



EQUALITY & DIVERSITY ANNUAL REPORT

ACADEMIC YEAR 2015-16



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

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

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

This report takes stock of our position at the end of 2015/16 against our policy objectives and sets out our improvement priorities going forward in 2016/17. 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 their potential and for every member of staff to work in an environment where ability and commitment will flourish.

June Durrant
Acting 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 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 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 2015/16 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 and diversity.
- Our Student Services team who provide a wide range of support for students with learning difficulties or disabilities or who need help to overcome economic or social barriers to their participation or success.

- Provision of facilities for prayer.
- Family friendly policies to support staff needs including: flexible working, job sharing, leave of absence, parental and adoption leave.

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

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

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

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

1 Statutory Reporting Obligations

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

The general duty is set out in section 149 of the Equality Act.

The duty came into force in April 2011. In summary, those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

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

2 Single Equality Scheme

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

3 Equality Impact Analysis and Assessment

The PSED does not specify a legal requirement to carry out Equality Impact Assessments. However, there is still a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an 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.

4 Access to Services and Information

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

We recognise the importance of not only communicating our clear commitment to equality 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

5 Employment Monitoring

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

More specifically, our employment monitoring covers:

The numbers of:

- employees in post
- applicants for employment with conversion rates

The numbers of employees who:

- are involved in grievance procedures
- are the subject of capability procedures
- are the subject of disciplinary procedures
- are the subject of absence management

cases

- cease employment with the College

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

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

6 Promotion and Communication of Equality and Diversity

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

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

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

7 Leadership and Management

The Corporation is responsible for:

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

The Principal and Senior Leadership Team are responsible for:

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

Managers are responsible for:

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

All staff are responsible for:

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

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

The 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.

8 Responsibility When Working With Other Organisations

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

9 Consultation with Stakeholders

The College will endeavour to actively involve people with protected characteristics in policy and decision-making activities. Relevant groups will include:

- current students
- future students
- employees
- local companies
- local voluntary groups
- members of the wider community and individuals who use the services of the college

A range of methods will be employed such as:

- staff and student satisfaction surveys
- focus groups
- existing consultation mechanisms

10 Monitoring and Evaluation

The Equality 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 2015/16

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 2016 the College celebrated, promoted and participated in Diversity Week, an internationally recognised event which aims to embrace and promote the value of diversity. The College organised and co-ordinated several events accessible to staff and students with co-operation from a range of departments and internal services including; Maths & English, Student Support, ESOL, Sport, Hospitality & Catering and Hair & Beauty.

Activities and information available during Diversity Week included sports from around the world, a wheelchair challenge, a pregnancy and maternity stall, a signing café and a street food fair.

3 Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. 2015/16 saw the introduction of a shared parental leave scheme in line with new regulations, which was incorporated into the College's maternity booklet.

The policy sets out the statutory rights and responsibilities of employees who wish to take Shared Parental Leave (SPL) and statutory or contractual Shared Parental Pay (ShPP).

4 Stakeholder Feedback

During 2015/16 the College sought to obtain feedback from its key stakeholders, both internal and external, in respect of the awareness of equality, diversity and inclusion at Kirklees College. Surveys were made available to staff and external partners and the results were collated, analysed and have been published in further detail in appendix 1 of this report.

We are committed to both highlighting our strengths and acting on any areas where there is scope for improvement, ensuring transparency for our stakeholders and continuation in our efforts to raise awareness of equality, diversity and inclusion at College.

5 Transgender Awareness

Awareness sessions have been made available to both staff and students throughout the year. Members of the HR team have attended training to increase their knowledge and understanding of the issues faced by transgender people, and ensured good practice in recruiting and retaining transgender staff is evident throughout the College.

These sessions delivered by the HR team received very positive feedback, with attendees reporting an increased level of understanding, both of the issues faced by transgender people and the wide range of terminology used.

6 Disability Confident

In March 2016, the College signed up to the Government's Disability Confident campaign, run by the Department for Work and Pensions. Through this campaign, the Government works with employers to challenge attitudes towards disability, remove barriers to disabled people and those with long term health conditions in employment, and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations. In registering our commitment to this campaign, we are demonstrating our commitment to recruiting and retaining disabled people, to fully recognising their skills, experience and talent and to creating a culture of inclusion by removing organisational barriers that disabled people may face in work.

7 Recruitment Workshops

In 2014/15 as part of our recruitment data capture and analysis, we identified that some of the main reasons why applicants are not successful in being shortlisted for roles is because their applications lack the level of detail and the quality needed in order to reach interview stage.

In an effort to remedy this, the HR team introduced an initiative to raise awareness of our recruitment and application process in the wider community.

The main aim of this was to promote our vacancies to wider audiences with a view to increasing the diversity of our workforce, and to enhance the quality of the applications we receive.

We have begun delivering these workshops in local employment agencies across the West Yorkshire area and received great feedback. 88% of attendees across all sessions stated that they found the session useful and would recommend it.

8 Equality Impact Analysis & Assessment

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

9 Equality and diversity learning and development

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

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, and 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

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 2015-16 include:

- British Values – embedding into curriculum
- Deaf Awareness
- Dyslexia Workshop
- Forced Marriage, Female Genital Mutilation and Honour
- Meeting the Needs of Students with ADHD
- TLA Conference: Workshop: Equality & Diversity
- Transgender Awareness

Advanced Teaching Learning Coaches (ATLCs) have worked on action research projects to improve TLA and showcased their findings at the Inspire Research and Development Centre open day in July; this year one of the projects was on Equality and Diversity & British Values

10 Equality and diversity in teaching, learning and assessment

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

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

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

Teachers create a positive, welcoming and inclusive environment in their classes ensuring there is a culture of respect that results in appropriate behaviour for learning. 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 the Hair and Beauty Therapy Internal Quality Review, EDI and British Values were planned for and effectively promoted in lessons, vocationally related and highlighted on lesson plans, further resources were provided for students for whom English is their second language.

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, students in public services and health and social care learn how varied social and economic factors can affect mental health and behaviour.

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 support teachers, trainers and assessors. Training information and audit tools for embedding EDI and British Values have been developed to identify how, where and what staff can do to embed effectively. Embedding EDI into teaching, learning and assessment forms one of the core modules of 'Classroom Essentials' induction package for all new teaching staff through the Inspire Research and Development Centres.

11 Equality and Diversity Strategic Group

The College is revising its equality committee framework through the Equality 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.

PART 3: ANALYSIS OF LEARNER EQUALITY DATA 2015/16

1 Analysis of learner equality data 2015/16

White students are less likely to be retained than their B/ME counterparts, with retention for this group being 3.09% lower than retention for B/ME students. This gap has widened from the previous year when it was 2.88%. The gap is caused by those white students in the two highest bands of deprivation, which have retention of 83.12%, compared with 87.83% for the college as a whole. White students in those two highest bands of deprivation make up 20% of the whole college cohort.

Whilst B/ME students as a whole have higher retention than white students, within the B/ME cohort, mixed students underperform both in terms of retention and pass rate, with retention being 4.31% lower than their peers and pass rate being 3.55% lower. The gap in terms of retention has widened from 3.95% in 2014-15, whilst the pass rate gap has narrowed from 4.68%.

According to the Local Authority Information Tool (LAIT), Black and Asian students in schools in Kirklees in 2014-15 underperformed at GCSE level compared to their White peers. This cohort at college (16 year olds) in 2015-16 saw Black and Asian students have higher achievement rates than their White peers. There is a pass rate gap of 5.88% for students declaring a disability or learning difficulty when compared with those not declaring a disability or learning difficulty, with this gap having widened from 5.6% in 2014-15. The cause of this gap is Functional Skills English and maths, and with these qualifications removed pass rates for the two groups are in line with each other.

The students declaring a disability or learning difficulty that are under achieving in Functional Skills are those students outside of the

college's Foundation Studies department who have High Needs and/or an Education Health Care Plan.

There is an achievement gap of 4.49% for male students when compared with female. This gap has narrowed from 2014-15 when it was 5.12%. Male students on study programmes have roughly equal achievement with female students, whilst male students on adult programmes have 5.57% lower achievement. Male students on adult programmes have particularly low achievement on Functional Skills English and maths (65.9%) and GCSE English and maths (74.44%) and these qualification types make up 37% of this particular cohort.

Students with high needs are achieving 3% above the college average, a 2% improvement on 14-15. 16-18 students make up the higher proportion of high needs students and make good progress with an achievement rate of 83%, 1% above the national rate an increase of 1.5% on 14.15. The smaller proportion of adult students have seen a significant increase in retention on 14-15 of 9% however the pass rate is 17% below that of their peers and a focus for improvement. Analysis shows the issue is that adult students not attached to the Foundation Studies department do not achieve their functional skills qualifications.

On Apprenticeship provision, there are no significant differences in performance by ethnicity or by disability/learning difficulty status, but recruitment of B/ME students and those with disabilities/learning difficulties is low.

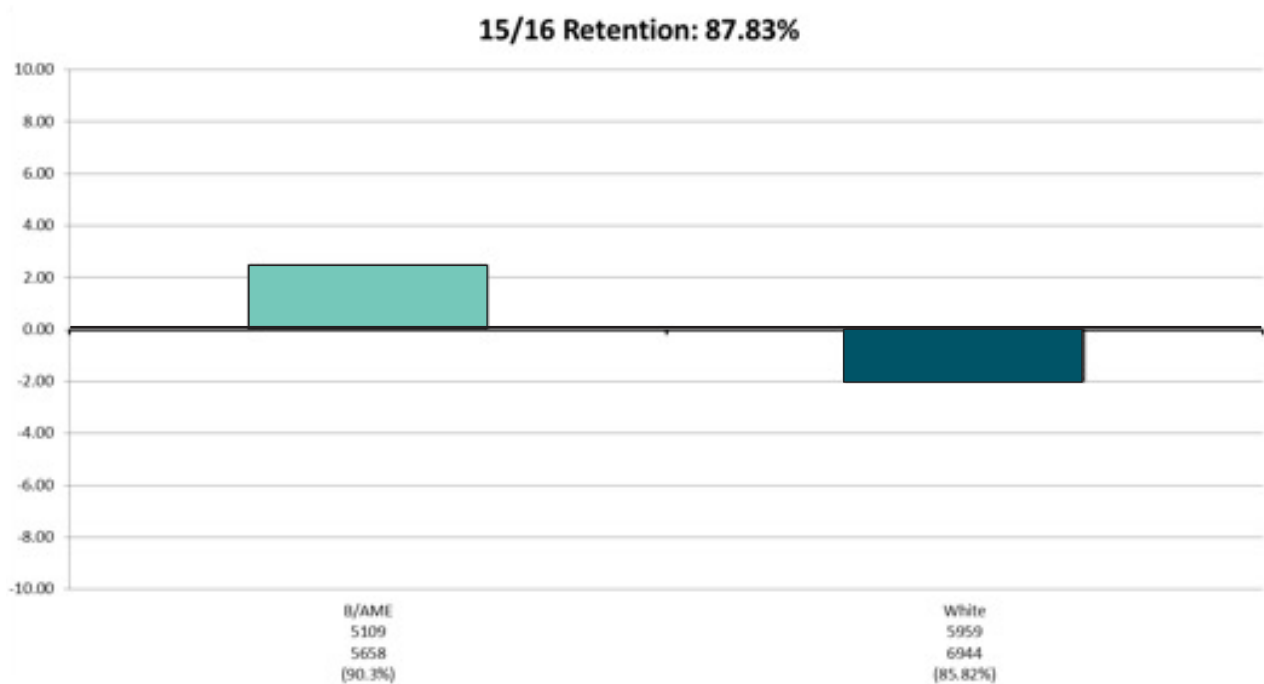
Male apprentices have 4.63% higher achievement than female apprentices, and this gap is wider (13.87%) when subcontracted provision is excluded to look at internal apprentices only. Only 23% of apprentices who finished in 2015-16 were female. Just over half of the college's internal apprentices are in Engineering, which is the best performing area in college in terms of apprenticeships.

