



Keighley College
Equality Diversity and Inclusion
Annual Report
2021/22

Author: Naveed Hussain

Background	3
1. Introduction	3
2. About Keighley College	3
3. Our Values	4
4. Demographic and Economic Context	4
5. The Equality Duty	5
Strategy and Objectives	6
6. Progress against Equality Objectives	6
7. Student Union	7
8. Group EDI Committee	8
Our Students	8
9. Student Data	8
10. Achievement Rates	10
11. Destinations	14
Our staff	17
12. Staff data	17
13. Staff Survey Results	20
Key Projects 2021/22	20
14. Race Equality Road Map	20
15. Staff Forums	20
16. Mentoring Program and CPD	21
17. EDI Champions	21
Partnership work and stakeholder engagement	22
Recommendations	22

Background

1. Introduction

Our mission is “to be an exceptional and responsive college providing life-changing education, skills and experiences for individuals, businesses and communities”

This report sets out how Keighley College (KC) is meeting its duties under the Equality Act 2010. As highlighted by the Public Sector Equality Duty, each public authority should publish information to demonstrate compliance with the duty, which includes information relating to staff and students. The college should also publish specific and measurable equality objectives.

The report provides a summary of headline equality and diversity data for 2021/22 and an overview of key achievements, activities and actions in relation to both students and staff.

Please note that the student data in this report is collected by headcount other than achievement data, which is collected by funded qualification rather than headcount.

This report:

- summarises equality, diversity and inclusion information and activities in relation to both students and staff business in the academic year to July 2022.
- identifies highlights and trends;
- reports progress made towards the equality objectives; and
- sets out priorities for the following year.

2. About Keighley College

KC is at the heart of its community and serves the wider region. Working with students of all ages who study on a number of programmes including vocational; academic; skills development; and English and maths including classroom based, Apprenticeship and full cost provision across a range of subjects from entry level to higher education. The college prides itself on its work around Equality, Diversity and Inclusion within tutorial and pastoral provision and embedded in the learning environments.

KC is part of the Luminate Education Group with local autonomy and accountability to be responsive to the needs of learners, employers, local authorities and the community. The college recognises its role in raising aspirations, promoting innovation and creativity and responding to the diverse community it serves.

Students are encouraged to be active members of the college community and active citizens contributing to the college’s vision and mission through local events and community forums.

The college is creating a culture of belonging and is committed to building an inclusive learning and working environment with dignity, respect and tolerance at its heart. The college is committed to ensuring that every learner, regardless of their social and economic background, religion, ethnicity, special education need or individual difference or starting

point has access to a high quality and purposeful education. The curriculum is designed to support students in developing skills for progression and promotes high career aspirations aiming to meet the needs of local and regional employers. The well-planned pastoral programme develops global citizenship and social responsibility.

3. Our Values

We have high aspirations for all our students and at KC we encourage all to Go Near – Go Far.

Our values allow us to deliver an education that meets the needs of every student and we put students at the heart of everything we do. Our vision at KC is to be a UK leader in vocational and academic education. Our mission is to create learning environments where every individual student can achieve their full potential.



4. Demographic and Economic Context

Keighley is one of four towns that make up the city of Bradford (population 534,000) and is ethnically diverse with one of the largest proportions of people of Pakistani origin in Britain. The college recruits high numbers of students from central Keighley wards which are in the 10% most deprived postcodes nationally.

In Keighley Sub Area, unemployment is higher than the regional and national averages and a greater number of people are in receipt of disability related support payments. Bradford has fewer people with qualifications at levels 1 to 4 than either the Yorkshire and Humber region or the country. Approximately one sixth of the district's employed residents work in retail or wholesale.

Bradford Council's Local Insight profile for the Keighley Sub Area (based on 2011 census data) reports

- 49,354 people living in the Keighley sub area, of which 60.3% are of working age (c.f. 62.8% West Yorkshire)
- 67.3% of residents identify as White British (c.f. 78.4% West Yorkshire) followed by 20.8% identifying as Pakistani heritage (c.f. 8.5% West Yorkshire)
- 32% of people have no qualifications in Keighley sub area (c.f. 26% West Yorkshire)
- 22% of children are living in poverty in Keighley sub area (c.f. 19% West Yorkshire)
- 34% people aged 16-74 are in full-time employment in Keighley sub area (c.f. 37% West Yorkshire)

Source: Oxford Consultants for Social Inclusion (OCSI), www.ocsi.co.uk ©OCSI 2020.

