EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT

ACADEMIC YEAR 2020-21

Committed to being an Inclusive Employer

disability confident EMPLOYER

MINDFUL EMPLOYER

CREATING OPPORTUNITIES | CHANGING LIVES

KIRKLEES COLLEGE

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CREATING **OPPORTUNITIES** 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 students and colleagues as individuals and celebrate diversity in the rich mix of backgrounds and experiences they bring to the college.

To achieve this, the college is fully committed to treating all students and staff with the respect that they deserve as a unique human being, and to maximising their potential through the power of high quality education and training.

This report takes stock of our position at the end of 2020/21 against our policy objectives and sets out our improvement priorities going forward in 2021/22.

We are often reminded of inequalities that exist in the wider community and we want to use these case studies and events to reflect and change our internal practices.

We will continue to be informed by actions both locally in Kirklees and nationally across the FE sector and use our sphere of influence wherever we believe we can do things to tackle inequalities. We seek to lead industry and local practice and will drive change through our commitment to groups such as the Black FE Leadership Group.

Our mission, "Creating Opportunity, Changing Lives" continues to provide us with focus and we are dedicated to ensuring 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.

Palvinder Singh
Principal
and Chief
Executive

OUR COMMITMENT TO EQUALITY, DIVERSITY AND INCLUSION

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.

We are committed to the Public Sector Equality Duty and 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 success in doing so
- our progress towards embedding equality, diversity and inclusion within the curriculum
- the completion of the action plan relating to equality, diversity and inclusion
- gaining feedback from students, staff and stakeholders
- 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 2020/21 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 Focus for 2021/22, specifically a number of national initiatives that the college has signed up for.

Part 4 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 5 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.

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:

Value 1 Inclusive.

Value 2 Nurturing.

Value 3 Supportive.

Value 4 Pride.

Value 5 Integrity.

Value 6 Respect.

Value 7 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

The General Equality Duty; this is set out in section 149 of the Equality Act and requires relevant public authorities to have due regard to the need to:
* eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
* advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
* foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our Statutory Reporting Obligations arise under the Equality Act 2010 (Specific Duties) Regulations 2011 and require the college to publish:
* specific and measurable equality objectives, at least every four years; and
* by 31 January each year, information to demonstrate its compliance with the public sector equality duty.

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 SES should also be read in conjunction with the college Equality and Diversity Policy which is based on legislative compliance and best practice. Finally, the commitments and the detail within this plan have been translated into clearly defined actions as included in the SES Action Plan.

This Single Equality Scheme 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

Equality Impact Assessment's (EIA's) are a tool to help organisations such as our college, assess the likely impact of policies, procedures and services, on different groups of people. There is no legal requirement to carry out EIA's, however, we want to carry them out as they fit our college values including our commitment to equality, diversity and inclusion.

This year we have embedded our refreshed EIA process which has enabled us to challenge ourselves to ensure that EDI is an integral part of the work we do and that our processes and practices are robust.

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

4. Access to Services and Information

One of the college's priorities is that our services are 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
• summary reports
• using appropriate and accessible multimedia

5. Employment Monitoring

We collect information about the profile of our corporation members and the workforce relating to age, disability, gender reassignment, race, sex, and sexual orientation 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
• employees involved in grievance procedures and
• employees the subject of underperformance,
• employees the subject of disciplinary and absence management procedures
• employees thatcease 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 on an annual basis, as required by the Equality Act 2010.

6. Promotion and Communication of Equality, Diversity and Inclusion

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 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 online 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. The executive and senior management team are invested in embedding this into all areas of the college and to increasing stakeholder commitment and awareness.

7. Leadership and Management

The corporation is responsible for:
- for approving and upholding the college values, including inclusivity, diversity and belonging.
- ensuring that the college complies with its legislative duties, including the general and specific duties
- ensuring that adequate strategies and systems are in place

The Principal and Senior Leadership team are responsible for:
- providing a consistent and inclusive leadership that assures all team members that: they will be treated respectfully and fairly; they are valued; they have a sense of belonging; and are confident and inspired.
- providing a high profile lead and chair the Equality, Diversity and Inclusion Strategic Group and ensuring that equality is covered as an agenda item at each cross-college meeting
- 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:
- providing a consistent and inclusive management style that assures all team members that: they will be treated respectfully and fairly; they are valued; they have a sense of belonging; and are confident and inspired
- 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, diversity and inclusion
- 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 supporting the Senior Leadership team in:
- 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

We will engage people using a range of methods such as:
- staff and student satisfaction surveys
- focus groups
- existing consultation mechanisms

10.   Monitoring and Evaluation

The Equality, Diversity and Inclusion Strategic Group will monitor the effectiveness of the Single Equality Scheme and agree actions to be incorporated into the annual Equality Action plan. The Equality Duty will be reviewed and revised every four 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 obligations under the 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 2020/21

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 support 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 whenever necessary. We have continued to work with Inclusive Employers and take advice and guidance on policy updates where necessary.

3. Updates to the College Website

A review of the college website has taken place this year. We continue to review the 'Work for Us' 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

We continue to focus across college on promoting resilience and wellbeing through our weekly Wellbeing Wednesday blogs. Our managers gained an insight into looking out for indicators of concerns in people so that we can help each other and put support in place where there may be challenges for people.

5. Single Equality, Diversity and Inclusiveness Strategy update

The college has a 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.

This 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. Employee Assistance Programme

The college subscribes to an Employee Assistance Programme for all staff and their immediate families. As well as providing 24/7 telephone and webchat facility, the programme also provides access to counselling and other signposting information.

8. Equality, Diversity and Inclusion in Learning and Development

The college demonstrates its commitment to equality, diversity and inclusion through providing appropriate training in support of our values.

Equality and Diversity Training

A comprehensive online equality and diversity learning package, hosted 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'

Equality & Diversity Essentials

course on the college VLE and to refresh every three years, as is good practice.

Records show 96% cross college compliance as at the end of 20-21. This is a slight 1% decrease from the previous year. This is tracked centrally through the staff development records. New for 21-22 compliance will be monitored through quarterly performance monitoring meetings at middle manager level. This will ensure managers are accountable for the data in their own departments.

Accessibility Training

Accessibility laws came into force on September 2020. The college 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. 20/21 Ally reported 59.4% accessibility compliance.

