

# EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT

ACADEMIC YEAR 2022-23



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## Creating Opportunities, Changing Lives

Kirklees College is a vocational college that offers inspiring teaching in state-of-the-art facilities designed to meet industry standards. We collaborate closely with employers to shape our curriculum, ensuring our students are well-prepared for their careers.

We are all educators, and our strategy is rooted in our desire to shape a better future for all in our community, through excellent teaching and powerful knowledge with a strong social purpose. We live in a time of unprecedented and complex challenge. Many societal challenges impact on our students, staff and community; such as rising living costs, inequality, poverty, mental health, technological advancement and climate change. The future is unrecognisable in terms of anything we could have predicted a few years ago. The impact of these challenges and how we address them varies greatly. Kirklees College has a pivotal role to play in delivering positive change to people's lives, serving as an anchor organisation working with local communities and partners.

Our mission, "Creating Opportunities, Changing Lives," is central to everything we do. The college's core values for both students and staff are Kindness, Unity, and Excellence, which guide our behaviour and interactions. At Kirklees College, we aim to foster honesty and compassion, cultivate a shared purpose within our community, and set a culture of high aspiration, expectation, and success. We strive to be ahead of the curve in our approach to teaching and learning and to be a first-choice provider for students and industry alike.

We are passionately committed to fostering a diverse and inclusive environment that reflects the richness of our student population and local community. We celebrate the unique backgrounds and experiences that everyone brings to our college.

We acknowledge the inequalities present in the wider community and strive to use our insights to make further progress in creating fairness for all by removing barriers that hinder equal opportunity. Our goal is to develop and maintain an inclusive and diverse environment representative of our community population. This annual report presents an overview of how we fulfil our equality duty, providing insights into our approach, performance, and progress in advancing, embedding, and promoting equality, diversity, and inclusion.

We remain informed by actions both locally in Kirklees and nationally across the Further Education (FE) sector, leveraging our influence to address inequalities wherever possible. We are committed to leading industry and local practice, driving change through our involvement with groups such as the Black FE Leadership Group.

Our mission, "Creating Opportunities, Changing Lives," remains our guiding principle. We are dedicated to providing a college environment where every student and staff member can reach their full potential. We ensure that opportunities are plentiful, available, and accessible to all, allowing everyone to thrive as we work together to transform lives through education and training.



**Palvinder Singh**  
**Principal and Chief Executive**



## Our Commitment to Equality, Diversity and Inclusion

Equality, diversity, and inclusion are central to our values, mission, and priorities. We wholeheartedly support the principles of equality, diversity and inclusion (EDI) and oppose all forms of unlawful or unfair discrimination on any grounds.

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. We seek to ensure equality of opportunity and treatment for everyone in relation to all of our 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 works actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act. We recognise the existence of institutionalised discrimination, including institutional racism, and we are committed to making changes in any area of practice to further improve equality and remove barriers, ensuring that all actions, decisions, processes, and systems are free from inequality or discrimination. We are 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 opportunities, changing lives' – to lead our community through excellence by providing learning and pathways for progression.

The Public Sector Equality 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 students 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 workforce and the demonstration of best practice in relation to employment

This report provides an overview of the work undertaken by the college during 2022/23 and shares the results of equality and diversity monitoring undertaken during this period.

This report is divided into four parts:

Part 1	A summary of our mission, vision, values, and approach to EDI. We also outline our statutory obligations.
Part 2	Our strategies and achievements in promoting equality, diversity, and inclusion within teaching, learning, and assessment.
Part 3	An overview and analysis of our learner equality data for 2022-23
Part 4	A review of our workforce demographics, highlighting our progress and priorities in enhancing equality, diversity, and inclusion.

*\*Please note that the data produced is correct at the time of publication*

## Part 1: Summary and Statutory Obligations

### CREATING OPPORTUNITIES, CHANGING LIVES

Our mission celebrates the fact that we are an institution which embraces the needs of all our community, irrespective of academic achievement and social background, and changes lives through providing a ladder of opportunity and progression through creative, responsive and successful learning.

The college makes a significant difference to improving the lives of those who are most disadvantaged and at risk of long-term unemployment and cross-generational poverty because of poor educational outcomes. Although the Kirklees district has areas of relative affluence, it also has areas of significant deprivation.

The Covid-19 pandemic has continued to have an impact on the education sector and substantial disruption to learning. Our students have faced the challenge of not experiencing formal examinations, inflated grades, compounded by education reforms where there are more exam-based qualifications at Level 3.

Using Indices of Multiple Deprivation, we have a much higher than average number of students who come to us from the three bands of highest deprivation. In addition, many of our students have significantly lower than average starting points in English and maths.

Kirklees College is the key provider of post-16 SEND provision in Kirklees and there have been year-on-year increases in the number of students with EHCPs attending the college in the last three years. This trend looks likely to continue.

With increased focus on equality and diversity in all sectors and in all areas of everyday life, we need to demonstrate and communicate to our stakeholders, both internal and external, that we are committed to providing a supportive, inclusive and respectful environment.

### Our Vision

Our vision is to be a college at the heart of its community providing inspirational teaching and ensuring curriculum is developed with employers, enabling all students to progress.

We are building a college community that through its leadership, recruitment, teaching and learning is free from discrimination and secure and confident in its diversity. The college is committed to ensuring that every individual student and employee is valued, supported and respected.

We welcome and celebrate the unique talent and experience of each individual student and employee. Effective teaching and learning requires a safe environment, free from prejudice and discrimination, where the values and ethos of equality and diversity inform all college activity.