5. The Equality Duty

KC takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change. Under the general duty set out in section 149 of the Equality Act this includes:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The Equality Act 2010, introduced to protect people from discrimination, harassment and victimisation and promote fair treatment for all, highlights nine protected characteristics. This report demonstrates the College's commitment to equality, diversity and inclusiveness, and the equality ambitions and the equality objectives demonstrate commitment to meaningful action in tackling inequality and championing diversity and inclusiveness.

The nine protected characteristics are:

Age

- The Act protects individuals from discrimination based on age. Sometimes being treated differently due to age is lawful, i.e. belonging to a particular age group is essential for a job is called an occupational requirement.

Disability

- The Act states it is unfair to treat a person unfavourably because they have a disability, a perceived disability or are connected to someone with a disability.

Gender reassignment

- It is discriminatory to treat a person proposing to start or undergoing a transition or has completed a process to reassign gender, less favourably. The person does not need to have undergone specific treatment to be protected.

Marriage and civil partnership

- The Act protects employees who are married or in a civil partnership from being treated differently at work.

Pregnancy and Maternity

- The Act protects women from being treated unfairly because they are pregnant, breastfeeding or have recently given birth.

Race

- The Act protects people against discrimination on the grounds of their race, which includes colour, nationality, ethnic or national origin.

Religion or belief

- The Act protects people against the discrimination on the grounds of religion or belief, or lack of religion or belief.

Sex

- The Act protects a person from being treated differently because of their sex. Under the Act, sex can mean either male or female or a group of people like men or boys, or women or girls.

Sexual Orientation

- The Act protects people who identify as bisexual, gay, heterosexual and lesbian people from discrimination. People are protected if someone thinks they have a particular sexual orientation or are connected to someone who has.

Strategy and Objectives

6. Progress against Equality Objectives

The Equality Objectives are informed by the information we collect about staff and students, as well as student and staff voice. The objectives align with KC's vision and mission and are values driven, adapting to changing external influences such as Covid-19 and the Black Lives Matter movement. The actions identified to deliver the objectives are embedded into the quality improvement planning process and progress is monitored by the Luminate Equality, Diversity and Inclusion Committee.

To help us achieve our goals, we:

- have adopted a zero-tolerance approach to discrimination, bullying or harassment.
- are constantly striving to move beyond legal compliance into best practice.
- celebrate equality and diversity.
- have published a wide range of equality information that outlines how we aim to achieve our goals, and how we will drive equality and diversity forward over the next few years.

During the academic year 2021/22, consultation began to refresh the objectives for 2023.

Objective 1: Promote Social Mobility

We will promote social mobility through raising aspirations and improving outcomes for all students and staff with protected characteristics or from disadvantaged groups, including economic deprivation.

- A cross college effort towards digital inclusion, ensuring all students working online have Chromebooks or a Wi-Fi hub and students have food vouchers if in receipt of free school meals.

Objective 2: Accessibility for all

We will champion accessibility of the curriculum and the college environment, improve physical accessibility, challenge ability discrimination and promote respect and inclusion regardless of ability, disability or mental wellbeing

- The KC widening participation committee focused on underrepresented groups in higher education including activities to engage learners from all backgrounds including Keighley higher education ambassadors within the Asian community to encourage particularly Asian women to come in to education
- Online tutorial sessions for International Women's Day, LGBTQ+, Black History Month, Respect, Disability Awareness etc.

Objective 3: Voice and Influence

We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the college and local communities.

- Our student council president attended the 'women into STEM' event at the civic centre and to promote International Women's day.

Objective 4: Celebrate Diversity

We will seek and create opportunities to celebrate diversity, being responsive around the needs of the college community and ensure excellence through inclusion.

- Development of the EDI campaign calendar to support the celebration of awareness days and different faiths and the launch of the KC Culture Day.
- Black History month collaboration with Learning Resource Centre to promote literature and reading from BAME authors.
- Attended Pride meetings for Keighley and held Keighley Pride event. Also had a Keighley LGBTQ+ support group - meet and talk table, worked with students to produce a new flag made up of different fabric squares representing difference and what LGBTQ+ meant to them.

Objective 5: Challenge Discrimination

We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications

- KC has been preparing contributions to the Refugee Film Festival linking with local refugee groups and filmmakers.

Objective 6: Promoting Wellbeing: We will invest in and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges.

- The It's Worth Talking About local mental health support group contributed to tutorials.
- SCUFFS (Support group for Self-Harm) raised awareness and provided information for a full week in the Atrium.
- Roshni Ghar local charity /support group provided drop in sessions for mental health support and counselling referrals for predominantly Asian women and young people.

