



EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT

ACADEMIC YEAR 2018-19



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Appendix 1: Gender Pay Gap Report 2018/19

Creating Opportunity, Changing Lives

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 positive 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 this, the College champions its commitment to treating all students and staff with the respect that they deserve as a unique human being, and to maximising 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. So we will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the communities we serve and everybody has equal opportunity to succeed and develop.

Where any equality gaps become apparent they will be investigated and actions put in place to improve, in order to close these gaps.

This report takes stock of our position at the end of 2018/19 against our policy objectives and sets out our improvement priorities going forward in 2019/20.

Through embedding our mission of “Creating Opportunity, Changing Lives”, we aim to ensure that we have a college where all students can achieve their potential and where every member of staff can 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 2018/19 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 Inclusive.

V2 Nurturing.

V3 Supportive.

V4 Pride.

V5 Integrity.

V6 Respect.

V7 Excellence.

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.

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, what we are seeking to achieve and our results. This includes clearly setting out the equality outcomes we are working towards.

Single Equality Scheme

The Single Equality Scheme (SES) is linked to the overall College Strategic Plan and should be read in conjunction with this. The Scheme should also be read in conjunction with the College Equality and Diversity Policy as the Equality and Diversity Policy is based on legislative compliance and best practice and has clear links to the Single Equality Statement. Finally, the commitments and the detail within this plan have been translated into clearly defined actions as included in the Single Equality Strategy Action Plan.

This Single Equality Strategy (SES) brings together our commitments to equality, diversity and inclusiveness, and our equality

ambitions and plans across the organisation. It embraces all members of our College community and its objectives demonstrate our wholehearted commitment to continued action in tackling inequality and promoting diversity and inclusiveness. The Scheme and action plan will build on our previous equality work. We will continue with our efforts to break down barriers and challenge unfairness, and ensure opportunities and experiences which help people and communities reach their full potential.

The Scheme also sets out our intentions to:

- Make equality a reality for people accessing our services, seeking job opportunities and who are currently employed with the College;
- Fulfil our legal responsibilities;
- Inform people of our responsibilities and how we will fulfil them;
- Show how our Scheme links to our broader equalities objectives and priorities; and
- Provide information about our consultation and engagement, monitoring and training arrangements.

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.

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 with particular groups and individuals
- email
- telephone, using an interpreter if needed
- a summary report
- using appropriate and accessible multi media

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 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, absence, grievance, disciplinary 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.

Promotion and Communication of Equality, Diversity and Inclusion

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. This is visible in and around college to all staff members.

The Human Resources and EDI 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.

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, Diversity and Inclusion 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.

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.

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.

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

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.

PART 2: OUR KEY ACHIEVEMENTS AND PROGRESS DURING 2018/19

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 with its commitment to being a Disability Confident Employer. 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 renewing our commitment to this campaign, we are continuing to demonstrate 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. Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. We have continued to work with Inclusive Employers and take advice and guidance on policy updates where necessary. We plan to review the Transgender, Equality and Freedom of Religious Belief policies during the next 12 months.

We have updated elements across a number of equality policy areas and supporting documentation. These will be updated and communicated to all staff in the 2019/20 academic year.

3. Updates to the College website

We continue to review the 'Jobs' page on the College website alongside our recruitment documentation. We do this with a view to more widely promoting the ethos of the

College including inclusivity and belonging, the staff benefits available and to provide an insight into what working at the College involves.

This page includes a statement outlining how the College celebrates diversity, in addition to a statement from our Principal and Chief Executive, testimonials from staff members and details of staff benefits such as occupational health support, childcare vouchers and personal and professional development opportunities.

4. Mental Health Awareness Day

During w/c 7th October 2019 the college hosted a number of activities to promote and raise awareness of World Mental Health day (10th October 2019). These included:

- Cycle to Work were on-site to promote the scheme and give advice.
- Financial Wellbeing Drop-in sessions
- Thai Chi taster sessions
- Wear it Green on World Mental Health day with Green Ribbons on sale.
- Blogs across the week.
- Workshops on suicide prevention.

5. Single Equality, Diversity and Inclusiveness Strategy update

In 18/19 the College updated its Single Equality, Diversity and Inclusiveness Strategy for 2017-2020. This sets out our overall aims, roles and responsibilities, service planning and monitoring and how we plan to review and evaluate the strategy.

The SES also sets out our action plan with targets allocated to individuals and teams within the College.

6. AFAN (All Faiths and None) Provisions

AFAN (All Faiths and None) rooms continue to be available to staff and students at the Huddersfield, Engineering and Springfield centres, which includes wash facilities. 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, has been communicated to all staff.

7. Chaplaincy Service

The Chaplaincy Service continues to be available, whereby a volunteer chaplain visits the Taylor Hill centre on a weekly basis and other centres on request during term-time to offer a listening service, a space for reflection and thinking, pastoral support in time of crisis and an opportunity to discuss difficult topics. This service is accessible to both staff and students and details of how to request chaplaincy support is communicated internally. We currently work with the University of Huddersfield to offer volunteering opportunities to students studying BA Youth and Community Work and BA Behavioural Studies. These volunteers to work with and support our students in times of crisis and provide pastoral support on a range of topics, such as resilience, behaviour, attitudes, relationships, confidence and self-esteem.