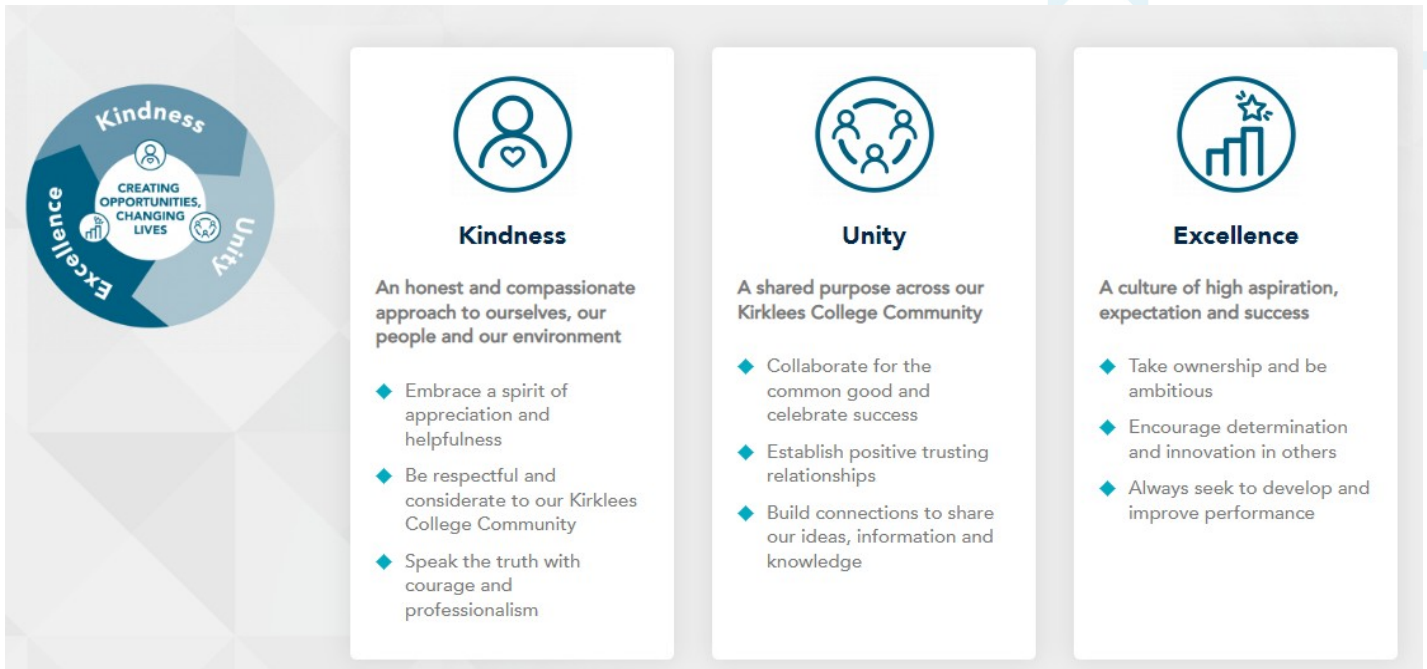
Therefore, Kirklees College has a zero-tolerance approach to discrimination. These values apply equally to staff and governors, as well as students, volunteers and organisations that we do business with.

Our Single Equality Scheme and associated policies outline how we seek to ensure that the college is free from unlawful discrimination and strives constantly to move beyond legal compliance towards excellence and best practice in promoting and celebrating equality and diversity.

Through creative and responsive teaching and learning and a broad spectrum of extra-curricular activities, our students will understand better the world within which they live and the impact of their own actions on community cohesion and wellbeing.

## Our Values

Kirklees College welcomes all students who want to learn. The college has a common set of key values for both students and staff that are at the heart of everything we do. The values define who we are, how we behave and how we interact with each other, making Kirklees College a vibrant, inclusive, educational experience. Our values are:



## 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
- 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
- Information to demonstrate its compliance with the public sector equality duty each year. 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 (SES)

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, ensuring we provide 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 for people 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
- provide information about our consultation and engagement, monitoring and training arrangements

## 3. Equality Impact Assessment

Equality Impact Assessments (EIAs) are a tool used by organisations, such as our college, to assess the likely impact of policies, procedures, and services on different groups of people. While there is no legal requirement to carry out EIAs, as a college, we choose to undertake them to thoroughly evaluate how our policies, decisions, or actions could impact various groups within our community, ensuring fairness, inclusivity, and the advancement of equality. This practice enables us to identify and rectify any potential discrimination or inequalities, thereby fostering a more equitable and just environment for all. EIAs enable us to challenge ourselves to ensure that Equality, Diversity, and Inclusion (EDI) are integral parts of our work and that our processes and practices are robust.

EIA's are carried out on:

- new functions, policies, procedures and services as they are developed
- significantly altered functions, policies, procedures and services
- 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 demographics of our workforce, encompassing characteristics such as age, disability, gender reassignment, race, sex, and sexual orientation, to enrich our workforce profile analysis. Our employment monitoring will be expanded to encompass demographic details of starters and leavers, as well as tracking key employment decisions such as internal promotions, grievances, disciplinary actions, and addressing underperformance, all through the lens of Equality, Diversity, and Inclusion (EDI).

