EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT

ACADEMIC YEAR 2017-18

MINDFUL EMPLOYER

disability confident EMPLOYER

KIRKLEES COLLEGE

CONTENTS

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 2017/18 against our policy objectives and sets out our improvement priorities going forward in 2018/19.

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 2017/18 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.

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

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.

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. 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 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.

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.

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 2017/18

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 has renewed 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 Diversity Week

In February 2018 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.

Two cross college events were planned where a number of stalls gave an opportunity for discussion and a chance for students to express and celebrate the diversity that exists within College. These included the Wellbeing Centre, ALS team, Signing Café, Locala, Barnado's, Chaplaincy, Learning Resource Centre, Muslim Women's Aid and Mental Health Awareness. A competition was also run to create a college wide logo for diversity.

3 Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. During 17/18 we engaged with ACAS in a full review of our equality policies; including the Dignity at Work, Freedom of Religious Belief, Sexual Orientation and Transgender Policies.

We have since made a number of updates to the range of our equality policies and the revised documents will be communicated and published to all staff in 2018/19.

4 Updates to the College website

We updated the 'Jobs' page on the College website, where our current vacancies can be accessed, with a view to more widely promoting the ethos of the College, the staff benefits available and to provide an insight into what working at the College involves.

This page now 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.

5 Mental Health Awareness Day

In October 2017, the College held an event in line with World Mental Health Awareness day. This was attended by a number of external providers including Disability Confident, IAPT, Richmond Fellowship, Mind and Kirklees Council Health Trainers.

A number of stalls were set up for staff and students to approach to ask for support and information. The event received very positive feedback, with the majority of attendees reporting that they found the event useful and that this met their expectations.

6 Publication of Single Equality, Diversity and Inclusiveness Strategy

In 17/18 the College published 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.

7 AFAN (All Faiths and None) Provisions

AFAN (All Faiths and None) rooms continue to be available to staff and students at the Huddersfield and Engineering centres and now at the new Springfield Sixth Form Centre, 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 via our internal SharePoint.

Moving forward we will look to undertake an audit of the AFAN facilities and the utilisation of these in order to make recommendations for the future.

8 Chaplaincy Service

The Chaplaincy Service continues to be available, 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.

We are looking to create a chaplaincy at the new Springfield Sixth Form Centre, which will provide a more effective and efficient level of service to our students and staff moving into 18/19. We have some very experienced youth workers who are willing to volunteer their time to work with and support our students in times of crisis and are keen to provide pastoral support on a range of topics, such as resilience, relationships, confidence and self-esteem.

9 Carers' Federation Quality Standard

In 2017/18 the College achieved 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.

10 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 of 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 **90%** compliance as at the end of 17-18 (staff have a 3-month window to renew). This is a 5% reduction from 16-17 as some staff still have to refresh; reminders are sent to staff from the HR system, SelectHR.

This is monitored centrally through the staff development records. Regular completion reports are provided to departments for compliance monitoring, which help inform PEERs meetings (for curriculum) and SAR data (for Business Support).

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 (95% 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 2017-18; **85%** rating the delivery style, content and levels of interest as good, very good or outstanding.

Quality First Teaching
Over 17-18, working with the Advanced Teaching & Learning Coaches (ATLCs), workshops on Quality First Teaching (QFT) have been offered to curriculum areas, with around 230 staff attending sessions throughout the year. This is an ongoing piece of work to ensure staff are both equipped to meet the needs of all learners, and are responsive to the SEN code of practice.

> *The SEN Code of Practice (2014) states that: 'high quality teaching that is **differentiated and personalised** will meet the **individual needs** of the majority of children and young people… Special educational provision is underpinned by high quality teaching and is compromised by anything less'.*

Mental Health Awareness
During 2017-18 there was a focus on mental health, with over 75 staff successfully completing courses at level 2 through CACHE:
- L2 Certificate in Awareness of Mental Health (24)
- L2 Certificate in Understanding Children & Young People's Mental Health (28)
- L2 Certificate in Understanding Autism (7)
- L2 Certificate in Understanding Behaviour that Challenges (17)

Collaborative Learning Exchange Event
In July 2018, the college worked with some key regional partners, Joseph Norton Academy, Project Challenge and CK Careers, to host a collaborative learning exchange event, with a focus on sharing of good practice around helping students with positive behaviour/ mental wellbeing.

Staff had the opportunity to attend workshops on positive behaviour, growth mind-set and resilience; understanding mental health needs and a youth worker perspective – how this works in practice; manage transition from school to college; get young people ready for employment and life

100% rated the event good or above
91% rated the event as useful to their role

Some comments…

"Very relevant for frontline/teaching staff"

"The information presented from the outside entities that attended was really helpful in seeing what is being achieved outside of the College and how we can learn from their successful practice"

"I enjoyed the event it made me realise the importance of consistency and a whole college approach"

"I hope the college still look upwards, and has a healthy attitude to competing for students at all levels. Historically the college had a good cross section of learners, and this helps with student aspiration and desire to achieve"

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.