Ally only looks at VLE Content. If the VLE Content is not accessible it provides an accessible version automatically, so students can utilise this.

Two courses, one for curriculum and one for business support went live on the college VLE during the year. Disappointingly at the end of 20-21, only 41% of the workforce completed this training and this has been picked up in the PPM meetings as an area to improve.

Recruitment and 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. During 20-21 this package was reviewed by HRBP for EDI and updated to ensure it is still fit for purpose, new version to be rolled out in 2021-22.

Other Training

Over the summer, the student experience team provided SEND awareness sessions for teaching staff and for curriculum area managers

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

Kirklees College are proud to be working effectively to further enhance, embed and promote equality, diversity and inclusion through our robust quality and teaching, learning and assessment (TLA) strategies. The college has also strengthened its approach towards the learning and promotion of British Values across the college community and beyond within our local communities.

Teachers at Kirklees College create a positive, welcoming and inclusive environment in their classes ensuring there is a culture of respect that results in appropriate behaviour for learning (97% of students felt the college is a welcoming place for people of all backgrounds, Term 3 Student Experience Survey, 1% increase from previous year).

A large majority of students across the college also felt they were treated with respect by everyone (94% in the Term 3 Student Experience Survey, 1% increase from previous year).

The Covid-19 pandemic (that placed all educational establishments into a full lockdown) raised the concern that a large group of students at Kirklees College could be significantly disadvantaged in their learning and their overall achievement and progression. During the past 18 months, the college operated in the greater part through digital online delivery. The impact of shifting from classroom to online delivery highlighted challenges in digital inclusion where the most deprived and vulnerable of society were impeded in their learning the most. The college swiftly identified all vulnerable students based on safeguarding concerns, support and a lack of access to digital resources. Each vulnerable student was accommodated in the college facilities through the Learning Resources Centres and specific classroom spaces. This service included relevant tutors and support staff on site to offer delivery and assistance based on their studies and to avoid loss in learning. In addition to these services offered in the college facilities, bursary and high priority students were resourced with IT devices, with over 700 students gaining access to IT devices to complete their learning from home.

This resulted in averting gaps in outcomes for students of disadvantaged backgrounds and no reports of student disadvantage were recorded through the college's appeals processes and resulted outcomes.

All teaching staff were encouraged to continue to progress through an in-depth and comprehensive digital upskilling plan following on from the previous academic year. The aim was to ensure all delivery staff raise their confidence and ability to deliver innovating and engaging lesson through digital online learning platforms. This saw 74% of college delivery staff achieving a digital badge of recognition evidencing high standards of digital TLA capability.

The digital upskilling plan also transferred to additional digital

training and updating for all students with inclusive modes of accessing their learning through synchronous and asynchronous delivery methods. Where digital access was not a suitable option, different mediums such as hard copy resources posted and strong lines of regular communication with students and their parents/guardians were employed, this was observed as excellent inclusive practice in the Foundation Learning and ESOL curriculums.

All curriculum areas have demonstrated high levels of promoting equality, diversity and inclusion through the last academic year. The promotion of local BAME role models across curriculums have been highly regarded as excellent practice to inspire students in their sector.

The Business and IT curriculum have worked with local Asian entrepreneurs such as the owners of Enkae Prestige Motors in Huddersfield to inspire and stimulate young Asian students' entrepreneurial ambitions. The Art and Design curriculum have worked with Saba Rafit, a popular local artist in Dewsbury, on a live 7-week project on developing creative ideas for the large underpass on the outskirts of the town centre. This project educated and inspired students in Islamic art and culture and is expect to be finalised in May 2022 utilising the creative ideas and research of Kirklees College art and design students. The success of promoting such role models has been an area of shared practice to encourage further opportunities across all curriculum areas of the college.

Further promotion to encourage under-represented people in the college has continued in several curriculum areas with examples of promotional activities in areas such as Engineering, Construction and IT where women are heavily under-represented.

The Engineering and Construction curriculums successfully promote events such as 'Women in Engineering' weeks and has seen a slow but steady increase of females enrol to these under-represented curriculum areas each year.

However, it is clear there is still work to be done to encourage further female representation in the student body of these curriculum areas and further work to celebrate more females who are working in these industries and to encourage more female teachers in these curriculums area is be currently under development.

The college's cross college Maths and English curriculum has undergone a revisit of their key texts and resources to encourage further understanding of different backgrounds and cultures and topical subjects. This has brought more up-to-date resources that are more reflective towards a range of different backgrounds and cultures beyond just the demographic of the local and surrounding areas of Kirklees.

Prominent black and ethnic origin authors have increased as part of the English key texts each year while working alongside the Learning Resources Centres to celebrate black and ethnic minority authors. These texts are rich in cultural differences which have stimulated discussions and developed further opportunities to further discuss the fundamental British Values and how these values are encouraged.

In the Maths curriculum, statistics on poverty, homelessness, religion and ethnic backgrounds are regularly used and create further discussion and understanding in the class room but further development to create opportunity to discuss British Values is an area of development and is expected to see an improvement in the 2021/22 academic year.

In adult learning, sessions actively promote students to discuss their culture and background and relate this to British Values with the goal of embracing difference and encouraging respect between all students. This is clearly evident in ESOL and Community Learning sessions where there is a range of differing backgrounds and beliefs but a strong ethos of respect is built swiftly into each and every class. The Community Learning curriculum area works closely with the Kirklees Council, local schools, and charities, reaching out to the most deprived, under-represented communities and non-traditional adults in education of Kirklees.

KIRKLEES COLLEGE

LEADING EXCELLENCE IN ENGINEERING AND MANUFACTURING

The Community Learning curriculum area develops its timetable and curriculum to work flexibly with the community to make sure adult students can attend their lessons, for example, timetabling lesson to finish prior to school pick-ups and avoiding specific times on Fridays for prayer. In many of the non-traditional adult curriculums, further education positively challenges perceptions as a necessity and further develops British Values. An example of this positive challenge has been observed in classes where teaching English language where strong views not based on equality and diversity with female non-white teachers leading the classes.

Furthermore, the Community Learning team have developed successful working relationships with outreach programmes such as Support 2 Recovery (S2R), Kirklees Success Centre, the Local Authority's Works Better Programme. All these programmes aim to encourage hard-to-reach individuals back into education and work. These can be individuals recovering from mental illness, drug and/or alcohol dependency, over 50s, BAME women and through these partnerships many success stories have been reported.