The data will be 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 EDI Policy and our Dignity at Work Policy 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. The People and EDI sections of the intranet include information and resources on all areas of diversity, analysis and assessment of 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:**

- 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, are valued, have a sense of belonging and are confident and inspired
- providing a high-profile lead to chair the Equality, Diversity and Inclusion Strategic Group, 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, are valued, 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 students and staff are enabled to achieve their full potential, irrespective of a protected 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 Equality Action plan. Our Single Equality Scheme is reviewed and revised every four years. This annual report presents an overview of how we fulfil our equality duty, providing insights into our approach, performance, and progress in advancing, embedding, and promoting equality, diversity, and inclusion. This annual report will be approved by the Corporation prior to being disseminated throughout the college and published on the website.

## Part 2: Equality, diversity and inclusion in teaching, learning and assessment

This section of the report demonstrates how the college enhances, embeds, and promotes equality, diversity, and inclusion (EDI) through robust teaching, learning, and assessment strategies. It highlights our commitment to creating a positive and inclusive learning environment where respect and appropriate behaviour are fostered, ensuring a trauma-informed restorative approach to teaching and learning in our classrooms. The report further details our progress throughout 2022/2023, including insights into student feedback and initiatives such as the SPARC CPD programme. Additionally, it highlights our efforts to support all aspects of our delivery to ensure an inclusive curriculum design and effective support mechanisms for all.

Kirklees College is 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. 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 and ensures a trauma informed approach in the classroom.

*96% of students felt the college is a welcoming place for people of all backgrounds*  
End of Year Student Experience Survey

The college is on a Journey to Excellence with curriculum teams actively developing their self-identified areas for improvement using the Professional Teaching Standards (PS) under the college SPARC programme. The college SPARC programme includes the ETF self-assessment focusing on EDI in planning and delivery, encouraging further EDI reflection in teacher's pledges: 'Value and champion diversity, equality of opportunity inclusion and social equality.

In health and social care, staff have participated in research and CPD on using alternative assessments for formative and summative assessments. Staff are developing confidence in differentiating assessments and producing alternative assessment briefs for SEND/SEMH students.

There is a widening digital skills and poverty gap in Kirklees. Adapting the use of digital in class is helping to bridge that divide however AI and access to it can cause a further divide. Utilising digital is a must to better prepare our students for their next steps. There is an opportunity in the classroom to explore many tools which would support our learners in their future careers and have recognisable skills such as effectively using Microsoft office tools. Some learners are not in the position to have access to a wide range of digital tools or resources, we provide this at every opportunity. Staff and students are being supported to develop an awareness and understanding of AI through bespoke CPD, using digital tools powered by AI and having access to a range of resources and tech in class.

## Inclusive Curriculum

High needs students enrol on programmes within every department and level within the college, including vocational courses and specialist provision (Foundation Learning). Inclusion plans are developed for every high need learner, identifying the provision that they require and how these can be met through QTF, assistive technologies and specialist support to ensure they achieve their outcomes. The quality and impact of support for High needs was judged to be good in all areas during the College's Ofsted inspection in February 2023.

Kirklees College promotes inclusive learning environments and encourages staff to employ Quality First Teaching (QFT) strategies and a range of assessment methods for the benefit of all students, not just those with learning disabilities/difficulties. Refresher training has been delivered to all curriculum teams to understand the provisions and effectively use strategies to support students to meet their outcomes. The college has a comprehensive support team that covers all areas of the college providing support and guidance to curriculum teams. Where required, the college provides specialist support or assistive technologies in addition to QFT strategies through its graduated approach. The aim is to gradually withdrawal support where appropriate to develop independence, autonomy and work readiness.

Additional learning support may be provided in class in small groups or on a 1:1 basis to support students to develop their own strategies to enhance their skills, knowledge and behaviours for greater independence. As students develop these skills, in class support is reduced but students are still able to access out of class support in the Oasis rooms that are staffed by the SEND Support team.

The Motor Vehicle provision in Springfield Sixth Form Centre has been aligned to the Foundation Learning department to improve outcomes and provide more effective support for these students. The Tuition Fund is effectively utilised to provide high needs students that are enrolled on a maths or English qualification with additional tutoring in small group or 1:1 setting in maths and/or English. The Century Tec Learning Platform has been introduced this academic year for both maths and English and is encouraged with all high needs students. After the diagnostic assessment is taken in September, Century creates individual pathways so that students can work on their individual targets. This is monitored by staff and regular intervals are set in the year for students to look at their progress and update SMART targets.

High needs students within vocational areas participate in work experience and employability activities in line with their peers. Curriculum teams, work placement officers and the SEND Support team work collaboratively to ensure that reasonable adjustments are in place to enable students to participate in meaningful experiences. For students on the Training and Employment pathway in Foundation Learning, employability and work-related activities, such as placements in realistic working environments and in the wider community, are undertaken to develop students' knowledge, skills and behaviour to prepare them for the workplace.

The approach for Pre-supported Internship differs in design to provide more opportunities for students to be independent and resilient by taking part in group placements outside of the college. The Supported Internship programme is planned to provide job rotations that are matched to student's individual career aspirations. Interns receive high quality ongoing support from job coaches and opportunities to understand how to keep themselves safe and healthy from the curriculum lead. The strong partnership between the College, local authority and REAL employment mean that students continue to have strong rates of employment above the national average and the programme being recognised nationally as an example of good practice with DFN Project Search. The programme was one of ten nationally that were selected to pilot the DfE quality framework assessment process with the Department for Education.

Students are also able to access careers guidance from C&K Careers that enables students to develop clear and ambitious but realistic plans for the future. These plans are used by curriculum teams to develop personalised targets and form the basis of discussions during termly SEND reviews and annual EHCP reviews. High needs students in specialist provision participate in work in the community and with employers using real briefs for clients on the Work Skills programme. The Work Focus café staff link with the catering



services and Health and Safety team to ensure that they are equipping students with industry standard knowledge such as barista skills, food labelling and hygiene standards.

