



EQUALITY & DIVERSITY ANNUAL REPORT

ACADEMIC YEAR 2014-15



KIRKLEES
COLLEGE

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INTRODUCTION

Creating Opportunity Changing Lives

Kirklees College is a diverse and inclusive community which seeks to raise standards of education and training, support the skills needs of employers, and act as a force for equality of opportunity within Kirklees.

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

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

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

This report takes stock of our position at the end of 2014/15 against our policy objectives and sets out our improvement priorities going forward in 2015/16. At our last inspection Ofsted commented that “learners who are disadvantaged or who have been less successful at school make great progress at this College due to the excellent support they receive and all groups succeed equally well”.

We aim to ensure that we create opportunity for all students to achieve to their potential and for every member of staff to work in an environment where ability and commitment will flourish.

Peter McCann
Principal

OUR COMMITMENT UNDER THE PUBLIC SECTOR DUTY

Equality and diversity 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 and diversity remains a business priority despite the recent economic downturn. Through engaging, motivating and valuing our employees, we strive to maintain organisational success during difficult periods.

Kirklees College wholeheartedly supports the principles of equality and diversity and opposes all forms of unlawful or unfair discrimination on any grounds. We are committed to recognising and actively promoting equality and diversity 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 and diversity and their ability and success in implementing this Duty
- our progress towards embedding Equality and Diversity within the curriculum
- the completion of the action plan relating to equality and diversity
- 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 2014/15 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 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, and have analysed Recruitment and Selection statistics to gauge the diversity of applicants, and to consider and monitor trends in this process.

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 includes:

- 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.
- 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, about what we are seeking to achieve and about 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 E&D Strategic Group.

The college has developed a separate quality improvement plan closing the achievement gap to embed E&D 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 EDIA 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 and diversity 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. As of 2014/15, we also now collect information on sexual orientation to include in our workforce analysis. This includes an analysis of: starters and leavers, grievance, disciplinary, harassment and bullying, capability and underperformance. We also report on the profile of job applicants and their success rates.

More specifically, our employment monitoring covers:

The numbers of:

- employees in post
- applicants for employment with conversion rates

The numbers of employees who:

- are involved in grievance procedures
- are the subject of capability procedures
- are the subject of disciplinary procedures
- are the subject of absence management cases, and
- 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 and Diversity

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

The Human Resources section of the intranet includes 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 and diversity is promoted to staff and students 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 and diversity and it is integral to the tutorial framework.

The college communication strategy has a focus on equality and diversity to ensure all staff are aware of their responsibilities and also the executive and senior management team's commitment to embedding equality and diversity 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 and Diversity Strategic Group and ensuring that equality is covered as an agenda item at each cross-College meeting;
- providing a consistent and high profile lead on equality issues
- promoting a general awareness of equality within and outside college;
- requiring managerial action to implement the Duty and related policies
- ensuring the Equality Duty and its aims are followed.

Managers are responsible for:

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

All staff are responsible for:

- ensuring they are aware of the college's statutory duties in relation to equality legislation
- eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- promoting positive attitudes towards equality
- attending staff development and information opportunities in order to keep up to date with legislation and college requirements regarding equality and diversity.

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).

Equality and Diversity 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 and Diversity 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 2014/15

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 Two Ticks – Positive about Disabled People

The College continues to retain the Two Ticks – Positive about Disabled People standard. The standard demonstrates the college has a positive attitude towards job applications from disabled people, and existing staff with a declared disability. The assessment is made against defined criteria in which the College has to demonstrate that as an employer we have made a commitment to employ, keep and develop the abilities of disabled staff.

2 Diversity Week

In February 2015 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 including a fashion show, African drumming and a proud parade.

In line with the College's commitment to the Mindful Employer Charter, sessions on mental health were also delivered as part of Diversity Week. Some of the sessions on offer included mental health awareness, autism awareness and transgender awareness.

3 Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. During 2014/15 the HR team produced a 'Dignity at Work' policy, which outlines the importance of treating everyone fairly, equally and with respect.

4 Equality & Diversity Champions

During 2014/15 the College appointed two Equality and Diversity Champions who support the positive work that is taking place within teaching, learning and assessment in embedding and promoting Equality and Diversity across the Curriculum. They have worked closely with staff and students to ensure equality and diversity is a part of our journey towards becoming an Outstanding College.

The Champions developed an action plan which links with our equality and diversity objectives and strategy and co-ordinated E&D events for students throughout the year, including sessions and workshops within Diversity Week. Moving forward in 2015/16, the Champions will focus on organising and co-ordinating events for College staff, with an aim to raising awareness of equality and diversity within our workforce.