The Foundation Learning curriculum has continued to be the beacon of excellent practice in TLA and developing further opportunities for Kirklees College's High Needs community. TLA practice through digital means was exemplary over the past year with excellent use of some of the simple but effective uses of Microsoft Teams and engaging students through close working relationships with their parents and carers.

One key success in this curriculum has been the positive impact Project Search has had on 20 students who have engaged in a learning for employment programme. A large majority of students on the programme last year have now progressed to either voluntary work with further opportunity of paid employment or have progressed to paid employment. Through the Project Search programme students have successfully progressed to role such as bed busting for the NHS, working for a laundrette, blogging for Leeds Museum, grounds and facility maintenance with the local authority Grounds and Gardens team, and working for Starbucks supporting the making and serving of refreshments.

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 has always been a fundamental area of delivery and discussion during all apprenticeship inductions with follow-up questions during progress reviews to assess students' knowledge and understanding. Apprentices also have welfare reviews with a learning mentor 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.

Further development to actively promote the Prevent agenda has been recognised and has been developed as part of an apprentice's induction, delivery to apprentices and visited regularly through progress reviews.

One final success story is from an apprentice in the Process Manufacturing curriculum studying level 3 Supply Chain at Kirklees College with Kautex Textron Ltd and this individual was nominated by his college team and shortlisted out of 300 apprentices for the National BAME Apprenticeship Award. The apprentice came 4th overall through the hard work and dedication he had put into his apprenticeship.

He achieved an ambitious plan set out by his trainer assessor and mentors in the Process Manufacturing department and completed his EPA with two distinctions.

In addition to his commitment towards his apprenticeship, the apprentice was active during Covid with his local community serving food to the elderly and helping them with their shopping as well as doing charity work at his Temple. The apprentice commented that he really enjoyed the awards and felt like he had been recognised for his efforts and was proud to be nominated by his college tutors and assessors. He said it was a brilliant learning and networking experience. The awards were held in Birmingham at Edgbaston County Cricket ground and the apprentice said the experience will stay with him for a very long time.

Kirklees College is active in promoting the success stories of our teaching and assessing teams and our student body. Further sharing of excellent practice continues to ensure equality, diversity and inclusion are at the forefront of our values. Furthermore, the college's TLA pledge is to further promote its ambitious anti-racist and trauma aware strategies in future reporting of Kirklees College's teaching, learning and assessment impacts on equality, diversity and inclusion.

10. 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 and is proactively worked on throughout the year and reviewed by the Strategic Group each term.

PART 3: OUR FOCUS FOR 2021/22

1. Good for Me Good for FE

In October 2021 the college signed up to pledge its support to the FE sector's new community action initiative: Good for Me, Good for FE.

With 100 colleges signed up to the initiative, the campaign aims to generate £1 million of social value by creating a long term, sustainable programme of community wealth, encouraging volunteering and fundraising across the country.

The campaign builds on the huge success of FE Foodbank Friday in which colleges around the country came together during the pandemic to raise over £47,000 and collect more than 20,000 items for local food banks.

With demand for food banks remaining high, the Good for Me Good for FE scheme will ensure that Kirklees College is able to continue supporting its young people with its on-site student food banks.

Working with the support of its voluntary and employer partners, we will also be raising awareness and providing opportunities for staff and students to be involved in promoting local charitable initiatives in Kirklees.

2. Black FE Leadership Covenant

At Kirklees college we are fully committed to providing an anti-racist culture at the core of all aspects of our college's life and work.

To show our commitment to this we have become a BFELG Affiliated Organisation (AO). And during 201/22 and beyond we will be working through the 10 point plan framework which provides us with a road map for achieving this.

Curriculum	Culture	Climate	Communications
1 /Radical revision of FE curricula and qualifications*	2 /Anti-racism central to CPD	6 /Recruitment Processes Redress Imbalances	10 /Positive Optics and Messaging
	3 /Institutions Publish Data Annually	7 /Quality Systems Spotlight Race Equality	
	4 /Organisations Publish Data Annually	8 /FE Commissioner (FEC) and statutory bodies Incorporate Race Equality Assessments	
	5 /Advisory Groups Led by Experts	9 /Best Practice Anti-racism Frameworks	

3. Care Leavers Covenant

We aim to carry out a significant review of our employment practices during 21/22 which will include our involvement in the Care Leaver Covenant which is a new charter which makes it easier for organisations to offer employment opportunities to vulnerable young people leaving care.

We will be signing up for the 'Care Leaver Friendly Employer Charter' which has been developed by the Care Leaver Covenant in collaboration with recruitment specialists Penna.

The new charter sets out nine principles for employers to adopt and outlines key activities to work towards in recruitment, tracking and development, ensuring that care leavers are identified and supported.

PART 4: ANALYSIS OF LEARNER EQUALITY DATA 2020/21

1.   Analysis of Student Equality Data 2020/21

Low retention in Construction and Motor Vehicle, where students are predominately white males, has caused a widening gap in achievement between White and BAME students (2.59%) and between male and female students (2.55%).

Having narrowed from 6% to 3.5% from 2018-19 to 2019-20, the gap in retention for Mixed students compared to their peers has remained at 3.5%.

Low pass rates in ESOL have caused a widening gap in pass rates between BAME adults and White adults (8.04%) and between female and male adults (5.25%)

Male apprentices have 15% lower achievement than female apprentices. This has been caused by lower achievement in the predominately male areas of Construction and Engineering, when compared to the predominately female areas of Business and Hair and Beauty.

Against a national picture of vulnerable and disadvantaged students struggling during the pandemic, the college has been successful in developing their knowledge, skills and behaviours, with an increase in achievement across these cohorts of students.