8. Carers' Federation Quality Standard

We continue to engage in College with the quality standard for support of young adult carers.

This achievement demonstrates our values of equality of opportunity and our aim to meet the needs of our students. It provides evidence of the College's awareness of the challenges faced by our young adult carers in education and demonstrates our commitment to increasing opportunities and improving the quality of learning for students with caring roles.

9. Equality, diversity and inclusion in learning and development

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

All staff 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 the entire workforce.

All staff are expected to complete the online "Equality & Diversity" course on the college VLE and to refresh every 3 years, as is good practice. Records show 95% cross college compliance as at the end of 18-19. This is a 5% increase from 17-18 as staff have undertaken the 3-month refresher.

This is monitored centrally through the staff development records. Regular completion reports are provided to departments for compliance monitoring.

To ensure opportunity for compliance is available to all staff, i.e. those without access to PCs, a paper-based version, with assessment, was developed and has proved successful with groups of staff like cleaners (98% completion) and refectory staff (100% completion).

Other training

Corporate induction

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 for 2018-19 shows an average 96% rating the delivery style, content and levels of interest as good, very good or outstanding.

Recruitment & Selection Training

All managers involved in recruitment of staff are expected to undertake R+S training which highlights direct and indirect discrimination, positive action, disability awareness, reasonable adjustments safer recruitment, and unconscious bias. In-house programmes are delivered by HR team; an online Safer recruitment course is under development rolling into 19-20. 91% who attended sessions in 18-19 felt course was informative and useful to their role in recruitment.

10. Equality, diversity and inclusion 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.

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 (96% of students felt the college is a welcoming place for people of all backgrounds, Term 1 Student Experience Survey). Social and cultural diversity, 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, in a maths lesson students were able to collaborate and discuss ideas, gender and ethnicity differences within the statistics they were studying. Also, in business discussions surrounding Brexit and its impact on communities and local businesses. Within sport programmes social and economic demographics are discussed with an emphasis on target groups (disability, women, ethnicity, young people, older people) and how sport for all to improve inclusivity in communities is breaking previous barriers in society. In an adult learning, sessions clearly encourage students to discuss their cultures and backgrounds and help to compare this to British Values and gain a respect from all students for each other. In an IT lesson there was discussions on the views of working in

an industry where you can work between vast distances, across different countries and time zones and that the use of different terminology and language can be a barrier but through the use of intelligent technology these are no longer barriers to developing strong working relationships. Through an adhoc discussion in a Health and Social Care lesson with a guest speaker discussions developed into Government agendas and Brexit implications on the NHS with many highly skilled staff of different origins and the impact of not allowing such staff to continue to work or be encouraged to work in the UK.

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. Many lessons across curriculum areas promoted respect of student's opinions and that discussion and argument over particular points is encouraged as long as respect for each other's views continues.

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 their employer needs. Equality and diversity is included at induction with follow-up questions during progress reviews to assess students' knowledge and understanding. Apprenticeship also have welfare reviews with a progress coach to be sure they are treated fairly and that they understand employment rights and responsibilities. Productive working relationships are evident with employers appointing an independent colleague to act as mentor to ensure fair play and respect. During work visits assessors are encouraged to talk to apprentices about their views and opinions and that any equality and diversity concerns are challenged with employer support.

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'* to 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, Diversity and Inclusion Strategic Group

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

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 2018/19

1 Analysis of learner equality data 2017/18

- Outcomes for disadvantaged groups are significantly improving:
 - Significant work with vulnerable groups continues to narrow the gap significantly for this cohort. 16-18 year olds in vulnerable groups had 6% lower achievement in 2016-17 and this gap has now closed, with these students now achieving in line with those not in vulnerable groups.
 - Students receiving support (9% of our overall student cohort), have an achievement rate of 87%, +3% compared to the previous year. Within this cohort, Access to Learning and Personal Support (ALPS) students' achievement rates are outstanding at 90%.
 - Students in receipt of free school meals achieve in line with their peers.
- Achievement gaps are closing:
 - Students who self-declared a disability or learning difficulty have similar retention and pass rates to those who did not declare.
 - The 4% retention gap between BAME (Black and minority ethnic) and White 16-18 students in 2017-18 has now closed and this gap is now negligible.
 - In 17-18, Male 16-18 students had 5% lower pass rate than their female counterparts. This gap has narrowed to 3% in 2018-19.
 - In 17-18, Female 16-18 students had 5.46% higher pass rate than their male counterparts. This gap has narrowed to 3% and remains a focus.
- Students of mixed ethnicity have lower retention than their peers and this gap has widened from 2.77% in 2017-8 to 5.97%.
- For adult students, BAME females have higher retention at 93.83% than BAME males at 88.44%, White females at 88.75% and 86.62%. This gap is most apparent with adult English & Maths students.