5 Aspiring Managers Programme 2014/15

The Aspiring Managers Programme has now been delivered three times at the college, first in 2012-13 and then in 2013-14 and 2014-15. The programme has been very successful in all three years receiving exceptionally positive feedback from participants.

The programme also recently won an Association of College's Beacon Award, the City & Guilds award for staff development in Further Education, for being an inspiring example of programmes that provide development opportunities and support for staff in creative and innovative ways.

The Aspiring Managers programme reflects the active promotion of 'Fairness for All' by ensuring anyone can apply, regardless of where they work in the college. The application process also actively encourages B/ME staff to apply. The table below shows the engagement of B/ME staff in the 3 years the programme has run.

Year	Application %	Participation %	Conversion rate
12-13	31	31	31%
13-14	5	6.25	2.5%
14-15	27	12.5	20%

Following the dip in 13-14 from 12-13 the college did the following:

- Re-enforced its commitment to B/ME participation and sent an individual invitation to apply to the programme to all staff who identified themselves as B/ME
- Undertook an analysis of why B/ME applications from 12-13 did not re-apply in 13-14. The results showed that these were personal reasons (illness and new job role)
- A successful B/ME Aspire participant took part in the selection event for 14-15

Participant and conversion rates improved again in 14-15. 1 member of staff from a B/ME background has been promoted to a Team Leader position since the programme commenced – 2.5%

6 Data Collection, Reporting and Monitoring

The College has invested significant resource in new student and staff record systems which have much better reporting capabilities with accurate and timely reporting and publishing of learner and staffing profiles.

Successful developments have included:

- The establishment of clear targets for retention, achievement and success at college and at curriculum area level
- The setting of challenging targets for retention and achievement at tutor level and course level
- Ensuring that all staff are briefed on the significance of performance data monitoring for all their learner groups including Equality and Diversity
- Ensuring that curriculum managers regularly monitor retention through course tutor reviews

- Ensuring that curriculum teams review all aspects of student performance as part of their course reviews
- Increased access to, and use of, register data to improve information on student attendance resulting in timely interventions
- The introduction of clear data reporting structures and documents including attendance and withdrawals information
- Maintenance of an annual schedule for performance monitoring for support areas as well as curriculum
- Improved tracking of compliance to the termly data verification exercise
- Regular reports on student retention to Senior Leadership team meetings
- Development and embedding of the Vision for Learning Strategy to improve the quality of teaching, learning and assessment across all areas
- Much improved tracking of learner progress through improving quality of individual learning plans, ensuring learner targets are meaningful
- Embedding of ILP targets into curriculum delivery so that they are linked to teaching, learning and assessment
- Ensuring all staff have relevant data (including ALPS (or LAT) and predicted grades) to inform achievement monitoring and review
- Improved analysis and reporting processes for all aspects of ALS to ensure effective monitoring

7 Communication and Consultation

The college has implemented a range of techniques to ensure that consultation and self-assessment takes place.

As part of Student Voice Strategy the college has implemented a variety of consultation activities for students. The students are asked to complete a range of surveys covering their experience of the college from enrolment and induction to teaching, learning and assessment and whether they would recommend the college. Also focus groups are held to gain feedback on specific topics or themes to enable the college to improve.

The college holds an annual student conference which provides a further opportunity to listen and act on the views of students. In addition student parliament meetings are held in consultation with the Students union to discuss and resolve issues affecting the students.

There are regular staff surveys sent out to establish what the issues are for the workforce. Feedback from these surveys are then circulated to staff and discussed as part of their team meetings.

Regular meetings take place with the union representatives and issues raised by union members are discussed with the management team. There are also action groups in place which have discussed issues such as equality and diversity, reward and recognition and talent management. The information from the groups is then discussed as part of the E&D Strategy Group.

Equality and Diversity Voice - employee voice groups for equality & diversity matters have been set up in the last academic year as a forum which gives staff from all levels within the organisation an opportunity to share views on important issues which impact on staff and students across the college. These have not only generated interest from staff, but have resulted in initiatives which are being implemented across college, such as getting interested staff trained and participating on recruitment panels in order to increase the diversity of the recruitment panels, with the aim of attracting more diverse staff.