For example:
- achievement for students in receipt of free school meals has improved from 80% in 2018-19 to 86% in 2020-21
- achievement for high needs students at 90% is in line with 2018-19
- achievement for young carers has improved from 82% in 2018-19 to 85% in 2020-21
- achievement for looked after children and care-leavers has improved from 71% in 2018-19 to 80% in 2020-21
- achievement for students in receipt of pastoral support has improved from 84% in 2018-19 to 85% in 2020-21

Table: Achievement and Retention by Ethnic Group 2018/19 to 2020/21

Ethnic Group	2018-19			2019-20			2020-21		
	Leavers	Achievement	Retention	Leavers	Achievement	Retention	Leavers	Achievement	Retention
Any Other	909	85.37%	93.18%	1078	81.08%	95.18%	1125	80.89%	94.40%
Bangladeshi	94	79.79%	94.68%	111	88.29%	96.40%	93	88.17%	98.92%
Black African	478	78.66%	91.42%	554	81.05%	95.31%	518	82.82%	96.72%
Black Caribbean	180	73.33%	86.11%	175	84.00%	94.86%	204	85.29%	92.16%
Black Other	120	77.50%	86.67%	148	83.78%	91.89%	137	84.67%	96.35%
Chinese	28	78.57%	85.71%	30	93.33%	96.67%	31	93.55%	96.77%
Indian	637	87.60%	94.19%	586	89.25%	96.59%	509	88.61%	95.09%
Mixed	736	73.37%	83.83%	844	83.41%	90.40%	968	83.37%	89.67%
Other Asian	567	81.83%	92.95%	709	85.75%	94.92%	671	77.65%	93.00%
Pakistani	3306	82.67%	91.38%	3431	86.91%	94.70%	3551	86.26%	93.61%
Unknown	94	80.85%	89.36%	86	76.74%	91.86%	69	73.91%	76.81%
White	6266	80.04%	87.74%	6820	86.48%	93.05%	8407	86.07%	91.04%
Total	13415	80.95%	89.47%	14572	85.79%	93.80%	16283	85.17%	92.19%

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:

1491 leavers, of which 536 were female and 955 male. 949 were 16-18 and 542 were 19+.

Total Cohort	2018/19	2019/20	2020/21	whole college	+/- whole college	NR	+/- NR
Achievement	88.54%	91.84%	91.39	81.66%	+9.73%	86.4%	+4.99%
Retention	95.28%	97.09%	95.17	92.20%	+2.97%	92.7%	+2.47%
Pass rates	92.92%	94.59%	96.03	88.79%	+7.24%	93.2%	+2.83%

High needs students have positive 3 year trends and have higher outcomes in all aspects than whole college and national rate.

Students with an EHCP

1505 leavers of which 538 were female and 967 male. 954 were 16-18 and 551 were 19+.

Total Cohort	2018/19	2019/20	2020/21	whole college	+/- whole college	NR	+/- NR
Achievement	86.54%	91.70%	91.29	81.66%	+9.63%	86.4%	+4.89%
Retention	93.93%	97.17%	95.12%	92.20%	+2.92%	92.7%	+2.42%
Pass rates	92.13%	94.37%	95.97	88.79%	+7.18%	93.2%	+2.77%

Students with an EHCP have very positive 3 year trends and are higher than whole college for achievement, retention and pass rates and also higher than national rate in all aspects.

Supported Students - ALPS

975 leavers, of which 344 were female and 631 were male. 482 were 16-18, and 493 were 19+.

Total Cohort	2018/19	2019/20	2020/21	whole college	+/- whole college	NR	+/- NR
Achievement	89.77%	92.03%	91.43	81.66%	+9.77%	86.4%	+5.03%
Retention	93.07%	97.12%	95.49%	92.20%	+3.29%	92.7%	+2.79%
Pass rates	96.46%	94.76%	91.73%	88.79%	+2.94%	93.2%	-1.47%

For students supported by the ALPS teams, there are positive 3 year trends in achievement and retention though pass rates have dipped in 2020/21; outcomes remain higher than their peers and significantly higher in achievement, and are above national rate for achievement and retention and slightly under for pass rates.

Supported Students - Sensory:

975 leavers, of which 344 were female and 631 were male. 482 were 16-18, and 493 were 19+.

Total Cohort	2018/19	2019/20	2020/21	whole college	+/- whole college	NR	+/- NR
Achievement	91.38%	88.75%	95.24%	81.66%	+13.58%	86.4%	+8.84%
Retention	96.55%	98.75%	100%	92.20%	+7.80%	92.7%	+7.30%
Pass rates	94.64%	89.87%	95.24%	88.79%	+6.45%	93.2%	+2.04%

Sensory supported students (hearing, visual) have positive 3 year trends and outcomes are significantly higher than whole college, and also well above national rate.

PART 5: STAFF EQUALITY DATA 2020/21

1. Demographic Data

We want our college workforce to reflect the make-up of our local community. At the end of the academic year 2020/21, we employed 898 employees (figures correct as at 31 July 2021) and a breakdown is shown below.

2. Staff Engagement Survey

During this year we adapted the Staff Survey that we had previously used and instead we asked encouraged staff to complete a shorter pulse survey. We continued to include 2 of the specific questions relating to EDI to provide a consistent benchmark. Whilst the results have dropped in comparison to 2020 on the 'inclusive organisation' statement, we believe this is, in part, due to the majority of the year spent in and out of lockdown and remote working. We continue to be encouraged that staff have a consistently strong sense of belonging at the college.

	Full annual survey			Pulse survey	
	Agree %	Agree %	+/-	Agree %	+/-
	2019	2020		2021	
Number of respondents	681	747		358	
The College is an inclusive organisation	88%	96%	+8	89%	-6
I feel like I belong at Kirklees College	n/a	90%		90%	-

We are intending to run a full staff survey in the 2021/22 academic year.

3. Current Corporation profile

Data taken at 31 July 2020 and 31 July 2021.