- Retention (92.2%, +0.8%), achievement (90.3%, +4.5%) and pass rates (97.9%, +3.9%) for high needs students are above whole college rates
- Students demonstrate good behaviours and attend well
- High quality learning environments enable students to develop skills and knowledge whilst providing appropriate spaces for regulation and reflection
- Students have opportunities to participate in a wide range of activities that enable them to become more active citizens and members of their community
- Outstanding positive destinations at 95.3% for young people;

The Adult Learning curriculum has been designed to provide our adults with the opportunity to transform their lives. The offer aims to provide adults the chance to gain new or higher skills and knowledge as a vehicle to improve life chances. Delivering a range of informal and formal learning from pre-entry-level courses to professional/ technical qualifications and Access to Higher Education, as well as confidence-boosting/wellbeing programmes and family learning. The Adult curriculum is aligned to several inter-related national and regional policies and priorities

The college successfully delivers a range of Adult Education Budget funded provision aimed at upskilling individuals within WYCA region. This includes Kirklees, Bradford, Leeds, Wakefield and Calderdale. The provision has been developed and run to support local priority needs including, but not limited to: Maths, English, Essential Digital Skills and ESOL, Digital Health and Social Care, Engineering and Manufacturing, Creative, Construction, Hairdressing, Education, Foundation learning Business and Administration. We have supported over 6,000 people on adult education and community learning courses this year alone and are proud that this represented a wide demographic, over 4000 of the participants were not in full time employment, with half indicating they wish to progress to further study or employment. We have numerous examples of success that we can share. One example, Ivan is Russian and gained a degree in Economic Management and trained as a PE teacher in Siberia. Ivan worked for an energy company for many years and also owned his own business. He arrived in the UK in December 2017 and the only English phrases he knew were "Help Me", "How are you?" and "My name is Ivan". He started ESOL (English for Speakers of Other Languages) at Kirklees College in 2019 and took on the role of ESOL Student Representative during the Covid lockdown academic year, remaining positive throughout. He has returned to college as a staff member and now works as a SEND support worker. He is currently studying GCSE English and a Level 3 course in Education and Training, and also does voluntary work as a boxing coach at the Training Cave in Batley. Ivan is well-respected by and popular with staff and students alike and is a living example of the college ethos 'Creating Opportunities, Changing Lives'.

The Community Learning curriculum is diverse, developing student's resilience, wellbeing and skills for work. A wide variety of non-accredited classes from Art for Relaxation and Chair Yoga to Conversational English and Cooking on a Budget have provided residents with opportunities to focus on their mental health and wellbeing alongside developing essential skills for employment. Residents across Kirklees also have opportunities to upskill and re skill to enter the world of work by achieving on courses such as the Award in Education and Award in Support work in Schools and Colleges. The curriculum is good at meeting the needs of the region in terms of a shortage in Tutors and Teaching Assistants and the L1 Award in Cybersecurity and Essential Digital Skills courses support government policy driving digital skills in the local economy.

Courses are helping individuals to have more control of their own lives, such as being able to attend medical appointments, participate in official engagements such as the Home Office or solicitors by themselves, or speak to their child's teacher or assist with their homework. The impact is that they are able to be more independent and gain skills to flourish in society.

Students have enhanced their confidence as they have improved their spoken English through class presentations or through group discussions and have enhanced knowledge of grammar to write correct

sentences since starting the course. The impact is that students appreciate and are positive about the benefits of programmes and how they have improved their knowledge which can be applied in personal and social contexts, or in improving their employability skills. Maths skills and Functional skills qualifications strengthen opportunities to progress in to vocational areas, Higher Education and into work.

The apprenticeship curriculum aims to be flexible, accessible and responsive to the existing and future needs of a wide range of employers and students both regionally and nationally. There are exemplary partnerships with employers which ensures the curriculum intent is aligned to local and regional economic needs and allows students to access learning opportunities.

We are continually developing our curriculum based on feedback with key stakeholders including the West Yorkshire Combined Authority. We have developed different delivery models which enhances delivery and raises participation rates across our offer.

We have developed strong links with employers and we are committed to working with employers who comply with Equality and Diversity legislation by fair recruitment practices. All apprenticeship vacancies are advertised and promoted to all students and we use popular social media to promote vacancies.

All employers will sign a training agreement which outlines college and employer commitment to college ethos and expectations on EDI.

The college supports employers to help them standardise recruitment, offer flexible interview practice, remove unconscious bias, being inclusive, focus on the facts in job adverts.

All apprentices receive thorough initial advice and guidance to ensure they are enrolled to the right programme. The process captures Maths, English and any additional support and this is reflected in an individual learning plan.

We have adapted delivery models to reflect the needs of employers and students, such as online learning, face to face support and with an ability to adapt learning resources.

All apprentices are able to join student groups. [College Clubs - Kirklees College](#)

The college achievement rates in Engineering & Construction has helped narrow the achievement gap between male apprentices and female apprentices from 15% to 4.8%.

## Case Studies

Saman started her Foundation Learning journey on the Entry Level 3 Extended Certificate in Vocational Studies course, having previously studied at Ravenshall school. Saman required academic and personal support. Her inclusion plan that was developed with Saman identified she needed time, praise and support to successfully transition to college life.