8 Equality Impact Analysis and Assessment

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

9 Equality and diversity learning and development

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

Generic training

A dedicated slot on equality and diversity forms an integral, embedded part of the corporate induction, offered to all staff at entry to employment. Feedback from staff regarding this session is exceptional with 99% rating the delivery style, content and levels of interest as good, very good or outstanding.

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 is a mandatory requirement of all college staff.

This is monitored centrally through the staff development records. Linked to good practice refresher training is expected every 3 years. Regular completion reports are provided to departments to help inform Performance Monitoring Meetings (PMMs) for monitoring purposes. Completion rates stand at over 90% (10% allows for new starters, sickness absence, maternity leave etc.) This is recorded centrally through the staff development records and monitored at PMMs.

Ensuring accessibility to this learning by everyone, we have addressed the following:

- Groups of staff who do not have full time access to computers
- Part time hourly paid lecturers
- Part time workers
- Staff at remote locations
- Staff whose main role is to have 100% contact with students
- Externally funded and agency staff

Equality and diversity has also been built into the college's performance management framework and is addressed through twice-yearly appraisal.

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

Some other specific examples of E&D training in 2014/15 include:

- Autism Awareness Training
- Deaf Awareness Training
- Dyslexia and ESOL Students
- E&D Interview Panel Training
- ELT Well: Identifying and Supporting Dyslexic Multilingual Learners
- Gang Crime Awareness Training
- Moving & Handling of People + Medication Awareness
- Teaching, Learning Assessment Conference: Workshop: Embedding E&D
- Teaching, Learning Assessment Conference: Workshop: Helping Deaf Students Succeed in their Studies
- Teaching, Learning Assessment Conference: Workshop: Mental Health Awareness
- Transgender Awareness
- Wellbeing & Meditation in the Workplace
- Working with Students on the Autistic Spectrum Particularly Those with ADHS and Asperger's Conference

10 Equality and diversity in teaching, learning and assessment

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

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

Equality and diversity is promoted to students at induction to ensure that the College's values and behaviours are well understood. Teachers and trainers explore and plan for opportunities to further develop students' understanding of equality and diversity and it is integral to the tutorial framework.

Teachers create a positive, welcoming and inclusive environment in their classes for learning. In lessons, tutorials, and at assessment the promotion of equality and diversity is well planned and learning activities motivate and engage all learners. As a result learners are developing a good understanding of equality and diversity. For example during their recent Internal Quality Review in Travel and Tourism, equality and diversity were planned for and effectively promoted in sessions; when opportunities arose that were not planned for, these were not missed and were very effectively utilised to develop equality and diversity, using vocational contexts very well.

Staff plan for individual learners' diverse needs in teaching sessions, including the use of reasonable adjustments for learners with special educational needs and disabilities.

Where they identify particular themes or activities related to specific lessons or assignments, staff maximise opportunities and learners develop a sound understanding of what this means within their vocational field. For example, learners in public services learn how varied social and economic factors can affect mental health and behaviour. In lessons, tutorials, and at assessment, the promotion of equality and diversity is well planned. Teachers create a positive, welcoming and inclusive environment.

The promotion of Equality and Diversity for apprentice programmes is good. Assessors benefit from staff development to increase their understanding of equality and diversity and safeguarding of learners. 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 learners' 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. All subcontracted provision is subject to an on-going audit that includes lesson observations to ensure that all learners benefit 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 'ATLC Support and Guidance for Teaching, Learning and Assessment' VLE to support teachers, trainers and assessors. Training information and audit tools for embedding equality and diversity have been developed to use with teams to see how, where and what staff can do to embed effectively. Embedding equality and diversity into teaching, learning and assessment forms one of the core modules of the "Classroom Essentials" for all new teaching staff through the Inspire Teacher Development Centres.

11 Equality and Diversity Strategic Group

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

Moreover, all key policies and procedures in the college have been impact assessed and the college is compliant with the range of legislation identified in the Equality Act 2010. A key focus for the committee is on improving equality in teaching and learning and ensuring that this is embedded throughout the curriculum. An Equality Action Plan has been developed to target areas for improvement and to ensure there is a clear focus upon closing any identified achievement gaps.

2014/15 has also seen the introduction of three sub-groups to the Strategic Group; a data steering group, teaching, learning and assessment (TLA) group and an activities group. These sub-groups feedback the findings of their specialist focus in the termly E&D Strategic Group meeting, which comprises various members of staff from across the College, both business support and Curriculum.

