EQUALITY, DIVERSITY & INCLUSION
ANNUAL REPORT

ACADEMIC YEAR 2019-20

KIRKLEES COLLEGE

Table of Contents

Creating Opportunity, Changing Lives

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

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

This means that there should be no barriers in the College for students and staff to achieve their potential. So we will continuously monitor the recruitment and
performance of students and staff, to ensure the College reflects the communities we serve and everybody has equal opportunity to succeed and develop. Where any equality gaps become apparent they will be investigated and actions put in place to improve, in order to close these gaps.

This report takes stock of our position at the end of 2019/20 against our policy objectives and sets out our improvement priorities going forward in 2020/21.
During the last year there have been many reasons to reflect upon inequalities which are prevalent in our communities. We will be informed by actions both locally in Kirklees and nationally across the FE sector and engage wherever we believe we can do things to tackle inequalities.

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

Marie Gilluley
Principal and Chief Executive

OUR COMMITMENT UNDER THE PUBLIC SECTOR DUTY

Equality, diversity and inclusion remain core values of Kirklees College as articulated in our mission, values and strategic objectives.

Our vision is to sustain a stimulating and supportive environment for all students and staff, distinguished by a commitment to high standards and respect for the individual.

Our commitment to equality, diversity and inclusion remains a business priority. Through engaging, motivating and valuing our employees and learners, we strive to maintain organisational success during difficult periods.

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

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

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

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

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

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

This report details the work undertaken by the College during 2019/20 and also provides the results of equality and diversity monitoring undertaken during this period.

This report is divided into four parts:

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

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

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

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

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

PART 1: SUMMARY AND STATUTORY OBLIGATIONS

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

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

V1 Inclusive.
V2 Nurturing.
V3 Supportive.
V4 Pride.
V5 Integrity.
V6 Respect.
V7 Excellence.

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

- Embedding equality into our curriculum activities, tutorials and training.

- Staff and student engagement in community support activities and charity fund raising.

- Student enrichment programmes which cover a range of strands including equality, diversity and inclusion.

- Our Student Services team who provide a wide range of support for students with learning difficulties or disabilities, or who need help to overcome economic or social barriers to their participation or success.

- Provision of facilities for prayer.

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

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

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

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

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

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

2. Single Equality Scheme

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

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

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

3. Equality Impact Analysis and Assessment

The PSED does not specify a legal requirement to carry out Equality Impact Assessments. However, there is still a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an EIA has been the most effective way of doing this. To ensure this analysis and assessment continues formally, the EIA has been reviewed and updated, this will be rolled out during this academic year to ensure a robust process to ensure EDI is an integral part of any new internal and external business plans.

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.

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

4. Access to Services and Information

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

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

Our aim is to publish information in the most customer friendly, accessible, practical and cost effective way and we communicate our messages by:
• letter
• the media
• at specifically arranged meetings with particular groups and individuals
• email
• telephone, using an interpreter if needed
• a summary report
• using appropriate and accessible multimedia

5. Employment Monitoring

We collect information about the profile of our Corporation members and the workforce relating to ethnicity, age, gender, disability sexual orientation and gender reassignment to include in our workforce profile analysis. Our employment monitoring includes an analysis of: starters and leavers, absence, grievance, disciplinary and underperformance. We also report on the profile of job applicants and their

success rates.

More specifically, our employment monitoring covers the numbers of:
- employees in post
- applicants for employment with conversion rates

The numbers of employees who
- are involved in grievance procedures and
- are the subject of underperformance,
- are the subject of disciplinary and absence management procedures
- 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, Diversity and Inclusion

The basis of our statement on equality, diversity and inclusion identifies what staff need to do and who can help, if they
experience or witness any form of bullying or harassment against themselves or others. This is already in place for students. This is visible in and around college to all staff members.

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

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

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

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

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

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

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

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

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
- Staff EDI Consultant group

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

10. Monitoring and Evaluation

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

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

PART 2: OUR KEY ACHIEVEMENTS AND PROGRESS DURING 2019/20

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

1. Disability Confident

The College continues with its commitment to being a Disability Confident Employer.
Through the Disability Confident campaign, the Government works with employers to challenge attitudes towards disability, remove barriers to disabled people and those with long term health conditions in employment, and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

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

2. Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. We have continued to work with Inclusive Employers and take advice and guidance on policy updates where necessary. We have reviewed the Transgender policy, Equality policy and Equality Impact Assessment (EIA) process during the last academic year. The new policies have already been launched and the EIA will be launched in Feb 2021.

3. Updates to the College website

A review of the college website has taken place this year. We continue to review the 'Jobs' page alongside our recruitment documentation. We do this with a view to more widely promoting the ethos of the College including inclusivity and

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

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

4. Mental Health Awareness Day

Marking Mental Health Awareness day looked slightly different this year due to COVID. The focus across College was on mindfulness with advice and information on the Wellbeing Wednesday blog. Online mindfulness sessions were also made available for staff to book onto and these happened over Teams and/or Zoom.

5. Single Equality, Diversity and Inclusiveness Strategy update

The College has updated its Single Equality, Diversity and Inclusiveness Strategy for 2019- 2022. This sets out the overall aims, roles and responsibilities, service planning and monitoring as well as reviewing and evaluating the strategy.

The SES also sets out the action plan with targets allocated to individuals and teams within the College. This is reviewed regularly with the EDI Strategic group.