As part of a continuous offer, sessions on RWG ran at the TLA conference in October, with positive results:

	What did you like about the session?	What will you take away and use?
Read, Write, Gold	• Wonderfully informative • Very well-presented: clear and demonstrated in such a way as to make it easy to take on • Very well-presented. Well done!! • Very good balance between demonstration and being able to have a go	• Didn't know this Software existed. Will definitely look into more • Try it and see! • Bibliography tool. Good for Level 3 learners • Trial it with learners • To use as a stretching and recap tool for students

source: Evaluation report

TRAINING IN ADMIN WEEK

In July admin week when teaching has finished, provided an opportunity for CPD sessions, some examples were:

Hate Crime Training
Kirklees council came into college to deliver hate crime awareness training to frontline staff, including security and to the Progress Coaches who co-ordinate the tutorial programme for students.

Recruitment & Selection
HR provide R&S training to all involved in the process, which covers key EDI issues including direct and indirect discrimination, positive action, disability awareness, reasonable adjustments etc.

A Change in Culture: Working towards – positive behaviour, resilience and growth mindset
Focusing on inclusion of all students, this session covers changes that help students become independent learners

11 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. 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 differences within the statistics they were studying.

In an adult and community learning lesson the tutor's examples of carved artwork from around the world which lead to a discussion on different cultures e.g. totem poles of North American Indians. In a construction lesson students were encouraged to 'Tweet' #anyoneandeveryonewelcome to share their thoughts and ideas around diversity. It was identified in Hair and Beauty Therapy observations that EDI and British Values were planned for, effectively promoted in lessons, vocationally related and highlighted on lesson plans. In an English lesson naturally occurring opportunities to discuss race, prejudice and colonial language were present in the lesson due to the choice of passage and its relevance for language in modern day Britain compared to colonial India. In Business there were opportunities to discuss any social and cultural issues around websites, which were populist and raised ethical issues.

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 an Animal Care lesson students confidently argued their individual points of view when discussing animal handling; they recognised the need to listen respectfully, take turns and challenge one another in an open and democratic fashion.

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' 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.

12 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 2017/18

1 Analysis of learner equality data 2017/18

Students who self-declared a disability or learning difficulty in 2015-16 and 2016-17 had lower pass rates than those who did not declare such. These two groups now have pass rates in line with each other, the gap having closed from 5.82% in 2015-16.

Students receiving support previously had lower achievement rates than those not receiving support. Increases in both retention and pass rate for these students have led to a 10% increase in achievement rates for this cohort and supported students now have 4.79% higher achievement rates than their peers.

White female students are less likely to be retained than their BAME female students. The equivalent gap for male students has closed.

BAME students have a lower pass rate than white students, particularly in adult provision. Students of mixed ethnicity have lower retention than their peers whilst the equivalent gap for pass rate has closed.

Male students on study programmes have lower achievement than female counterparts. Students in vulnerable groups have lower achievement than their peers however this gap has narrowed since 2015-16.

Students in receipt of free school meals now have achievement in line with their peers.

Male apprentices had 6.55% higher achievement than female apprentices in 2016-17, largely due to the outstanding performance of the predominately male Engineering department. The 15% drop in Engineering achievement, coupled with underperformance in the also predominately male Construction department has caused this gap to flip with male apprentices now having 8.13% lower achievement.

There is no significant difference in the achievement of White and BAME apprentices, or between those who declare a disability or learning difficulty and those who don't.

Table: Achievement and retention by ethnicity group 2015-16 to 2017-18

By Ethnicity	2017-18				2016-17				2015-16			
	Leavers	Achievement Overall	Retention Overall	Pass Overall	Leavers	Achievement Overall	Retention Overall	Pass Overall	Leavers	Achievement Overall	Retention Overall	Pass Overall
Any Other	727	81.98%	91.47%	89.62%	534	88.76%	92.13%	96.34%	493	84.38%	91.48%	92.24%
Bangladeshi	90	85.56%	94.44%	90.59%	86	87.21%	95.35%	91.46%	86	82.56%	87.21%	94.67%
Black African	495	81.41%	89.90%	90.56%	445	81.80%	92.36%	88.56%	514	80.74%	92.61%	87.18%
Black Caribbean	168	79.17%	88.10%	89.86%	157	82.80%	88.54%	93.53%	159	74.21%	88.68%	83.69%
Black Other	82	76.83%	90.24%	85.14%	63	73.02%	85.71%	85.19%	51	80.39%	92.16%	87.23%
Chinese	58	81.03%	86.21%	94.00%	43	81.40%	88.37%	92.11%	68	97.06%	100.00%	97.06%
Indian	542	87.64%	95.76%	91.52%	463	88.34%	95.25%	92.74%	424	79.48%	90.33%	87.99%
Mixed	692	76.16%	87.28%	87.25%	620	76.13%	85.00%	89.56%	726	70.94%	83.61%	84.84%
Other Asian	519	80.54%	90.75%	88.75%	362	87.57%	91.99%	95.20%	301	82.72%	93.02%	88.93%
Pakistani	3,214	79.50%	91.66%	86.73%	2,851	84.95%	91.86%	92.48%	2,804	79.03%	91.08%	86.77%
Unknown	145	79.31%	92.41%	85.82%	13	61.54%	69.23%	88.89%	27	77.78%	92.59%	84.00%
White	6,881	82.02%	88.75%	92.42%	6,601	83.29%	88.56%	94.05%	6,949	75.77%	85.75%	88.35%