Only 3% of Engineering apprentices who finished in 2015-16 were female. If Engineering is excluded from internal provision, 40% of apprentices are female and achievement rates are almost equal for female and male apprentices, suggesting that the gap would be closed by bringing other curriculum areas up to the same level of performance as Engineering.

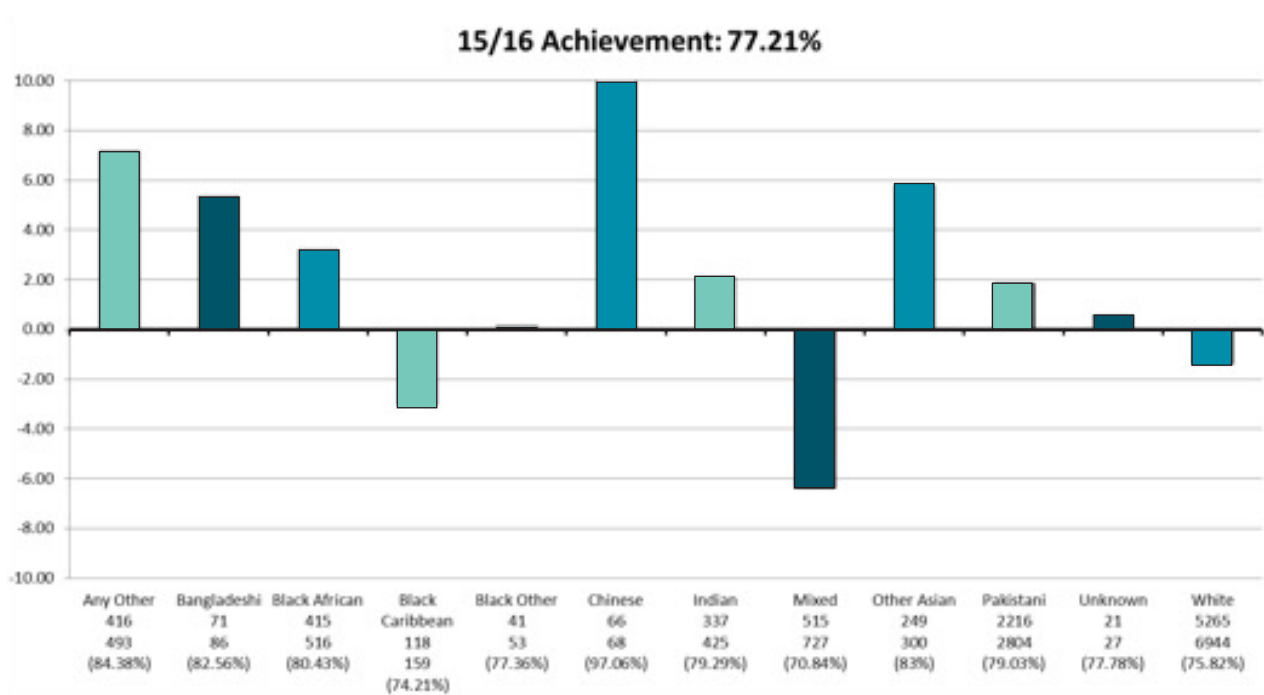
Table: Achievement and retention by ethnicity 2013-14 to 2015-16

Ethnic Group	2015/16			2014/15			2013/14		
	Leavers	Success	Retention	Leavers	Success	Retention	Leavers	Success	Retention
Any Other	493	84.38%	91.48%	485	81.44%	89.07%	323	82.97%	90.4%
Bangladeshi	86	82.56%	87.21%	66	83.33%	100%	37	86.49%	94.59%
Black African	516	80.43%	92.25%	512	80.27%	91.41%	367	85.01%	95.1%
Black Caribbean	159	74.21%	88.68%	201	79.1%	93.03%	282	79.43%	88.3%
Black Other	53	77.36%	88.68%	117	72.65%	88.89%	110	80%	90%
Chinese	68	97.06%	100%	66	87.88%	93.94%	35	82.86%	85.71%
Indian	425	79.29%	90.12%	530	80%	93.58%	469	86.14%	91.9%
Mixed	727	70.84%	83.77%	929	68.25%	85.58%	771	79.77%	88.07%
Other Asian	300	83%	93.33%	372	83.06%	93.82%	265	87.55%	92.83%
Pakistani	2804	79.03%	91.08%	3114	73.67%	91.27%	2379	85.58%	93.02%
Unknown	27	77.78%	92.59%	54	83.33%	100%	15	100%	100%
White	6944	75.82%	85.82%	9046	74.77%	88.08%	10502	83.83%	89.83%

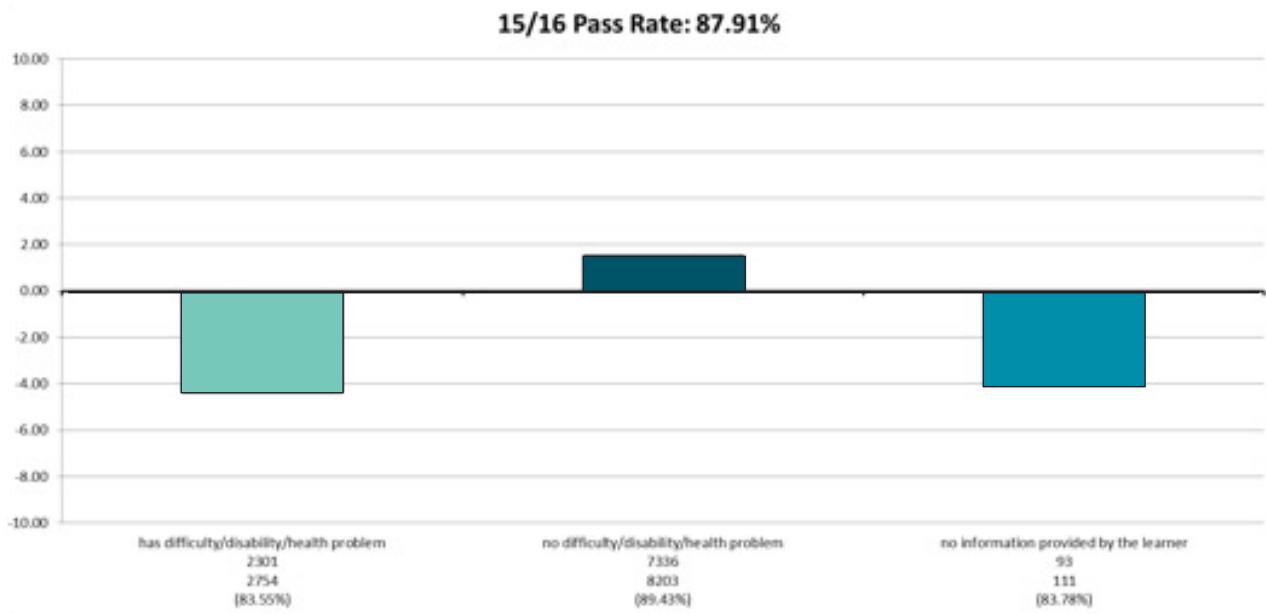
Graph 1: Retention by ethnic group 2015-16



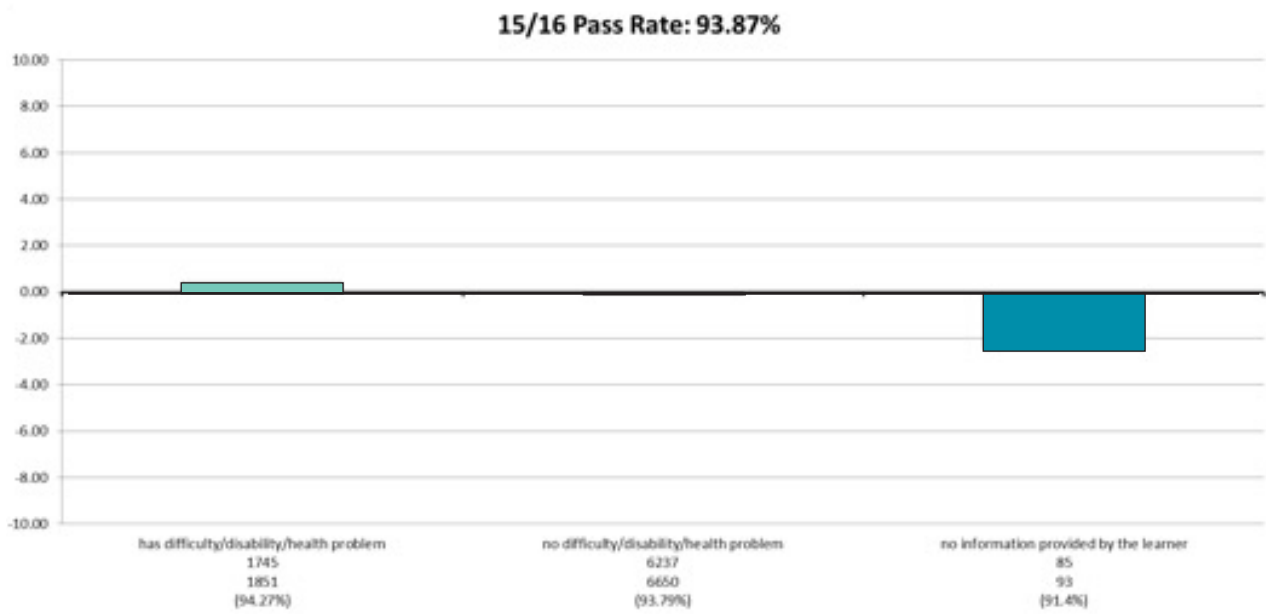
Graph 2: Achievement by ethnicity 2015-16