6. AFAN (All Faiths and None) Provisions

AFAN (All Faiths and None) rooms continue to be available to staff and students at the Huddersfield, Engineering and Springfield centres, which includes wash facilities. The multi-faith AFAN room is designed to be conducive to individual prayer, meditation and reflection and contains appropriate facilities to assist the prayers of members of major religious traditions. Guidance surrounding the use of these rooms, along with details of where they are located each centre, has been communicated to all staff.

7. Chaplaincy Service

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

8. Carers' Federation Quality Standard

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

9. Equality, diversity and inclusion in learning and development

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

- **Mandatory training**

A comprehensive online equality and diversity learning package, available on the college VLE, supports the organisation's objectives
of promoting equality, diversity and inclusion and is a mandatory requirement of the entire workforce.

All staff are expected to complete the online "Equality & Diversity Essentials" course on the college VLE and to refresh every 3 years, as is good practice. Records show 97% cross college compliance as at the end of 19-20.

This is a 2% increase from the previous year. This is monitored centrally through the staff development records. Regular completion reports are provided to departments for compliance monitoring.

To ensure opportunity for compliance is available to all staff, i.e. those without
access to PCs, a paper-based version, with assessment, was developed and has proved successful with groups of staff like cleaners (91% completion) and refectory staff (100% completion). There is a slight reduction in the statistics for cleaning staff from previous year, but this reflects turn-over of staff as new starters have a 3-month window to complete the training.

- **Corporate induction**

A dedicated slot on equality and diversity forms an integral, embedded part of the corporate HR induction, offered to all staff at entry to employment. Feedback from staff regarding this session up until March shows an overall rating of 100% as good, very good or outstanding across the delivery style, content and levels of interest. Day 2 of corporate induction delivers a session on SEND which also gets good feedback, again sessions up until March show an
overall rating of 100% as good, very good or outstanding across the delivery style, content and levels of interest.

Since March, due to the COVID-19 pandemic, corporate induction is now delivered through an online SWAY presentation, which is also being favourably received by staff, with one quoting "I believe everything has been covered from a new starters perspective."

These online resources continue to be furthered developed, based on feedback, for example in the use of more video and interaction.

- **Recruitment & Selection Training**

All managers involved in recruitment of staff are expected to undertake Safer recruitment training which highlights direct and indirect discrimination, positive action, disability awareness, reasonable adjustments safer recruitment, and unconscious bias.

- **Accessibility Training**

The college became aware that new accessibility laws would come into force in September 2020.
Responding to this in 19-20, we invested in a tool called Ally, which scans teaching resources on the VLE, and provides an accessibility score and information on how to improve this. The new laws aren't the only reason we need to be doing this though. We are proud to be an inclusive organisation and we should be providing access for all.
In preparation for September, the ILT unit in liaison

with staff development, developed two courses, one for curriculum and one for business support. This training was signed off by SLT and rolled out to staff in summer 2020. A report on compliance is currently being developed through our systems team.

10. Equality, diversity and inclusion in teaching, learning and assessment

The Quality and TLA faculty work very effectively with other key leaders to improve equality, diversity and inclusion (EDI) and British Values in teaching, learning and assessment. The implementation of a number of measures has improved the embedding of EDI and British Values in the classroom.

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

Teachers create a positive, welcoming and inclusive environment in their classes ensuring there is a culture of respect that results in appropriate behaviour for learning (96% of students felt the college is a welcoming place for people of all backgrounds, Term 1 Student Experience Survey). A large majority of students across the college also felt they are treated with respect by everyone (93% in the Term 1 Student Experience Survey). Social and cultural diversity, equality of opportunity is valued, promoted and integrated fully into the learning experience and when highly coverage debate on EDI matters were in the media (Black Lives Matter movement, local EDI incidents and the Covid-19 pandemic) the college upheld and promoted its duty and utilised these to create further discussion and understanding.

In PAD programme lessons and in internal assessed units 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 creative industry curriculum students were encouraged to research a range of different backgrounds and dance performances based on specific cultures and their influence in each of these cultures. Also, in business we continue to discuss Brexit and free- movement and its impact on communities and local businesses and also the key talking point of gender pay gaps and its impact on the working populations and business role models. Within sport programmes social and economic demographics are discussed with an emphasis on target groups (disability, women, ethnicity, young people, older people) and how sport for all improves inclusivity in communities is breaking previous barriers in society. Further development and discussion points have been raised in Sport regarding the media coverage of black football coaches, the gender pay debate of national football teams and the lack of role models in male sports for homosexuals and Pakistani heritage, especially in football which overcomes many other barriers such as socioeconomic challenges many other sports face. The college also continues to promote and narrow the gap in ethnicity achievement and this gap continues to narrow with further work taking place to recruit more female practitioners in hard to reach curriculum areas and industry sectors such as Construction and Engineering to further promote females to these sectors via education.

In adult learning, sessions clearly encourage students to discuss their cultures and backgrounds and help to compare this to British Values and gain respect from students for each other. This is clearly evident in ESOL and foundation learning session. In an IT lesson there was discussion on the views of operating in an industry where you can work between vast distances, across different countries and time zones and that the use of different terminology and language can be a barrier but through the use of intelligent technology these are no longer barriers to developing strong working relationships. Furthermore, discussions have been presented on the impact on Covid-19 and different societies, especially for deprived and disadvantaged backgrounds and the gap between the North and South of England and the further financial difficulties this will bring to disadvantaged families.