PART 3: ANALYSIS OF LEARNER EQUALITY DATA 2014/15

1 Analysis of learner equality data 2014/15

Success rates as a whole have declined from 87.36% in 2013/14 to 81.89% in 2014/15. Much of this decline has been caused by the increasing proportion of English and Maths GCSE/Functional Skills courses, which has risen from 19% of enrolments in 2013/14 to 26% of enrolments in 2014/15.

If these English and Maths courses are excluded then success rates have remained steady at approximately 90% - 90.26% in 2013/14 and 89.84% in 2014/15.

Success has declined for all but two (Black Caribbean and Chinese) ethnic groups in 2014/15, although there are only two areas (Black other and Mixed), where the gap is significantly lower than the college average of 82%. Much of this decline has been caused by the increasing proportion of English and Maths GCSE/Functional Skills courses.

Mixed students and White students have lower retention than their peers, whilst Mixed and Pakistani students have lower achievement. As a whole, B/AME students are more likely to be retained on their courses. This effect applies more to students in the 16-18 age group (especially to Male students) than it does to students in the 19+ age group.

Success rates of students who say that they have a learning difficulty or a disability are now almost equal with those of students who do not. The gap was 1.2% in 13/14 but is now just 0.13%.

Whilst achievement of male and female students has no significant gap, female students are more likely to be retained than male students, with the overall gap being 2%. This gap is widest for 16-18 students, where it is 2.6% compared with 0.9% for 19+ students.

Ethnic Group	2014/15			2013/14			2012/13		
	Leavers	Success	Retention	Leavers	Success	Retention	Leavers	Success	Retention
Any Other	616	83.93%	90.10%	433	86.61%	92.61%	313	82.11%	91.37%
Bangladeshi	95	87.37%	100.00%	53	90.57%	96.23%	66	86.36%	89.39%
Black African	650	82.77%	91.54%	468	88.46%	96.79%	477	90.15%	96.65%
Black Caribbean	277	83.39%	93.50%	375	81.87%	89.07%	233	85.41%	89.27%
Black Other	177	77.97%	89.27%	152	87.50%	94.74%	104	84.62%	92.31%
Chinese	83	90.36%	96.39%	52	80.77%	82.69%	34	88.24%	97.06%
Indian	825	85.58%	95.15%	698	89.40%	93.55%	603	91.87%	95.02%
Mixed	1450	77.45%	88.69%	1155	83.98%	89.78%	741	86.50%	90.55%
Other Asian	520	86.15%	94.62%	328	89.94%	94.21%	325	87.38%	94.15%
Pakistani	4939	81.41%	93.10%	3497	88.70%	93.88%	2387	90.99%	95.01%
Unknown	79	88.61%	100.00%	22	95.45%	100.00%	13	92.31%	92.31%
White	14496	82.00%	90.33%	15041	87.23%	91.62%	11367	87.83%	90.67%

PART 4: STAFF EQUALITY DATA 2014/2015

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 2014/2015 we employed 1047 employees (figures correct as at 31 July 2015) and a breakdown is shown below.

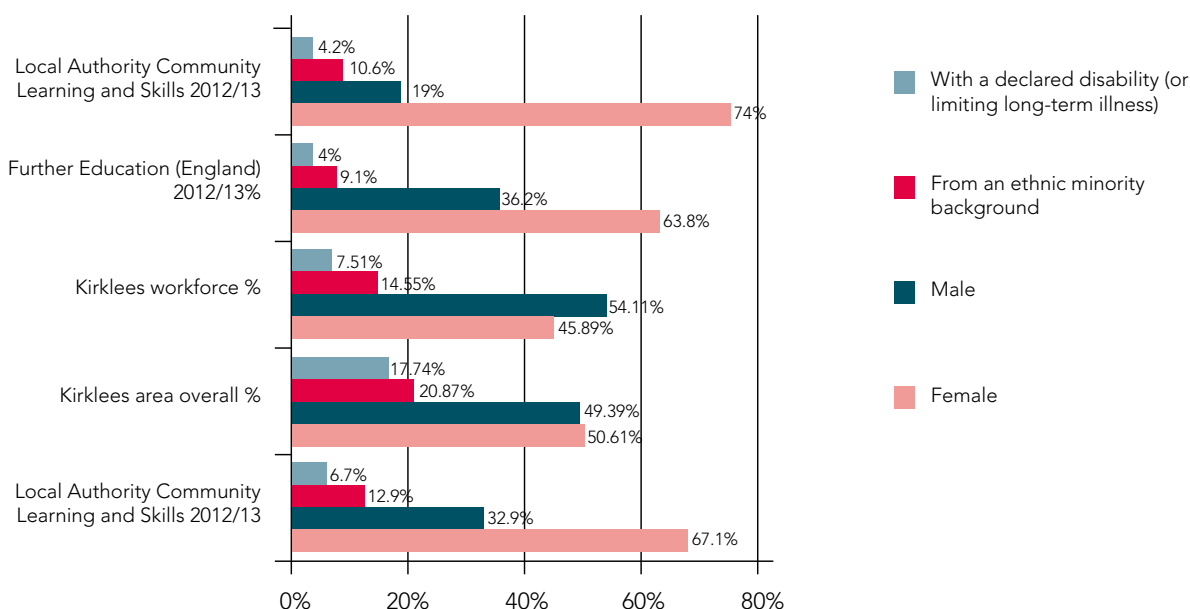
The tables below show the current corporation and workforce profile against available Kirklees data (general and workforce) from census 2011 and Further Education College Workforce Data for England (analysis of the Staff Individualised Record data 2012-2013).