Table: Achievement and retention by ethnicity group 2015-16 to 2018-19

By Ethnicity	2018/19				2017/18				2016/17			
	Leavers	Achievement Overall	Retention Overall	Pass Overall	Leavers	Achievement Overall	Retention Overall	Pass Overall	Leavers	Achievement Overall	Retention Overall	Pass Overall
Any Other	909	85.37%	93.18%	91.62%	727	81.98%	91.47%	89.62%	534	88.76%	92.13%	96.34%
Bangladeshi	94	79.79%	94.68%	84.27%	90	85.56%	94.44%	90.59%	86	87.21%	95.35%	91.46%
Black African	478	78.66%	91.42%	86.04%	495	81.41%	89.90%	90.56%	445	81.80%	92.36%	88.56%
Black Caribbean	180	73.33%	86.11%	85.16%	168	79.17%	88.10%	89.86%	157	82.80%	88.54%	93.53%
Black Other	120	77.5%	86.67%	89.42%	82	76.83%	90.24%	85.14%	63	73.02%	85.71%	85.19%
Chinese	28	78.57%	85.71%	91.67%	58	81.03%	86.21%	94.00%	43	81.40%	88.37%	92.11%
Indian	637	87.6%	94.19%	93%	542	87.64%	95.76%	91.52%	463	88.34%	95.25%	92.74%
Mixed	736	73.37%	83.83%	87.52%	692	76.16%	87.28%	87.25%	620	76.13%	85.00%	89.56%
Other Asian	567	81.83%	92.95%	88.05%	519	80.54%	90.75%	88.75%	362	87.57%	91.99%	95.20%
Pakistani	3305	82.69%	91.38%	90.5%	3,214	79.50%	91.66%	86.73%	2,851	84.95%	91.86%	92.48%
Unknown	94	80.85%	89.36%	90.48%	145	79.31%	92.41%	85.82%	13	61.54%	69.23%	88.89%
White	6264	80.04%	87.74%	91.23%	6,881	82.02%	88.75%	92.42%	6,601	83.29%	88.56%	94.05%

2. Support for Learners with Learning Difficulties and Disabilities

Additional Learning Support (ALS):

The Faculty of Progress and Inclusion provides support interventions for learners at all levels; Pre Entry through to Higher Education, across all sites.

- The SEND teams provide the following services across college:
- Additional Learning and Personal Support (ALPS) teams are based at both main sites, operating across all college campus.
- The 'Green Team' within ALPS focusses 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 learning difficulties and disabilities at all levels of study and across the whole college curriculum.

- The 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.

HIGH NEEDS STUDENTS:

Total Cohort	2015/16 (360)	2016/17 (427)	2017/18 (666)	2018/19	NR+/-	+/- whole college
Achievement	80.28%	91.56%	89.64%	88.54%	85.7% (+2.84)	+7.54%
Retention	98.61%	98.31%	98.05%	95.28%	92.8% (+2.48)	+5.28%
Pass rates	81.41%	93.13%	91.42%	92.92%	92.3% (-0.62)	+2.92%

Despite a very slight dip compared to the previous year, outcomes for High Needs students continue to be outstanding and above whole college for achievement, retention and pass rate and above national rate for achievement and pass rates.

For High Needs 16-18 cohort:
 Achievement and retention rates are significantly higher than national rate (NR):
 Achievement 85.47% compared to 82.7% NR, a difference of +2.77%
 Retention 94.87% compared to 91.2% NR, a difference of + 3.67%
 Pass rates are very slightly lower (-0.58%)

For High Needs 19+ cohort; achievement, retention and pass rates are all above NR.
 Achievement 94.43% compared to 89.2% NR,

a difference of + 5.23%
 Retention 96.07% compared to 94.6% NR, a difference of +1.47%
 Pass rates 98.29%, compared to 94.4% NR, a difference of + 3.89%

Within that there is a marginal gap between male and female students for achievement, retention and pass rates although all are above NR. Female outcomes are marginally higher than males.

There is also a gap for 'Indian' 16-18 students who fall below their peers in achievement, retention and pass rates, this cohort makes up 3.93% of the starts. 19+ 'Black African' also fall below their peers in Achievement and Pass rates but are above for retention.

For students with an Education Health Care Plan (EHCP):

Total Cohort	2016/17 (427)	2017/18 (896)	2018/19	NR+/-	+/- whole college
Achievement	81.80%	87.81%	86.54%	85.8% (+.074)	+5.54%
Retention	95.47%	95.41%	93.93%	92.8% (+1.13)	+3.93%
Pass rates	93.35%	92.03%	92.13%	92.4% (-0.27)	+2.13%

Students with an EHCP are performing better than their peers both in college and nationally.

For EHCP 16-18 cohort: achievement and retention rates are higher than NR:
 Achievement 83.07% compared to 82.7% NR
 Retention 93.45% compared to 91.2% NR
 Pass rates are very slightly lower at 88.89 and 90.7 NR

For EHCP 19+ cohort; achievement, retention and pass rates are all above NR.

Achievement 92.54% compared to 89.3% NR
 Retention 94.75% compared to 96.6% NR
 Pass rates 97.67%, compared to 94.4% NR

Within this group Female students are

There are no significant gaps between male and female overall, despite significant difference in number of starts (320 female, 670 male).