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)	NR+/-	+/- whole college
Achievement	80.28%	91.56%	89.64%	+8.14%	+10.50%
Retention	98.61%	98.31%	98.05%	+7.15%	+8.23%
Pass rates	81.41%	93.13%	91.42%	+1.82%	+3.40%

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

For High Needs 16-18 cohort:
Achievement and retention rates are significantly higher than national rate (NR):
Achievement 86.49% compared to 79% NR, a difference of +7.48%
Retention 98.54% compared to 90.30% NR, a difference of + 8.24%
Pass rates are very slightly higher (0.25%)

For High Needs 19+ cohort; achievement, retention and pass rates are all above NR though by smaller margins
Achievement 92.51% compared to 86.1% NR, a difference of + 6.43%
Retention 96.79% compared to 92.8% NR, a difference of +3.97%
Pass rates 95.58%, compared to 92.7% NR, a difference of + 2.84%

Within that, there is a slight gap is for 16-18 'White' who fall below their peers in achievement and pass rates, and just below NR for pass rates (-1.92%) though 'white' is the largest cohort at 309 starts.

19+ females are above NR in all aspects though fall below their male peers by c 4% in achievement and c 4% in retention.

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

Total Cohort	2016/17 (427)	2017/18 (896)	NR+/-	+/- whole college
Achievement	81.80%	87.81%	+6.31%	+8.75%
Retention	95.47%	95.41%	+4.51%	+5.69%
Pass rates	93.35%	92.03%	+2.43%	+4.01%

Students with an EHCP are also performing better than their peers both in college and nationally. Overall, compared to previous year, achievement has increased while retention and pass rates are on a par.

For EHCP 16-18 cohort: achievement and retention rates are significantly higher than NR:
Achievement 85.13% compared to 79.1% NR, a difference of +6.03%
Retention 96.08% compared to 90.40% NR, a difference of + 5.71%
Pass rates are very slightly higher (1.05%)

For EHCP 19+ cohort; achievement, retention and pass rates are all above NR though by smaller margins.
Achievement 90.14% compared to 86.2% NR, a difference of + 3.97%
Retention 94.01% compared to 92.8% NR, a difference of +1.22%
Pass rates 95.88%, compared to 92.8% NR, a difference of + 3.07%

There are no gaps between male and female overall, despite significant difference in number of starts (283 female, 613 male), though female 19+ fall below their male peers in achievement and retention c 4%

ALS SUPPORTED STUDENTS (ALL):

Total Cohort	2015/16 (1,461)	2016/17 (1,394)	2017/18	+/- whole college
Achievement	73.85%	84.79%	83.34%	+5.28%
Retention	89.53%	93.26%	92.76%	+2.94%
Pass rates	82.49%	90.92%	90.92%	+2.90%

Overall, compared to previous year, achievement, retention and pass rates are on a par, if very slightly below. Performance is above whole college.

For male students, retention for 16-18 is 94.14% and for 19+ was 94.47% giving an overall retention figure of 94.21%

For female students retention for 16-18 is 91.60% and for 19+ is 88.52%, an overall retention of 90.56%

There is therefore a gap in retention between male and female and specifically for 19+ females.

Pass rates for all ALS supported students are 89.56% overall, with 88.66% for 16-18 and 92.01% for 19+.

ALS SUPPORTED STUDENTS (ALL):

Total Cohort	2015/1 (100)	2016/17 (48)	2017/18 (58)	+/- whole college
Achievement	77%	89.58%	82.04%	+2.98%
Retention	98%	100%	90.44%	+0.62%
Pass rates	78.57%	89.58%	90.68%	+2.66%

Outcomes for sensory supported students remain above whole college though achievement and retention has fallen from the previous year.

Sensory supported students have 90.44% overall retention, a reduction of 9.56%, with 16-18 below 19+ at 89.66% compared to 92% for the older cohort.

Retention for sensory supported males is 88.64% and for females is 92.31%, with a gap between retention levels for males 16-18 at 86.67% and males 19+ at 92.86%

Pass rates overall for sensory supported students are 90.67%, with 16-18 pass rates higher at 92.31% than for the 19+ cohort at 86.96%.

Pass rates for males are 92.31% and for females are 88.89%, with pass rates for 19+ females particularly low at 80%.

SUPPORTED STUDENTS ALPS:

Total Cohort	2015/16 (826)	2016/17 (729)	2017/18 (836)	+/- whole college
Achievement	81.80%	87.81%	+6.31%	+8.75%
Retention	95.47%	95.41%	+4.51%	+5.69%
Pass rates	93.35%	92.03%	+2.43%	+4.01%

Overall, compared to previous year, achievement, retention and pass rates are on a par (within 3% difference) and students outperforming their peers.

There are no gaps in retention across age groups, though there is a higher retention rate for males (94.39%) than females (90.86%) within which 19+ female retention is 88.03%, just over 4% lower than female 16-18 and over 6% lower than 16-18 and 19+ males.

There is a gap in pass rates between 16-18 and 19+, with 16-18 pass rate 6.67% below the older cohort.

Achievement rates are also lower by 4.65% for the 16-18 cohort compared to the 19+.

SUPPORTED STUDENTS DYSLEXIA:

Total Cohort	2015/16 (533)	2016/17 (482)	2017/18 (359)	+/- whole college
Achievement	74.67%	84.02%	83.33%	+4.27%
Retention	90.06%	93.78%	92.26%	+2.44%
Pass rates	82.92%	89.06%	90.32%	+2.30%

Overall, compared to the previous year, achievement, retention and pass rates are on a par (within 3% difference) with achievement rates 0.69% lower, retention rates 1.52 % lower and pass rates 1.26% higher.