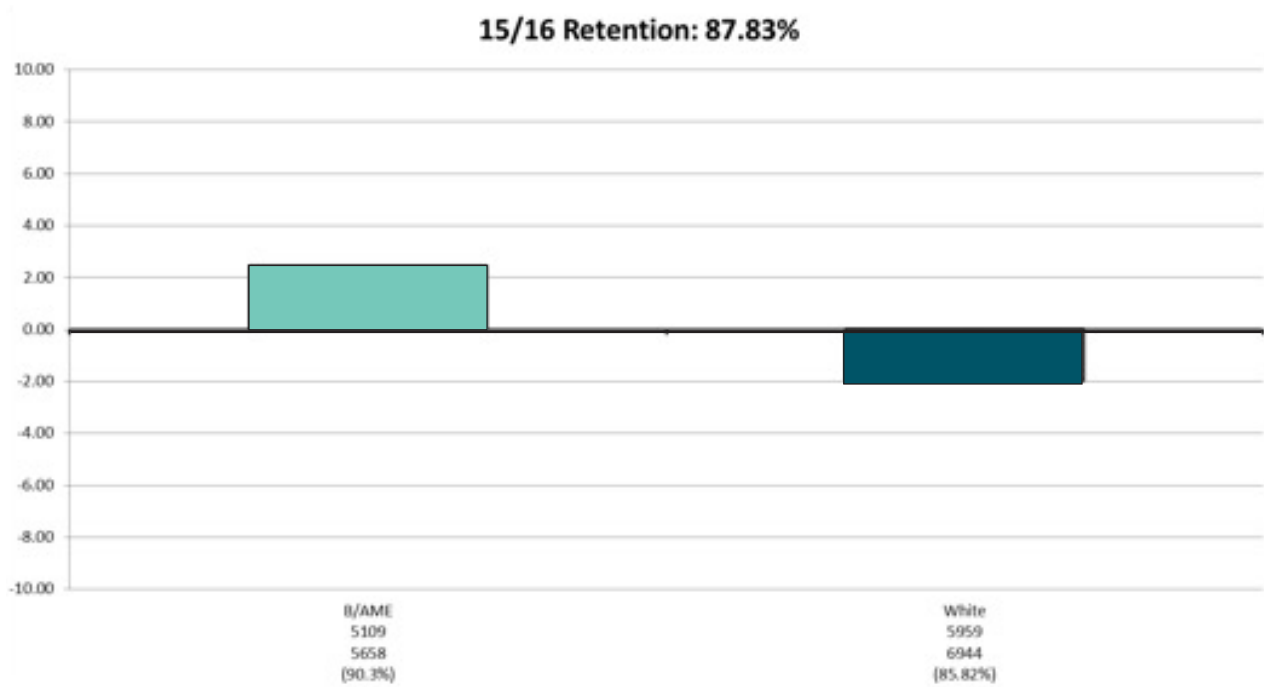
Graph 3: Pass rate by disability/learning difficulty status 2015-16



Graph 4: Pass rate by disability/learning difficulty status without Functional Skills Maths & English 2015-16



Graph 1: Retention by ethnic group 2015-16



2 Support for Learners with Learning Difficulties and Disabilities

Overall retention table:

Cohort	Whole College	NR	With LDD	NR	Without LDD	NR
All ages	87.83%	91.70%	87.93%	90.90%	88.07%	91.90%
16 - 18	86.43%	90.30%	87.13%	89.80%	86.25%	90.30
19+	89.74%	93.20%	91.55%	92.15%	90.08%	93.40%

Cohort	Retention	National Rate	+/-
All college - All ages	87.83	91.70	-3.87
All LDD - All ages	87.07	91.10	-4.03
All no LDD - All ages	88.07	91.90	-3.83
All unknown LDD - All ages	88.80	90.70	-1.90
All college - 16-18	86.43	90.30	-3.87
LDD - 16-18	86.76	90.30	-3.54
No LDD- 16-18	86.25	90.30	-4.05
Unknown LDD - 16-18	87.50	89.30	-1.80
All college -19+	89.74	93.20	-3.46
LDD - 19+	87.87	92.30	-4.43
No LDD- 19+	90.08	93.40	-3.32
Unknown LDD - 19+	95.24	92.00	+3.24

*Figures exclude non-regulated provision

Overall, students declaring a learning difficulty or disability (all ages) are retained on average at the same rate as whole college retention, all ages, and at the same rate as students with no LDD.

For all ages, retention with or without LDD is below national rate with the exception of 19+ students declaring an 'unknown' LDD who are retained at 3.24% above national rate and 5.16% above 19+ students with no LDD.

Students declaring an 'unknown' LDD are retained at a slightly higher rate (+0.73%) than those declaring no LDD.

Students at 16-18 declaring a disability have slightly higher (0.70%) retention rates than whole college and 0.88% higher retention than 16-18 students with no LDD.

19+ students declaring LDD are retained at 1.81% above whole college and 1.47% above students with no LDD.

Some students who disclose a Learning Difficulty or Disability do not require Additional Learning Support (ALS) support, either because the student is independent or because the tutor can make reasonable adjustments in teaching to meet the student's needs. Those who need support receive it from specialist staff and are referred to as 'Supported Learners' (see table below).

	Achievement %		Retention %		Pass %	
	16-18	19+	16-18	19+	16-18	19+
2013/14	84.19	79.82	93.34	90.80	90.20	87.91
2014/15	71.29	74.17	92.61	92.15	76.98	80.49
2015/16	72.62	78.95	89.15	91.35	81.46	86.42

Three year trends show a slight improvement (+1.33%) for achievement on the previous year for 16-18 and a +4.78% improvement for 19+ on previous year 14/15.

Retention for both age groups is lower than previous year by -3.46% for 16-18 students and -0.80% for 19+.

Pass rates have increased from 14/15 by +4.48% for 16-18 and by +5.93% for 19+.

During 2015/16 the College supported the following numbers of 16-18 and adult students.

Description	16-18	19-24	25+	Total
ALPS	387	157	9	553
Dyslexia	460	111	633	1204
Hearing Impaired	11	10		21
Pastoral	114	24	11	149
Visual Impaired	21	5	5	31
Total	993	307	658	1958

2013/14*	16-18						19+						Total					
	Start	Comp	R %	Ach	P %	A %	Start	Comp	R %	Ach	P %	A %	Start	Comp	R %	Ach	P %	A %
African	5	5	100.00	5	100.00	100.00	10	10	100.00	10	100.00	100.00	5	5	100.00	5	100.00	100.00
Arab	7	7	100.00	5	71.43	71.43							7	7	100.00	5	71.43	71.43
Bangla- deshi	4	4	100.00	4	100.00	100.00							4	4	100.00	4	100.00	100.00
Caribbean	19	15	78.95	15	100.00	78.95	12	8	66.67	7	87.50	58.33	19	15	78.95	15	100.00	78.95
Chinese							1	0	0.00	0	0.00	0.00						
Gypsy/Irish Traveller	2	2	100.00	2	100.00	100.00							2	2	100.00	2	100.00	100.00
Indian	31	31	100.00	31	100.00	100.00	12	11	91.67	11	100.00	91.67	31	31	100.00	31	100.00	100.00
Irish	7	7	100.00	7	100.00	100.00							7	7	100.00	7	100.00	100.00
Other	5	4	80.00	4	100.00	80.00	3	3	100.00	3	100.00	100.00	5	4	80.00	4	100.00	80.00
Other Asian	25	24	96.00	24	100.00	96.00	3	3	100.00	3	100.00	100.00	25	24	96.00	24	100.00	96.00
Other Black							7	7	100.00	7	100.00	100.00						
Other Mixed	6	6	100.00	5	83.33	83.33							6	6	100.00	5	83.33	83.33
Other White	18	18	100.00	16	88.89	88.89	8	8	100.00	8	100.00	100.00	18	18	100.00	16	88.89	88.89
Pakistani	263	251	95.44	224	89.24	85.17	51	48	94.12	39	81.25	76.47	263	251	95.44	224	89.24	85.17
White British	1047	972	92.84	873	89.81	83.38	223	203	91.03	177	87.19	79.37	1047	972	92.84	873	89.81	83.38
White/ Asian	26	18	69.23	16	88.89	61.54	1	1	100.00	1	100.00	100.00	26	18	69.23	16	88.89	61.54
White/ Black African							2	1	50.00	1	100.00	50.00						
White/ Black Caribbean	66	65	98.48	58	89.23	87.88	4	3	75.00	2	66.67	50.00	66	65	98.48	58	89.23	87.88
Totals	1531	1429	93.34	1289	90.20	84.19	337	306	90.80	269	87.91	79.82	1531	1429	93.34	1289	90.20	84.19

*Figures exclude non-regulated provision

2014/15*	16-18						19+						19+					
	Start	Comp	R %	Ach	P %	A %	Start	Comp	R %	Ach	P %	A %	Start	Comp	R %	Ach	P %	A %
African	25	22	88.00	19	86.36	76.00	12	12	100.00	11	91.67	91.67	37	34	91.89	30	88.24	81.08
Arab	9	9	100.00	8	88.89	88.89							9	9	100.00	8	88.89	88.89
Bangla- deshi							3	3	100.00	3	100.00	100.00	3	3	100.00	3	100.00	100.00
Caribbean	23	20	86.96	13	65.00	56.52	8	7	87.50	7	100.00	87.50	31	27	87.10	20	74.07	64.52
Chinese	4	4	100.00	3	75.00	75.00							4	4	100.00	3	75.00	75.00
Gypsy/Irish Traveller	1	1	100.00	1	100.00	100.00							1	1	100.00	1	100.00	100.00
Indian	46	46	100.00	35	76.09	76.09	28	27	96.43	20	74.07	71.43	74	73	98.65	55	75.34	74.32
Irish	9	6	66.67	5	83.33	55.56	2	2	100.00	2	100.00	100.00	11	8	72.73	7	87.50	63.64
Not Provided	5	5	100.00	5	100.00	100.00	2	2	100.00	2	100.00	100.00	7	7	100.00	7	100.00	100.00
Other	2	2	100.00	1	50.00	50.00	8	8	100.00	7	87.50	87.50	10	10	100.00	8	80.00	80.00
Other Asian	21	21	100.00	16	76.19	76.19	12	11	91.67	11	100.00	91.67	33	32	96.97	27	84.38	81.82
Other Black	13	13	100.00	10	76.92	76.92	12	12	100.00	10	83.33	83.33	25	25	100.00	20	80.00	80.00
Other Mixed	22	18	81.82	15	83.33	68.18	2	2	100.00	1	50.00	50.00	24	20	83.33	16	80.00	66.67
Other White	27	23	85.19	16	69.57	59.26	10	10	100.00	9	90.00	90.00	37	33	89.19	25	75.76	67.57
Pakistani	267	252	94.38	194	76.98	72.66	92	83	90.22	64	77.11	69.57	359	335	93.31	258	77.01	71.87
White British	1160	1071	92.33	826	77.12	71.21	274	249	90.88	196	78.71	71.53	1434	1320	92.05	1022	77.42	71.27
White/ Asian	27	27	100.00	17	62.96	62.96	3	3	100.00	3	100.00	100.00	30	30	100.00	20	66.67	66.67
White/ Black African	7	7	100.00	7	100.00	100.00	3	2	66.67	2	100.00	66.67	10	9	90.00	9	100.00	90.00
White/ Black Caribbean	91	82	90.11	63	76.83	69.23	13	13	100.00	11	84.62	84.62	104	95	91.35	74	77.89	71.15
Totals	1759	1629	92.61	1254	76.98	71.29	484	446	92.15	359	80.49	74.17	2243	2075	92.51	1613	77.73	71.91