Corporation by sex

Corporation by race

Corporation by disability
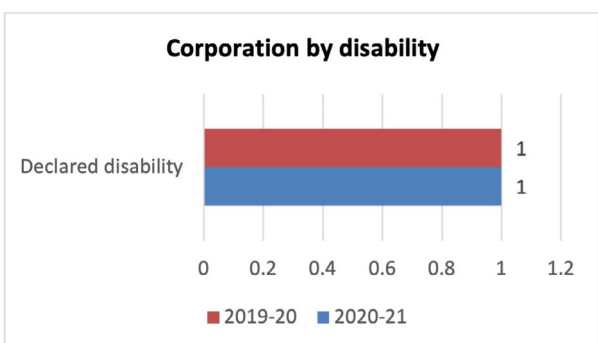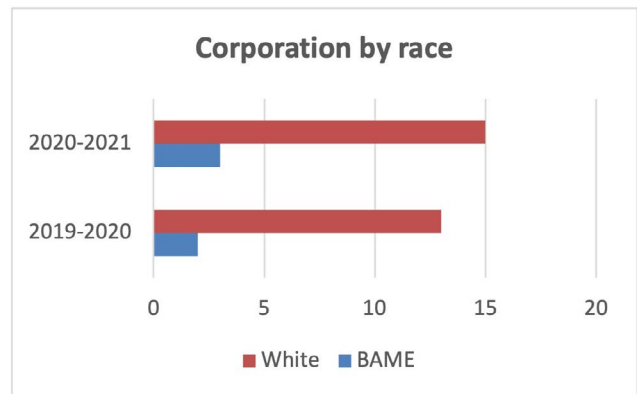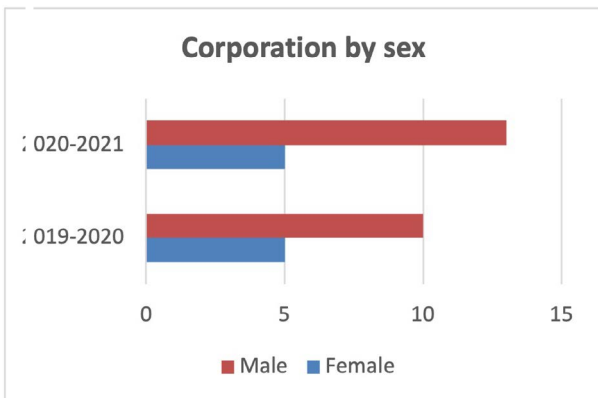
The number of female governors remains static this year but we have increased the number of male governors by 3, increasing the gender gap

Our proactive recruitment campaign to attract a BAME Governor was successful and is now 17%, an increase on the previous year.

One governor has declared a disability, this was no change to the previous year.

4.   Current Workforce Profile

College gender profile as at 31 July 2021

| | Kirklees College | | | | Kirklees Area Overall % | Kirklees Workforce % | Further Education (England) % 2017/18 | Local Authority Providers' Workforce 2016/17 |
| | 31 July 2021 | | 31 July 2020 | | | | | |
	Total 898	%	Total 919	%				
Female	600	66.81%	599	65.18%	50.61%	45.89%	61%	73%
Male	293	32.62%	314	34.17%	49.39%	54.11%	39%	27%
Unknown	5	0.55%	6	0.65				

The table above shows the current corporation and workforce profile at 31 July each year, against available Kirklees data (general and workforce) from the 2011 Census and Further Education College Workforce Data for England (analysis of the Staff Individualised Record data 2017-18), which includes local authority providers.

We have five members of staff who haven't declared their sex.

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.

The staff profile across college remains predominantly female, although our female profile is slightly higher than the FE average and has increased by 1.7% over the last academic year. Whilst not unusual in the FE sector, we would like to see a greater balance.
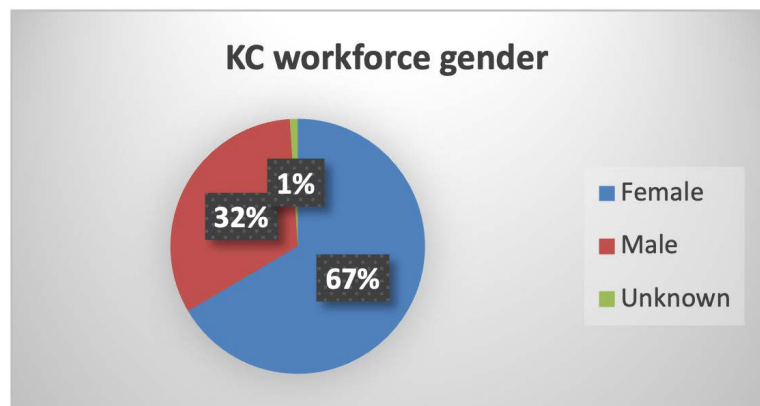
College BAME profile at 31 July 2021

17.5% (162) of our staff are from BAME groups compared to 19.48% (179) in 2019-2020, representing a decrease of almost 2% on last year. 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	Percentage
White English/Welsh/Scottish/Northern Irish/Britis	74.10%
White – Irish	0.30%
White - Irish	0.30%
White – Any other	3.60%
Prefer Not To Say	0.10%
Other ethnic group - Arab	0.10%
Not provided	3.30%
Multiple ethnic groups - White and Black Caribbean	1.50%
Mixed/Multiple ethnic groups - White and Asian	0.50%
Mixed/Multiple ethnic groups - Any other	0.60%
Black/African/Caribbean/Black British - Caribbean	3.10%
Black/African/Caribbean/Black British - Any other	0.30%
Black/African/Caribbean/Black British - African	1%
Asian/Asian British – Pakistani	5.30%
Asian/Asian British – Indian	3.70%
Asian/Asian British – Chinese	0.70%
Asian/Asian British – Bangladeshi	0.20%
Asian/Asian British – Any other	0.50%

The college's BAME profile shows that the majority of staff from ethnic minority backgrounds are of Asian ethnicity, representing 10.4% of the college's overall workforce, a 1% decrease on last year.

Of the 305 employees in college whose primary role is teaching, 41 (just over 13%) of these are from an ethnic minority background.

College disability profile as at 31 July 2021

| Total	Kirklees College as at 31 July 2021 (total 898)	Kirklees Collegeas at July 2021	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	20	2.2%	18	2.0%				
Yes – mental ill health	6	6.6%	8	0.9%				
Yes - physical	35	3.8%	37	4.0%				
Yes – rather not say	8	0.8%	9	0.9				
Yes - total	69	7.6%	72	7.8%	17.74%	7.51%	27%	N/K
No	793	88.4%	810	88.1%				
Unknown	35	3.8%	37	4.0%				

7.6% of Kirklees College staff have declared a disability, which is a 0.2% decrease on last year's figure (7.8%). Again we are planning to understand the disability profile of those colleagues whose status is unknown in our data review exercise.