2 Current Corporation profile

Total	Governors inc co-opted (total 21)	Governors (inc co-opted) %
Female	11	52.47%
Male	10	47.6%
From an ethnic minority background	2	9.5%
With a declared disability (or limiting long term illness)	1	4.8%

3 Current workforce profile

Total	Kirklees College as at 31 Jul 2015 (total 1,047)	Kirklees College as at 31 Jul 2015%	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2012/13	Local Authority Community Learning and Skills 2012/13
Female	703	67.1%	50.61%	45.89%	63.8%	74%
Male	344	32.9%	49.39%	54.11%	36.2%	19% (7% prefer not to say)
From an ethnic minority background	135	12.9%	20.87%	14.55%	9.1%	10.6%
With a declared disability (or limiting long term illness)	70	6.7%	17.74%	7.51%	4%	4.2%



At present 12.9% (135) of our staff are from B/ME groups. This percentage is unchanged on the previous year despite a decrease in the number of B/ME staff (141 in 2013/14). This compares to just 14.55% of the overall Kirklees workforce, and is a significant increase on the Further Education total of 9.1% (Further Education College Workforce Data for England analysis of the Staff Individualised Record data 2012-2013) and the Local Authority Community Learning and Skills Workforce (2012/13) at 10.6%.

Whilst there has been a reduction in the number of B/ME staff from 2013-14 to 2014-15 (-6) there has also been a more significant reduction in the number of staff from other ethnic groups, which has served to maintain the percentage of B/ME staff remaining at college. In addition, the groupings within the College's B/ME profile show an increase on those in the FE sector. 4.3% of College employees are of Black/African/Caribbean/Black British ethnicity and 6.9% are of Asian ethnicity, compared to 3.5% and 4.4% of the FE workforce respectively.

Of the 468 employees in College whose primary role is teaching, 47 of these fall into a B/ME group. At 10.04% this is a 0.1% increase on last year's figure of 9.94% and a 0.84% increase on the percentage of B/ME teaching staff in the FE workforce. This also shows a 1.1% increase in teaching staff in the College from a B/ME background over the most recent three academic years (2012-13 to 2014-15).

The gender profile of the College shows a 1.15% increase in female employees from last year's figure of 65.99%. 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 63.8% and males 36.2% of the FE workforce. This split is even more apparent within the local authority and community learning workforce which stands at 74% female, 19% male and 3% declining to offer this information.

Variation by gender composition in different occupational categories shows that females make up 77.3% of part-time lecturing roles and 87.6% of administrative roles; this shows a 3.6% and 0.3% percentage increase respectively on the previous year and is consistent with Further Education data, which shows that 72.2% of part-time contracts are held by females.

6.7% of Kirklees College staff have declared a disability, which is a 0.1% increase on last year's figure and is significantly more than the total for Further Education and LA/Community Learning staff in England which stand at 4% and 4.2% respectively.

The Governors B/ME ethnic make-up at 9.5% shows a decrease from last year's figure of 12.5%. 1 College Governor has disclosed a disability (4.8%) compared to 2 in 2013-14 (8.3%).