ALS SUPPORTED STUDENTS (ALL):

Total Cohort	2015/16 (1,461)	2016/17 (1,394)	2017/18 (1278)	2018/19	+/- whole college
Achievement	73.85%	84.79%	83.34%	89.30%	+8.30%
Retention	89.53%	93.26%	92.76%	93.92%	+3.92%
Pass rates	82.49%	90.92%	90.92%	95.08%	+5.08%

Overall, compared to previous year, achievement, retention and pass rates have

improved. Performance is also significantly above whole college.

SUPPORTED STUDENTS SENSORY:

Total Cohort	2015/16 (100)	2016/17 (48)	2017/18 (58)	2018/19	+/- whole college
Achievement	77%	89.58%	82.04%	91.38%	+10.38%
Retention	98%	100%	90.44%	96.55%	+6.55%
Pass rates	78.57%	89.58%	90.68%	94.64%	+4.64%

Outcomes for sensory supported students remain significantly above whole college and increased from the previous year.

Sensory supported students have 96.55% overall retention, 10.38% above whole college.

SUPPORTED STUDENTS ALPS:

Total Cohort	2015/16 (826)	2016/17 (729)	2017/18 (836)	2018/19	+/- whole college
Achievement	73.37%	86.28%	85.27%	89.77%	+8.77%
Retention	90.19%	93.83%	93.41%	93.07%	+3.07%
Pass rates	81.34%	91.96%	91.28%	96.46%	+6.46%

Overall, compared to previous year, achievement and pass rates are higher than last year and higher than whole college.

Retention is on a par with last year but +3.07 above whole college.

PART 4: STAFF EQUALITY DATA 2018/19

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 2018/19 we employed 914 employees (figures correct as at 31 July 2019) 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 and Further Education College Workforce Data for England (analysis of the Staff Individualised Record data 2017-18), which includes local authority providers.

2. Current Corporation profile

Total	2018/19	2018/19 %
Female	5	29.51%
Male	12	70.59%
From an ethnic minority background	2	11.76%
With a declared disability (or limiting long term illness)	0 (3 unknown)	0%

3. Current workforce profile

Total	Kirklees College as at 31 July 2019 (total 914)	Kirklees College as at 31 July 2019 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2017/18	Local Authority Providers' Workforce 2016/17
Female	614	67.17%	50.61%	45.89%	61%	73%
Male	299 (1 N/K)	32.71%	49.39%	54.11%	39%	27%
Gender not disclosed	1	0.11%				
From an ethnic minority background	170	18.59%	20.87%	14.55%	10-20%	N/K
With a declared disability (or limiting long term illness)	63	6.90%	17.74%	7.51%	27%	N/K
LGB sexual orientation	13	1.42%	N/K	N/K	2%	N/K
Transgender/gender reassignment	3	0.33%	N/K	N/K	N/K	N/K

At present 18.59% (170) of our staff are from BME groups this is an increase of 2.57% on 2017/18 (16.02%) and represents an increase of 21 members of staff in a year where our total workforce is lower than the previous one (914 employees this year vs 930 last year). It is 4% higher than the overall Kirklees workforce (14.55) and is towards the top end of the FE workforce range reported at 10-20% (Further Education College Workforce Data for England analysis of the Staff Individualised Record data 2017-18). Representation of BME

staff at the College is continuing to increase year on year, having risen by a total of almost 8% since 2013/14.

The College's BME profile shows that the majority of staff from ethnic minority backgrounds are of Asian ethnicity, representing 10.50% of the College's overall workforce, a 1.47% increase on last year (9.03%). The College's representation of staff from mixed/multiple ethnic groups has also increased from 2.90% in 2017/18 to 3.28% in 2018/19.

Of the 313 employees in College whose primary role is teaching, 55 of these are from an ethnic minority background. At 17.57% of teaching employees, this is an increase of 4.22% on last year and a total increase of 6.54% since the 2016/17 academic year.

The Governors B/ME representation at 11.76% shows a slight increase (for the second year) on last year's figure of 10.53%. No College Governor has disclosed a disability or limiting long-term illness.

The gender profile of the College shows a decrease of 0.62% in male employees from last year's figure of 33.33%, with the majority of the workforce still female at 67.17%. This data hasn't shown much change over the last 2 years and remains fairly static, broadly representing the Further Education sector as a whole, where the data shows that females account for 62% and males 38% of the FE workforce. This split is even more apparent within the Local Authority Providers' Workforce which stands at 73% female and 27% male.

Variation by gender composition in different occupational categories shows that females make up 81.42% of part-time lecturing roles and 85.88% of administrative roles. This data is almost static on last year's figures. It 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; 66% of women work part-time in colleges compared to 44% of men. This is could represent the flexible nature of these types of roles which could be more attractive to women who are typically the primary care giver for children.

6.90% of Kirklees College staff have declared a disability, which is a 0.66% increase on last year's figure (6.24%). This is within the range reported for Further Education staff in England at <20%.

13 members of staff at College have declared a lesbian, gay or bisexual sexual orientation, which is 1% less than last year, and the percentage has also decreased slightly from 1.51% to 1.43%. This compares to 2% of Further Education staff in England, whilst the LGB representation for the Local Authority workforce is unknown.

The majority of staff (55.14%) declared a heterosexual sexual orientation, which is a large 6% decrease on the previous year. 39.05% preferred not to disclose their sexual orientation, compared to 45.27% last year. The sexual orientation of 40 staff (4.38%) is unknown.