College sexual orientation profile as at 31 July 2021

Total	Kirklees College as at 31 July 2021 (total 898)	Kirklees Collegeas at July 2021	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%	4	0.4%				
Gay	8	0.9%	7	0.8%				
Bisexual	4	0.4%	3	0.3%				
LGB total	16	1.7%	14	1.5%	N/K	N/K	2%	N/K
Hetrosexual	505	56%	529	57.6%				
Unknown	52	6%	52	5.7%				
Prefer not to say	325	36%	324	35.2%				

Four members of staff at college have declared a lesbian, gay or bisexual sexual orientation, which is a slight increase (0.02%) on last year. This compares to 2% of Further Education staff in England, whilst the LGB representation for the Local Authority workforce is unknown. We continue to be concerned that 325 staff members prefer not to say what their orientation is and want to use the profile of our Equality Ambassadors to explore this further.

College transgender profile as at 31 July 2021

Total	Kirklees College as at 31 July 2021 (total 898)	Kirklees Collegeas at July 2021	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%	2	0.2%	N/K	N/K	N/K	N/K
No	139	15.5%	161	17.5%				
Unknown	575	84.2%	756	82.3%				

The number of staff who have declared a transgender status is the same as last year. Two 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 2021 (total 898)	Kirklees College as at 31 July 2021 %
<25	14	1.55%
25-49	470	52.33%
50-64	379	42.20%
65+	35	3.89%
Total	**898**	

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.

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.

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 2020/21

	Starters		Leavers	
	No of staff @ 1 Aug '20 – 31 Jul '21	% @ 1 Aug '20 – 31 Jul '21	No of staff @ 1 Aug '20 – 31 Jul '21	% @ 1 Aug '20 – 31 Jul '21
Ethnicity				
White	66	77.6%	112	74.1%
B/ME including Mixed/Multiple ethnic groups	16	18.8%	34	22.5%
Not provided	3	3.5%	5	3.3%
Total	**85**		**151**	
Sex				
Female	48	56.5%	78	51.6%
Male	34	40%	72	47.4%
Not Known	3	3.5%	1	1%
Total	**85**		**151**	
Disability				
Yes	5	5.8%	17	11.2%
No	73	85.8%	125	82.7%
Unknown	7	8.2%	9	5.9%
Total	**85**		**151**	
Sexual Orientation				
LGB sexual orientation	4	4.7%	2	1.3%
Hetrosexual	68	80%	101	66.88%
Prefer not to say/Unknown	13	15.3%	48	31.78%
Total	**85**		**151**	

During the period 1 Aug 2020 to 31 July 2021 the college employed a total of 85 new starters, 77.6% of whom were white and 18.8% of whom were from B/ME backgrounds. This shows a 0.2% increase from last year in new starters from B/ME backgrounds following a decrease the year prior to that. 3.5% 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 151 leavers. 22.5% of leavers were from a B/ME background which is a 4.9% increase on last year.

During the same period 40% of new starters were male, showing a decrease of 6% on last year's figure. 56.5% of new starters were female, compared to 54.3% last year. 47.4% of leavers were male and 51.6% were female.

During the period 1 Aug 2020 to 31 July 2021, 5.8% 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. 11.2% of leavers during 2020/21 declared a disability which is an increase on the previous year at 4.9%.

4.7%of starters and 1.3% of leavers declared a LGB sexual orientation. The latter being a marginal decrease on last year.

$$\frac{151 \text{ (number of leavers during academic year 2019/2029)} \times 100}{909^* \text{ (average no of employees during academic year 2019/2020)}} = 16.6\%$$

average number of employees calculated by adding 898 (number of employees at 31 July 2021) to 919 (number of employees at 31 July 2020) 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 (%)	Adminstra-tive (%)	Learning Support (%)	Techinical Staff (%)	Caretaking, catering, cleaner & other (%)
White 2019/2020	79.4%	89.7%	88.0%	77.9%	77.5%	83.9%	74.6%
White 2020/2021	77.18%	85.9%	98%	76.4%	75.4%	86%	72.6%
B/ME including Mixed/ Multiple ethnic groups 2019/2020	17.6%	6.9%	9.0%	19.7%	20.2%	20.2%	23.6%
B/ME including Mixed/ Multiple ethnic groups 2020/2021	18.8%	11.2%	1%	17.1%	22.5%	13%	24.6%
Not provided 2019/2020	3.0%	3.4%	3.0%	2.4%	2.3%	0%	1.8%
Not provided	3.9%	2.8%	1%	6.4%	1.9%	1%	2.7%

The largest B/ME representation by staff type in 2020/21 is among caretaking, catering and cleaning staff (24.6%) and learning support staff (22.5%).

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

9. Recruitment Monitoring Data for Academic Year 2020/21

During the period 1 Aug 2020 to 31 July 2021 we had a total of 1195 applicants for 114 positions. We shortlisted 314 of those and offered posts to 110 people.

It is worth noting that managers do not have access to any EDI data as part of the shortlisting process.

Ethnicity
Of the total 1195 applicants 36% (433) were from B/ME backgrounds, an 3.2% decrease on 2019/20 61% of applicants were white (726) compared to 58.5 (822) in the previous year. Of the total 433 B/ME applicants, 721 were shortlisted (23%) which was a decrease from last year, and 21 (19%) were offered posts, almost 14.7% less than the previous year.

Disability
46 applicants (4%) declared a disability compared to 59 (4.3%) last year. Of those, 11 (3.5%) shortlisted, a decrease of 1.4% on last year. 3 (2.7%) were offered roles, 0.5% increase on 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
49% (591) of applicants were female and 49% (583) were male, this is almost the same as the previous year. Of the candidates who applied for role 45% of males were shortlisted and 54% were female. 62% of shortlisted female applicants were offered positions compared to 38% of shortlisted male candidates.

Sexual orientation
4.1% of applicants declared an LGB status compared to 4% the previous year. 11% were shortlisted, which is a 4.5% increase on last year and 6% were offered a role which is a 1.6% increase on the previous year.