There is a gap in retention between male and female students, with male student's overall retention at 95.39% and female overall retention at 89.93%, a difference of 5.46% and 19+ female particularly low.

Pass rates overall for dyslexia supported students are higher at 90.15% for 16-18, with 19+ at 86.07%.

Within that, male pass rates are 86.47% and female pass rates are 91.20%, evidencing a lower pass rate for males accessing this service.

PART 4: STAFF EQUALITY DATA 2017/18

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 2017/18 we employed 930 employees (figures correct as at 31 July 2018) 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 2016-17), which includes local authority providers.

2. Current Corporation profile

Total	Governors inc co-opted (total 19)	Governors (inc co-opted) %
Female	6	31.58%
Male	13	68.42%
From ethinic minority background	2	10.53%
With a declared disability (or limiting long-term illness)	3	15.79%

3. Current workforce profile

Total	Kirklees College as at 31 Jul 2018 (total 930)	Kirklees College as at 31 Jul 2018 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2016/17	Local Authority Providers' Workforce 2016/17
Female	619	66.56%	50.61%	45.89%	62%	73%
Male	310 (1 N/K)	33.33%	49.39%	54.11%	38%	27%
From an ethnic minority background	149	16.02%	20.87%	14.55%	10-20%	N/K
With a declared disability (or limiting long-term illness)	58	6.24%	17.74%	7.51%	<20%	N/K
LGB sexual orientation	14	1.51%	N/K	N/K	2%	N/K
Transgender/gender reassignment	2	0.22%	N/K	N/K	N/K	N/K

Transgender/gender reassignment
- 0.22%

LGB sexual orientation
- 1.51%

With a declared disability or long-term illness
- 7.51%
- 0.00%
- 17.74%
- 6.24%

From an ethnic minority background
- 14.55%
- 0.00%
- 20.87%
- 16.02%

Male
- 54.11%
- 27.00%
- 38.00%
- 49.39%
- 33.33%

Female
- 45.89%
- 73.00%
- 62.00%
- 50.61%
- 66.56%

Legend:
- ■ Kirklees workforce %
- ■ Local Authority Providers' Workforce 2016-17 %
- ■ Further Education (FE) England 2016-17 %
- ■ Kirklees area overall %
- ■ Kirklees College as at 31 July 2018 %

At present 16.02% (149) of our staff are from B/ME groups, a 1.79% increase on 2016/17 (14.23%). This compares to just 14.55% of the overall Kirklees workforce and is within the FE workforce range reported at 10-20% (Further Education College Workforce Data for England analysis of the Staff Individualised Record data 2016-17). Representation of B/ME staff at the College is continuing to increase year on year, having increased by a total of 3.12% since 2013/14.

The College's B/ME profile shows that the majority of staff from ethnic minority backgrounds are of Asian ethnicity, representing 9.03% of the College's overall workforce, a 2.01% increase on last year (7.02%). The College's representation of staff from mixed/multiple ethnic groups has also increased slightly from 2.37% in 2016/17 to 2.90% in 2017/18.

Of the 367 employees in College whose primary role is teaching, 49 of these are from an ethnic minority background. At 13.35% this is a 2.32% increase on last year's figure of 11.03%. This shows that B/ME representation in teaching staff is continuing to increase year on year, having increased by 3.31% since 2014/15.

The Governors B/ME representation at 10.53% shows a slight increase on last year's figure of 10%. 3 College Governors have disclosed a disability or limiting long-term illness (15.79%), a 10.79% increase on 2016/17 (5%).

The gender profile of the College shows a slight decrease of 0.37% in male employees from last year's figure of 33.70%, with the majority of the workforce still female at 66.56%. 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 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 81.48% of part-time lecturing roles and 85.04% of administrative roles. This data shows increases in both occupational categories when compared to last year (75.58% and 82.35% 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; 66% of women work part-time in colleges compared to 44% of men.

6.24% of Kirklees College staff have declared a disability, which is a slight decrease on last year's figure (6.62%). This is within the range reported for Further Education staff in England at <20%.

14 members of staff at College have declared a lesbian, gay or bisexual sexual orientation, compared to 15 last year; however, despite the small reduction in disclosures, the percentage has increased slightly to 1.51% due to the reduction in the total number of staff. 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 (49.14%) declared a heterosexual sexual orientation, a 1.22% increase on last year, with 45.27% preferring not to disclose their sexual orientation, compared to 47.23% last year. The sexual orientation of 38 staff (4.09%) is unknown.

The number of staff who have declared a transgender status remains at 2, with a slight increase in the percentage to 0.22% (+0.02%) due to the overall reduction in the number of staff. The gender reassignment status of 82.69% is unknown, showing little variance on last year (82.71%).