The Covid-19 pandemic which placed all educational establishments into a full lockdown in March raised the concern that a spectrum of students at Kirklees College could be in fear of being disadvantaged in their learning and their overall achievement and progression. In regards to teaching, learning and assessment, teaching staff were taken through an in-depth and comprehensive digital upskilling plan to be ensure no student would be disadvantaged, through a lack of learning opportunities via digital online learning platforms. This also streamed into further digital training and updating for students with inclusive modes of accessing their learning before lockdown commenced. All curriculum areas before lockdown acted to make themselves aware of students who may not be able to access specific online resources and sessions, so this was then either made available through hard copies and regular communications with these students, or these students were provided with laptops. Students with specific educational needs were continued to be supported

and that this was taken into account when predicted/calculated assessment grades were recorded. In addition to the above, all students on a bursary and who had little or no access to hardware and internet, were provided with a laptop to be able to access all their sessions online and continue to study. Throughout the summer term and during the results period in August, no student was disadvantaged and no student had a rightful appeal on their results based on unfair treatment or discrimination.

Staff plan for individual students' diverse needs in teaching sessions, including the use of reasonable adjustments for students with special educational needs and disabilities. Where they identify particular EDI/British Value themes or activities related to specific lessons or assignments, staff maximise opportunities and students develop a sound understanding of what this means within their vocational field. Many lessons across curriculum areas promote respect of students' opinions, discussion and argument over particular points is encouraged as long as respect for each other's views continues. The promotion of EDI for apprentice programmes is good. Assessors benefit from staff development to increase their understanding of EDI and safeguarding of students. Programmes for apprentices are designed around individual needs and their employer needs. Equality and diversity training is included at induction with follow-up questions during progress reviews to assess students' knowledge and understanding. Apprentices also have welfare reviews with a progress coach to be sure they are treated fairly and that they understand employment rights and responsibilities. Productive working relationships are evident with employers appointing an independent colleague to act as mentor to ensure fair treatment and respect is pinnacle. During work visits assessors are encouraged to talk to apprentices about their views and opinions and that any equality and diversity concerns are challenged with employer support.

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

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

11. Equality, Diversity and Inclusion Strategic Group

The College continues to review and update the equality committee framework through the Equality, Diversity and Inclusion Strategic Group which is chaired by the Principal.

A key focus for the committee is on improving equality in teaching and learning and ensuring that this is embedded throughout the curriculum.

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

PART 3: ANALYSIS OF LEARNER EQUALITY DATA 2019/20

1. Analysis of learner equality data 2019/20

Various factors related to the Covid-19 pandemic have had an impact on the College's achievement data for 2019-20. o Some qualifications – particularly vocational ones – had assessment delayed beyond the end of the academic year, thus moving them into the 2020-21 academic year. This lowered achievement in these cases.

Fewer students than normal were withdrawn during the lockdown period. This increased achievement in these cases. The calculated grade process also had an impact, increasing achievement in most cases.

The 2019-20 data must therefore be considered within this context, and comparisons with previous years may not be valid.

Whilst there are gaps between different groups, these are caused by issues related to the pandemic White 16-18 students have lower retention than their BAME counterparts. However, the areas that have had the highest proportions of delayed completions (Engineering, Construction and Motor Vehicle) are predominately made up of white students so the gap has been caused by these delays and would not exist.

Table: Achievement and retention by ethnic group 2017/18 to 2019/20

By Ethnicity	2019/20				2018/19				2017/18			
	Leavers	Achievement Overall	Retention Overall	Pass Overall	Leavers	Achievement Overall	Retention Overall	Pass Overall	Leavers	Achievement Overall	Retention Overall	Pass Overall
Any Other	1078	80.71%	95.18%	84.80%	909	85.37%	93.18%	91.62%	727	81.98%	91.47%	89.62%
Bangladeshi	111	88.29%	96.40%	91.59%	94	79.79%	94.68%	84.27%	90	85.56%	94.44%	90.59%
Black African	554	80.87%	95.31%	84.85%	478	78.66%	91.42%	86.04%	495	81.41%	89.90%	90.56%
Black Caribbean	175	84.00%	94.86%	88.55%	180	73.33%	86.11%	85.16%	168	79.17%	88.10%	89.86%
Black Other	148	83.78%	91.89%	91.18%	120	77.5%	86.67%	89.42%	82	76.83%	90.24%	85.14%
Chinese	30	93.33%	96.67%	96.55%	28	78.57%	85.71%	91.67%	58	81.03%	86.21%	94.00%
Indian	586	89.25%	96.59%	92.40%	637	87.6%	94.19%	93%	542	87.64%	95.76%	91.52%
Mixed	844	83.41%	90.40%	92.27%	736	73.37%	83.83%	87.52%	692	76.16%	87.28%	87.25%
Other Asian	708	85.73%	94.92%	90.33%	567	81.83%	92.95%	88.05%	519	80.54%	90.75%	88.75%
Pakistani	3431	86.88%	94.70%	91.75%	3305	82.69%	91.38%	90.5%	3,214	79.50%	91.66%	86.73%
Unknown	87	75.86%	91.95%	82.50%	94	80.85%	89.36%	90.48%	145	79.31%	92.41%	85.82%
White	6820	86.45%	93.05%	92.91%	6264	80.04%	87.74%	91.23%	6,881	82.02%	88.75%	92.42%

2. Support for Learners with Learning Difficulties and Disabilities

Additional Learning and Personal Support (ALPS)

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

The SEND teams provide the following services across college:

- Additional Learning and Personal Support (ALPS) teams are based at both main sites, operating across all college campus.
- The 'Green Team' within ALPS focusses on accessibility and personal assistance, medicines, mobility, personal hygiene and assisted transport.
- The ALPS core teams deliver one to one and in class support for learners with a wide range learning difficulties and disabilities at all levels

of study and across the whole college curriculum.