Vacancy Conversion Rates for Ethnicity						
Ethnicity	**Applicants**		**Shortlisted**		**Offered**	
	No.	**%**	**No.**	**%**	**No.**	**%**
White 1 Aug 19 – 31 July 2020	822	58.5%	244	70.7%	59	64.1%
White 1st Aug 20 – 31 July 2021	726	61%	235	75%	88	100%
B/ME, including Mixed/ Multiple ethnic groups 1 Aug 19 – 31 July 2020	550	39.2%	91	26.4%	31	33.7%
B/ME, including Mixed/ Multiple ethnic groups 1 Aug 20 – 31 July 2021	433	36%	72	23%	21	19%
Not known, not provided 1 Aug 19 – 31 July 2020	32	2.3%	10	2.9%	2	2.2%
Not known, not provided 1 Aug 20 – 31 July 2021	36	3%	7	2%	1	1%
Total 1 Aug 19 – 31 July 2020	**1404**	**100%**	**345**	**100%**	**92**	**100%**
Total 1 Aug 20 – 31 July 2021	**1195**	**100%**	**314**	**100%**	**110**	**100%**

Vacancy Conversion Rates for Disability						
Ethnicity	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
No 1 Aug 19 – 31 July 2020	1317	93.8%	320	92.8%	87	94.6%
No 1 Aug 20 – 31 July 2021	1108	93%	295	93.5%	105	5.5%
Yes 1 Aug 19 – 31 July 2020	59	4.3%	17	4.9%	2	2.2%
Yes 1 Aug 20 – 31 July 2021	46	4%	11	3.5%	3	2.7%
Not provided 1 Aug 19 – 31 July 2020	28	1.9%	8	2.3%	3	3.2%
Not provided 1 Aug 20 – 31 July 2021	41	3%	8	2.5%	2	1.8%
Total 1 Aug 19 – 31 July 2020	**1404**	**100%**	**345**	**100%**	**92**	**100%**
Total 1 Aug 20 – 31 July 2021	**1195**	**100%**	**314**	**100%**	**110**	**100%**

Vacancy Conversion Rates for Gender						
Ethnicity	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
Female 1 Aug 19 – 31 July 2020	685	48.8%	209	60.6%	61	66.3%
Female 1 Aug 20 – 31 July 2021	591	49%	170	54%	68	62%
Male 1 Aug 19 – 31 July 2020	697	49.6%	130	37.7%	31	33.7%
Male 1 Aug 20 – 31 July 2021	583	49%	140	45%	42	38%
Rather not say/not provided 1 Aug 19 – 31 July 2020	22	1.6%	6	1.7%	0	0%
Rather not say/not provided 1 Aug 20 – 31 July 2021	21	2%	4	1%	0	0%
Total 1 Aug 19 – 31 July 2020	**1404**	**100%**	**345**	**100%**	**92**	**100%**
Total 1 Aug 20 – 31 July 2021	**1195**	**100%**	**314**	**100%**	**110**	**100%**

| Vacancy Conversion Rates for Sexual Orientation						
Ethnicity	Applicants		Shortlisted		Offered	
	No.	%	No.	%	No.	%
Lesbian 1 Aug 19 – 31 July 2020	11	0.8%	5	1.4%	2	2.2%
Lesbian 1 Aug 20 – 31 July 2021	1	0%	1	54%	68	62%
Gay 1 Aug 19 – 31 July 2020	23	1.6%	10	2.9%	1	1.1%
Gay 1 Aug 20 – 31 July 2021	30	2%	24	8%	4	4%
Bisexual 1 Aug 19 – 31 July 2020	24	1.7%	4	1.2%	1	1.1%
Bisexual 1 Aug 20 – 31 July 2021	29	2%	10	3%	2	3%
Total LGBT 1 Aug 19 – 31 July 2020	**58**	**4.1%**	**19**	**5.5**	**4**	**4.4%**
Total LGBT 1 Aug 20 – 31 July 2021	**60**	**4%**	**25**	**11%**	**6**	**6%**
Heterosexual 1 Aug 19 – 31 July 2020	1206	85.9%	295	85.5%	80	87.0%
Heterosexual 1 Aug 20 – 31 July 2021	1014	85%	265	85%	97	88%
Prefer not to say/not provided 1 Aug 19 – 31 July 2020	140	10.0%	31	9.0%	8	8.6%
Prefer not to say/not provided 1 Aug 20 – 31 July 2021	80	11%	12	4%	7	6%
Total 1 Aug 19 – 31 July 2020	1404	100%	345	100%	92	100%
Total 1 Aug 20 – 31 July 2021	1195	100%	314	100%	110	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, the percentage for staff in the Quality & Apprenticeship Provision is lower than last year. The gap in the 16 19 Provision and Learner Services is almost the same as the gap in the Adults & Higher Education.

Ethnicity - by curriculum (Quality & Apprenticeship Provision)	Staff	% Staff	Students	% Students
White 1 Aug 19 – 31 July 2020	113	83%	1997	70%
White 1 Aug 20 – 31 July 2021	80	87.9%	2036	70%
B/ME including Mixed/ Multiple ethnic groups 1 Aug 19 – 31 July 2020	19	14%	799	28%
B/ME including Mixed/ Multiple ethnic groups 1 Aug 20 – 31 July 2021	8	8.7%	820	28%
Other ethnic group - Any other 1 Aug 19 – 31 July 2020	0	0%	25	1%
Other ethnic group - Any other 1 Aug 20 – 31 July 2021	0	0%	25	1%
Not provided 1 Aug 19 – 31 July 2020	4	3%	23	1%
Not provided 1 Aug 20 – 31 July 2021	4	4%	36	1%
Total 1 Aug 19 – 31 July 2020	**136**	**100%**	**2129**	**100%**
Total 1 Aug 20 – 31 July 2021	**91**	**100%**	**2917**	**100%**

Ethnicity - by curriculum (Adults & Higher Education)	Staff	% Staff	Students	% Students
White 1 Aug 19 – 31 July 2020	227	81%	2385	50%
White 1 Aug 20 – 31 July 2021	153	79.2%	3777	57%
B/ME including Mixed/ Multiple ethnic groups 1 Aug 19 – 31 July 2020	45	16%	2912	41%
B/ME including Mixed/ Multiple ethnic groups 1 Aug 20 – 31 July 2021	33	17%	2545	38%
Other ethnic group - Any other 1 Aug 19 – 31 July 2020	0	0%	324	5%
Other ethnic group - Any other 1 Aug 20 – 31 July 2021	0	0%	244	4%
Not provided 1 Aug 19 – 31 July 2020	7	3%	355	5%
Not provided 1 Aug 20 – 31 July 2021	7	3.6%	114	2%
Total 1 Aug 19 – 31 July 2020	**279**	**100%**	**5134**	**100%**
Total 1 Aug 20 – 31 July 2021	**193**		**6680**	