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 2017/2018

	Starters		Leavers	
	No of staff @ 1 Aug - '17 - 31 Jul '18	% @ 1 Aug - '17 - 31 Jul '18	No of staff @ 1 Aug - '17 - 31 Jul '18	% @ 1 Aug - '17 - 31 Jul '18
Ethnicity				
White	74	68.52%	221	93.64%
B/ME including Mixed/ Multiple ethnic groups	21	19.44%	23	9.75%
Other ethnic group	0	0%	0	0%
Not provided	13	12.04%	4	1.69
Total	**108**		**236**	
Gender				
Female	69	63.89%	145	61.44%
Male	38	35.19%	91	38.56%
Not known	1	0.93%	0	0%
Total	**108**		**236**	
Disability				
Yes	5	4.63%	16	6.78%
No	92	85.19%	218	92.37%
Unknown	11	10.19%	2	0.85%
Total	**108**		**236**	

During the period 1 Aug 2017 to 31 July 2018 the College employed a total of 108 new starters, 68.52% of whom were white and 19.44% of whom were from B/ME backgrounds. This shows a 1.69% decrease from last year in new starters from B/ME backgrounds, with 12.04% choosing not to provide their ethnicity, a 6.85% increase on last year.

During the same period the College had a total of 236 leavers, an increase of 102 on the previous year, which will largely be contributed to the major organisational change programme in effect during the 2017/18 academic year. 93.64% of leavers were white, an 11.55% increase on last year and 9.75% were B/ME, a 4.43% decrease on last year.

Of the 23 B/ME leavers during 1 Aug 2017 to 31 July 2018, 60.87% were due to resignations. Other reasons for leaving include redundancy and being removed from the HR database as they were not utilised during the previous 12 months (both 8.70%).

During the same period 35.19% of new starters were male, showing a slight decrease on last year's figure of 36.30%. 63.89% of new starters were female, compared to 63.70% last year. The gender of one new starter is unknown (0.93%). 38.56% of leavers were male, a slight increase on last year's figure of 36.84%.

During the period 1 Aug 2017 to 31 July 2018, 4.63% of new starters declared a disability or limited long-term illness, a 1% decrease on last year's figure. The percentage of new starters who do not have a disability or limiting long-term illness has decreased by 3.54% from 88.73% last year to 85.19% this year. 6.78% of leavers during 2017/18 declared a disability; a 4.54% increase on 2016/17 (2.24%).

The current turnover rate for the College is 24.30 per cent, based on the calculation below. It should be noted that this will be largely due to the organisational change programme.

$$\frac{236 \text{ (number of leavers during academic year 2017/2018)}}{971^* \text{ (average no of employees during academic year 2017/2018)}} \times 100 \quad = \quad 24.30\%$$

*average number of employees calculated by adding 930 (number of employees at 31 July 2018) to 1012 (number of employees at 31st July 2017) and dividing by 2.

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

Staff Composition (as at 31 July 2018)		
	Number	%
Total	930	
Female	619	66.56%
Male	310	33.33%
From an ethnic minority background	149	16.02%
With a declared disability	58	6.24%
LGB sexual orientation	14	1.51%
Transgender/gender reassignment	2	0.22%

The gender of one staff member is unknown.

Ethnic group	No. of staff @ 31 Jul 2018	% of total @ 31 Jul 2018
White – English/Welsh/Scottish/Northern Irish/British	718	77.20%
White – Irish	9	0.97%
White – Gypsy or Irish Traveller	1	0.11%
White – Any other	33	3.55%
Mixed/Multiple ethnic groups - White and Black Caribbean	14	1.51%
Mixed/Multiple ethnic groups - White and Black African	0	0%
Mixed/Multiple ethnic groups - White and Asian	5	0.54%
Mixed/Multiple ethnic groups - Any other	8	0.86%
Asian/Asian British – Indian	32	3.44%
Asian/Asian British – Pakistani	40	4.30%
Asian/Asian British – Bangladeshi	2	0.22%
Asian/Asian British – Chinese	5	0.54%
Asian/Asian British – Any other	5	0.54%
Black/African/Caribbean/Black British - African	11	1.18%
Black/African/Caribbean/Black British - Caribbean	23	2.47%
Black/African/Caribbean/Black British - Any other	4	0.43%
Other ethnic group - Any other	0	0%
Not provided	20	2.15%
Total	**930**	

The Kirklees College ethnicity profile shows that the percentage of B/ME staff has increased by 1.79%, from 14.23% in 2016/17 to 16.02% in 2017/18.

Ethnic group by staff type - at a glance (%)	Teaching staff including Assessors, ATLC, TLLS, CTL & all Lecturing staff (%)	Tier 5 (%)	Directors, Exec & HoDs (%)	Admin-strative (%)	Learning support (%)	Technical staff (%)	Caretaking, catering, cleaner & other (%)
White	84.20%	86.84%	88.24%	81.48%	75%	86.67%	75.45%
BMe including Mixed/Multiple ethnic groups	13.35%	13.16%	8.82%	16.29%	22.20%	11.67%	22.73%
Other ethnic group – Any other	0%	0%	0%	0%	0%	0%	0%
Not provided	2.45%	0%	2.94%	2.22%	2.70%	1.67%	1.82%

The largest B/ME representation by staff type in 2017/18 is among caretaking, catering, cleaning and other staff at 22.73% followed by learning support staff at 22.20%.

This data remains fairly static on previous years and shows that B/ME representation in these areas has increased by 1.18% in the former area and 1.34% in the latter.

At Director, Exec and HoD level, where HoD level incorporates both tier 4 curriculum and business support managers, B/ME representation has increased by 1.5% from 7.32% last year to 8.82% this year.