7. Student Union

All KC students are members of the Students' Union (SU) and are led by elected Student Union Executive Officers and student representatives. SU Officers develop campaigns that improve the student experience. Officers attend the EDI Champions network, as well as representing student views at Board, Senior Leadership and strategic meetings. The SU has a number of student societies that support EDI as well as organising social trips and events.

Highlights for 2021/22

- The SU presence increased significantly in 2021/22 with improved representation for students both in college, locally and nationally. The Union also delivered and supported 11 campaigns as well as being involved with and promoting various events throughout the year.
- In February, the Student Life Enrichment Team participated in the inclusive National Youth Parliament's Make Your Mark campaign, the UK's largest survey for 11 to 18 year olds. Students voted on the major issues affecting them with identifying jobs, money, homes and opportunities, health and wellbeing and education and learning.

8. Group EDI Committee

The EDI Committee monitors equality at a strategic level, is made up of senior and strategic leaders and is chaired by the Chair of Luminare Education Group. The Principal of Keighley College attends this group.

Our Students

9. Student Data

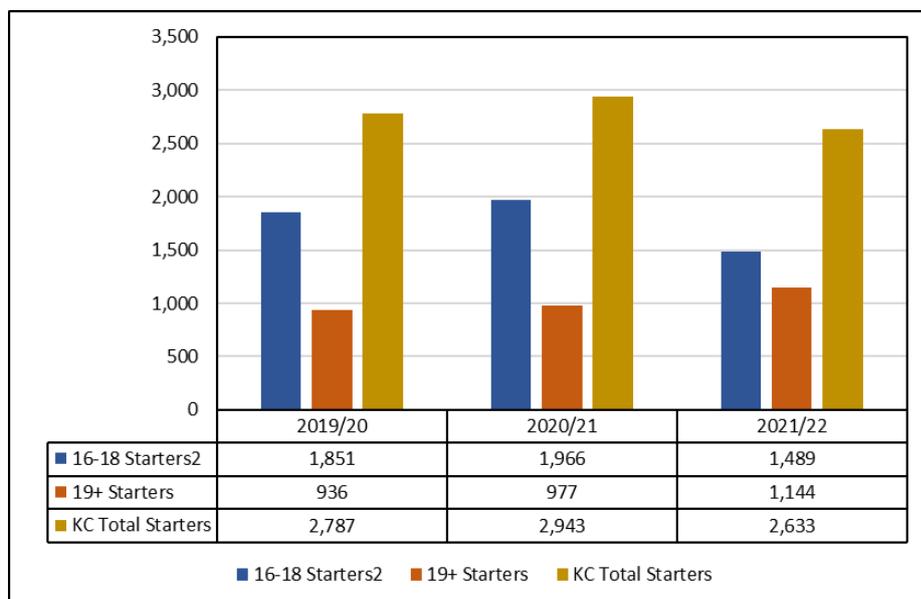
Student data is taken by student headcount and achievement data is by enrolment numbers. Data for national averages the most up to date data set is from 2018.

The KC student body reflects the diversity of the local population creating a rich and diverse community and learning environment.

KC's gender profile is reflective of the Bradford population with a slightly higher proportion of female students (50.7%). At 42.8%, the proportion of students who declared their ethnicity

as 'minority ethnic' background is significantly higher than the Bradford population (32,6%). KC's declared disability rates increased significantly to 6% above the Bradford population in 21/22, which may reflect changes to methodologies for collecting and monitoring data .

