	% of total @ 31 Jul 2017
No	933	92.19%
Yes	67	6.62%
Unknown	12	1.19%
Total	**1012**	

The College Disability profile remains fairly static, with a 0.28% increase on last year in staff declaring a disability.

Age Profile at 31 July 2017

Age group	No. of staff @ 31 Jul 2017	% of total @ 31 Jul 2017
<25	37	3.66%
25-49	544	53.75%
50-64	413	40.81%
65+	18	1.78%
Total	**1012**	

The College Age Profile remains fairly static, with the majority of our staff being between the ages of 25-49 (53.75%) and 50-64 (40.81%).

LGBT profile at 31 July 2017

Sexual orientation	No. of staff @ 31 Jul 2017	% of total @ 31 Jul 2017
Lesbian	3	0.30%
Gay	7	0.69%
Bisexual	5	0.49%
Heterosexual	485	47.92%
Unknown	34	3.36%
Prefer not to say	478	47.23%
Total	**1012**	

Transgender/Gender reassignment	No. of staff 31 Jul 2017	% of total @ 31 Jul 2017
Yes	2	0.20%
No	173	17.09%
Unknown	837	82.71%
Total	**1025**	

The College LGBT Profile has seen a 0.5% increase in staff disclosing a lesbian, gay or bisexual sexual orientation. In addition, there have been two transgender disclosures, compared to none in recent years.

8. Recruitment Monitoring Data for academic year 2016/17*

During the academic year 2016/17 Kirklees College introduced a new recruitment platform. Therefore, the comparative data from 2015/16 is based on that extracted from the previous software.

We are currently unable to report on age for this academic year. We are hoping to provide this data in our 2017/18 annual report, pending developments with our recruitment software.

During the period 1 Aug 2016 until 31 July 2017 we had a total of 1713 applicants for 74 positions. We shortlisted 311 of those and appointed 64. On average, we receive 23 applications per post (though this varies largely from post to post) and on average we invite 5 shortlisted applicants to an interview.

Of the total 1713 applicants 29.36% (503) were B/ME, a 6.19% increase on 2015/16 (23.17%). 62.81% of applicants were white (1,076) compared to 70.87% (523) in the previous year. Of the total 1,076 white applicants 226 (21.00%) were shortlisted and of that 43 (19.03%) were appointed.

Of the total 503 B/ME applicants, 71 (14.12%) were shortlisted and of that 19 (26.76%) were appointed. This shows a decrease on last year in B/ME applicants being shortlisted, from 48.54% to 14.12%. Since the introduction of the new recruitment platform, there has been a decrease in shortlisting across all reported protected characteristics. Furthermore, the percentage of B/ME staff being appointed has increased by 11.10% on last year (15.66%).

3.27% of applications we received were from applicants who declared a disability. Of those, 19.64% were shortlisted and of those, 27.27% were appointed. This shows that as with B/ME applicants, whilst shortlisting statistics have decreased, the conversion rate from shortlisting to appointment for applicants declaring a disability has increased by 10.03% on last year (17.24%).

Of the total 1713 applicants, 57.68% were female and 35.67% were male. 6.30% of applicants chose not to give a response. The conversion from applicants to shortlisted to appointed between male and female applicants shows that 18.62% of female applicants were shortlisted and 23.37% were appointed, compared to 18.66% of male applicants shortlisted and 16.67% appointed.

For female applicants, this shows a decrease in the shortlisting statistics (-49.20%) with an increase in appointments on last year's figure of 22.63% (+0.74%). For male applicants, the conversion rate from application to shortlisting has decreased, by 33.58% on last year, with appointments also having decreased by 23.35%, from 19.02% last year to 16.67% this year.

Following the introduction of our new recruitment platform, we are now able to provide recruitment monitoring data in relation to LGBT. However, we are unable to compare this data to the same period last year, as we did not have these reporting capabilities at this time.

The 2016/17 data shows that of the 1,713 total applicants, the majority declared a heterosexual sexual orientation (79.68%). 58 declared a lesbian, gay or bisexual sexual orientation (3.39%). 10 of the 58 LGB applicants were shortlisted (17.24%) and 1 was appointed (10%).

7 applicants declared that they had undergone gender reassignment (0.41%). No transgender applicants were shortlisted or appointed in 2016/17.