Disability Profile at 31 July 2018

Disability status - at a glance	No. of staff @ 31 Jul 2018	% of total @ 31 Jul 2018
No	850	91.40%
Yes	58	6.24%
Unknown	22	2.37%
Total	930	

The College Disability profile remains fairly static, with a slight decrease of 0.38% increase on last year in staff declaring a disability.

Age Profile at 31 July 2018

Age group	No. of staff @ 31 Jul 2018	% of total @ 31 Jul 2018
<25	27	2.9%
25-49	488	52.47%
50-64	389	41.83%
65+	26	2.8%
Total	930	

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 2018

Sexual orientation	No. of staff @ 31 Jul 2018	% of total @ 31 Jul 2018
Lesbian	3	0.32%
Gay	6	0.65%
Bisexual	5	0.54%
Heterosexual	457	49.14%
Unknown	38	4.09%
Prefer not to say	421	45.27%
Total	**930**	

Transgender/Gender reassignment	No. of staff 31 Jul 2018	% of total @ 31 Jul 2018
Yes	2	0.22%
No	159	17.10%
Unknown	769	82.69%
Total	**930**	

The College LGBT profile remains fairly static, with staff disclosing an LGB sexual orientation at 1.51% compared to 1.50% last year, and 2 members of staff identifying as transgender (0.22%).

8 Recruitment Monitoring Data for academic year 2017/18*

In October 2016 Kirklees College introduced a new recruitment platform. Therefore, the comparative data from 2016/17 is based on the period October 2016 – July 2017.

Reporting capabilities relating to age were introduced after the start of the academic year, therefore these reflect the majority, not all of the applications received during this period.

During the period 1 Aug 2017 to 31 July 2018 we had a total of 1323 applicants for 115 positions; a significant decrease on last year's total number of applicants at 1713, indicative of a lower volume of recruitment activity during the 2017/18 academic year. We shortlisted 354 of those and offered posts to 94. On average, we receive 11.5 applications per post (though this varies largely from post to post) and on average we invite 3.7 shortlisted applicants to an interview.

Of the total 1323 applicants 33.71% (446) were from B/ME backgrounds, a 4.35% increase on 2016/17 (29.36%). 63.57% of applicants were white (841) compared to 62.81% (1,076) in the previous year. Of the total 841 white applicants, 252 were shortlisted (29.96%) were shortlisted and of that, 72 (28.57%) were offered posts.

Of the total 446 B/ME applicants, 91 (20.40%) were shortlisted and of that, 19 (20.88%) were offered posts. This shows an increase on last year in B/ME applicants being shortlisted, from 14.12% to 20.40%; however, the conversion rate from shortlisting to offer has decreased from 26.76% last year to 20.88% this year.

4.01% of applications we received were from applicants who declared a disability, a 0.74% increase on last year (2.37%). Of those, 26.42% were shortlisted, compared to 19.64% last year and of those, 35.71% were offered posts, compared to 27.27% last year. This shows an increase in conversion rates for application, shortlisting and offer for applicants declaring a disability.

Of the total 1323 applicants, 54.20% were female and 44.52% were male, showing an 8.85% increase in male applicants from last year's figure of 35.67%. 27.62% of female applicants were shortlisted and of those, 30.81% were appointed. 24.96% of male applicants were shortlisted and of those, 21.09% were offered posts, showing increases in both conversion rates for both male and female applicants compared to last year's figures.

Of the total 1323 applicants, 3.17% (42) declared a lesbian, gay or bisexual sexual orientation, a slight decrease on last year's figure of 3.39%. The majority of applicants declared a heterosexual sexual orientation at 85.94%, an increase on last year's figure of 79.68%. 7 of the LGB applicants were shortlisted (16.67%), however none of these were offered, compared to 17.24% shortlisted and 10% offered last year.

3 applicants identified as transgender (0.23%), a 0.18% decrease on last year's figure of 0.41%; however none of these applicants were shortlisted.

The majority of applications received were from applicants aged 26-35 (27.09%) and 36-45 (22.95%). The highest percentage from application to shortlisting was at 46.67% where no age range was provided, followed by 56+ at 36.84%. This could be attributed to the lower overall number of applicants within these categories; however, conversation rates from shortlisting to offers show the majority of offers made were to individuals within the age range 26-35 (30.38%).

Vacancy Conversion Rates for 01/08/2017 to 31/07/2018 by Ethnicity – at a glance						
Ethnic Origin – at a glance	Total Applicants	Total %	Shortlisted	Shortlisted %	Offered	Offered %
White	841	63.57%	252	29.96%	72	28.57%
B/ME, including Mixed/Multiple ethnic groups	446	33.71%	91	20.40%	19	20.88%
Not known, not Provided	36	2.72%	11	30.56%	3	27.27%
Total	**1323**		**354**		**94**	

Vacancy Conversion Rates for 01/08/2017 to 31/07/2018 by Disability - at a glance						
Disability	Total Applicants	Total %	Shortlisted	Shortlisted %	Offered	Offered %
No	1246	94.18%	333	26.73%	85	25.53%
Yes	53	4.01%	14	26.42%	5	35.71%
Not provided	24	1.81%	7	29.17%	4	57.14%
Total	**1323**		**354**		**94**	