The E3 course allowed her to develop practical skills alongside her English, maths and ICT development. She was able to explore her emotions through creative artwork alongside developing her catering skills which enabled her to begin to prepare for adult life.

Saman successfully progressed within Foundation learning onto a level 1 Retail programme in the department before and progressing into a level 1 vocational course within college.

More recently, Saman has passed a Level 2 in Business studies and is still studying at Kirklees College. She now plays an active role in inspiring and helping young learners and is an active member of Learner Voice.

## Good News Stories



### **Eleanor's 2 x Job Offers for Casual Staff Roles with Kirklees Council's Catering Service**

Eleanor Eckford has done a fantastic job in being successful in the applications & interviews of two Casual Bar & Catering Staff positions with Kirklees Council, based at either Oakwell Hall in Birstall, or Dewsbury Town Hall. Both positions are 0 hour contracts, meaning Eleanor can pick up shifts that are convenient for her, as & when they become available. Eleanor was looking for part-time hours initially, as she also has a part-time role at a local Italian restaurant, therefore the casual contracts really suit her. We have received excellent feedback already from her current rotations, in which she is performing catering roles, therefore we are very confident she will be an asset to both teams!

### **Holly's Speedy Rotation-to-Job Offer with Kirklees Council's Adult Social Care Team**

Holly Dresser has made the Project SEARCH team really proud in being offered a position as a Support Worker, following a successful interview at Cherry Trees Residential Home in Shepley, which also sits within Kirklees Council. The position offered is a 9-month fixed-term contract, with a view to Holly hopefully being able to apply for a permanent position with the home at the end of her contract, if a vacancy arises. Holly has already been working at Cherry Trees over the past few weeks on her rotation as a Support Worker & is really enjoying it so far, hence her recent application for a position there. She loves working with the various service users & seems to have built a fantastic rapport with both them & the staff alike!

### **Congratulations to you both!**

You have done amazing  
& should be really proud.



## Kirklees College EDI Case Studies and targeted work

The college takes proactive steps to ensure that students from under-represented groups are afforded equity of opportunity. Extra-curricular activities, which enhance the curriculum and learning experience, include targeted activity with a focus on educating the whole college community on matters relating to EDI as well as providing new experiences.

We continue to work with Leaders Unlocked on the Student Commission for Racial Justice (SCRJ) for the third year. SCRJ address racial inequality across education, employment, health and policing. Students are supported to take on such volunteer roles so they can engage in meaningful social action. The 4 Student Commissioners from Kirklees College work with colleges, nationally, to gather youth voice feedback and lived experience through the 'Have Your Say' racial justice survey. In April 2023 we brought together college managers and students to develop recommendations for action in response to the survey findings. Part of the work includes the production of tutorial resources. The video 'We are the Change' feature our students; this video aims to raise awareness of the types of racism and microaggressions experienced by young people from minoritised ethnic groups, and how more needs to be done in calling it out.

[We Are The Change - Student Commission on Racial Justice \(youtube.com\)](https://www.youtube.com/watch?v=...)

The college hosted a film project 'Eyes See You' - in partnership with SpectaculArts, honouring those who lost their lives during the Transatlantic Slave Trade. This film marked the International Day of Remembrance of the Transatlantic Slave Trade. An additional trip took 27 students to the International Slavery Museum in Liverpool. The students were joined by Paul Olubayo, Race Equality Officer for Liverpool Council who attended on behalf of Joanne Anderson, Mayor of Liverpool. The focus of the day was 'Looking Back, To Go Forward', helping our students to understand the Black communities' continuous struggles for rights and join in the fight for equality for all.

During Black History Month, we ran 'healing conversations' workshops which explored Black women's culture, through conversation. This provided a safe space for Black females to come together to share lived experience.

The college collaborated with 'Our Creative Connection' to exhibit a 'PhotoVoice' Exhibition. The Project explored themes around mental health, wellbeing and what it means to live a 'good life' in and outside of college. The exhibition invites the viewer to see the world from another point of view, question things that you might take for granted, and find the extraordinary in the everyday. The exhibitors were from diverse backgrounds and showcased intersectionality.



The college promote mental health awareness week through active involvement of the Student 'Ask for help' Ambassadors. Activities included outside boxing ring, silent disco, creative workshops and external services stall holders.

Throughout Pride month, the college were represented at the Huddersfield Pride event where we did badge making to normalise sharing pronouns and flags to show solidarity with the LGBTQ+ community. These activities showed the college's support and acceptance of marginalised groups and raised awareness so that people who are part of the LGBTQ+ community feel supported, celebrated and included.



Freedom Personal Safety delivered a full week of activities to address violence against women, sexual harassment and consent, across all centres. In March 2023, we carried out targeted work with South Asian females to engage them in the creative arts. The workshops supported the students to build confidence and wellbeing through singing.

During Hate Crime Awareness week students were encouraged to take part in 'active bystander' training to equip them with the knowledge and skills they need to act if they witness a hate crime.

The Financial support bursary and the Students Union funded a student to take part in a summer volunteer project, working in a school in Nakuru, Kenya. The bricklaying student, who is care-experienced, was given the opportunity to explore and take part in activities which enhanced his knowledge of other wider construction techniques. *"Kenya was an amazing experience and something I will never forget. I wanted to go to Kenya to expand my comfort zone and grow me as a person, and I felt like the trip did just that and much more. I met some amazing people and some amazing memories. I am hoping I can go back again to meet with the new friends I've made and continue with the work we started last year".*



Through our partnership working with the Virtual School, we have been able to provide support for care experienced students, who Kirklees recognise as a protected characteristic. Virtual School work with key partners to ensure the best outcomes for looked after children by monitoring attendance, attainment and achievement.