*Figures exclude non-regulated provision

2015/16*	16-18						19+						19+					
	Start	Comp	R %	Ach	P %	A %	Start	Comp	R %	Ach	P %	A %	Start	Comp	R %	Ach	P %	A %
African	7	7	100.00	6	85.71	85.71	9	7	77.78	6	85.71	66.67	16	14	87.50	12	85.71	75.00
Arab	4	4	100.00	4	100.00	100.00							4	4	100.00	4	100.00	100.00
Bangla-deshi	4	4	100.00	2	50.00	50.00							4	4	100.00	2	50.00	50.00
Caribbean	17	15	88.24	11	73.33	64.71	5	5	100.00	5	100.00	100.00	22	20	90.91	16	80.00	72.73
Indian	15	15	100.00	12	80.00	80.00	8	8	100.00	8	100.00	100.00	37	37	100.00	29	78.38	78.38
Irish													7	7	100.00	7	100.00	100.00
Not Provided	7	7	100.00	6	85.71	85.71							15	15	100.00	12	80.00	80.00
Other	3	3	100.00	3	100.00	100.00	3	3	100.00	3	100.00	100.00	3	3	100.00	3	100.00	100.00
Other Asian	17	14	82.35	11	78.57	64.71	8	8	100.00	5	62.50	62.50	15	15	100.00	11	73.33	73.33
Other Black	14	14	100.00	10	71.43	71.43	3	3	100.00	3	100.00	100.00	6	6	100.00	6	100.00	100.00
Other Mixed	212	187	88.21	151	80.75	71.23	2	2	100.00	2	100.00	100.00	19	16	84.21	13	81.25	68.42
Other White	788	695	88.20	571	82.16	72.46	5	3	60.00	2	66.67	40.00	19	17	89.47	12	70.59	63.16
Pakistani	19	18	94.74	14	77.78	73.68	54	52	96.30	45	86.54	83.33	266	239	89.85	196	82.01	73.68
White British	5	5	100.00	5	100.00	100.00	152	138	90.79	119	86.23	78.29	940	833	88.62	690	82.83	73.40
White/ Asian	50	44	88.00	36	81.82	72.00	1	0	0.00	0	0.00	0.00	20	18	90.00	14	77.78	70.00
White/ Black African	1198	1068	89.15	870	81.46	72.62	3	3	100.00	3	100.00	100.00	8	8	100.00	8	100.00	100.00
White/ Black Caribbean	91	82	90.11	63	76.83	69.23	13	11	84.62	9	81.82	69.23	63	55	87.30	45	81.82	71.43
Totals	1759	1629	92.61	1254	76.98	71.29	266	243	91.35	210	86.42	78.95	1464	1311	89.55	1080	82.38	73.77

*Figures exclude non-regulated provision

PART 4: STAFF EQUALITY DATA 2015/2016

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 2015/2016 we employed 1025 employees (figures correct as at 31 July 2016) and a breakdown is shown below.

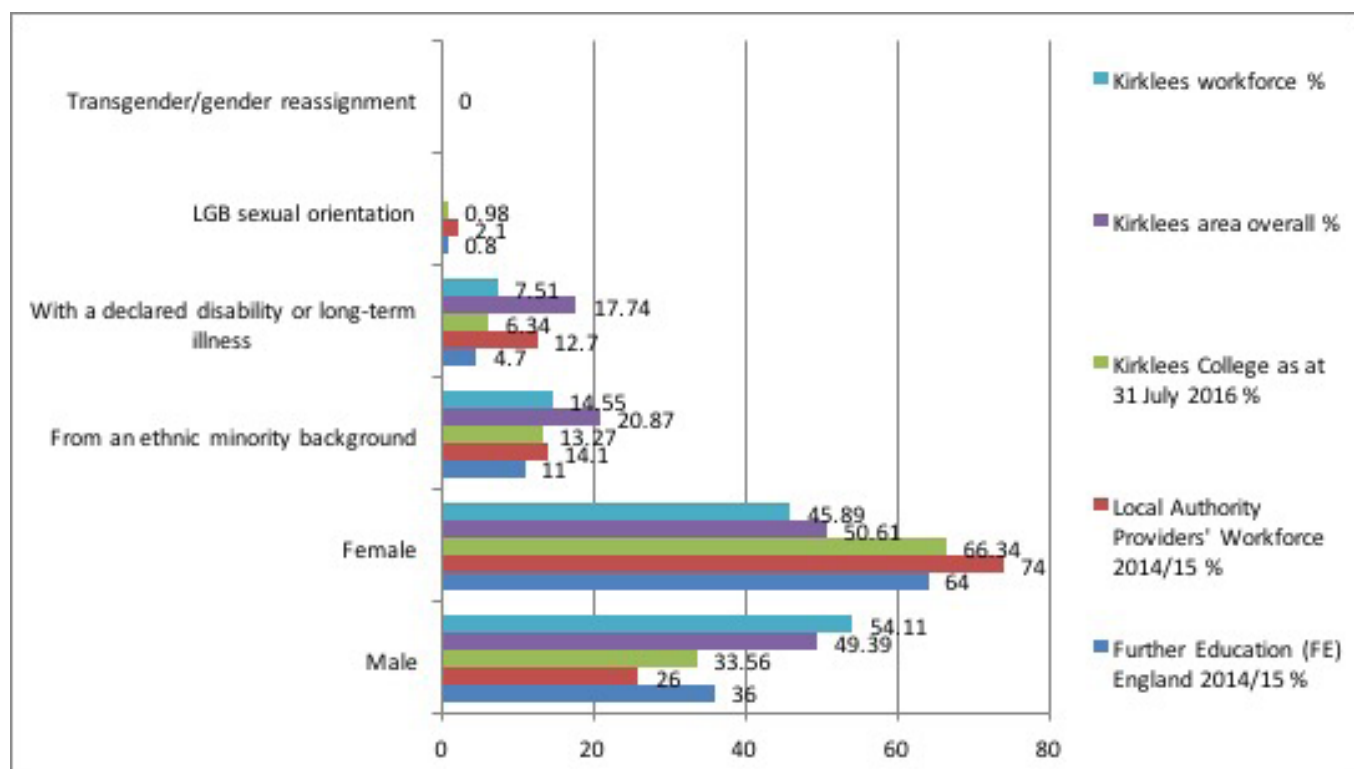
The tables below show the current corporation and workforce profile against available Kirklees data (general and workforce) from Census 2011, Further Education College Workforce Data for England (analysis of the Staff Individualised Record data 2014-15) and Local Authority Providers' Workforce data 2014/15.

2 Current Corporation profile

Total	Governors inc co-opted (total 22)	Governors (inc co-opted) %
Female	11	50%
Male	11	50%
From an ethnic minority background	3	13.64%
With a declared disability (or limiting long term illness)	1	4.55%

3 Current workforce profile

Total	Kirklees College as at 31 Jul 2016 (total 1,025)	Kirklees College as at 31 Jul 2016%	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2014/15	Local Authority Community Learning and Skills 2014/15
Female	680	66.34%	50.61%	45.89%	64%	74%
Male (gender of 1N/K)	344	33.56%	49.39%	54.11%	36%	26%
From an ethnic minority background	136	13.27%	20.87%	14.55%	11%	14.1%
With a declared disability (or limiting long term illness)	65	6.34%	17.74%	7.51%	4.7%	12.7%
LGB sexual orientation	10	0.98%	N/K	N/K	N/K	N/K
Transgender/gender reassignment	0	0.00%	N/K	N/K	N/K	N/K



At present 13.27% (136) of our staff are from B/ME groups, a 0.37% increase on 2014/15 (12.9%). This compares to just 14.55% of the overall Kirklees workforce and represents an increase on the Further Education total of 11% (Further Education College Workforce Data for England analysis of the Staff Individualised Record data 2014-15) and a slight decrease on the Local Authority Providers' Workforce (2014/15) at 14.1%.

The groupings within the College's B/ME profile show that the increase on those groups in the FE sector has been sustained from 14/15 into 15/16. 7.51% of College employees are of Asian ethnicity and 4.10% are of Black/African/Caribbean/Black British ethnicity, compared to 5% and 4% of the FE workforce respectively.

Of the 433 employees in College whose primary role is teaching, 46 of these fall into a B/ME group. At 10.62% this is a slight increase on last year's figure of 10.04% and a 1.62% increase on the percentage of B/ME teaching staff in the FE workforce (9%). This also shows that the percentage of teaching staff from a B/ME background is continuing to increase at College, having increased by a total of 1.68% since 2012/13, when the figure was 8.94%.

The Governors B/ME ethnic make-up at 13.64% shows an increase on last year's figure of 9.5%. 1 College Governor has disclosed a disability (4.55%) showing no change on the 2014/15 data.

The gender profile of the College shows a 0.7% increase in male employees from last year's figure of 32.86%, with the majority of the workforce still female at 66.34%. The gender of 1 member of staff is unknown (0.10%). 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 64% and males 36% of the FE workforce. This split is even more apparent within the Local Authority Providers' Workforce which stands at 74% female and 26% male.

Variation by gender composition in different occupational categories shows that females make up 77.24% of part-time lecturing roles and 86.71% of administrative roles; this data is fairly static on last year (77.3% and 87.6% respectively) and is consistent with Further Education data which shows that close to three quarters of part-time staff are female.

6.34% of Kirklees College staff have declared a disability, which is a slight decrease on last year's figure (6.7%) but is still an increase on the total for Further Education staff in England at 4.7%. 12.7% of the Local Authority Providers' Workforce have declared a disability or long-term illness.

10 members of staff at College have declared a lesbian, bisexual or gay sexual orientation (0.98%), an increase on last year at 0.76%. This compares to 0.8% of Further Education staff in England and 2.1% of the Local Authority Providers' Workforce.

The majority of staff (51.51%) preferred not to disclose their sexual orientation, though this has decreased by 2.84% from 54.35% in 2014/15. The sexual orientation of 38 staff (3.71%) is unknown.

There are currently no employees at College who have declared a transgender status. The gender reassignment status of 85.95% of employees is unknown, compared to 86.53% in 2014/15.

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 2015/2016

	Leavers		Starters	
	No of staff @ 1 Aug '15 – 31 Jul '16	% @ 1 Aug '15 – 31 Jul '16	No of staff @ 1 Aug '15 – 31 Jul '16	% @ 1 Aug '15 – 31 Jul '16
Ethnicity				
White	126	84.56%	119	78.29%
BME including Mixed/Multiple ethnic groups	20	13.42%	23	15.13%
Other ethnic group - any other	1	0.67%	0	0%
Not provided	2	1.34%	10	6.58%
Total	149		152	
Gender				
Female	104	68.80%	100	65.79%
Male	45	30.20%	51	33.55%
Not Known	0	0%	1	0.66%
Total	149		152	
Disability				
Yes	11	7.38%	12	7.89%
No	136	91.28%	130	85.53%
Unknown	2	1.34%	10	6.58%
Total	149		152	

During the period 1 Aug 2015 to 31 July 2016 the College employed a total of 152 new starters, 78.29% of whom were white and 15.13% of whom were from B/ME. This shows an increase from last year of new starters from B/ME backgrounds (+1.74%) with a 0.51% decrease in new starters choosing not to provide their ethnicity, at 6.58% this year compared to 7.09% last year.

During the same period the College had a total of 149 leavers, 11 less than in 2014/15. 84.56% of these leavers were white and 13.42% were B/ME. Compared to the same period in the previous year, this shows a 1.58% reduction of leavers of B/ME ethnicities and a 0.81% increase in leavers of a white ethnicity.

Of the 20 B/ME leavers during 1 Aug 2015 to 31 July 2016, the majority of these were due to resignations for personal reasons or for alternative employment (70%). Other reasons for leaving include transferring to a new position within the College (5%), redundancy (5%) and being removed from the HR database as they were not utilised during the

previous 12 months (5%).

During the period 1 Aug 2015 to 31 July 2016 7.89% of new starters declared a disability or limiting long-term illness, an increase on last year's figure of 4.72%. The percentage of new starters who do not have a disability or limiting long-term illness has decreased slightly at 85.53% (86.61% in 2014/15). 7.38% of leavers during 2015-16 declared a disability; a 2.38% increase on 2014/15 (5%).

During the same period the College employed a total of 51 male new starters, compared to 47 in 2014/15. However, there was also an increase in female new starters, with 100 employed during 2015/16 compared to 80 in 2014/15. Therefore, whilst the number of male new starters increased during 2015/16, the percentage of male new starters has decreased by 3.46% on last year's figure (37.01%).