Vacancy Conversion Rates for 01/08/2017 to 31/07/2018 by Gender – at a glance						
Gender	Total Applicants	Total %	Shortlisted	Shortlisted %	Offered	Offered %
Female	717	54.20%	198	27.62%	61	30.81%
Male	589	44.52%	147	24.96%	31	21.09%
Rather not say/ not provided	16	1.21%	8	50%	2	25%
Total	**1323**		**354**		**94**	

Vacancy Conversion Rates for 01/08/2017 to 31/07/2018 by Sexual Orientation – at a glance						
Sexual Orientation	Total Applicants	Total %	Shortlisted	Shortlisted %	Offered	Offered %
Lesbian	4	0.30%	0	0%	0	0%
Gay	17	1.28%	1	5.88%	0	0%
Bisexual	21	1.59%	6	28.57%	0	0%
Heterosexual	1137	85.94%	313	27.53%	85	27.16%
Prefer not to say/ not provided	144	10.88%	34	23.61%	9	26.47%
Total	**1323**		**354**		**94**	

Vacancy Conversion Rates for 01/08/2017 to 31/07/2018 by Transgender/Gender Reassignment – at a glance						
Transgender/ Gender Reassignment	Total Applicants	Total %	Shortlist-ed	Shortlisted %	Offered	Offered %
Yes	3*	0.23%	0	0%	0	0%
No	1305	98.64%	0	0%	0	0%
Not provided	16	1.21%	0	0%	0	0%
Total	**1323**		**354**		**94**	

*Incorporates 1 response to the question relating to gender.

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, with the smallest gap in the 16-19 Provision and Learner Services directorate at 5.58% compared to 19.62% in Quality & Apprenticeship Provision and 31.09% in Adults & Higher Education.

It should be noted that the directorates have been revised in line with the new curriculum structure and therefore a comparison to 2016/17 cannot be made.

Ethnicity - by curriculum (Quality & Apprenticeship Provision)	Staff	% Staff	Students	% Students
White	118	86.13%	1229	66.79%
BMe including Mixed/ Multiple ethnic groups	16	11.68%	576	31.30%
Other ethnic group - Any other	0	0%	17	0.92%
Not provided	3	2.19%	18	0.98%
Total	**137**		**1840**	

Ethnicity - by curriculum (Adults & Higher Education)	Staff	% Staff	Students	% Students
White	168	81.95%	3725	50.00%
BMe including Mixed/ Multiple ethnic groups	30	14.63%	3406	45.72%
Other ethnic group - Any other	0	0%	225	3.02%
Not provided	7	3.4%	93	1.25%
Total	**205**		**7449**	

Ethnicity - by curriculum (16-19 Study Programmes and Learner Services)	Staff	% Staff	Students	% Students
White	245	84.48%	2316	71.09%
BMe including Mixed/ Multiple ethnic groups	40	13.79%	631	19.37%
Other ethnic group - Any other	0	0%	115	3.53%
Not provided	5	1.72%	196	6.02%
Total	**290**		**3258**	

10   Procedural Data by Ethnicity & Disability (as at 31 July 2018)

	No. of staff from 1 Aug 17 - 31 Jul 2018	% of staff from 1 Aug 17 - 31 Jul 2018
Disciplinary Action (all stages including dismissal)		
Ethnicity		
B/AME	30	23.08%
White	10	76.92%
Total	**13**	
Disability Status		
Yes	0	0%
No	12	92.31%
Unknown	1	7.69%
Total	**13**	
Underperformance (formal stage)		
Ethnicity		
B/ME	1	20%
White	4	80%
Total	**5**	
Disability Status		
Yes	0	0%
No	5	100%
Total	**5**	
Grievance (formal stage)		
Ethnicity		
B/ME	0	0%
White	4	100%
Other	0	0%
Total	**4**	
Disability Status		
Yes	2	50%
No	2	50%
Total	**4**	
Absence (formal stages)		
Ethnicity		
B/ME	4	11.11%
White	32	88.89%
Other	0	0%
Total	**36**	
Disability Status		
Yes	0	0%
No	36	100%
Total	**36**	

CONCLUSION

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

In 2018/19 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 2019 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 work with Inclusive Employers towards everyday inclusion in the workplace and in moving forward with our EDI strategy.

- To review the promotion of our flexible working policy and identify further opportunities to embed this into the College's procedures and working practices.

- 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.

- Continue using the 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 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 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 2017-18

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 2018 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 **5.34%**. This shows a 2.01% decrease on last year's figure (7.35%) 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 reduction in this gap reflects an increase in the average female hourly pay rate at £13.11 compared to £12.86 last year, and a small decrease in the average male hourly pay rate at £13.85 compared to £13.88 last year.

The College's **median gender pay gap**, the difference between the hourly pay of the median male and female employee is **15%**. This shows an 8.3% decrease on last year's figure (23.30%). In addition, whilst last year this figure was slightly higher than 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. As with the mean gender pay gap findings, the reduction in the median gender pay gap reflects an increase in the hourly rate of the median female earner at £12.01 compared to £11.42 last year, and a decrease in the hourly rate of the median male earner at £14.13 compared to £14.89 last year.