Being part of the Care Leavers Covenant, which is a commitment from public, private and voluntary sector organisations to support people leaving care, we were able to give 3 Care Experienced students the opportunity to attend Leeds Festival in the Summer of 2023 – [VIDEO](#), *"we got to meet a lot of new different people, we got to do a lot of new different things, it's a completely new experience for us"*. This engagement provided further opportunities for one of our students to be invited to represent the Care Leaver Covenant at the Employment Summit in September 2023, in London. The event was the 2023 Inclusive Employment Summit, a summit designed for HR Professionals, People and Culture Officers, and Hiring Managers to explore groundbreaking strategies for fostering inclusive employment practices for UK Care Leavers, our student formed part of the panel.



We have a robust student voice cycle which is led by 220 class reps and 10 Students' Union Officers, across all sites. Of these reps 82 are Female, 137 are Male and 1 is Trans. 62% (137) are English / Welsh / Scottish / Northern Irish / British and 38% (83) are from minority ethnic groups. 39% (86) of the student reps receive free college meals, and we have representatives from all vulnerable cohorts including those with EHCPs. We value and seek out student voice from all students at the college so we can understand individuals' experiences.

To ensure representation of youth voice outside of college, in collaboration with Kirklees Council we have worked to create opportunities for young people with SEND to be involved in local decision making, through the 'Our Voice' initiative.

### **Project Search Supported Internship Programmes**

Faced with high levels of unemployment among young people across the borough, and low levels of employment for those with autism and learning disabilities, Kirklees Council and Kirklees College worked in partnership to provide supported work placements under the auspices of DFN Project SEARCH.

The impressive results achieved so far demonstrate a commitment to young people with learning disabilities who experience significant barriers to entering the world of work.

During the second year of delivering this programme, seven out of ten interns had achieved meaningful, paid employment. For context, in Kirklees the rate of employment for people with learning disabilities and autism is 11%, nationally it is just 5%.

Kirklees was recently highlighted as a best practice model at a conference in Baltimore where a Project SEARCH programme specialist told how attendees from Hawaii, Canada and Iceland had complimented Kirklees' presentation and praised the 'fantastic work' of this 'standout partnership'.

She made special reference to the contribution of a Kirklees intern who has now achieved his long-held ambition of becoming a bus driver. On successful completion of the training, which he found challenging but ultimately very rewarding, he said:

I have been so lucky to have this privilege of working alongside people I now class as very close friends – in fact in most cases, we are more like a family! It really is an industry you can grow as an individual and shine in. You never have to work a day in your life if you enjoy your job – and I love mine!

Parents/carers and family are an essential part of the partnership. Social events have been held for them to meet the Project SEARCH team and the other interns. One parent said of their son's experience of the Project:

At school and at college, he really struggled, but Project SEARCH has brought him out of his shell, it's given him lots and lots of confidence. It's almost like a family Project SEARCH, the one-to-one approach... it has been absolutely fantastic.

Interns' families have also seen positive changes in them, with another parent adding:

I have noticed his confidence in a work environment, and through doing the rotations [work placements] he has been able to secure an apprenticeship and that is wonderful to see. And I think now he has realised he is actually as good as the next man - and sometimes better!

## Part 3: Analysis of Learner Equality Data 2022-23

This section of the report outlines our student enrolment, achievement, and retention through the lens of disability, gender, and ethnicity, highlighting trends, disparities, and progress in bridging EDI gaps. It aims to provide an overview of how these factors impact educational experiences and outcomes, identifying both areas for improvement and ongoing challenges

### Update on gaps identified in 2021/22

	2021/22		2022/23	
Category	Enrolments	Retention	Enrolments	Retention
White Males	1907	85.00%	1790	89.39%
Other ethnic groups Males	1670	87.01%	1577	85.35%
White Females	1548	86.63%	1648	85.08%
Other ethnic groups Females	1032	91.96%	1090	91.93%

- In 2021/22 for 16–18-year-olds, white males, white females and males of other ethnicities all had lower retention than females of other ethnicities.
- In 2022/23, retention for females of other ethnicities is roughly in line with the previous year whilst retention for white males has increased and retention for females of other ethnicities and white females has decreased
- As a result, white females have lower retention than white males, and males of other ethnicities have lower retention than females of other ethnicities. The gap is widest for GCSE English & Maths.
- Further analysis shows that areas with large numbers of white males (e.g. Construction, Motor Vehicle, Sport & Public Services) tend to have higher than average overall retention, whilst those with large numbers of males of other ethnicities (e.g. Business & ICT, Science, ESOL) tend to have lower than average overall retention thus creating this gap. Some of these areas also have higher than average enrolments on GCSE English & Maths.
- In short, the gap is a result of the performance of different curriculum areas, and is not a college-wide issue.



	2021/22		2022/23	
Category	Enrolments	Retention	Enrolments	Retention
Mixed ethnicity	462	83.98%	464	85.99%
All other ethnic groups	5695	87.37%	5541	87.82%

- In 2021/22 16–18-year-olds of mixed ethnicity had 3.4% lower retention than those of other ethnicities.
- This has been a gap for several years, however this year the gap has narrowed to under 2%.

	2021/22		2022/23	
Category	Completers	Pass rate	Completers	Pass rate
Mixed ethnicity	388	84.28%	399	91.98%
All other ethnic groups	4976	87.88%	4866	90.96%

- 16-18 students of mixed ethnicity also had lower pass rates in 2021/22 by 3.6%.
- In 22/23, students of mixed ethnicity have higher pass rates than other ethnic groups and the gap is not significant.