- The Hearing impairment and Visual impairment teams offer support, assessments and modifications across all college sites.
- Learning Support Advisors (LSAs), that are allocated into curriculum departments, have underpinned improvements in working effectively with curriculum areas in embedding the Special educational
- Needs and Disabilities (SEND) reforms and delivering the Education, Health and Care Plans (EHCP) Code of Conduct.

HIGH NEEDS STUDENTS:

Total Cohort	2017/18 (666)	2018/19 (889)	2019/20 (1066)	National Rate (LDD) +/-	Whole college +/-
Achievement	89.64%	89.31%	91.84%	84.7% (7.14%)	+6.11%
Retention	98.05%	95.39%	93.80%	92.4% (2.56%)	+3.29%
Pass rates	91.42%	93.63%	91.40%	91.7% (2.89%)	+3.19%

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

High Needs 16-18 cohort (659):
- Achievement and retention rates are significantly higher than national rate (NR).
- Achievement rates are 91.65% compared to 82.0% NR, a difference of +9.65%.
- Retention rates are 97.57% compared to 91.1% NR, a difference of +6.47%.
- Pass rates are 93.93% compared to 90.1% NR, a difference of +3.83%.

By ethnic group
Similarly, to High Needs students, the Mixed Ethnic group have the lowest retention at 88.33%, 2.77% below the national rate. This relates to 60 learners

or 9.11% of the 16-18 EHCP cohort. All other ethnic groups have retention above 97%. Although achievement rates for this cohort are also lower at 83.33%, pass rates are very good at 94.34% which would imply that support for students who are retained is effective.

Achievement rates for all other ethnic groups are very good with the lowest, White, being 9.71% above national rate at 91.71%.

Pass rates are above national rates for all remaining ethnic groups although again the Indian cohort (23 starts, 3.49%) is only just above the national rate at 91.30%.

By Gender
There are no significant gaps between male and female overall retention, achievement or success rates, despite significant difference in number of starts (204 female, 254 male).

ALPS supported learners (all)

Total Cohort	2017/18 (895)	2018/19 (986)	2019/20 (1042)	National Rate (LDD) +/-	+/- whole college
Achievement	85.19%	90.24%	92.03%	84.7 (7.33%)	+6.30%
Retention	93.33%	93.49%	97.12%	92.4% (4.72%)	+3.32%
Pass rates	91.28%	96.52%	94.76%	91.7% (3.06%)	+3.36%

Learners who receive support from the ALPS team continue to perform better than their peers both in college and nationally. Achievement has improved continuously for the last three years and is now significantly above national rate.

Retention, achievement and pass rates are above national benchmarks for all cohorts except Black African Males. There are 6 learners in this cohort whose achievement and pass rates are both 83.33%.

Hearing impaired supported learners:

Total Cohort	2017/18 (40)	2018/19 (39)	2019/20 (43)	National Rate (LDD) +/-	+/- whole college
Achievement	85.00%	92.31%	83.72%	84.7 (-0.98%)	-2.01%
Retention	92.50%	94.87%	97.67%	92.4% (5.27%)	+3.87%
Pass rates	91.89%	97.30%	85.71%	91.7% (-5.99%)	-5.69%

Hearing impaired, white females' performance is significantly poorer than their peers in the 16-18 and 19+ age groups. There were 6 learners in the 16-18 cohort who had pass and achievement rates

of 83.33 %. In the 19+ age group, the pass rates for 5 learners were 75% with achievement rates of 60%. Both of which are significantly below national rates.

Visually impaired supported learners

Total Cohort	2017/18 (40)	2018/19 (39)	2019/20 (43)	National Rate (LDD) +/-	+/- whole college
Achievement	79.07%	89.47%	94.59%	84.7 (9.89%)	+8.86%
Retention	88.37%	100.00%	100.00%	92.4% (7.6%)	+6.20%
Pass rates	89.47%	89.47%	94.59%	91.7% (2.89%)	+3.19%

Retention rates are outstanding at 100% for the cohort. Pass and achievement rates are less secure for 19+ Pakistani males at 66.67% for both performance measures.

Overall, retention, achievement and pass rates are higher than last year and higher than whole college and national rates.

PART 4: STAFF EQUALITY DATA 2019/20

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 2019/20 we employed 919 employees (figures correct as at 31 July 2020) and a breakdown is shown below.