As with last year's findings, these figures reflect the primarily female make-up of our workforce, which at the snapshot date was 66.43% female compared to 33.57% male; this shows little variance on last year with a small increase in female representation, where the gender make-up of the workforce on the 2017 snapshot date was 65.89% female to 34.11% 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	26.34%	73.66%
Lower-Middle Quartile	33.33%	66.67%
Upper-Middle Quartile	37.86%	62.14%
Upper Quartile	36.78%	63.22%

The above data shows that female representation in the lower and lower-middle quartiles has reduced by 0.24% and 2.33% respectively compared to last year, whilst female representation in the upper-middle and upper quartiles has increased by 2.74% and 2.12% respectively compared to last year. This variance is likely to have contributed to the reduction in the College's mean and median gender pay gaps, indicating that on 31st March 2018, a higher volume of the roles attracting a higher rate of pay were held by women, when compared to the 2017 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. Whilst the percentage of females in this quartile has reduced slightly on last year, 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 90% of our catering/refectory staff (compared to 94.74% last year), 75.36% of our cleaning staff (compared to 75.68% last year) and 70% of support workers (compared to 79.70%) last year; see figures 1-3 below. 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.
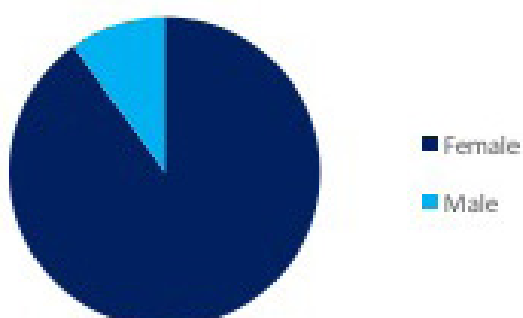
Figure 1 – Catering Assistant roles

Female
Male

Figure 2 – Cleaning roles
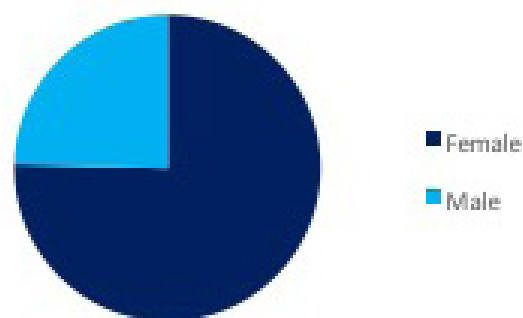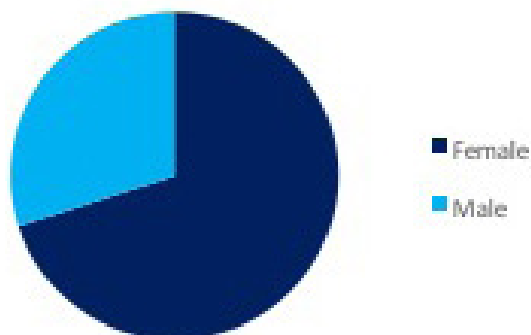

Female
Male

Figure 3 – Support Workers

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, though as detailed above, this has reduced slightly 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-middle quartile, in line with last year's findings, at 37.86% male to 62.14% female. Whilst this quartile has the lowest proportion of female staff, this remains at over half of the College's employees in this quartile. The findings are also similar to last year's in that female representation increases from the upper-middle to upper quartile, reflecting the balance of male and female staff found at senior levels of the organisation.

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.

This is demonstrated in figures 4 and 5 below, where analysis by gender composition shows that females hold 60% of posts at Team Leader and equivalent level, which is a 1.80% reduction on last year. However, the proportion of females in Head of Department and senior management roles has increased by 3.22%, from 57.89% last year to 61.11% this year, which is also likely to be a contributing factor to the reduction of the College's mean and median gender pay gaps.

Figure 4 - Team Leader and equivalent roles

Figure 5 – Head of Department and senior management roles

Conclusion

Overall, the College's gender pay gap report has shown that there has been a reduction in the gender pay gap; both in respect of the mean and median calculations. In addition, female representation in the upper and 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.

We positively note the findings of this report and the analysis showing the progression we have achieved in the last 12 months. There has been a renewed focus on employee wellbeing at the College, with a number of initiatives scheduled to take place based on feedback from employee voice. Work has also been undertaken in respect of quality assurance of our Performance Development Review (PDR) process and this will continue in partnership with our managers across the College. These further identify as contributing factors to the reduction in the College's mean and median gender pay gaps. However, we also recognise that the action to be taken forward is continual and as an employer, we will continue striving to reduce our gender pay gap further and advance equality of opportunity for all staff.

As identified in last year's report, we have undertaken a review of our flexible working procedure and the promotion and level of awareness of this amongst staff and managers; this work will continue into the 2018/19 academic year with a view to ensuring we embrace and embed any opportunities for flexible working. In line with our existing policy, 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, with further work on health and wellbeing in the workplace also scheduled to be undertaken in the 2018/19 academic year.

We have also undertaken to continue to ensure our competency-based PDR process is fully utilised, embedding this into our people management practices and working in partnership with managers to assist employees, where possible, in developing their skills and knowledge with a view to enhancing their career. This work will continue and our focus on effective people and performance management will remain a priority. We will also continue to ensure all staff are offered the opportunity to apply for any vacancies that arise, working with managers to identify any areas of under-representation and ensure any positive action taken is aligned to this.

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.

KIRKLEES COLLEGE

www.kirkleescollege.ac.uk

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