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 2014/2015

	Leavers		Starters	
	No of staff @ 1 Aug '14 – 31 Jul '15	% @ 1 Aug '14 – 31 Jul '15	No of staff @ 1 Aug '14 – 31 Jul '15	% @ 1 Aug '14 – 31 Jul '15
Ethnicity				
White	134	83.75%	101	79.53%
BME including Mixed/Multiple ethnic groups	24	15%	17	13.39%
Other ethnic group - any other	0	0%	0	0%
Not provided	2	1.25%	9	7.09%
Total	160		127	
Gender				
Female	97	60.63%	80	62.99%
Male	63	39.37%	47	37.01%
Not Known	0	0%	0	0%
Total	160		127	
Disability				
Yes	8	5%	6	4.72%
No	148	95.2%	110	86.61%
Unknown	4	2.5%	11	8.66%
Total	160		127	

During the period 1 Aug 2014 to 31 July 2015 the College employed a total of 127 new starters, 79.53% of whom were white and 13.39% of whom were B/ME. This shows a decrease of new starters from B/ME backgrounds (-3.82%); however, 2014-15 saw a 6.27% increase in new starters choosing not to provide their ethnicity.

During the same period the College had a total of 160 leavers, 30 less than in 2013-14. 83.75% of these leavers were white and 15% were B/ME. Compared to the same period in the previous year, this shows a 4.14% reduction of leavers of white ethnicity and a 3.42% increase in leavers of B/ME ethnicities.

Of the 24 B/ME leavers during 1 Aug 2014 to 31 July 2015, 25% of these were removed from the HR database as they were not utilised during the previous 12 months. Other reasons for leaving include transferring to a new position within the College (12.5%), resignation for personal reasons (8.3%) and retirement (4.2%).

During the period 1 Aug 2014 to 31 July 2015 4.72% of new starters declared a disability or limiting long-term illness. This is a decrease on last year's figure of 11.48%; however, it is unknown whether 8.66% of new starters during this period have a disability or long-term illness, which is a 7.02% increase on last year's figure. The percentage of new starters who do not have a disability or limiting long-term illness has remained fairly static at 86.61% (2013-14 86.89%).

There has been a significant decrease of 4.47% in the number of leavers who have declared a disability, which stands at 5% for 2014-15 compared to 9.47% in 2013-14. At 37.01% there has been a slight increase in the number of male staff employed by the College (a rise of 0.94%).

The current turnover rate for the College is 14.95 per cent, based on the following calculation:

$$\frac{140 \text{ (number of leavers during academic year 2014/2015)}}{1070^* \text{ (average no of employees during academic year 2014/2015)}} \times 100 = 14.95\%$$

*average number of employees calculated by adding 1047 (number of employees at 31 July 2015) to 1093 (number of employees at 31st July 2014) and dividing by 2.

7 Staff Profile by Gender, Disability, Ethnicity and Age

Staff Composition (as at 31 July 2015)		
	Number	%
Total	1047	100
Female	703	67.1%
Male	344	32.9%
From an ethnic minority background	135	12.9%
With a declared disability	70	6.7%

Ethnic group	No. of staff @ 31 Jul 2015	% of total @ 31 Jul 2015
White – English/Welsh/Scottish/Northern Irish/British	853	81.47%
White – Irish	14	1.34%
White – Gypsy or Irish Traveller	0	0.00%
White – Any other	34	3.25%
Mixed/Multiple ethnic groups - White and Black Caribbean	9	0.86%
Mixed/Multiple ethnic groups - White and Black African	0	0.00%
Mixed/Multiple ethnic groups - White and Asian	6	0.57%
Mixed/Multiple ethnic groups - Any other	3	0.29%
Asian/Asian British – Indian	25	2.39%
Asian/Asian British – Pakistani	36	3.44%
Asian/Asian British – Chinese	4	0.38%
Asian/Asian British – Any other	7	0.67%
Black/African/Caribbean/Black British - African	7	0.67%
Black/African/Caribbean/Black British - Caribbean	33	3.15%
Black/African/Caribbean/Black British - Any other	5	0.48%
Other ethnic group - Any other	1	0.10%
Not provided	10	0.96%
Total	1047	

The Kirklees College ethnicity profile is unchanged from the previous academic year, with the percentage of BME staff remaining at 12.9%.

Ethnic group by staff type - at a glance (%)	Teaching staff including Assessors, ATLC, TLLS, CTL & all Lecturing staff (%)	Tier 4 & 5 (%)	Directors, Exec & HoDs (%)	Administrative (%)	Learning support (%)	Technical staff (%)	Caretaking, catering, cleaner & other (%)
White	88.68%	85.33%	100%	83.45%	81.33%	93.51%	76.42%
BME including Mixed/Multiple ethnic groups	10.04%	13.33%	0.00%	15.17%	18.00%	5.19%	23.58%
Other ethnic group - Any other	0.00%	0.00%	0.00%	0.00%	0.67%	0.00%	0.00%
Not provided	1.28%	1.33%	0.00%	1.38%	0.00%	1.30%	0.00%

By staff type, the largest B/ME representation is still among Caretaking, catering, cleaning and other staff at 23.58% (a rise of 0.5% on last year) and Learning support at 18% (a rise of 2.49% on last year). B/ME representation amongst Administrative staff has decreased slightly to 15.17% (a reduction of 1.73% on last

year).