Vacancy Conversion Rates for 01/08/2016 to 31/07/2017 by Ethnicity – at a glance						
Ethnic Origin – at a glance	Total Applicants	Total %	Shortlist-ed	Shortlist-ed %	Appointed	Appointed %
White	1,076	62.81	226	21.00	43	19.03
B/ME, including Mixed/Multiple ethnic groups	503	29.36	71	14.12	19	26.76
Other incl. Any Other, Not Known, Not provided	134	7.82	14	10.45	2	14.29
Total	1713		311		64	

Vacancy Conversion Rates for 01/08/2016 to 31/07/2017 by Disability - at a glance						
Disability	Total Applicants	Total %	Shortlist-ed	Shortlist-ed %	Appointed	Appointed %
No	1536	89.67	285	18.55	57	20
Unknown	121	7.06	15	12.40	4	26.67
YES	56	3.27	11	19.64	3	27.27
Total	1713		311		64	

Vacancy Conversion Rates for 01/08/2016 to 31/07/2017 by Gender – at a glance						
Gender	Total Applicants	Total Appli-cants %	Shortlist-ed	Shortlist-ed %	Appointed	Appointed %
Female	988	57.68	184	18.62	43	23.37
Male	611	35.67	114	18.66	19	16.67
Unknown	114	6.65	13	11.40	2	15.38
Total	1713		311		64	

Vacancy Conversion Rates for 01/08/2016 to 31/07/2017 by Sexual Orientation – at a glance						
Age	Total Applicants	Total Appli-cants %	Shortlist-ed	Shortlist-ed %	Appointed	Appointed %
Lesbian	15	0.88	4	26.67	1	25
Gay	18	1.05	2	11.11	0	0
Bisexual	25	1.46	4	16	0	0
Heterosexual	1365	79.68	269	19.71	59	21.93
Unknown	290	16.93	32	11.03	4	12.5
Total	1713		311		64	

Vacancy Conversion Rates for 01/08/2016 to 31/07/2017 by Gender Reassignment – at a glance						
Gender Reassign-ment	Total Applicants	Total %	Shortlist-ed	Shortlist-ed %	Appointed	Appointed %
Yes	7	0.41	0	0	0	0
No	1591	92.88	298	18.73	62	20.81
Unknown	115	6.71	13	11.30	2	15.38
Total	1713		311		64	

9 Staff profile by Curriculum Directorate compared to student profile

The gap between the B/ME student make-up and the B/ME staff make-up is still significant. However, whilst this has increased in the 16-19 Study Programmes and Adults directorate by 2.78% on last year, the Apprenticeships, Sub-Contracting and STEM directorate shows a decrease of 1.28% on 2015/16, an overall decrease of 3.37% from 2014/15 to 2016/17.

Furthermore, the Quality, HE and Student Experience directorate has seen a significant decrease of 13.24% on 2015/16.

Ethnicity - by curriculum (Apprenticeships, Sub-Contracting and STEM)	Staff	% - Staff	Students	% - Students
White	161	90.96	2353	77.81
BMe including Mixed/ Multiple ethnic groups	15	8.47	621	20.54
Other ethnic group - Any other	0	0	9	0.30
Not provided	1	0.56	41	1.36
Total	177		3024	

Ethnicity - by curriculum (16-19 Study Programmes and Adults)	Staff	% - Staff	Students	% - Students
White	242	87.68	3582	56.00
BMe including Mixed/ Multiple ethnic groups	28	10.14	2613	40.85
Other ethnic group - Any other	0	0	156	2.44
Not provided	6	2.17	45	0.70
Total	276		6396	

Ethnicity - by curriculum (Quality, Student Experience & HE)	Staff	% - Staff	Students	% - Students
White	203	80.88	214	70.16
BMe including Mixed/ Multiple ethnic groups	44	17.53	79	25.90
Other ethnic group - Any other	0	0	6	1.97
Not provided	4	1.59	6	1.97
Total	251		305	

10. Procedural Data by Ethnicity & Disability (as at 31 July 2017)

	No. of staff from 1 Aug 16 - 31 Jul 2017	% of staff from 1 Aug 16 - 31 Jul 2017
Disciplinary Action (all stages including dismissal)		
Ethnicity		
B/AME	1	14.29
White	6	85.71
Total	**7**	
Disability Status		
Yes	0	0
No	7	100
Total	**7**	
Underperformance (formal stage)		
Ethnicity		
B/ME	2	40
White	3	60
Total	**5**	
Disability Status		
Yes	0	0
No	5	100
Total	**5**	
Grievance (formal stage)		
Ethnicity		
B/ME	1	33.33
White	2	66.67
Other	0	0
Total	**3**	
Disability Status		
Yes	1	33.33
No	2	66.67
Total	**3**	
Absence (formal stages)		
Ethnicity		
B/ME	8	22.86
White	27	77.14
Other	0	0
Total	**35**	
Disability Status		
Yes	4	11.43
No	31	88.57
Total	**35**	

The College aims to offer the very best opportunities for all of its learners, prospective learners, staff and users of the college.