	2021/22		2022/23	
Category	Enrolments	Achievement	Enrolments	Achievement
Male	489	61.55%	362	59.67%
Female	119	68.91%	111	63.96%

- In 2021/22, male apprentices had 7.4% lower achievement than female apprentices, with this gap linked to lower achievement in male dominated areas such as Construction, Motor Vehicle and Engineering
- In 2022/23 this gap has narrowed to 3.7%:

#### Emerging gaps in 2022/23

	2022/23	
Category	Completers	Pass rate
Males	687	82.68%
Females	757	90.09%

- Male students (of all ages) have lower pass rates than female students on Level 2 and Level 3 Diploma qualifications, by 7%.

- This gap is also linked to curriculum area performance – male dominated areas such as Construction & Motor Vehicle are amongst the areas with lower pass rates for these qualifications in 22/23, whilst the largest areas with high pass rates on these qualifications in 22/23 are Creative & Hair & Beauty, both areas where Female students are the majority.

	2022/23	
Category	Enrolments	Retention
Declared D/LD	1708	90.79%
Did not declare D/LD	8800	94.19%

- Adults who declared a disability or learning difficulty have lower retention than those who did not declare one.

## Part 4: Staff EDI Information, Action, and Progress

This section provides an overview of steps taken throughout 2022-23 to further embed Equity, Diversity, and Inclusion (EDI) across our workforce. Additionally, this section provides an overview of our workforce demographics, illustrating the current levels of diversity within our organisation, as we continue our efforts to develop and enhance workforce diversity to ensure it reflects the diversity of the community we serve.

### Advancing Equality, Diversity & Inclusion

Kirklees College were one of the early adopters of the fair work charter, alongside several other inclusive organisations in Yorkshire. The charter aims to promote and recognise the positive impact of fair work, encompassing key elements such as good pay, fair and flexible working conditions, as well as greater wellbeing, diversity, and social mobility within the workplace.

During the 2022-23 period, we successfully launched our Inclusion and Diversity Champions programme, with colleagues from various departments volunteering for this vital role. The response and level of interest were outstanding, and we recruited champions from across the college, ensuring broad representation for our inclusion and diversity efforts. The primary focus of our champions is to cultivate a positive and inclusive environment where everyone feels they belong. Our champions will play a crucial role in supporting the delivery of the college's EDI action plan.

Our Staff Development Days included workshops on anti-racism. As part of our commitment to becoming a leading restorative, anti-racist, and trauma-aware college, we delivered an anti-racism session titled "An Inclusive Start" in September 2022. Feedback from staff was positive, describing the session as "thought-provoking, honest, and encouraging open conversation." Attendance at our development days is high, with 500-600 staff members participating, providing a great opportunity for us to raise awareness and educate on key topics.

Looking ahead for the academic year 2023-24, our primary focus will be on advancing workforce inclusion and diversity through continuous professional development programmes aimed at expanding knowledge in restorative, anti-racist, and trauma-informed practices. We will also prioritise the review and updating of policies through a restorative lens to ensure our policies are inclusive and promote connection-building. Additionally, training will be provided to our Inclusion Champions to support them in effectively fulfilling their roles. Furthermore, efforts will be directed towards increasing the completion of EDI information across the workforce, enabling us to make informed assessments and draw meaningful conclusions.

## Workforce Demographics

Our aim is for our workforce to be reflective of the demographic population of the community we serve. We have been, and will continue, taking steps to remove any barriers or challenges, thereby creating a fairer and more equal platform for individuals, of any characteristic, to be able to secure employment and have access to opportunities.

The data represents our workforce demographics for the period 1<sup>st</sup> August 2022 to 31<sup>st</sup> July 2023. Additionally, where available, we have benchmarked our data against comparable community demographics from the Office for National Statistics (ONS) 2021.

During the 2022-23 period, we experienced data gaps due to our migration to a new HR & Payroll System. Consequently, we are presenting an overview of the available data for this timeframe. Please note that data from the 2021-22 period is not included due to the system changeover during that time.

The information below outlines the population of our core workforce (permanent workforce).

Sex & Gender:

Sex	2022/2023	ONS (%)
Female	66.28%	51.00%
Male	33.72%	49.00%

Our analysis of gender demographics for 2022/2023, compared to ONS data, indicates a higher representation of females in our workforce, with percentages exceeding those of males.

The Further Education Workforce Data Collection Report of 2021/22, highlights that the further education workforce is predominantly female (65.6%). The latest FE sector data trends in line with our internal data.

Gender:

For gender identity, the data indicates a lack of representation by individuals whose gender identity differs from traditionally defined male and female classifications. Our data for 2022/2023 shows that 99.16% of individuals identify with the gender that matches their sex registered at birth, higher than the 93.40% reported by the ONS. Additionally, 0.84% of respondents preferred not to disclose their gender identity, compared to 6.10% in the ONS data. There were no individuals in our dataset identifying as non-binary, trans man, or trans woman, whereas the ONS data includes small percentages for these identities.