The number of staff who have declared a transgender status has increased by 1 to 3 employees, which equates to 0.33% of the total employee population. The gender reassignment status of 82.16% is unknown, showing little variance on last year (82.69%).

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, 201,100 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 2018/19

	Starters		Leavers	
	No of staff @ 1 Aug '18 – 31 Jul '19	% @ 1 Aug '18 – 31 Jul '19	No of staff @ 1 Aug '18 – 31 Jul '19	% @ 1 Aug '18 – 31 Jul '19
Ethnicity				
White	94	71.21%	107	82.31%
B/ME including Mixed/Multiple ethnic groups	30	22.73%	20	15.38%
Other ethnic group - any other	0	0%	0	0%
Not provided	8	6.06%	3	2.31%
Total	132		130	
Gender				
Female	84	63.64%	77	59.23%
Male	48	36.36%	53	40.77%
Not Known	0	0%	0	0%
Total	132		130	
Disability				
Yes	13	9.85%	8	6.15%
No	106	80.30%	117	90.00%
Unknown	13	9.85%	5	3.85%
Total	132		130	

During the period 1 Aug 2018 to 31 July 2019 the College employed a total of 132 new starters, 71.21% of whom were white and 22.73% of whom were from BME backgrounds. This shows a 3.29% increase from last year in new starters from B/ME backgrounds following a small decrease of around 1.5% the year before that. 6.06% chose not to provide their ethnicity, a 5.98% decrease on last year.

During the same period the College had a total of 130 leavers. 82.31% of leavers were white, an 11.33% decrease on last year and 15.38% were BME, a 5.63% increase on last year.

Of the 23 BME leavers during 1 Aug 2018 to 31 July 2019, 50.77% were due to resignations. Other reasons for leaving include being removed from the HR database as they were not utilised during the previous 12 months and fixed term contracts ending (20.77%). 1 employee was dismissed due to gross misconduct (0.19%).

During the same period 36.36% of new starters were male, showing a slight increase on last year's figure of 35.19%. 63.64% of new starters were female, compared to 63.89% last year. 40.77% of leavers were male, an increase on last year's figure of 38.56%.

During the period 1 Aug 2018 to 31 July 2019, 9.85% of new starters declared a disability or limited long-term illness, a large increase of 5.22% on last year's figure. The percentage of new starters who do not have a disability or limiting long-term illness has decreased by 4.89% from 85.19% last year to 80.30% this year. 6.15% of leavers during 2018/19 declared a disability which is a slight decrease on the previous year at 6.78%.

The current turnover rate for the College is 14.10%. This is a substantial decrease on the previous year which is likely to be due, in part, to the organisational changes which took place in the 2017/18 academic year.

$$\frac{130 \text{ (number of leavers during academic year 2018/2019)} \times 100}{922^* \text{ (average no of employees during academic year 2018/2019)}} = 14.10\%$$

*average number of employees calculated by adding 914 (number of employees at 31 July 2019) to 930 (number of employees at 31st July 2018) and dividing by 2.

7. Staff Profile by Gender, Disability, Ethnicity, Age & LGBT

Staff Composition (as at 31 July 2019)		
	Number	%
Total	914	100%
Female	614	67.17%
Male	299	32.71%
Gender not disclosed	1	0.11%
From an ethnic minority background	170	17.09%
With a declared disability	63	6.90%
LGB sexual orientation	13	1.42%
Transgender/gender reassignment	3	0.32%

The gender of one staff member is unknown.

Ethnic group	No. of staff @ 31 Jul 2019	% of total @ 31 Jul 2019
White – English/Welsh/Scottish/Northern Irish/British	680	74.39%
White – Irish	7	0.77%
White – Gypsy or Irish Traveller	0	0%
White – Any other	32	3.51%
Mixed/Multiple ethnic groups - White and Black Caribbean	15	1.64%
Mixed/Multiple ethnic groups - White and Black African	0	0%
Mixed/Multiple ethnic groups - White and Asian	6	0.66%
Mixed/Multiple ethnic groups - Any other	9	0.98%
Asian/Asian British – Indian	30	3.28%
Asian/Asian British – Pakistani	53	5.80%
Asian/Asian British – Bangladeshi	2	0.22%
Asian/Asian British – Chinese	7	0.76%
Asian/Asian British – Any other	4	0.44%
Black/African/Caribbean/Black British – African	13	1.42%
Black/African/Caribbean/Black British – Caribbean	27	2.95%
Black/African/Caribbean/Black British - Any other	5	0.55%
Other ethnic group - Any other	0	0%
Not provided	24	2.63%
Total	914	

The Kirklees College ethnicity profile shows that the percentage of BME staff has increased by 2.57%, from 16.02% in 2017/18 to 18.59% in 2018/19.