In 2017/18 the College plans to implement further positive actions in order to further improve our understanding and practice across the college:

- To publish our Gender Pay Gap Report by April 2018 in line with the legislative requirements, ensuring transparency in the results for all staff and stakeholders.

- To continue to revise and update our equality policies and procedures to reflect legislative updates and good practice.

- To retain Level 2 Disability Confident Employer status.

- To continue developing the College website to portray an aspirational, supportive and inclusive employer committed to equality and diversity in its workforce.

- To monitor our recruitment data in respect of minority groups, following the introduction of our new recruitment system, Networx.

- To continue to publish regular communications accessible via the College portal highlighting current EDI issues and upcoming notable dates and events.

- To continue to work with Heads of Departments and managers to address areas of under-representation within the curriculum.

- PAD programme in place to continue to improve awareness and embed equality and diversity into the Curriculum through tutorials.

- Talent management/succession planning following the publication of our talent management strategy – targeted to B/ME staff where talent and potential is identified within the organisation.

- To continue involving trained volunteers from diverse staff groups in recruitment panels for external recruitment.

- To gather regular feedback from internal and external stakeholders in respect of EDI awareness at College and ensure action is taken where areas for development are highlighted.

- To continue raising awareness of LGBT and disability with a view to encouraging disclosures through internal communications and training sessions.

The College will continue to strive to meet the general and specific equality duties as a public sector organisation. The work of our Equality, Diversity and Inclusion Strategic Group will continue with contributions from the three sub-groups; data; activities; teaching, learning and assessment.

There will be continued work on consultation and communication, raising awareness of equality, diversity and inclusion across the College and increasing the visibility of this information to both staff and students.

APPENDIX 1: GENDER PAY GAP REPORT 2016-17

Introduction

Kirklees College is committed to the principles of equal pay in our on-going and unequivocal support of the wider principles of equality, diversity and inclusion in employment. The College fully understands its legal obligations in respect of the Equality Act (2010) and the public sector equality duty (section 149) and as such, opposes all forms of unlawful and unfair discrimination in respect of gender or any other protected characteristic, whether in terms or pay or otherwise.

This report is produced both in line with Kirklees College's legal obligations under The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and its commitment to advancing equality of opportunity and ensuring fair treatment for the entirety of our workforce.

The information as detailed below is based on the snapshot date of 31st March 2017 and reflects the gender pay gap calculations as outlined in the regulations.

NB: As the College did not pay any bonus payments to staff in the 12 months preceding the snapshot date, the calculations pertaining to bonus pay gaps and payments are not applicable.

Gender Pay Gap Reporting

The College's mean gender pay gap, the difference between the average hourly pay of our male and female employees, is 7.35%. This figure is lower than that for the whole economy (17.4% according to the October 2017 Office for National Statistics (ONS) Annual Survey of Hours and Earnings (ASHE) figures) and reflects the primarily female make-up of our workforce, which at the snapshot date was 65.89% female compared to 34.11% male. The profile of our workforce in respect of gender has shown little variance in recent years and continues to reflect a predominantly female workforce.

The College's median gender pay gap, the difference between the hourly pay of the median male and female employee, is 23.30%. This is slightly higher than the whole economy median gender pay gap at 18.4% (according to the October 2017 ONS ASHE figures). Again, this is reflective of our primarily female workforce and the high proportion of women in the lower salary quartile. The high volume of female staff within this quartile could be linked to the flexible nature and terms and conditions of these roles, which are typically part-time and/or term-time only.

A key factor of the gender pay gap is the under-representation of male employees in lower paid roles within the College. This is reflected in the salary quartile data below, which shows that the large majority of these posts, which include cleaning and catering assistant posts, are held by female employees.