2. Staff Engagement survey

Equality, Diversity & Inclusion (EDI) – staff survey results
(87% reponse rate)

	2020 Agree%	2019 Agree%	Diff	+/-
The College is an inclusive organisation	96	88	8	+
I feel like I belong at Kirklees College	90	89	1	+
The College facilities, services and progression opportunities are accessible to all regardless of their background or characteristics	92	91	1	+
In my experience, people from different backgrounds are readily accepted and made to feel welcome here	97	QNA	n/a	n/a
I have a good understanding of equality, diversity and inclusion	99	98	1	+
I am treated fairly and with dignity and respect in the College	93	86	7	+
I know where to go for help if I felt I had experienced bullying, harassment or discrimination	94	91	3	+
SUMMARY	**94**	**91**	**3**	+

QNA = Question not asked

There were some encouraging results regarding EDI through the 2020 staff engagement survey. Where the question had been asked during the previous survey, every question had moved forward positively and of particular note was the question **'In my experience people from different backgrounds are readily accepted and made to feel welcome here',** 97% ore respondents agreed. The question **'The College is an inclusive organisation'** increased by 8% on the previous year. Work will continue to drive this forward.

3. Current Corporation profile

Data taken at 31 July 2019 and 31 July 2020

Corporation by gender

Female: 4 (25%) [2019-20], 5 (33%) [2018-19]
Male: 12 (75%) [2019-20], 10 (67%) [2018-19]

■ 2019-20 ■ 2018-19

Corporation by ethnicity

BAME: 2 (13%) [2019-20], 2 (13%) [2018-19]

■ 2019-20 ■ 2018-19

Corporation by disability

Declared disability — 1 (6%)
0

0   0.2   0.4   0.6   0.8   1   1.2

■ 2019-20   ■ 2018-19
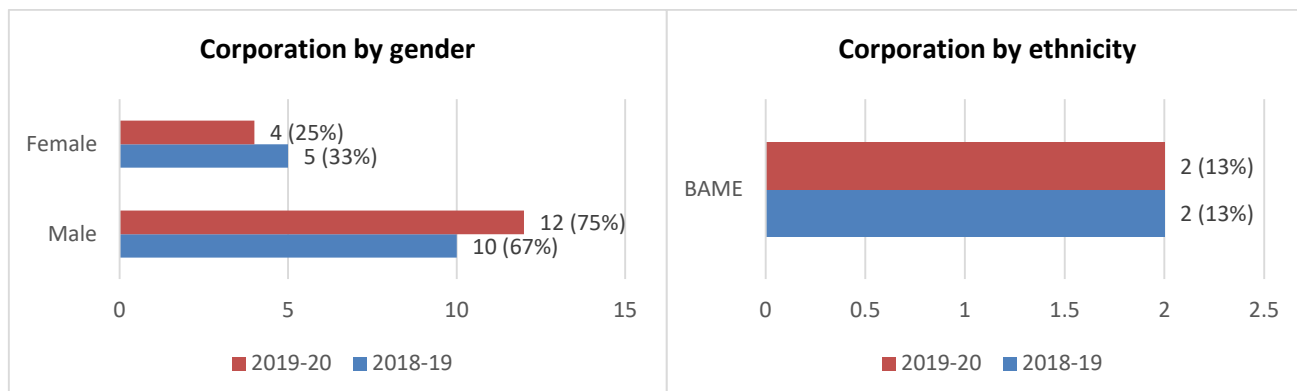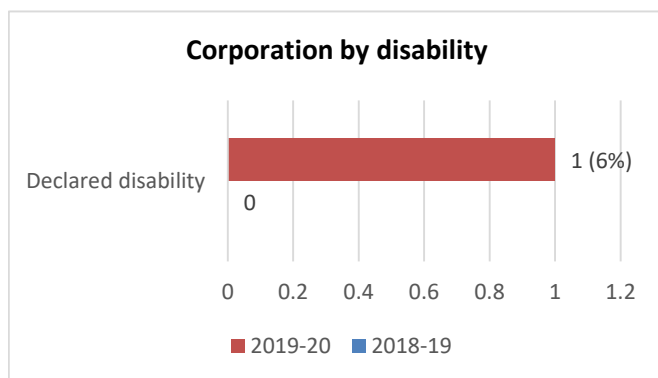
The number of female governors has decreased by 1 on the previous year and the number of male governors has increased by 2.

The governors BAME representation at 13% has stayed the same as the previous year, with the number of BAME governors also remaining the same at 2.

1 governor has declared a disability, an increase of 1 from the previous year.

4. Current workforce profile

College gender profile as at 31 July 2020

The tables below show the current corporation and workforce profile against available Kirklees data (general and workforce) from Census 2011 and Further Education College Workforce Data for England (analysis of the Staff Individualised Record data 2017-18), which includes local authority providers.

KC workforce gender
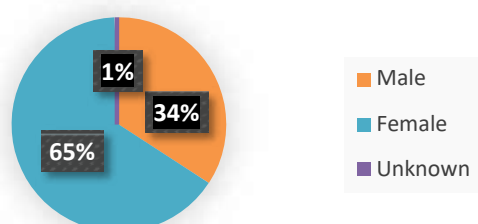
Total	Kirklees College as at 31 July 2020 (total 919)	Kirklees College as at 31 July 2020 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2017/18	Local Authority Providers' Workforce 2016/17
Female	599	65.18%	50.61%	45.89%	61%	73%
Male	314	34.17%	49.39%	54.11%	39%	27%
Unknown	6	0.65				

The gender profile across college is still predominantly female which is not unusual in the FE sector. Although our female profile is slightly higher than the FE average it has decreased by almost 2% over the last academic year, with male representation increasing by almost 1.5%. We have 6 members of staff who haven't declared their gender.

There is a plan to review staff equality data across the board this year with a view to more accurately reflecting how individuals describe things like their gender/sex.