Ethnic group by staff type - at a glance (%)	Teaching staff including As sessors, ATLC, CTL & all Lecturing staff (%)	Teir 5 (%)	Directors, Exec & HoDs (%)	Adminis- trative (%)	Learning Support (%)	Technical staff (%)	Care- taking, catering, cleaner & other
White	81.47%	89.47%	88.24%	77.42%	73.98%	85.96%	74.53%
BMe including Mixed/Multiple ethnic groups	17.57%	7.0%	8.82%	20.16%	23.58%	12.28%	23.58%
Other ethnic group – Any other	0%	0%	0%	0%	0%	0%	0%
Not provided	0.96%	3.50%	2.94%	2.42%	2.44%	1.75%	1.89%

The largest BME representation by staff type in 2018/19 is among catering and cleaning staff and other and learning support staff both at 23.58%. Followed by administrative staff at 20.16%.

At Director, Exec and HoD level, where HoD level incorporates both tier 4 curriculum and business support managers, all representation has remained the same as last year.

The largest increase of BME representation is in teaching staff which has increased by 4.22% from last year.

Disability Profile at 31 July 2019

Disability status - at a glance	No. of staff @ 31 Jul 2019	% of total @ 31 Jul 2019
No	821	89.83%
Yes	63	6.90%
Unknown	30	3.28%
Total	914	100%

The College Disability profile has increased slightly by 0.66% since last year.

Age Profile at 31 July 2019

Age group	No. of staff @ 31 Jul 2019	% of total @ 31 Jul 2019
<25	26	2.84%
25-49	492	53.83%
50-64	367	40.15%
65+	29	3.18%
Total	914	100%

The College Age Profile remains fairly static, with the majority of our staff being between the ages of 25-49 (53.83%) and 50-64 (40.15%).

LGBT profile at 31 July 2019

Sexual orientation	No. of staff @ 31 Jul 2019	% of total @ 31 Jul 2019
Lesbian	3	0.33%
Gay	5	0.55%
Bisexual	5	0.55%
Heterosexual	504	55.14%
Unknown	40	4.37%
Prefer not to say	357	39.06%
Total	914	100%

Transgender/ Gender reassignment	No. of staff @ 31 Jul 2019	% of total @ 31 Jul 2019
Yes	3	0.33%
No	160	17.51%
Unknown	751	82.16%
Total	914	100%

The College LGBT profile has decreased slightly, with staff disclosing an LGB sexual orientation at 1.42% compared to 1.51% last year. There has been an increase of 1 member of staff identifying as transgender (0.33%).

8. Recruitment Monitoring Data for academic year 2018/19

During the period 1 Aug 2018 to 31 July 2019 we had a total of 1225 applicants for 114 positions; a decrease on last year's total number of applicants of 1323. We shortlisted 365 of those and offered posts to 97. On average, we receive 10.7 applications per post (though this varies largely from post to post) and on average we invite 4 shortlisted applicants to an interview.

Of the total 1225 applicants 30.61% (375) were from B/ME backgrounds, a 3.10% decrease on 2017/18 (33.71%). 67.19% of applicants were white (823) compared to 63.57% (841) in the previous year. Of the total 823 white applicants, 265 were shortlisted (72.60%) were shortlisted and 70 (72.16%) were offered posts.

In order to provide a more accurate reflection of the conversion rates for recruitment, a change has been made to the way conversion rates are calculated. This means there is no comparative data for shortlisted and offered

candidates for the 2018/19 academic year. This will be reinstated in the 2019/20 academic year.

This year's data does provide some interesting insights:

- The percentage of BME candidates shortlisted is less (by 4.5%) than the percentage who applied, during this stage of the recruitment process managers don't have access to equality data and therefore it is unlikely that any discrimination on the grounds of ethnicity is taking place. Whilst the percentage of offers for BME candidates increases by almost 2% (from candidates shortlisted), it is still less than BME applicants who applied.
- The percentage of disabled candidates shortlisted is more than the percentage who applied, however that percentage decreases when we look at the conversion to offers. We will continue to work with Disability Confident to ensure that every opportunity is given to candidates with a disability.

Vacancy Conversion Rates for 01/08/18 to 31/07/19 by Ethnicity

Ethnicity	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
White	823	67.19%	265	72.60%	70	72.16%
B/ME, including Mixed/ Multiple ethnic groups	375	30.61%	95	26.03%	27	27.84%
Not known, not Provided	27	2.20%	5	1.37%	0	0%
Total	1225	100%	365	100%	97	100%

Vacancy Conversion Rates for 01/08/18 to 31/07/19 by Disability

Disability	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
No	1119	91.35%	331	90.68%	94	96.90%
Yes	72	5.88%	28	7.67%	3	3.10%
Not provided	34	2.78%	6	1.65%	0	0%
Total	1225	100%	365	100%	97	100%

Vacancy Conversion Rates for 01/08/18 to 31/07/19 by Gender

Gender	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
Female	752	61.39%	229	62.74%	62	63.92%
Male	451	36.82%	130	35.62%	35	36.08%
Rather not say/not provided	22	1.80%	6	1.64%	0	0%
Total	1225	100%	365	100%	97	100%

Vacancy Conversion Rates for 01/08/18 to 31/07/19 by Sexual Orientation

Sexual Orientation	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
Lesbian	9	0.73%	3	0.82%	1	1.03%
Gay	26	2.12%	9	2.47%	1	1.03%
Bisexual	26	2.12%	7	1.92%	0	0%
Total LGBT	61	4.98%	19	5.21	2	2.06%
Heterosexual	1024	83.60%	305	83.56%	87	89.69%
Prefer not to say/not provided	140	11.43%	41	11.23%	8	8.25%
Total	1225	100%	365	100%	97	100%