The current turnover rate for the College is 14.38 per cent, based on the following calculation:

$$\frac{149 \text{ (number of leavers during academic year 2015/2016)}}{1036^* \text{ (average no of employees during academic year 2015/2016)}} \times 100 = 14.38\%$$

*average number of employees calculated by adding 1025 (number of employees at 31 July 2016) to 1047 (number of employees at 31st July 2015) and dividing by 2.

7 Staff Profile by Gender, Disability, Ethnicity and Age

Staff Composition (as at 31 July 2016)		
	Number	%
Total	1025	
Female	680	66.34%
Male (gender of 1 N/K)	344	33.56%
From an ethnic minority background	136	13.27%
With a declared disability	65	6.34%
LGB sexual orientation	10	0.98%
Transgender/gender reassignment	0	0.00%

Ethnic group	No. of staff @ 31 Jul 2016	% of total @ 31 Jul 2016
White – English/Welsh/Scottish/Northern Irish/British	830	80.98%
White – Irish	12	1.17%
White – Gypsy or Irish Traveller	0	0.00%
White – Any other	35	3.41%
Mixed/Multiple ethnic groups - White and Black Caribbean	6	0.59%
Mixed/Multiple ethnic groups - White and Black African	0	0.00%
Mixed/Multiple ethnic groups - White and Asian	6	0.59%
Mixed/Multiple ethnic groups - Any other	5	0.49%
Asian/Asian British – Indian	25	2.44%
Asian/Asian British – Pakistani	41	4.00%
Asian/Asian British – Bangladeshi	0	0.00%
Asian/Asian British – Chinese	4	0.39%
Asian/Asian British – Any other	7	0.68%
Black/African/Caribbean/Black British - African	12	1.17%
Black/African/Caribbean/Black British - Caribbean	25	2.44%
Black/African/Caribbean/Black British - Any other	5	0.49%
Other ethnic group - Any other	0	0.00%
Not provided	12	1.17%
Total	1025	

The Kirklees College ethnicity profile shows that the percentage of B/ME staff has increased by 0.37%, from 12.9% in 2014/15 to 13.27% in 2015/16.

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	88.45%	86.76%	95.00%	85.31%	78.71%	93.65%	74.80%
BMe including Mixed/Multiple ethnic groups	10.62%	13.24%	5.00%	13.29%	20.65%	6.35%	19.51%
Other ethnic group – Any other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Not provided	0.92%	0.00%	0.00%	1.40%	0.65%	0.00%	4.07%

The largest B/ME representation by staff type in 2015/16 is among learning support staff at 20.65%, compared to last year where the largest B/ME representation was among caretaking, catering, cleaning and other staff (23.58% in 2014/15).

Whilst this staff type (caretaking, catering, cleaning and other staff) still has the second largest B/ME representation, this has

decreased by 4.07% to 19.51% in 2015/16. B/ME representation amongst administrative staff has decreased slightly to 13.29% (a reduction of 1.88% on last year).

At Director, Exec and HoD level, where HoD level incorporates both tier 4 curriculum and business support managers, B/ME representation is currently 5%.

Disability Profile at 31 July 2016

Disability status - at a glance	No. of staff @ 31 Jul 2016	% of total @ 31 Jul 2016
No	946	92.29%
Yes	65	6.34%
Unknown	14	1.37%
Total	1025	

The College Disability profile remains fairly static, with a 0.36% decrease on last year in staff declaring a disability.

Age Profile at 31 July 2016

Age group	No. of staff @ 31 Jul 2016	% of total @ 31 Jul 2016
<25	38	3.71%
25-49	551	53.76%
50-64	417	40.68%
65+	19	1.85%
Total	1025	

The College Age Profile remains fairly static, with the majority of our staff being between the ages of 25-49 (53.76%) and 50-64 (40.68%).

LGBT profile at 31 July 2016

Sexual orientation	No. of staff @ 31 Jul 2016	% of total @ 31 Jul 2016
Lesbian	1	0.10%
Gay	6	0.59%
Bisexual	3	0.29%
Heterosexual	449	43.80%
Unknown	38	3.71%
Prefer not to say	528	51.51%
Total	1025	

Transgender/Gender reassignment	No. of staff @ 31 Jul 2016	% of total @ 31 Jul 2016
No	144	14.05%
Unknown	881	85.95%
Total	1025	

The College LGBT Profile remains fairly static, with 51.51% of staff preferring not to disclose their sexual orientation. The transgender/gender reassignment status of 85.95% of staff is unknown.

8 Recruitment Monitoring Data for academic year 2015/2016

During the period 1 Aug 2015 until 31 July 2016 we had a total of 738 applicants for 88 positions. We shortlisted 440 of those and appointed 93. On average, we receive 8 applications per post (though this varies largely from post to post) and on average we invite 1.68 shortlisted applicants to an interview.

Of the total 738 applicants 23.17% (171) were B/ME, a 0.79% increase on 2014/15 (22.38%). 70.87% of applicants were white (523) compared to 73.64% (704) in the previous year. Of the total 523 white applicants 340 (65.01%) were shortlisted and of that 75 (22.06%) were appointed.

Of the total 171 B/ME applicants 83 (48.54%) were shortlisted and of that 13 (15.66%) were appointed. This data shows a continued increase in applicants from a B/ME background being shortlisted, with 17.04% being shortlisted in 2013/14 and 36.45% in 2014/15.

6.50% of applications we received were from applicants who declared a disability. Of those, 60.42% were shortlisted and of those, 17.24% were appointed. This shows that the conversion rate from application to shortlisted has increased by 2.79% on last year (57.63%).

The conversion from applicants to shortlisted to appointed between male and female applicants shows that 67.82% of female applicants were shortlisted and 22.63% were appointed, compared to 52.24% of male applicants shortlisted and 19.02% appointed. This shows an increase on last year in both female and male applicants being shortlisted (+14.31% and +3.60% respectively).

The greatest percentage of applicants for posts comes from applicants within the 26-35 age range (27.91%) and the lowest percentage from applicants within the 56+ age range (6.64%); this is fairly static on the 2014/15 figures. The highest conversion rate from applicant to shortlisted comes from applicants within the 56+ age range at 93.88% (in 2014/15 this was the 36-45 age range at 66.85%) and the lowest percentage (other than unknown) is from those within the age range <25, which is consistent with last year's figures.

The highest conversion from shortlisted to appointment is from applicants within the age range 56+ (28.26%), which was the lowest shortlisted to appointment rate in 2014/15 (13.51%). During this period, the lowest conversion from shortlisted to appointment is from applicants within the age range 36-45 (14.86%).

This data shows that the College is shortlisting and appointing more applicants from the age range 56+. 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 ranges 46-55 and 56+.

Vacancy Conversion Rates for 01/08/2015 to 31/07/2016 by Ethnicity – at a glance						
Ethnic Origin – at a glance	Total Applicants	Total %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
White	523	70.87	340	65.01	75	22.06
B/ME, including Mixed/Multiple ethnic groups	171	23.17	83	48.54	13	15.66
Other incl. Any Other, Not Known, Not provided	44	5.96	17	38.64	5	29.41
Total	738		440		93	

Vacancy Conversion Rates for 01/08/2015 to 31/07/2016 by Disability - at a glance						
Disability	Total Applicants	Total %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
No	638	86.45	395	61.91	84	21.27
Unknown	52	7.05	16	30.77	4	25.00
YES	48	6.50	29	60.42	5	17.24
Total	738		440		93	

Vacancy Conversion Rates for 01/08/2015 to 31/07/2016 by Gender						
Gender	Total Applicants	Total Appli- cants %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
Female	404	54.74	274	67.82	62	22.63
Male	312	42.28	163	52.24	31	19.02
Unknown	22	2.98	3	13.64	0	0.00
Total	738		440		93	

Vacancy Conversion Rates for 01/08/2015 to 31/07/2016 by Age						
Age	Total Applicants	Total Appli- cants %	Shortlist- ed	Shortlist- ed %	Appointed	Appointed %
<=25	143	19.38	71	49.65	15	21.13
26-35	206	27.91	126	61.17	30	23.81
36-45	119	16.12	74	62.18	11	14.86
46-55	126	17.07	93	73.81	19	20.43
56+	49	6.64	46	93.88	13	28.26
Unknown	95	12.87	30	31.58	5	16.67
Total	738		440		93	

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; however this has decreased in the STEM and Employer Engagement directorate by 2.09% from 2014/15 to 2015/16.

Ethnicity - by curriculum (STEM and Employer Engagement)	Staff	% - Staff	Students	% - Students
White	176	92.15%	3026	77.3%
BMe including Mixed/ Multiple ethnic groups	15	7.85%	829	21.2%
Other ethnic group - Any other	0	0.00%	19	0.5%
Not provided	0	0.00%	43	1.1%
Total	191		3917	

Ethnicity - by curriculum (Study Programmes, Adults and Apprenticeships)	Staff	% - Staff	Students	% - Students
White	263	87.67%	5399	58.1%
BMe including Mixed/ Multiple ethnic groups	32	10.67%	3588	38.6%
Other ethnic group - Any other	0	0.00%	205	2.2%
Not provided	5	1.67%	105	1.1%
Total	300		9297	

Ethnicity - by curriculum (Quality and Student Experience)	Staff	% - Staff	Students	% - Students
White	191	83.41%	910	60.3%
BMe including Mixed/ Multiple ethnic groups	38	16.59%	577	38.2%
Other ethnic group - Any other	0	0.00%	18	1.2%
Not provided	0	0.00%	4	0.3%
Total	229		1509	

10 Procedural Data by Gender, Disability, Ethnicity and Age (as at 31 July 2016)

	No. of staff from 1 Aug 15 - 31 Jul 2016	% of staff from 1 Aug 15 - 31 Jul 2016
Disciplinary Action (all stages including dismissal)		
Ethnicity		
B/AME	4	23.53%
White	13	76.47%
Total	17	
Disability Status		
Yes	2	11.76%
No	15	88.24%
Total	17	
Capability (formal stage)		
Ethnicity		
B/ME	0	0.00%
White	9	100.00%
Total	9	
Disability Status		
Yes	0	0.00%
No	9	100.00%
Total	9	
Grievance (formal stage)		
Ethnicity		
B/ME	0	0.00%
White	3	100.00%
Other	0	0.00%
Total	3	
Disability Status		
Yes	0	0.00%
No	3	100.00%
Total	3	
Absence (formal stages)		
Ethnicity		
B/ME	4	21.05%
White	15	78.95%
Other	0	0.00%
Total	19	
Disability Status		
Yes	2	10.53%
No	17	89.47%
Total	19	

CONCLUSION

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

In 2016/17 the College plans to implement further positive actions in order to further improve our understanding and practice across the college:

- To undertake further preparatory work for the new Gender Pay Gap regulations due to take effect early 2017.
- To create and publish a transgender policy.
- To retain Level 2 Disability Confident Employer status, in line with the new framework that is replacing the existing Two Ticks symbol and Disability Confident schemes
- To continue developing the College website to portray an aspirational, supportive and inclusive employer committed to equality and diversity in its workforce.
- To monitor our recruitment data in respect of minority groups, following the introduction of our new recruitment system, Networkx.
- To continue delivering 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 continue to publish regular communications accessible via the College portal highlighting current E&D issues and upcoming notable dates and events.
- To continue to work with Heads of Departments and managers to address areas of under-representation within the curriculum.
- PAD programme in place to continue to improve awareness and embed equality and diversity into the Curriculum through tutorials.
- Talent management/succession planning following the publication of our talent management strategy – targeted to B/ME staff where talent and potential is identified within the organisation.
- To continue involving trained volunteers from diverse staff groups in recruitment panels for external recruitment.
- To gather regular feedback from internal and external stakeholders in respect of E&D awareness at College.
- To increase awareness of LGBT and disability 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 Strategic Group will continue with contributions from the three sub-groups; data; activities; teaching, learning and assessment.