B/ME representation among Tier 4 & 5 staff has increased to 13.33% (a rise of 0.83% on last year). At Director, Exec and HoD level B/ME staff are still under-represented, with this group of staff being 100% white.

Disability Profile at 31 July 2015

Disability status - at a glance	No. of staff @ 31 Jul 2015	% of total @ 31 Jul 2015
NO	967	92.4%
YES	70	6.7%
UNKNOWN	10	0.9%
Total	1047	

The College Disability profile college remains fairly static, with a 0.1% increase on last year in staff declaring a disability.

Age Profile at 31 July 2015

Age group	No. of staff @ 31 Jul 2015	% of total @ 31 Jul 2015
<25	30	2.9%
25-49	585	55.9%
50-64	414	39.5%
65+	18	1.7%
Total	1047	

The College Age Profile remains fairly static, with the majority of our staff being between the ages of 25-49 (55.9%) and 50-64 (39.5%).

8 Recruitment Monitoring Data for academic year 2014/2015

During the period 1 Aug 2014 until 31 July 2015 we had a total of 956 applicants for positions. We shortlisted 482 of those and appointed 110. On average, we receive 9 applications per post (though this varies largely from post to post), and on average we invite 1.98 shortlisted applicants to an interview.

Of the total 956 applicants 22.38% (214) were B/ME. This is a slight decrease on last year (25.64%) however there were just 956 applicants in 2014/15 compared to 2633 in 2013/14. 73.64% of applicants were white (704) compared to 71.93% (1894) on the previous year. Of the total 704 white applicants 399 (56.68%) were shortlisted and of that 96 (24.06%) were appointed. Of the total 214 BME applicants 78 (36.45%) were shortlisted and of that 14 (17.95%) were appointed. This data shows that a higher percentage of applicants from a B/Me background are being shortlisted compared to last year (17.04%).

6.17% of applications we received were from applicants who declared a disability. Of those, 57.63% were shortlisted, and of those, 23.53% were appointed. The conversion rate from shortlisted applicants to appointed applicants has remained higher for those applicants who have a disability compared to those without a disability (22.95%).

The conversion from applicants to shortlisted to appointed remains very similar between male and female applicants and there are no notable differences.

The greatest percentage of applicants for posts comes from applicants within the 26-35 age range (25.42%) and the lowest percentage from applicants within the 56+ age range (7.43%). The highest conversion from applicant to shortlisted comes from applicants within the 36-45 age range (66.85%) and the lowest percentage (other than unknown) is from those within the age range <25. The highest conversion from shortlisted to appointment is from applicants within the age range 26-35 and the lowest percentage from 56+.

This data shows little variation in the applications received from differing age groups compared to last year. However, whilst the greatest percentage of applications comes from applicants aged <=25 and 26-35, the conversion from applicants to shortlisted is greatest between the age range 36-45.

Vacancy Conversion Rates for 01/08/2014 to 31/07/2015 by Ethnicity – at a glance						
Ethnic Origin – at a glance	Total Applicants	Total %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
White	704	73.64	399	56.68	96	24.06
B/ME, including Mixed/Multiple ethnic groups	214	22.38	78	36.45	14	17.95
Other incl. Any Other, Not Known, Not provided	38	3.97	5	13.16	0	0
Total	956		482		110	

Vacancy Conversion Rates for 01/08/2014 to 31/07/2015 by Disability - at a glance						
Disability	Total Applicants	Total %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
No	858	89.75	440	51.28	101	22.95
Unknown	39	4.08	8	20.51	1	12.5
YES	59	6.17	34	57.63	8	23.53
Total	956		482		110	

Vacancy Conversion Rates for 01/08/2014 to 31/07/2015 by Gender						
Gender	Total Applicants	Total Applicants %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
Female	527	55.13	282	53.51	65	23.05
Male	405	42.36	197	48.64	45	22.84
Unknown	24	2.51	3	12.5	0	0
Total	956		482		110	

Vacancy Conversion Rates for 01/08/2014 to 31/07/2015 by Age						
Age	Total Applicants	Total Applicants %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
<=25	187	19.56	68	36.36	14	20.59
26-35	243	25.42	131	53.91	34	25.95
36-45	184	19.25	123	66.85	30	24.39
46-55	175	18.31	111	63.43	27	24.32
56+	71	7.43	37	52.11	5	13.51
Unknown	96	10.04	12	12.5	0	0
Total	956		482		110	

9 Staff profile by Curriculum Directorate compared to student profile

The gap between the B/ME student make-up and the staff make-up is still significant; this gap has increased in the Study Programmes, Adults and Apprenticeships and Quality and Student Experience Curriculums from 2013/14 to 2014/15.