Ethnicity - by curriculum (16-19 Provision and Learner Services)	Staff	% Staff	Students	% Students
White 1 Aug 19 – 31 July 2020	138	75%	2314	74%
White 1 Aug 20 – 31 July 2021	134	77.9%	1724	72%
B/ME including Mixed/ Multiple ethnic groups 1 Aug 19 – 31 July 2020	31	17%	772	25%
B/ME including Mixed/ Multiple ethnic groups 1 Aug 20 – 31 July 2021	29	16.8%	643	27%
Other ethnic group - Any other 1 Aug 19 – 31 July 2020	0	0%	19	1%
Other ethnic group - Any other 1 Aug 20 – 31 July 2021	0	0%	19	1%
Not provided 1 Aug 19 – 31 July 2020	16	8%	14	0%
Not provided 1 Aug 20 – 31 July 2021	9	5.2%	4	0%
Total 1 Aug 19 – 31 July 2020	**185**	**100%**	**2504**	**100%**
Total 1 Aug 20 – 31 July 2021	**172**		**2390**	
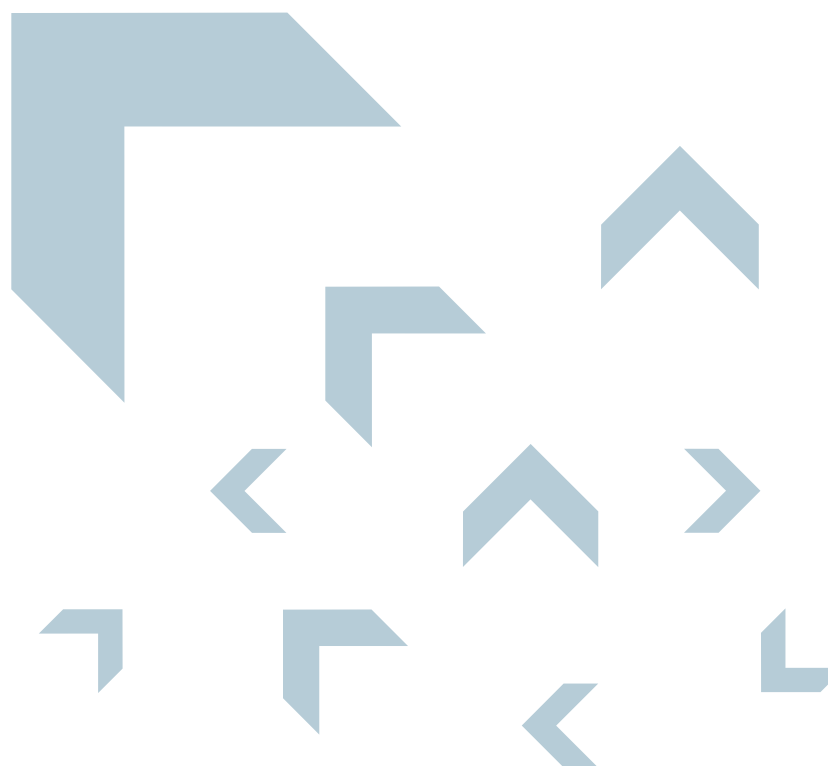
11. Procedural Data by Ethnicity & Disability (as at 31 July 2021)

Employment relations cases opened 1/8/2020 - 31/07/2021

2020/21					
Case Type	BAME Cases			Disability Cases	
Total Cases	Total BAME Cases	% of Case Type	Total Disability Cases	% of Case Type
Absence	125	28	13.3%	17	8.1%
Performance	28	11	5.2%	5	2.4%
Disciplinary	25	10	4.7%	2	0.9%
Grievance	14	6	2.8%	2	0.9%
Investigation	18	9	4.3%	0	0%
Tribunal	1	1	0.5%	0	0%
Total	**211**	**65**	**30.8%**	**26**	**12.3%**

2019/20					
Case Type	BAME Cases			Disability Cases	
Total Cases	Total BAME Cases	% of Case Type	Total Disability Cases	% of Case Type
Absence	110	27	17.3%	19	12.2%
Performance	14	6	3.8%	1	0.6%
Disciplinary	25	4	2.6%	3	1.9%
Grievance	7	1	0.6%	2	1.3%
Investigation					
Tribunal	0	0	0%	0	0%
Total	**156**	**38**	**24.4%**	**25**	**16%**

*Investigations were not captured together in 2019/20

During the year we saw a significant rise in the volume of Employee Relations Cases.

BAME: Formally managed absence cases, due to long term or frequent short term absences, reduced to 13.3% from 17.3% of all absences on the previous year. We experienced a significantly increased employee led grievance caseload of which BAME staff driven complaints accounted for 42% from 14% in the previous year. The percentage of BAME staff within the formal disciplinary process was 40% as opposed to 16% in the previous year. The percentage of BAME staff compared to white staff in formal performance management was 39% this year, a slight decrease on 42% in the previous year.

Disability: Absence management, disciplinary, grievance cases decreased in comparison to the previous year. However there was an increase of staff with a disability being formally managed compared to 2019/20.

CONCLUSION

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

We continually review our practices, which in turn feeds into the development of new and better actions to enable us to continue to improve our understanding and practice across the college. Our aims

- To continue to publish our Gender Pay Gap Report in line with the legislative but moreover be transparent and voluntarily report on our ethnicity and disability pay gap each year.

- To review our college values to make sure they are reflective of our staff, stakeholders and communities.

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

- To retain Level 2 Disability Confident Employer status.

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

- To continue to review and update EDI data to ensure we have the most accurate data to inform practice and decision making.

- To continue developing the college website so our customers understand that we are an aspirational, supportive and inclusive employer committed to equality, diversity and belonging for everyone.

- To continue to monitor our staff recruitment data in respect of minority groups and analyse conversion rates, actively considering how to attract more candidates to reflect our communities and student population.

- To continue to promote, champion and develop initiatives to support current EDI issues and ensuring that our communications are engaging and inclusive. To continue to work with all managers to address areas of under-representation within the curriculum and college.

- To continue to improve awareness and embed EDI and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and tolerance of those with different faiths and beliefs, and for those without faith) into the curriculum through the PAD Programme and tutorials.

- Continue to use the staff Performance and Development Review process to assist talent management/succession planning and the upskilling 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 and develop recruitment and equality monitoring processes 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 to be a key priority for college.

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.

KIRKLEES COLLEGE

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.