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



Equality & Diversity Annual Report 2015/16:

Appendix 1

Equality, Diversity & Inclusion at Kirklees College Stakeholder Feedback Survey Results

Section 1: Internal Stakeholders

Section 2: External Stakeholders

Section 1: Internal Stakeholders

Profile of Respondents (Internal Stakeholders only)

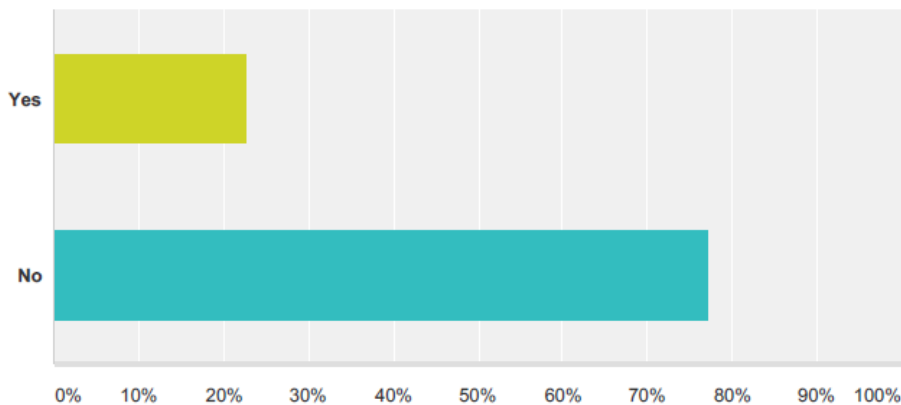
There were 88 responses to the internal stakeholders survey, representing 8.66% of the workforce at the point at which the survey closed. There were 24 responses to the external stakeholders survey; a 12.97% response rate.

Age

	Responses	%
Under 20	0	0.00%
20-29	4	5.71%
30-39	15	21.43%
40-49	21	30.00%
50-59	26	37.14%
60+	4	5.71%
Total	70 (out of 88)	

The survey received the most responses from those in the age group 50-59 (37.14%) followed by 40-49 (30%). There were no respondents under the age of 20 who disclosed their age.

Disability



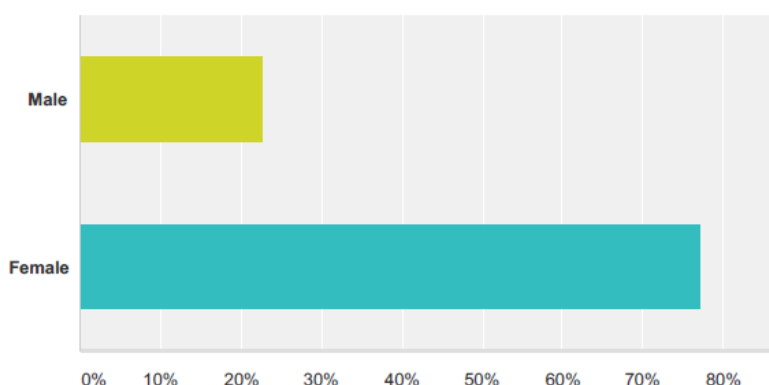
Of the 70 who responded to this question, 22.86% of respondents declared a disability. When asked to provide details of support they had received from the College, several respondents stated that they had received good support from colleagues and managers.

Gender Reassignment

	Responses	%
Yes	0	0.00%
No	70	98.59%
Prefer not to say	1	1.41%
Total	71 (out of 88)	

There were no respondents who disclosed a transgender status when completing this survey. Of the 71 respondents, only 1 preferred not to say (1.41%).

Gender



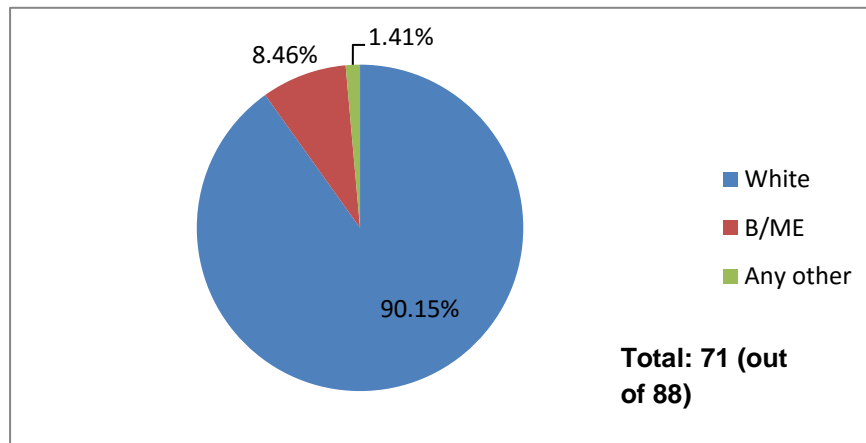
The majority of respondents were female (77.14%) compared to a 22.86% response rate from male employees, reflecting the gender composition of the College. The option for 'other' was provided to give respondents the flexibility to identify their gender as they wished; however, no one chose this option.

Sexual Orientation

	Responses	%
Bisexual	1	1.45%
Gay man	1	1.45%
Gay woman/lesbian	1	1.45%
Heterosexual/straight	63	91.30%
Other	3	4.35%
Total	69 (out of 88)	

The majority of respondents declared their sexual orientation as heterosexual/straight (91.30%). A total of 4.35% of respondents declared an LGB sexual orientation. 19 respondents chose to skip this question – the highest in any of the questions in the equal opportunities section.

Ethnicity



Of the 71 respondents, 8.46% were of a B/ME ethnicity. The majority of these were Asian/Asian British – Pakistani (22.22%) followed by the below ethnic groups who participated equally.

- Asian/Asian British – Indian
- Black/African/Caribbean/Black British – African
- Black/African/Caribbean/Black British – Caribbean
- Mixed/Multiple ethnic groups - Any other

Religion

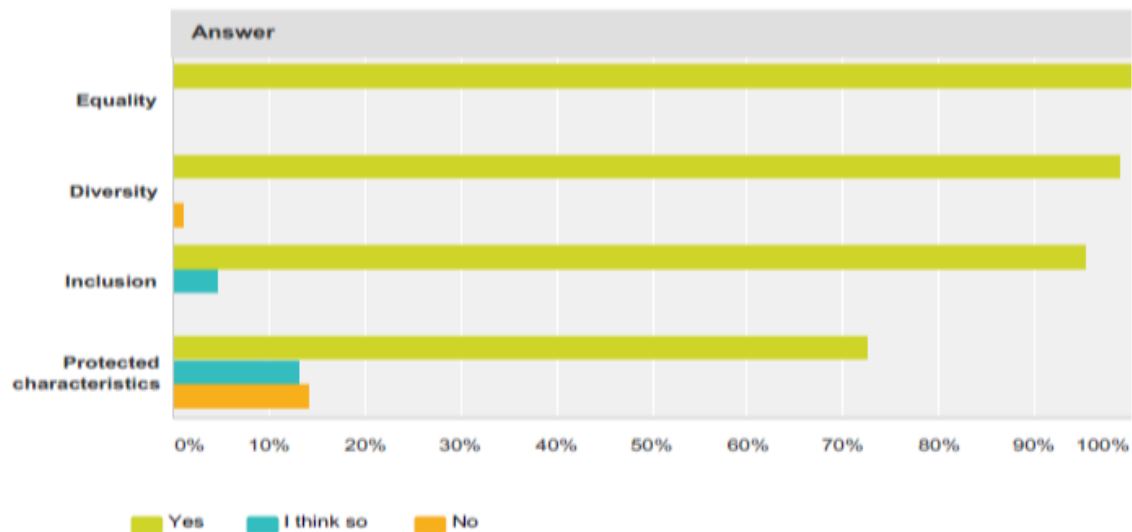
Responses	%	Responses	%
No religion	47.89	Hindu	0.00
Church of England	32.39	Jewish	0.00
Catholic	8.45	Sikh	0.00
Protestant	1.41	Muslim	4.23
Other Christian denomination	2.82	Any other	2.82
Buddhist	0.00	Total	71/88

Nearly half of respondents declared no religion (47.89%), followed by Church of England at 32.39%. No respondents declared Buddhist, Hindu, Jewish or Sikh religions.

Results

Q1 Before you started this survey, did you understand what the following terms meant:

Answered: 88 Skipped: 0



Of the 88 members of staff who completed the survey (an 8.66% response rate) over 95% understood the terms 'equality' (100%), 'diversity' (98.86%) and 'inclusion' (95.45%) prior to starting the survey. 14.29% of respondents said they didn't understand the term 'protected characteristics', significantly higher than the others. Of those who answered 'yes' or 'I think so', this was largely due to training Kirklees College had arranged (78.41%).

Nearly half of respondents agreed that equality, diversity and inclusion (EDI) policies are in place, understood and followed (48.86%). Furthermore, 73.56% agreed/strongly agreed that Kirklees College actively tries to foster relations between people from different backgrounds, with examples given including:

- "Celebrating festivals, positive behaviour and respect"
- "Equality and Diversity are strongly represented in college training"
- "It is an essential part of our planning with lessons and everything that we do as a college"

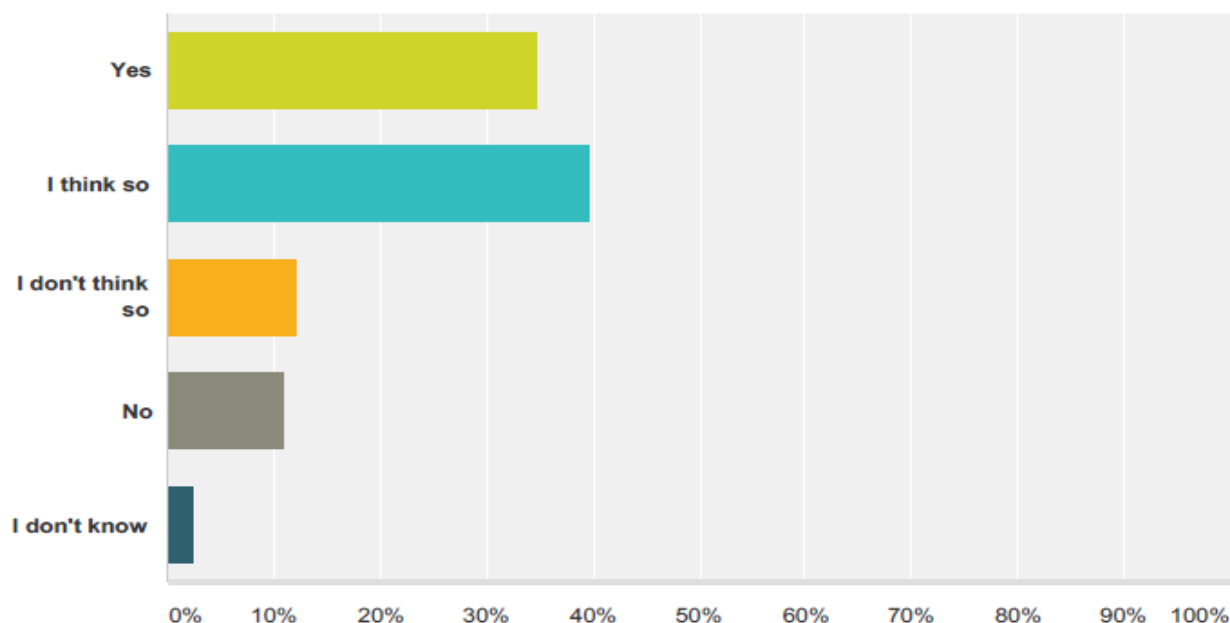
91.57% of respondents think most, if not all, of their colleagues at College are accepting of people whatever their background. 8.43% answered 'I don't think they all are'. One respondent commented "it's hard to fully accept what you do not fully understand".