Ethnicity - by curriculum (STEM and Employer Engagement)	Staff	% - Staff	Students	% - Students
White	185	92.96	3012	76.97
BME including Mixed/ Multiple ethnic groups	12	6.03	840	21.47
Other ethnic group - Any other	0	0	22	0.56
Not provided	2	1.01	39	1
Total	199		3913	

Ethnicity - by curriculum (Study Programmes, Adults and Apprenticeships)	Staff	% - Staff	Students	% - Students
White	279	86.65	5991	59.92
BME including Mixed/ Multiple ethnic groups	37	11.49	3681	36.82
Other ethnic group - Any other	0	0	268	2.68
Not provided	6	1.86	58	0.58
Total	322		9998	

Ethnicity - by curriculum (Quality and Student Experience)	Staff	% - Staff	Students	% - Students
White	194	84.72	1022	64.77
BME including Mixed/ Multiple ethnic groups	34	14.85	536	33.97
Other ethnic group - Any other	0	0	17	1.08
Not provided	1	0.43	3	0.19
Total	229		1578	

10 Procedural Data by Gender, Disability, Ethnicity and Age (as at 31 July 2015)

	No. of staff from 1 Aug 14 - 31 Jul 2015	% of staff from 1 Aug 14 - 31 Jul 2015
Disciplinary Action (all stages including dismissal)		
Ethnicity		
B/AME	1	12.5%
White	7	87.5%
Total	8	
Disability Status		
Yes	1	12.5%
No	7	87.5%
Total	8	
Capability (formal stage)		
Ethnicity		
B/ME	2	50%
White	2	50%
Total	4	
Disability Status		
Yes	0	0%
No	0	0%
Total	4	
Grievance (formal stage)		
Ethnicity		
B/ME	3	42.86%
White	4	57.14%
Other	0	0%
Total	7	
Disability Status		
Yes	0	0%
No	0	0%
Total	0	
Absence (formal stages)		
Ethnicity		
B/ME	7	29.17%
White	17	70.83%
Other	0	0%
Total	24	
Disability Status		
Yes	3	12.5%
No	21	87.5%
Total	24	

CONCLUSION

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

In 2015/16 the college plans to implement further positive actions in order to further improve our understanding and practice across the college:

- To involve the trained volunteers from diverse staff groups in recruitment panels for external and internal recruitment.
 - To revise the College website to portray an aspirational, supportive and inclusive employer committed to equality and diversity in its workforce.
 - To link with local networks in co-ordinating E&D based activities for staff and students.
 - To identify any potential age-related issues through a survey, which will encourage disclosure and to endeavour to find out whether our staff feel there are any barriers to them with regards to their age.
 - To review our recruitment strategy with a view to advertising vacancies on designated websites with a diversity focus, to promote under-represented vacancies, such as management roles to minority audiences.
 - To deliver training workshops in association with local organisations to educate potential applicants on our recruitment and application process, with a view to increasing the quality of applications we receive.
 - To publish regular communications accessible via the College portal highlighting current E&D issues and upcoming notable dates and events.
- To renew the College's Two Ticks – Positive About Disabled People accreditation which is reviewed on an annual basis.
 - To continue to work with Heads of Departments and managers to address areas of under-representation within the curriculum.
 - PAD programme in place to improve awareness and embed equality and diversity into the Curriculum through tutorials.
 - To use the Apprentice Recruitment programme as an opportunity to select apprentices for under-represented areas i.e. for gender/ethnicity.
 - Talent management/succession planning – targeted to B/Me staff where talent and potential is identified within the organisation.
 - To increase awareness of LGBT and disability disclosures.

The college will continue to strive to meet the general and specific equality duties as a public sector organisation. The work of our Equality and Diversity Strategic Group will continue with the next generation of sub-groups, with a designated focus on data, activities and teaching, learning and assessment.

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



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