Vacancy Conversion Rates for 01/08/18 to 31/07/19 by Transgender/Gender Reassignment						
Transgender/ Gender Reassignment	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
Yes	3	0.24%	0	0%	0	0%
No	1207	98.54%	363	99.45%	96	98.97%
Not provided	15	1.22%	2	0.55%	1	1.03%
Total	1225	100%	365	100%	97	100%

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, although it has narrowed compared to last year. The smallest gap is in the 16-19 Provision and Learner Services directorate at 6% (static

on last year) compared to 14% in Quality & Apprenticeship Provision (19% last year) and 29% (31% last year) in Adults & Higher Education.

Ethnicity - by curriculum (Quality & Apprenticeship Provision)	Staff	% Staff	Students	% Students
White	110	81%	1442	67%
BMe including Mixed/ Multiple ethnic groups	23	17%	659	31%
Other ethnic group - Any other	0	0%	17	1%
Not provided	3	2%	11	1%
Total	136	100%	2129	100%

Ethnicity - by curriculum (Adults & Higher Education)	Staff	% Staff	Students	% Students
White	160	77%	2385	46%
BMe including Mixed/ Multiple ethnic groups	39	19%	2462	48%
Other ethnic group - Any other	0	0%	195	4%
Not provided	7	4%	92	2%
Total	207	100%	5134	100%

Ethnicity - by curriculum (16-19 Provision and Learner Services)	Staff	% Staff	Students	% Students
White	244	78%	1874	75%
BMe including Mixed/ Multiple ethnic groups	56	18%	601	24%
Other ethnic group - Any other	0	0%	14	1%
Not provided	12	4%	15	1%
Total	312	100%	2504	100%

10. Procedural Data by Ethnicity & Disability (as at 31 July 2019)

	No. of staff from 1 Aug 18 - 31 Jul 2019	% of staff from 1 Aug 18 - 31 July 19
Disciplinary Action (all stages including dismissal)		
Ethnicity		
B/ME	5	26.32%
White	13	68.42%
Unknown	1	5.26%
Total	19	100%
Disability		
Yes	0	0%
No	18	94.74%
Unknown	1	5.26%
Total	19	100%
Underperformance (formal stage)		
Ethnicity		
B/ME	2	22.22%
White	7	77.78%
Total	9	100%
Disability		
Yes	1	11.11%
No	8	88.89%
Total	9	100%
Grievance (formal stage)		
Ethnicity		
B/ME	3	33.33%
White	6	66.67%
Total	9	100%
Disability		
Yes	1	11.11%
No	8	88.89%
Total	9	100%
Absence (formal stages)		
Ethnicity		
B/ME	5	15.15%
White	28	84.85%
Total	33	100%
Disability		
Yes	6	18.18%
No	23	69.70%
Unknown	4	12.12%
Total	33	100%



CONCLUSION

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

In 2019/20 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 2020 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 to develop our relationship with Inclusive Employers in order to realise everyday inclusion in the workplace and to move forward with our EDI strategy.
- To continue developing the College website to portray an aspirational, supportive and inclusive employer committed to equality and diversity in its workforce.
- To continue to monitor our recruitment data in respect of minority groups and analyse conversion rates.
- 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 Faculties and managers to address areas of under-representation within the curriculum.
- PAD programme in place to continue to improve awareness and embed EDI and British Values into the Curriculum through tutorials.
- Use the revised PDR process to assist talent management/succession planning and the up-skilling of existing staff.
- To gather regular stakeholder feedback in respect of EDI awareness at College and ensure action is taken where areas for development are highlighted, and results are communicated and accessible to all staff, ensuring transparency.
- To review recruitment and equality monitoring paperwork to enable candidates and employees to best reflect their particular circumstances.

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 and 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 2018-19

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 2019 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 **4.59%**. This shows a slight decrease of 0.75% on last year's figure (5.34%) and remains lower than the figure for the whole economy, which is 17.1% according to the October 2018 Office for National Statistics (ONS) Annual Survey of Hours and Earnings (ASHE) figures. The average hourly pay rate has stayed the same for both female (£13.30) and male (£13.94) employees.

The College's **median gender pay gap**, the difference between the hourly pay of the median male and female employee remains at **15%**, the same as last year. The whole economy median gender pay gap, this year's findings show the gap to be lower than that for the whole economy, reported at 17.9% according to the October 2018 ONS (ASHE) figures. The hourly rate of the median female earner has also remained broadly the same at £12.00 compared to £12.01 last year, and the same applies to the hourly rate of the median male earner at £14.13 which is the same as last year.

As with previous year's findings, these figures reflect the primarily female make-up of our workforce, which at the snapshot date was 67.17% female compared to 32.71% male; this shows little variance on last year with a small increase in both female and male representation, where the gender make-up of the workforce on the 2018 snapshot date was 66.43% female to 33.57% male. These findings are also reflective of the high proportion of female staff in the lower salary quartile, which could be linked to the flexible nature of these roles, which are typically part-time and/or term-time only.