Respondents were questioned on whether certain groups of people at College show that they take equality, diversity and inclusion seriously in the way they behave and the things that they say.

Colleagues and direct line managers scored the highest in showing that they take EDI seriously at 75.9% and 79.52% respectively, followed by senior managers at 58.54% and others outside of your team at 31.71%. Only a maximum of 4 respondents felt that their line manager and others within the College did not demonstrate this.

Q7 Do you feel that there is fairness for all at Kirklees College?

Answered: 83 Skipped: 5



The majority of respondents felt there is fairness for all at College, with 34.94% answering 'yes' and 39.75% answering 'I think so'. 10.84% answered 'no'.

When asked who has responsibility for equality, diversity and inclusion at College, the majority of respondents identified everyone as having this responsibility. Others identified included HR, student support staff and direct line managers.

46.15% of respondents thought the College was good at asking what people think about their EDI practices. 33.33% answered 'neither good or bad' and 5.13% answered 'bad'. 48.10% agreed that the College gave them the time and opportunity to find out more about EDI through events, activities and initiatives; only 3.8% of respondents disagreed with this.

74.68% of respondents confirmed they had undertaken E&D training in the past 12 months, with 12.66% of respondents answering either 'I don't think so' or 'no'. The College's Staff Development policy requires a refresher on E&D online training every 3 years.

Respondents were asked to specify the areas they would like more training, support and/or information on.

Area	Response
Gender	7.81%
Disability	12.50%
Religion or belief	17.19%
Race, ethnic origin or nationality	12.50%
Sexual orientation	9.38%
Age	6.25%
Gender reassignment/transgender	20.31%
Marital status and civil partnership	3.13%
Pregnancy/maternity/paternity	7.81%
Equality Act 2010	7.81%
Cultural awareness	21.88%
Mental health/promoting good mental health at work	37.50%
Gypsies and Travellers	25.00%

Nearly half of respondents (46.88%) stated they did not need any further information, support or training. Areas with the highest response rates included mental health, cultural awareness and gender reassignment/transgender.

Respondents were asked to agree or disagree with the statement 'I can give examples of new things Kirklees College has introduced because of the diverse experience of people who work for or with them'. The highest percentage (40.79%) stated 'neither agree or disagree' followed by 'agree' at 32.89%. 10 respondents (13.16%) disagreed with this statement.

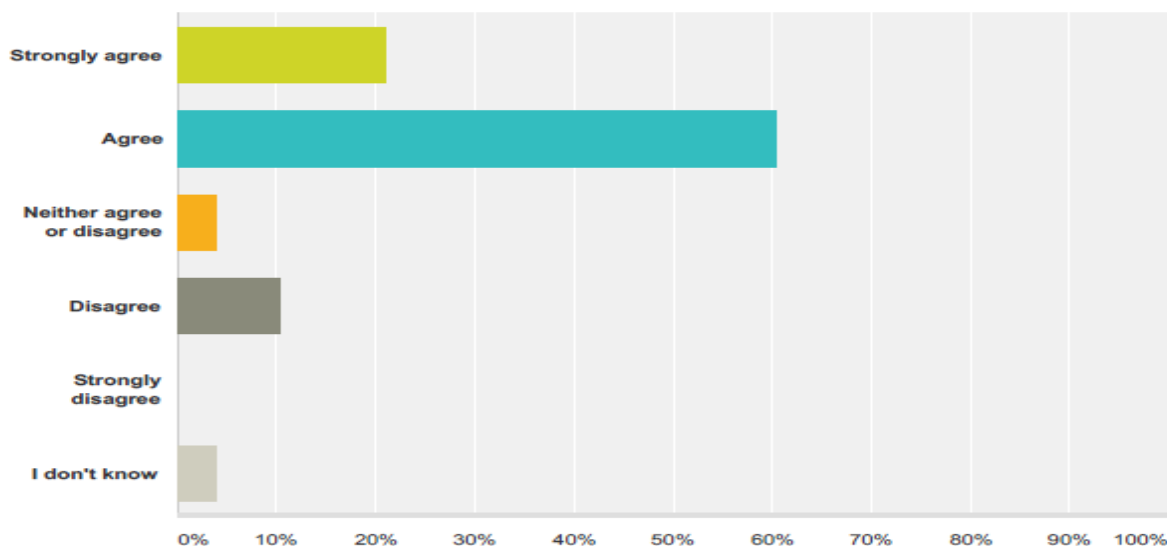
Those who agreed gave the following as examples.

- "Diversity Week"
- "LGBT training events and support for teaching"

- "Transgender awareness day"
- "Black history month"
- "Culture dining experiences"
- "Different themed days throughout the college year"

Q16 The buildings, facilities and information materials at Kirklees College are accessible to people whatever their background, age, disability, ethnicity or religion (e.g. wheelchair access, a prayer room, information available in different languages etc.)

Answered: 76 Skipped: 12



The majority of respondents (60.53%) agreed that the buildings, facilities and information materials at College are accessible to people whatever their background or protected characteristic. 10.53% disagreed and 3.95% stated they didn't know.

64.86% of respondents reported knowing where to go for help if they were the victim of bullying, discrimination or harassment, compared to 5.41% who stated they wouldn't know. 28.38% answered 'I think so'.

Q: In the last 12 months, have you been treated differently compared to those you work with because of:

Responses				
	Yes – in a good way	Yes – in a bad way	No	Not applicable
Age	2.78%	4.17%	91.67%	1.39%
Disability	2.82%	1.41%	53.52%	42.25%
Gender	1.41%	1.41%	94.37%	2.82%
Race, nationality, ethnic origin or ethnicity	0.00%	2.82%	95.77%	1.41%
Religion or belief	0.00%	2.82%	90.14%	7.04%
Sexual orientation	0.00%	1.41%	87.32%	11.27%
Transgender status	0.00%	0.00%	52.11%	47.89%
Marriage or civil partnership	0.00%	0.00%	87.50%	12.50%
Pregnancy, maternity or paternity	1.39%	1.39%	61.11%	36.11%
Other	0.00%	5.66%	69.81%	24.53%

These results show that the majority of respondents did not feel the College had treated them any differently because of a protected characteristic.

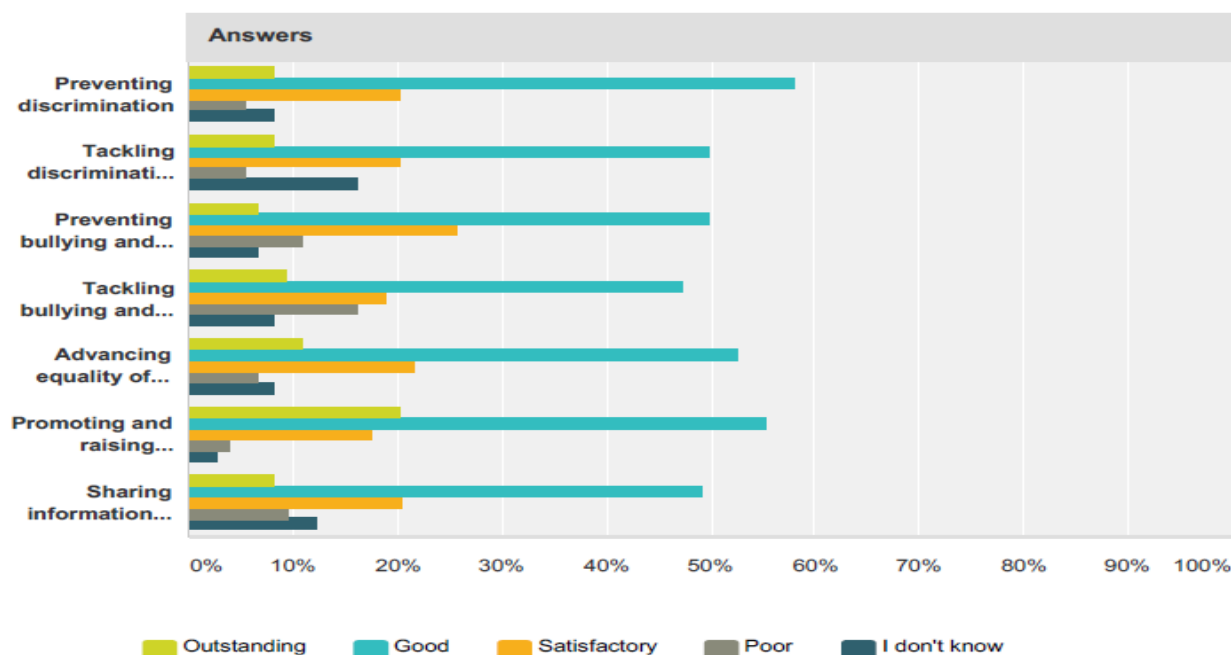
- “I think people working at the out centres don't always get the same opportunities as the people from the main site”

Comments made by some of these respondents included:

- “As a staff member I feel I am respected and given opportunity for growth.”
- “The support I receive for my individual needs is at present excellent, my disability is thoroughly considered at work now and with positive results to my wellbeing.”

Q20 How would you rate Kirklees College at the following?

Answered: 74 Skipped: 14



Respondents were asked to rate Kirklees College at the following:

- Preventing discrimination
- Tackling discrimination when/if it does occur
- Preventing bullying and harassment
- Tackling bullying and harassment when/if it does occur
- Advancing equality of opportunity
- Promoting and raising awareness of equality, diversity and inclusion
- Sharing information related to EDI e.g. equality reports, monitoring statistics, blogs, internal communications

20.27% of respondents rated the College as outstanding at promoting and raising awareness of equality, diversity and inclusion, with 10.81% giving an outstanding rating for advancing equality of opportunity.

20.55% rated the College as satisfactory at sharing information related to EDI with 12.33% saying they didn't know. The College was reported as poor at preventing and tackling discrimination when/if it does occur by 5.41% of respondents; however, over half of respondents (58.11%) rated the College as good at preventing discrimination.

10.81% and 16.22% of respondents rated the College as 'poor' at preventing bullying and harassment and tackling bullying and harassment when/if it does occur respectively. The College will ensure that this is investigated further.

The results show that the majority of respondents reported the College as being **good** at each of these actions, the highest scores received for preventing discrimination, promoting and raising awareness of equality, diversity and inclusion and advancing equality of opportunity.

Q: Do you feel there are groups of people Kirklees College needs to do more to include? (Tick all that may apply).