Analysis of variation by gender composition on the snapshot date helps to explain how this contributes to the gender pay gap. This shows that females make up 94.74% of our catering/refectory staff and 75.68% of our cleaning staff (figures 1 and 2). In many public sector organisations, these services are outsourced; however, the College chooses to retain these services in-house and as such, these roles are performed by College employees and included in the gender pay gap data.

Figure 1 – Catering Assistant roles   Figure 2 – Cleaning roles
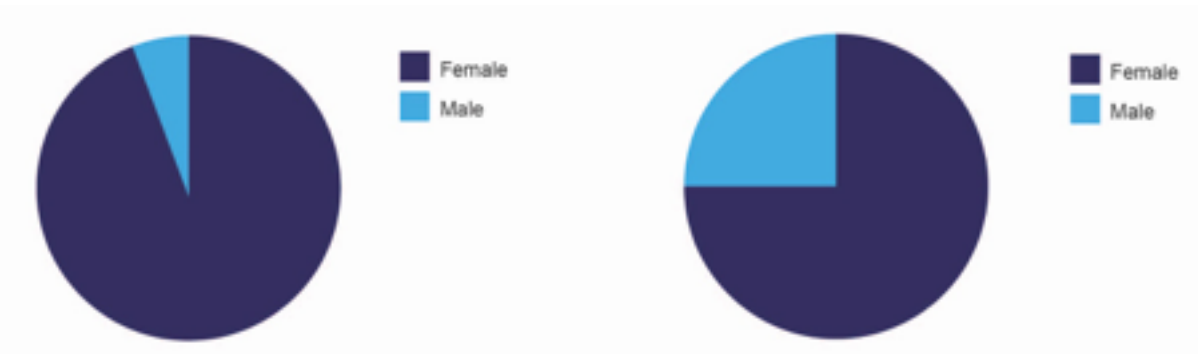
We are, however, well-represented by female employees at both management and senior leadership level, reflected in the data for the upper salary quartile. Furthermore, the gender profile of our Executive team is 100% female. Further analysis within these roles is detailed below.

	Proportion of male employees	Proportion of female employees
Lower Quartile	26.1%	73.9%
Lower-Middle Quartile	31.0%	69.0%
Upper-Middle Quartile	40.6%	59.4%
Upper Quartile	38.9%	61.1%

The above data outlining the proportion of males and females in each quartile pay band shows a higher proportion of female staff in each quartile, which is again reflective of our predominantly female workforce. The largest percentage of female staff is found in the lower quartile which, as detailed above, could be attributed to the more flexible nature of the roles which carry lower hourly rates of pay. Historically, socio-economic trends suggest that part-time, flexible and term-time only roles typically attract female applicants, more so than males, due to childcare commitments. These roles typically carry with them a lower rate of pay. The quartile data also reflects the analysis by gender composition, seen in figures 1 and 2.

Further analysis into the gender profile of administrative and support roles, also found within the lower salary quartile, shows that females make up 85.21% and 79.70% of these roles respectively. This further demonstrates the overwhelming proportion of females in these typically lower-paid roles (figures 3 and 4).

Figure 3 – Administrative roles

Figure 4 – Support roles

The lowest proportion of female employees is found in the upper and upper-middle quartiles, with the highest proportion of men in the upper-middle quartile at 40.6% compared to 59.4% of women. Whilst the upper-middle quartile does have the lowest concentration of female staff, this remains at over half of the College's employees in this quartile.

Reducing our gender pay gap is reliant on increasing the representation of male staff in lower-paid roles, thereby increasing the proportion of males in the lower and lower-middle salary quartiles and reducing the overwhelming proportion of females in these quartiles in equal measure.