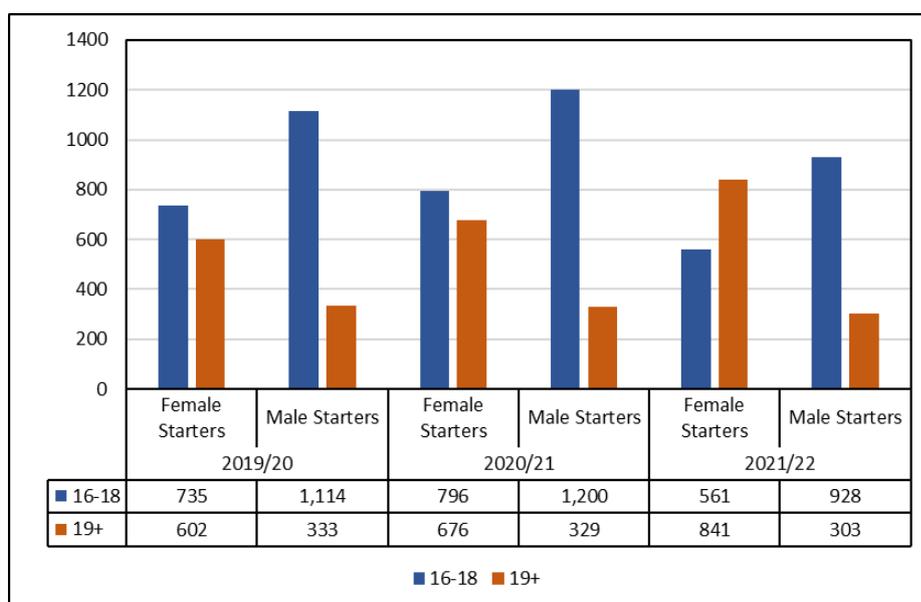
Table 1: Three year enrolment data



² note that in previous years “Starters” are referred as “Leavers”

Enrolment numbers for 16-18 year olds declined significantly in 2021/22, potentially as a result of the impact of Covid-19. Numbers increased slightly for 19+ learners.

Table 2: Three year enrolment data by age



Male students make up 62% of the 16-18 learner numbers and only 27% of 19+ learners.

Table 3: Three year enrolment data by ethnicity

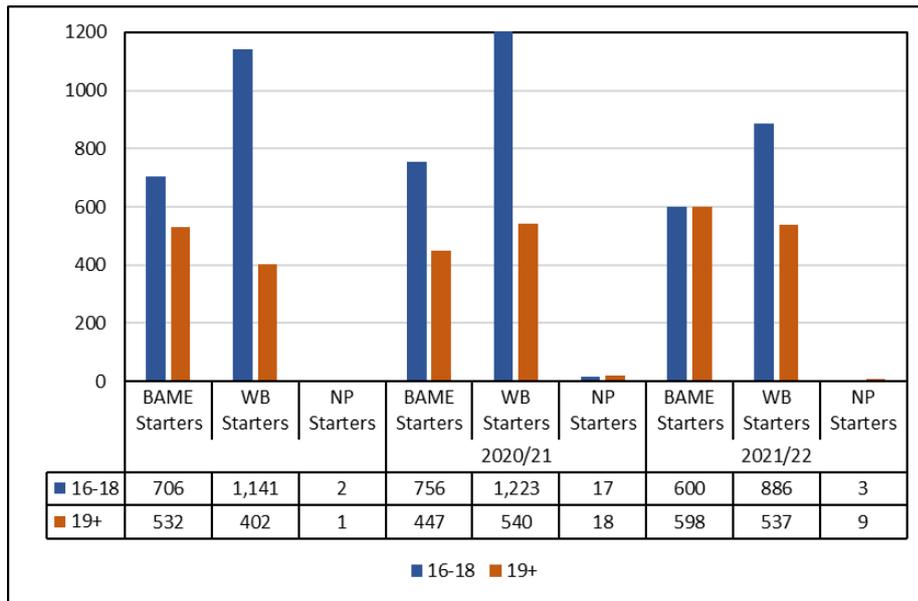
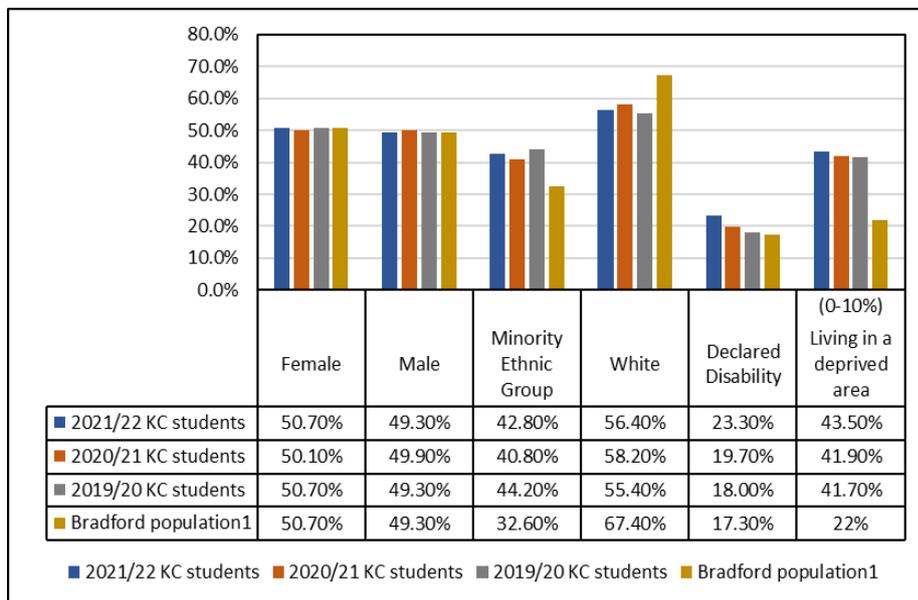