Responses	%
Lesbian, Gay and Bisexual people	14.75
People of different ages	8.20
Transgender people	18.03
Disabled people	9.84
Married people/civil partners	0.00
Pregnant women, mothers and fathers	6.56
People of a different race, nationality, ethnicity or ethnic origin	4.92
People from religious groups	3.28
Men	0.00
Women	0.00
No, I think Kirklees College does a good job of including everybody	67.21
Other	8.20

The majority of respondents thought Kirklees College did a good job of including everybody (67.21%) regardless of protected characteristics. It was reported that the College could do more to include people from the LGBT community, disabled people and people of different ages.

The results seem to indicate gender is not an issue, with no one reporting that the College needs to do more to include either men or women; this is also the case with married people/civil partners.

Following on from this, respondents were asked what the College could do to be more inclusive. Responses received included:

- “More transparency across the whole of the College.”

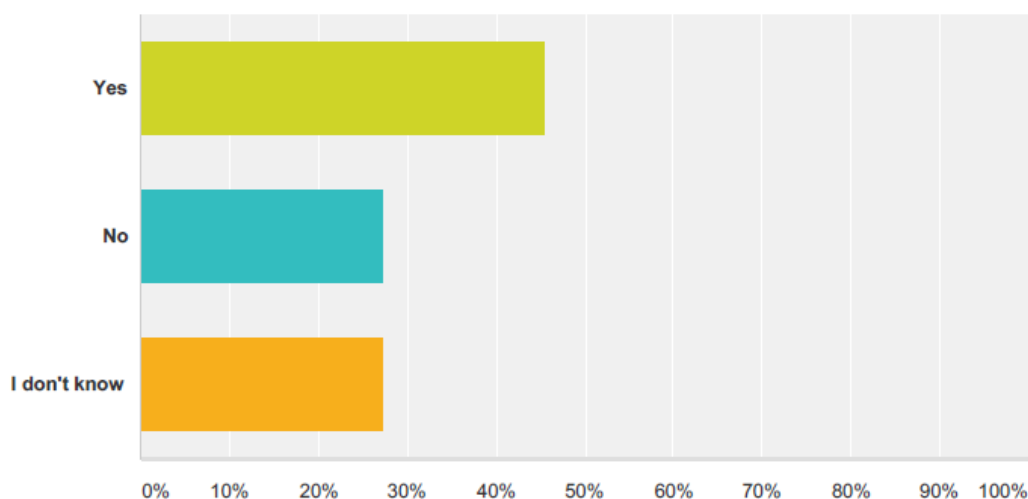
- “Help staff members to understand more about the different religions of others and their culture.”
- “There is only an option for male or female on the enrolment form which discriminates against those who do not conform to a certain gender.”
- “I think we need to promote ourselves more in these specific communities.”

Section 2: External Stakeholders

Results

Q2 Kirklees College has made me aware of their equality and diversity policies.

Answered: 22 Skipped: 2



Of the 22 respondents, the majority of these (45.45%) confirmed that Kirklees College has made them aware of their equality and diversity policies.

27.27% answered either 'no' or 'I don't know'. The College aims to ensure that all stakeholders are aware of our EDI policies and will take the appropriate action where this does not appear to be the case

When asked if they were aware of the things the College is doing to show how important diversity is to them, half of the respondents neither agreed or disagreed (50%). 31.82% either agreed or strongly agreed with this statement, compared to 18.19% who either disagreed or strongly disagreed.

28.57% of respondents agreed that in their experience, the leaders and managers of the College take equality, diversity and inclusion (EDI) seriously. No respondents disagreed with this statement.

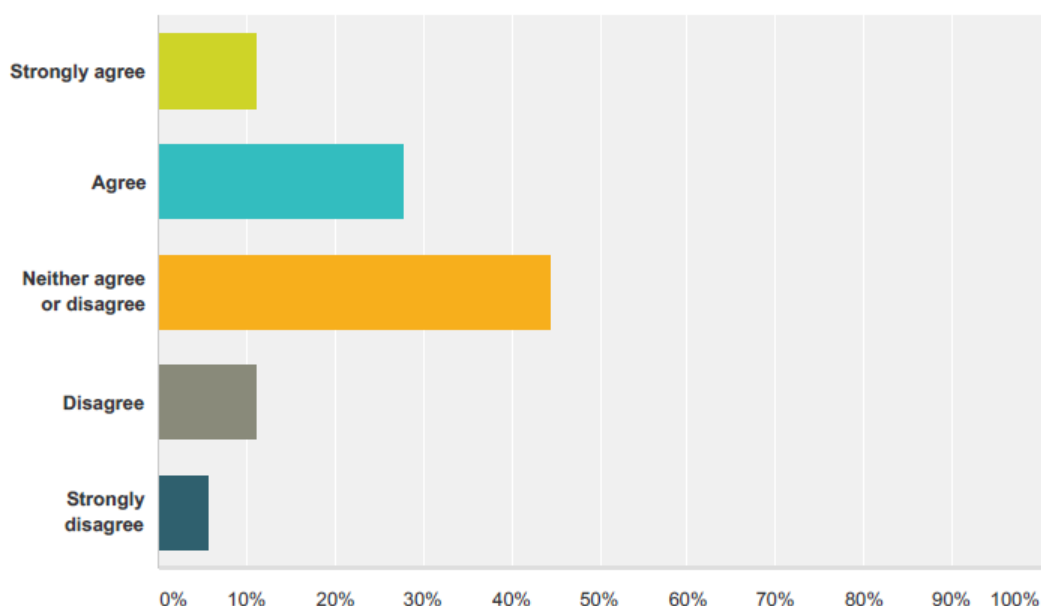
30% reported that the College was good at sharing information they had found out about themselves and any action being taken as a result; 10% reported the College as being very good at this. 25% of respondents answered 'I don't know'.

Respondents were asked if the buildings and facilities at Kirklees College were accessible to them e.g. had wheelchair access, a hearing loop system, information available in different languages.

The majority (52.38%) agreed with this statement with only 4.76% disagreeing. 19.05% of respondents neither agreed or disagreed and 23.81% said they didn't know.

Q7 Kirklees College has made it clear to us that equality, diversity and inclusion should be as important to us as it is to them.

Answered: 18 Skipped: 6



27.78% of respondents reported that Kirklees College has made it clear to them that EDI should be as important to them as it is to the College. 44.44% neither agreed or disagreed with this statement and 11.11% disagreed.

27.78% also agreed that they have a contract or code of conduct in place with the College that includes equality, diversity and inclusion. 38.89% neither agreed or disagreed and 16.67% they didn't know. Only 11.11% disagreed with this statement.

When asked if the College included criteria on EDI in the tendering process when they bid to work for or with them, most said this was not applicable (27.78%). 16.67% agreed with this statement and 33.33% neither agreed or disagreed.

13.33% of respondents agreed that their review process with the College included their approach to EDI. 40% neither agreed or disagreed and 6.67% disagreed. 33.33% stated they didn't know.

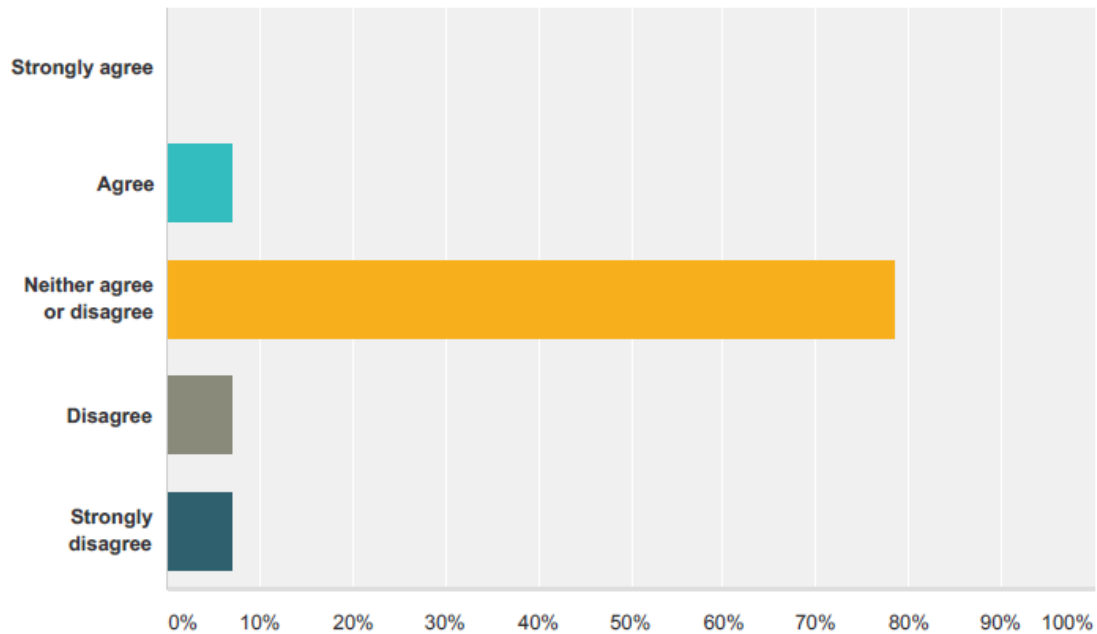
Respondents who agreed that their review process included their approach to EDI were asked to describe how that process worked. The majority (83.33%) said this was not applicable.

Other responses included:

- Something that is prompted when equality, diversity and inclusion issues arise
- They looked at our practices when we first started working with them

Q12 Our approach to equality, diversity and inclusion has benefitted from us working with Kirklees College.

Answered: 14 Skipped: 10



When the respondents were asked if their approach to EDI has benefitted from them working with the College, the responses were largely equal. 7.14% agreed with this statement and the same percentage disagreed. The majority (78.57%) neither agreed or disagreed.

Summary

Overall, the results are very positive and show that there is a good level of awareness of equality, diversity and inclusion at Kirklees College. 88 respondents completed the survey, equating to 8.66% of the College workforce at the time of the survey closing. The majority of staff who completed the survey had an understanding of EDI prior to starting the survey and could provide examples of activities, events or initiatives held by the College to further their stakeholders' awareness and knowledge. Most external stakeholders had been made aware of the College's equality and diversity policies and confirmed that they had a code of conduct or a contract with the College that included EDI.

Most people completing the survey identified that everyone has a responsibility for embracing equality and diversity and agreed that there is fairness for all at Kirklees College. It was also identified that there is a want for further information, training and/or support on mental health and promoting good mental health at work. The College was reported as accessible to people whatever their characteristics and was rated good at promoting and raising awareness of EDI, advancing equality of opportunity and preventing discrimination, amongst many others.

It was identified that the College could do more to include people from the LGBT communities, disabled people and people of different ages. However, most respondents thought the College does a good job of including everyone. Some respondents reported feeling they had been treated differently, in a bad way, because of a protected characteristic. The College strives to ensure equality of opportunity for all of its employees and will continue to build on the existing training, information and support available to staff.

The College was rated satisfactory at sharing information related to EDI; we believe have begun improving this already with the publication of the stakeholder feedback and will continue to ensure transparency throughout the College. Comments were also made around gender conformity and the ability for students to identify their gender how they wish when enrolling at College; further to our transgender awareness training we have made amendments to our recruitment processes for staff to allow for gender fluidity and are looking to ensure students have this same opportunity.

2015/16 has seen the introduction of many new initiatives working to increase our knowledge and awareness of EDI, including transgender awareness, Disability Confident and stakeholder feedback. We intend to continue with these into 2016/17 with a view to addressing any areas of improvement and building on our existing strengths in advancing equality of opportunity and promoting and embedding equality, diversity and inclusion.



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To request this information in an alternative version such as Easy to Read, large print or help in understanding it in your language, please contact the Human Resources department.