Variation by gender composition in different occupational categories shows that females make up 80.3% of part-time lecturing roles and 89.4% of administrative roles. This is consistent with Further Education data, which shows that close to two-thirds of FE staff are female and this proportion is higher for part-time staff; 66% of women work part-time in colleges compared to 44% of men. This is could represent the flexible nature of these types of roles which could be more attractive to women who are typically the primary care giver for children.

College ethnicity profile as at 31 July 2020

19.48% (179) of our staff are from BAME groups which represents an increase of almost 1% on last year and continues the year on year increase of BAME staff every year since 2013/ 14. This figure continues to be higher than the overall Kirklees workforce (14.55) and is towards the top end of the FE workforce range reported at 10- 20% (Further Education College Workforce Data for England analysis of the Staff Individualised Record data 2017-18).

Ethnicity	%
WHITE ENGLISH/WELSH/SCOTTISH/NORTHERN IRISH/BRITISH	72.5%
WHITE - IRISH	1.1%
WHITE – ANY OTHER	3.4%
NOT PROVIDED/PREFER NOT TO SAY	3.4%
MULTIPLE ETHNIC GROUPS - WHITE AND BLACK CARIBBEAN	1.5%
MIXED/MULTIPLE ETHNIC GROUPS - WHITE AND ASIAN	0.7%
MIXED/MULTIPLE ETHNIC GROUPS - ANY OTHER	1.1%
BLACK/AFRICAN/CARIBBEAN/BLACK BRITISH - CARIBBEAN	3.4%
BLACK/AFRICAN/CARIBBEAN/BLACK BRITISH - ANY OTHER	0.4%
BLACK/AFRICAN/CARIBBEAN/BLACK BRITISH - AFRICAN	1.6%
ASIAN/ASIAN BRITISH – PAKISTANI	5.2%
ASIAN/ASIAN BRITISH – INDIAN	4.0%
ASIAN/ASIAN BRITISH – CHINESE	0.8%
ASIAN/ASIAN BRITISH – BANGLADESHI	0.2%
ASIAN/ASIAN BRITISH – ANY OTHER	0.7%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00%

The College's BME profile shows that the majority of staff from ethnic minority backgrounds are of Asian ethnicity, representing 11.5% of the College's overall workforce, a 1% increase on last year.

Of the 313 employees in College whose primary role is teaching, 56 of these are from an ethnic minority background.

College disability profile as at 31 July 2020

Total	Kirklees College as at 31 July 2020 (total 919)	Kirklees College as at 31 July 2020 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2017/18	Local Authority Providers' Workforce 2016/17
Yes – learning difficulty	18	2.0%				
Yes – mental ill health	8	0.9%				
Yes - physical	37	4.0%				
Yes – rather not say	9	0.9				
Yes - total	72	7.8%	17.74%	7.51%	27%	N/K
No	810	88.1%				
Unknown	37	4.0%				

7.7% of Kirklees College staff have declared a disability, which is a 0.8% increase on last year's figure (6.90%).

College sexual orientation profile as at 31 July 2020

Total	Kirklees College as at 31 July 2020 (total 919)	Kirklees College as at 31 July 2020 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2017/18	Local Authority Providers' Workforce 2016/17
Lesbian	4	0.4%				
Gay	7	0.8%				

Bisexual	3	0.3%				
LGB total	14	1.5%	N/K	N/K	2%	N/K
Hetrosexual	529	57.6%				
Unknown	52	5.7%				
Prefer not to say	324	35.2%				

14 members of staff at College have declared a lesbian, gay or bisexual sexual orientation, which is a slight increase (0.01%) on last year. This compares to 2% of Further Education staff in England, whilst the LGB representation for the Local Authority workforce is unknown.

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.

College transgender profile as at 31 July 2020

Total	Kirklees College as at 31 July 2020 (total 919)	Kirklees College as at 31 July 2020 %	Kirklees area overall %	Kirklees workforce %	Further Education (England) % 2017/18	Local Authority Providers' Workforce 2016/17
Transgender/gender reassignment	2	0.2%	N/K	N/K	N/K	N/K
No	161	17.5%				
Unknown	756	82.3%				

The number of staff who have declared a transgender status has decreased by 1 to 2 employees, which equates to 0.2% of the total

College age profile as at 31 July 2020

Age group 2019	Kirklees College as at 31 July 2020 (total 919)	Kirklees College as at 31 July 2020 %
<25	22	2.4%
25-49	476	51.8%
50-64	390	42.4%
65+	31	3.4%
Total	**919**	

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

5. 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.

6. Local Labour Market Data

According to workforce statistics for Kirklees, 201,100 people are in employment in the Kirklees area, 88,657 (45.89%) are female and 104,526 (54.11%) are male.

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

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 have declared a disability or a limiting long-term illness.