Table 4: Three year enrolment data by learner characteristic



¹ Please note that comparative data is taken from the most recent published Census data (2011).

10. Achievement Rates

The 2021/22 academic year has seen an increase in achievement rates from the previous year, particularly for 16-18 year old students. The data continues the trend of 19+ students outperforming their 16-18 peers.

Table 5: Three-year student achievement data by age group

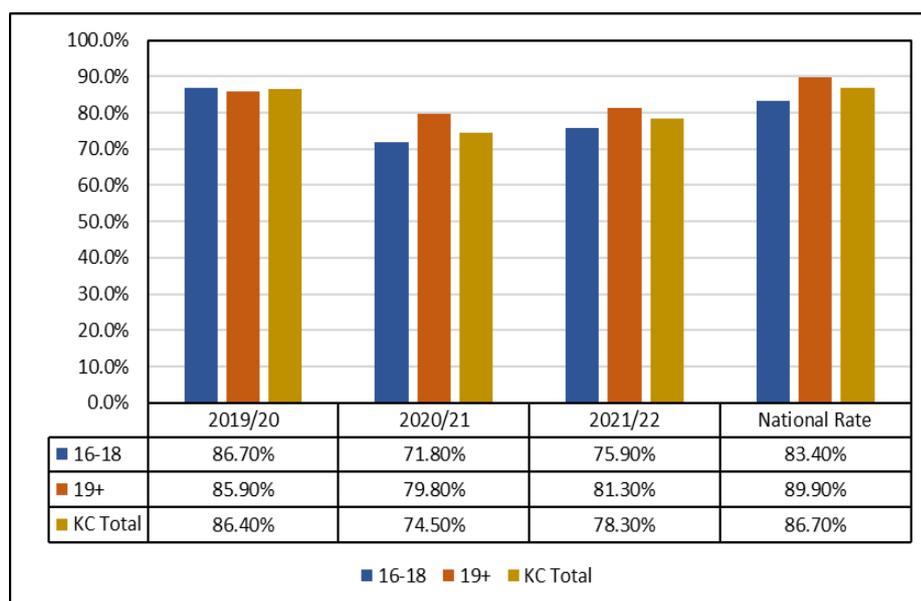
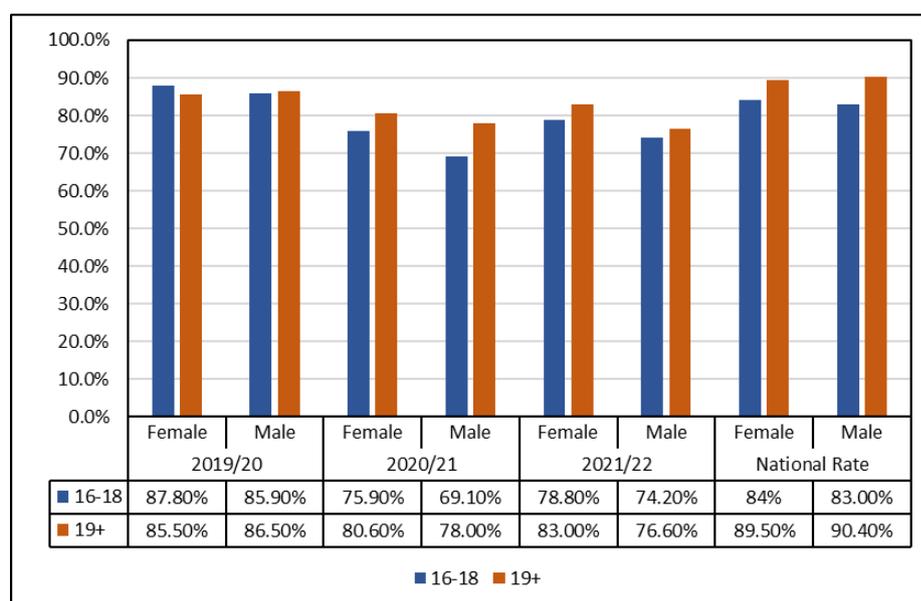
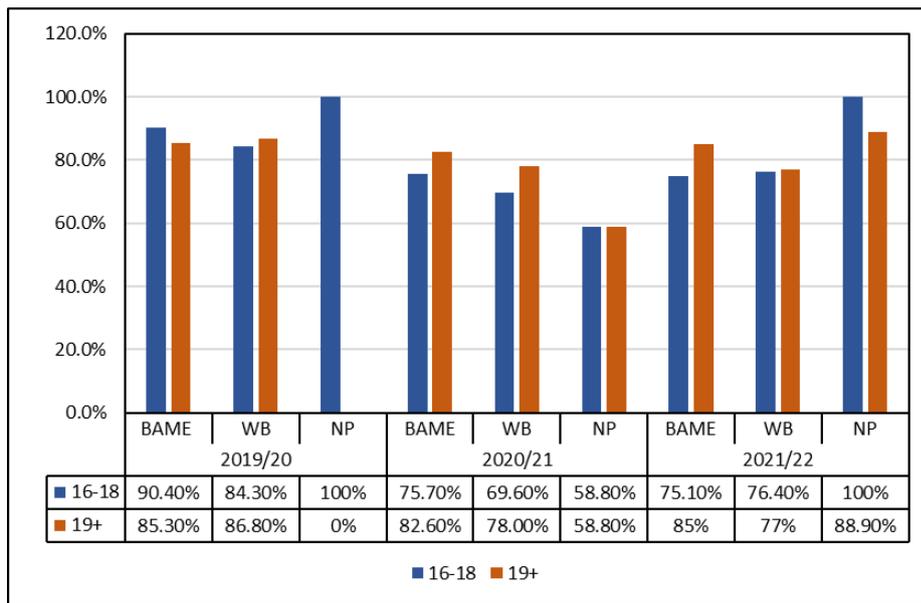