The College's **salary quartile data** is shown in the table below.

	Proportion of male employees	Proportion of female employees
Lower Quartile	24.00%	76.00%
Lower-Middle Quartile	32.30%	67.70%
Upper-Middle Quartile	32.30%	67.70%
Upper Quartile	37.70%	62.30%

The above data shows that female representation in the upper quartile has reduced by 0.92% compared to last year, however female representation in all other quartiles has increased, by 5.56% in the upper-middle quartile; 1.03% in the lower-middle quartile and 2.34% in the lower quartile compared to last year. This variance is likely to have contributed to the reduction in the College's mean gender pay gaps, indicating that on 31st March 2019, a higher volume of the roles attracting a higher rate of pay were held by women, when compared to the 2018 snapshot date.

Analysis

A key factor of the gender pay gap continues to be the under-representation of male employees in lower paid roles within the College, reflected in the salary quartile data above, where the lowest percentage of males is found in the lower quartile. The percentage of females in this quartile has increased in the last 12 months and the percentage of males has decreased (by 2.34%), the posts found within this quartile, largely cleaning, catering and support worker posts, continue to be primarily occupied by females.

Analysis of variation by gender composition on the snapshot date shows that females make up the majority of our catering/refectory and cleaning staff. In many public sector organisations, catering and cleaning services are outsourced; however, the College chooses to retain these services in-house and as such, these roles are performed by College employees who are therefore included in the gender pay gap data.

The College's salary quartile data shows a higher proportion of female staff in each quartile, continuing to reflect our predominantly female workforce. The largest percentage of female staff is found in the lower quartile and this has increased on last year. This could be attributed to the more flexible nature of these roles which carry lower hourly rates of pay. Historically, socio-economic trends suggest that part-time, flexible and term-time only roles typically attract more female than male applicants, as females largely continue to be the primary caregiver.

The lowest proportion of female employees is found in the upper quartile, which is a variation on last year when fewest females were found in the upper-middle quartile. Whilst this quartile has the lowest proportion of female staff, this remains at over half of the College's employees in this quartile. The upper-middle quartile has seen the largest increase in female employees, an increase of 5.56%.

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 continue to believe that female representation in senior and management roles is not a pressing area of development for the College.

Conclusion

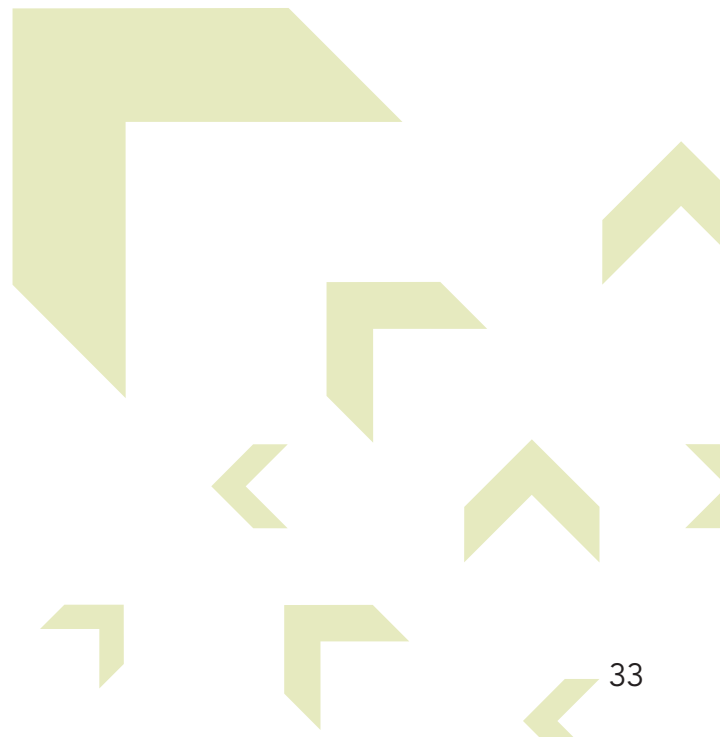
Overall, the College's gender pay gap report has shown that there has been a reduction in the mean gender pay gap and the median gender pay gap has remained the same. In addition, female representation in the upper-middle salary quartiles has increased in comparison to last year's findings. This demonstrates that whilst we have not identified this as an area for improvement, we are making progress in respect of female representation in higher paid roles at the College and whilst female representation in the upper quartile has decreased, this could, in part, be due to recent planned leavers and recruitment campaigns to attract new leaders to our senior leadership team.

We positively note the findings of this report. There continues to be a real focus on employee wellbeing at the College, with a number of initiatives scheduled to take place based on feedback from across the College. We continue to promote our work on health and wellbeing in the workplace including events and a weekly blog 'Wellbeing Wednesday'.

Further work has taken place to streamline our Performance Development Review (PDR) process to ensure that the right conversations are happening with employees to develop their skills and knowledge with a view to enhancing their careers. We continue to work with our managers across the College on this.

We recognise that the action to be taken forward is ongoing and as an employer, we will continue striving to reduce our gender pay gap further and advance equality of opportunity for all staff.

We remain 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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