7. Employee Turnover 2019/20

	Starters		Leavers	
	No of staff @ 1 Aug '19 – 31 Jul '20	% @ 1 Aug '19 – 31 Jul '20	No of staff @ 1 Aug '19 – 31 Jul '20	% @ 1 Aug '19 – 31 Jul '20
Ethnicity				
White	96	74.4%	115	81.0%
B/ME including Mixed/Multiple ethnic groups	24	18.6%	25	17.6%
Not provided	9	7.0%	2	1.4%
Total	**129**		**142**	
Gender				
Female	70	54.3%	85	59.9%
Male	59	45.7%	57	40.1%
Not Known	0	0%	0	0%
Total	**129**		**142**	
Disability				
Yes	12	9.4%	9	6.3%
No	105	81.3%	127	89.4%
Unknown	12	9.3%	6	4.3%
Total	129		142	
Sexual Orientation				
LGB sexual orientation	3	2.4%	3	2.1%
Hetrosexual	105	81.3%	98	69.0%
Prefer not to say/Unknown	21	16.3	41	28.9%
Total	**129**		**142**	

During the period 1 Aug 2019 to 31 July 2020 the College employed a total of 129 new starters, 74.4% of whom were white and 18.6% of whom were from BME backgrounds. This shows a 4% decrease from last year in new starters from B/ME backgrounds following an increase the year prior to that. 7% chose not to provide their ethnicity. The recruitment statistics demonstrate a more positive picture and work is ongoing around attracting more applicants from B/ME backgrounds.

During the same period the College had a total of 142 leavers. 17.6% of leavers were from a BME background which is a 2.2% increase on last year.

Of the 25 BME leavers during 1 Aug 2019 to 31 July 2020, 52.7% were due to resignations. Other reasons for leaving include being removed from the HR database as they were not utilised during the previous 12 months and fixed term contracts ending.

During the same period 45.7% of new starters were male, showing an increase of 9% on last year's figure. 54.3% of new starters were female, compared to 63.64% last year. 40.1% of leavers were male and 59.9% were female. These figures are static on last year (less than a % point difference.

During the period 1 Aug 2019 to 31 July 2020, 9.3% of new starters declared a disability or limited long-term illness, which is static on the previous year. The percentage of new starters who do not have a disability or limiting long-term illness has increased by around 1% since last year. 6.3% of leavers during 2019/20 declared a disability which is a slight increase on the previous year at 6.17%.

Starters LGB 2.4% of leavers declared a LGB sexual orientation which is a marginal increase on last year.

$$\frac{142 \text{ (number of leavers during academic year 2019/2029) x 100}}{916^* \text{ (average no of employees during academic year 2019/2020)}} = 15.5\%$$

*average number of employees calculated by adding 919 (number of employees at 31 July 2020) to 914 (number of employees at 31st July 2019) and dividing by 2.

8. Staff Profile by job role

Ethnic group by staff type - at a glance (%)	Teaching staff including As sessors, TLDL's, CTL & all Lecturing staff (%)	Tier 5 (%)	Directors, Exec & HoDs (%)	Adminstrative (%)	Learning Support (%)	Techinical Staff (%)	Caretaking, catering, cleaner & other (%)
White	79.4%	89.7%	88.0%	77.9%	77.5%	83.9%	74.6%
BMe including Mixed/ Multiple ethnic groups	17.6%	6.9%	9.0%	19.7%	20.2%	16.2%	23.6%
Not provided	3.0%	3.4%	3.0%	2.4%	2.3%	0%	1.8%

The largest BME representation by staff type in 2019/20 is among caretaking, catering and cleaning staff (23.6%) and learning support staff both at (20.2%).

Representation across all job roles has stayed broadly the same as the previous year.

9. Recruitment Monitoring Data for academic year 2019/20

During the period 1 Aug 2019 to 31 July 2020 we had a total of 1404 applicants for 100 positions. We shortlisted 345 of those and offered posts to 92 people.

Ethnicity
Of the total 1404 applicants 39.2% (550) were from B/ME backgrounds, an 8.6% increase on 2018/19 (30.6%). 58.5% of applicants were white (822) compared to 67.2% (823) in the previous year. Of the total 550 B/ME applicants, 91 were shortlisted (26.4%) were shortlisted which was the same as the previous year, and 31 (33.7%) were offered posts, almost 6% more than the previous year. This is pleasing to see and work is ongoing to look at how college attracts more candidates form B/ ME backgrounds.

Disability
59 applicants (4.3%) declared a disability compared to 5.88% last year. Of those, 17 (4.9%) were shortlisted, a decrease of 2.7% on last year. 2 (2.2%) were offered roles, 1% fewer than the previous year.

Work will continue with Disability Confident to ensure that all candidates are offered

and afforded adjustments to the recruitment process should they need it, and every opportunity is given to candidates with a disability.

Gender
48.8% (685) of applicants were female and 49.6% (697) were male, this is a much more even gender split than the previous year of 61.2% female and 36.8% male. Of the candidates who applied for role 37.7% of males were shortlisted and 60.6% were female, it is worth noting that managers do not have access to any EDI data as part of the shortlisting process. 66.3% of shortlisted female applicants were offered positions compared to 33.7% of shortlisted male candidates.

Sexual orientation
% (58) of applicants declared an LGB status compared to 5% the previous year. 5.5% (19) were shortlisted, which is a small increase on last year and 4.4% (4) were offered a role which is a 2% increase on the previous year.