Whilst we will continue to ensure progression opportunities are accessible to all and will take positive action where there is under-representation, we do not believe the female representation in senior and management roles to be a pressing area of development for the College. The proportion of female staff increases slightly, by 1.7%, in the upper quartile, reflecting the balance of male and female staff found at senior levels of the organisation. This is demonstrated in figures 5 and 6, where analysis by gender composition shows that females hold 61.80% and 57.89% of posts at Team Leader and equivalent level and Head of Department level and above respectively.
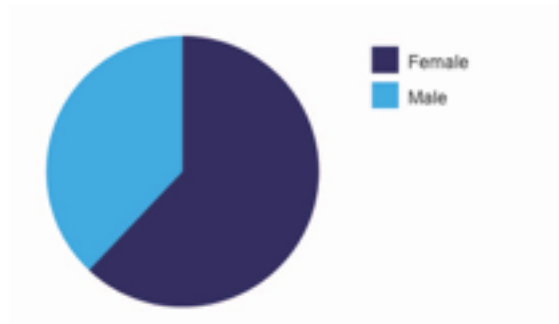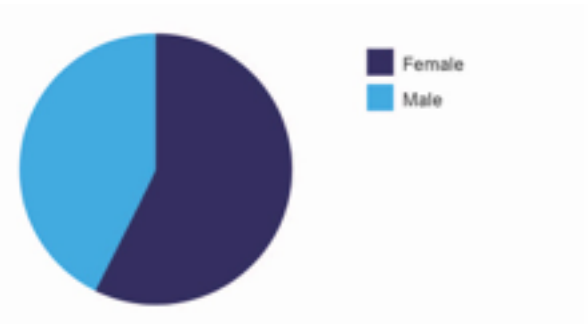
Figure 5 - Team Leader and equivalent roles

Figure 6 – Head of Department and senior management roles

At Kirklees College we continue in our commitment to ensuring equal opportunities for all members of staff. This includes continually reviewing our policies and procedures in line with legislative updates and good practice, as well as more targeted initiatives and programmes working to develop and nurture our staff and their aspirations, such as our talent management and work shadowing strategies and Aspiring Managers programme.

We will review our flexible working procedure to ensure this is reflective of good practice and accessible to all members of staff. As part of this review, we will further ensure that staff members are aware of the procedure and the rights afforded to them and that details of this procedure are communicated and promoted widely to all staff across the College. We will continue to give due consideration to all reasonable requests for flexible working and maintain our commitment to helping and supporting our employees to achieve a healthy work/life balance.

We also undertake to ensure our competency-based Performance Development Review (PDR) process is fully utilised, to assist our employees in developing their skills and working towards, and where possible, fulfilling their career aspirations through initiatives such as work shadowing or completing a qualification via an apprenticeship standard. We will continue to ensure that College staff are afforded the opportunity to apply for any vacancies advertised either within or outside of the College. We will also continue working closely with recruiting managers at the College in respect of their recruitment needs, to identify areas of under-representation and aligning any positive action taken with this.

We are confident that we will succeed in the continuation of our efforts to diversify our workforce, nurture our talent and create progression opportunities for all staff.
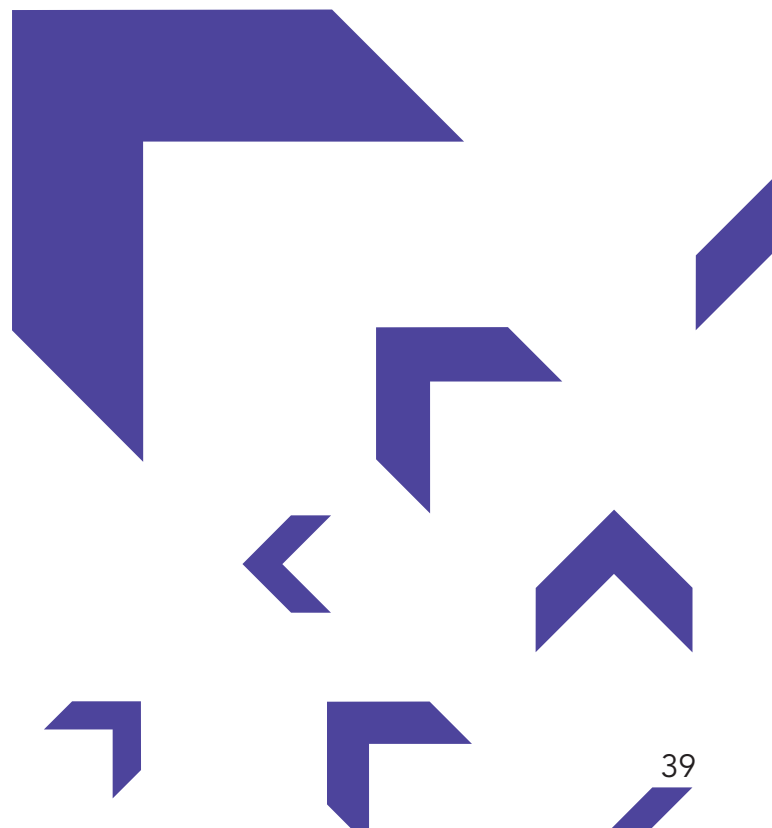
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