Gender	2022/2023	ONS (%)
All other gender identities	0.00%	0.00%
Gender identity different from sex registered at birth but no specific identity given	0.00%	0.20%
Gender identity the same as sex registered at birth	99.16%	93.40%
Non-binary	0.00%	0.00%
Prefer not to say / ONS not answered	0.84%	6.10%
Trans man	0.00%	0.10%
Trans woman	0.00%	0.10%

Age:

Age Groups	2022/2023	ONS (%)
Aged 16 to 19 years	0.13%	4.90%
Aged 20 to 24 years	4.23%	6.00%
Aged 25 to 34 years	18.59%	12.70%
Aged 35 to 49 years	34.74%	19.30%
Aged 50 to 64 years	39.36%	19.40%
Aged 65 to 74 years	2.95%	9.80%

Our workforce data for 2022/2023 highlights a lack of representation among younger workers (16 to 24 years) and older workers (65 to 74 years) compared to the ONS data. The highest proportion of our employees falls within the 25 to 64 age range, indicating a strong presence of mid-career professionals. Additionally, representation for those aged 65 to 74 years is lower than our community data, which is not uncommon as some individuals will naturally opt for retirement around these ages. It is also noteworthy that our generous pension provision may encourage retirement within this age bracket. However, work to support improved age diversity should help us to better align with community demographics.

### Sexual Orientation:

Sexual orientation	2022/2023	ONS (%)
All other sexual orientations	0.94%	0.20%
Asexual	0.19%	0.00%
Bisexual	2.44%	1.10%
Gay or Lesbian	2.44%	1.30%
Pansexual	0.00%	0.10%
Prefer not to say/ ONS not answered	7.14%	7.40%
Queer	0.00%	0.00%
Straight or Heterosexual	86.84%	90.00%

The data suggests a predominantly heterosexual workforce, similar to the community demographic, with a notable percentage of individuals opting not to disclose their sexual orientation. Additionally, there is a minority of individuals who identify as gay, lesbian, or bisexual, indicating a slightly more diverse representation compared to the community. However, the workforce remains predominantly heterosexual overall, highlighting the importance of efforts to increase confidence in disclosure, particularly among those who prefer not to say.

### Ethnic Origin:

Ethnic Origin	2022/2023	ONS (%)
Asian, Asian British or Asian Welsh	11.29%	19.40%
Black, Black British, Black Welsh, Caribbean or African	4.96%	2.30%
Mixed or Multiple ethnic groups	0.55%	3.10%
Other ethnic group	0.28%	1.50%
Prefer not to say	0.69%	
White	82.23%	73.60%



The data indicates some diversity in ethnic origin; however, the majority of the workforce is White, consistent with community data but overrepresented. However, there is underrepresentation among Asian and Mixed ethnic groups. Efforts to address this imbalance and promote greater diversity and inclusion within these communities will be important for creating a more representative workforce. Whilst we want to see improved representation within our workforce, it is noteworthy that we have nearly double the Asian representation when compared with others across the FE sector and have increased black representation above our community population.

#### Religious Belief:

Religious belief	2022/2023	ONS (%)
Buddhist	0.47%	0.20%
Christian	49.06%	39.40%
Hindu	0.23%	0.40%
Jewish	0.00%	0.00%
Muslim	11.74%	18.50%
No religion	25.35%	34.80%
Other religion	4.69%	0.40%
Prefer not to say / ONS not answered	7.28%	5.50%
Sikh	1.17%	0.80%

The data shows a range of religious beliefs within the workforce, with a majority identifying as Christian, which is overrepresented compared to community data. There is also a notable percentage of individuals with no religion, though this is lower than community figures. Muslims are underrepresented in the workforce, with only 11.74% compared to the community's 18.50%. Additionally, a significant percentage of individuals prefer not to disclose their religious beliefs. Efforts will be needed to encourage disclosure and to support greater religious diversity, so that we create a more representative workplace.

#### Disability:

Disability	2022/2023	ONS (%)
No	93.33%	82.50%
Yes	6.67%	17.50%

The majority of our workforce, 93.33%, does not identify as having a disability. The data shows that individuals with disabilities are underrepresented in our workforce, with 6.67% in 2022/2023 compared to the community average of 17.50%. Efforts to increase representation and support inclusivity for individuals with disabilities are needed.

## Marital Status:

Marital status	2022/2023	ONS (%)
Divorced or civil partnership dissolved	4.12%	9.20%
In a registered civil partnership	0.00%	0.20%
Married	52.43%	45.90%
Never married and never registered a civil partnership	41.20%	36.20%
Separated, but still legally married or still legally in a civil partnership	1.12%	2.30%
Widowed or surviving civil partnership partner	0.75%	6.20%

The data indicates a range of marital statuses within our workforce. The majority are either married (52.43%) or have never married and never registered a civil partnership (41.20%), the latter being higher than the community figure of 36.20%. Additionally, individuals who are divorced, widowed, or have dissolved a civil partnership are underrepresented compared to community data.

## Starters / Leavers

We have analysed the demographic data for starters and leavers over the last year, and the data trends are in line with the broader workforce profile.

## Temporary Workforce:

When analysing the demographic population of our temporary and flexible workforce (those in less secure, non-permanent roles with greater flexibility), we need to consider that some individuals prefer the additional flexibility. Our demographic profile is similar to national trends, with more female workers, Asian Workers, and Muslim workers occupying those roles. Additionally, we have undertaken some work to convert several roles to permanent positions, providing more security for our employees.

## Next Steps:

Whilst our workforce profile has some diversity, there is room for improvement. A focus for the next 12-month period will be improving our incomplete data, which has resulted from our migration to a new HR system. Focusing efforts in this area will provide an improved and more comprehensive picture of our workforce demographics. By doing so, we can ensure that our decisions on where to target interventions for improvement are well-informed and effectively contribute to enhancing diversity within our organisation.