Vacancy Conversion Rates for 01/08/19 to 31/07/20 by Ethnicity						
Ethnicity	**Applicants**		**Shortlisted**		**Offered**	
	No.	**%**	**No.**	**%**	**No.**	**%**
White	822	58.5%	244	70.7%	59	64.1%
B/ME, including Mixed/ Multiple ethnic groups	550	39.2%	91	26.4%	31	33.7%
Not known, not Provided	32	2.3%	10	2.9%	2	2.2%
Total	**1404**	**100%**	**345**	**100%**	**92**	**100%**

Vacancy Conversion Rates for 01/08/19 to 31/07/20 by Disability						
Disability	**Applicants**		**Shortlisted**		**Offered**	
	No.	**%**	**No.**	**%**	**No.**	**%**
No	1317	93.8%	320	92.8%	87	94.6%
Yes	59	4.3%	17	4.9%	2	2.2%
Not provided	28	1.9%	8	2.3%	3	3.2%
Total	**1404**	**100%**	**345**	**100%**	**92**	**100%**

Vacancy Conversion Rates for 01/08/19 to 31/07/20 by Gender						
Gender	**Applicants**		**Shortlisted**		**Offered**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Female	685	48.8%	209	60.6%	61	66.3%
Male	697	49.6%	130	37.7%	31	33.7%
Rather not say/not provided	22	1.6%	6	1.7%	0	0%
Total	**1404**	**100%**	**345**	**100%**	**92**	**100%**

Vacancy Conversion Rates for 01/08/18 to 31/07/19 by Sexual Orientation						
Sexual Orientation	**Applicants**		**Shortlisted**		**Offered**	
	No.	**%**	**No.**	**%**	**No.**	**%**
Lesbian	11	0.8%	5	1.4%	2	2.2%
Gay	23	1.6%	10	2.9%	1	1.1%
Bisexual	24	1.7%	4	1.2%	1	1.1%
Total LGBT	**58**	**4.1%**	**19**	**5.5**	**4**	**4.4%**
Heterosexual	1206	85.9%	295	85.5%	80	87.0%
Prefer not to say/not provided	140	10.0%	31	9.0%	8	8.6%
Total	**1404**	**100%**	**345**	**100%**	**92**	**100%**

10. Staff profile by Curriculum Directorate compared to student profile

The gap between the B/ME student make-up and the B/ME staff make-up is still significant, although it has narrowed compared to last year. The smallest gap is in the 16-19 Provision and Learner Services directorate at 8% compared to 24% in Quality & Apprenticeship Provision and 25% in Adults & Higher Education.

Ethnicity - by curriculum (Quality & Apprenticeship Provision)	Staff	% Staff	Students	% Students
White	113	83%	1997	70%
BMe including Mixed/ Multiple ethnic groups	19	14%	799	28%
Other ethnic group - Any other	0	0%	25	1%
Not provided	4	3%	23	1%
Total	**136**	**100%**	**2129**	**100%**

Ethnicity - by curriculum (Adults & Higher Education)	Staff	% Staff	Students	% Students
White	227	81%	2385	50%
BMe including Mixed/ Multiple ethnic groups	45	16%	2912	41%
Other ethnic group - Any other	0	0%	324	5%
Not provided	7	3%	355	5%
Total	**279**	**100%**	**5134**	**100%**

Ethnicity - by curriculum (16-19 Provision and Learner Services)	Staff	% Staff	Students	% Students
White	138	75%	2314	74%
BMe including Mixed/ Multiple ethnic groups	31	17%	772	25%
Other ethnic group - Any other	0	0%	19	1%
Not provided	16	8%	14	0%
Total	**185**	**100%**	**2504**	**100%**

11. Procedural Data by Ethnicity & Disability (as at 31 July 2020)

	No. of staff from 1 Aug 19 – 31 Jul 2020	% of staff from 1 Aug 19 – 31 Jul 2020
Disciplinary Action (all stages including dismissal)		
Ethnicity		
B/ME	4	16%
White	21	84%
Unknown	0	0%
Total	**25**	**100%**
Disability		
Yes	3	12%
No	22	88%
Unknown	0	0%
Total	**25**	**100%**
Underperformance (formal stage)		
Ethnicity		
B/ME	6	43%
White	8	57%
Total	**14**	**100%**
Disability		
Yes	1	7%
No	13	93%
Total	**14**	**100%**
Grievance (formal stage)		
Ethnicity		
B/ME	1	14%
White	6	86%
Total	**7**	**100%**
Disability		
Yes	2	29%
No	5	71%
Total	**7**	**100%**
Absence (formal stages)		
Ethnicity		
B/ME	27	25%
White	83	75%
Total	**110**	**100%**
Disability		
Yes	19	17%
No	91	83%
Total	**4**	**12.12%**

CONCLUSION

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

In 2020/21 the College plans to implement further positive actions in order to further improve our understanding and practice across the college:

- To publish our Gender Pay Gap Report by April 2020 in line with the legislative

- requirements, ensuring transparency in the results for all staff and stakeholders.

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

- To retain Level 2 Disability Confident Employer status.

- To continue to develop our relationship with Inclusive Employers in order to realise everyday inclusion in the workplace and to move forward with our EDI strategy.

- Conduct a review and update of EDI data to ensure we have the most accurate data for next years' report.

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

- To continue to monitor our recruitment data in respect of minority groups and analyse conversion rates, actively considering how to attract more candidates from B/ME backgrounds to apply for roles in college.

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

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

- PAD programme in place to continue to improve awareness and embed EDI and British Values into the Curriculum through tutorials.

- Continue to use the PDR process to assist talent management/succession planning and the up-skilling of existing staff.

- To gather regular stakeholder feedback in respect of EDI awareness at College and ensure action is taken where areas for development are highlighted, and results are communicated and accessible to all staff, ensuring transparency.

- To review recruitment and equality monitoring paperwork to enable candidates and employees to best reflect their particular circumstances.

- To work with the EDI Staff Consultants to ensure that lived experience is considered when making decisions about EDI matters across college.

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

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

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