Table 6: Three-year achievement data by gender/age



There is an increase in 16-18 achievement for males and females from 2020/21. In 2021/22 females achieve higher rates than male learners across all ages at KC, however overall achievement rates sit below the national rate.

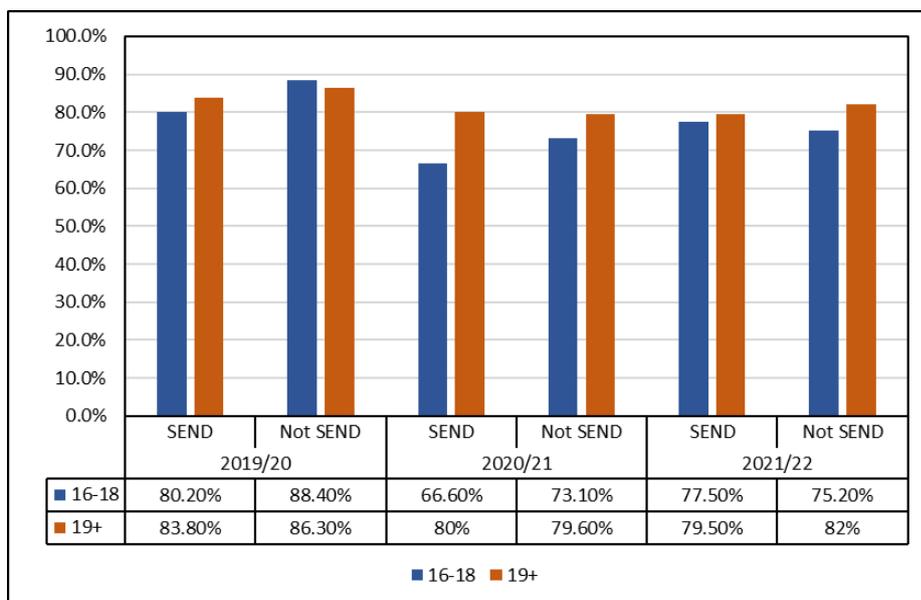
Table 7: Three year student achievement data by ethnicity and age



BAME: Black, Asian and Minority Ethnic| WB: White British| NP: Not provided

The data highlights overall Minority Ethnic learners having a higher achievement rate in the 16-18 category than White British students until 2021/22 when White British learners slightly outperformed Minority Ethnic groups. Achievement for 16-18 year old White British students saw a 6.8% increase from the previous year. In the 19+ category, Minority Ethnic learners achieved higher (8%) than White British students for the 21/22 year.

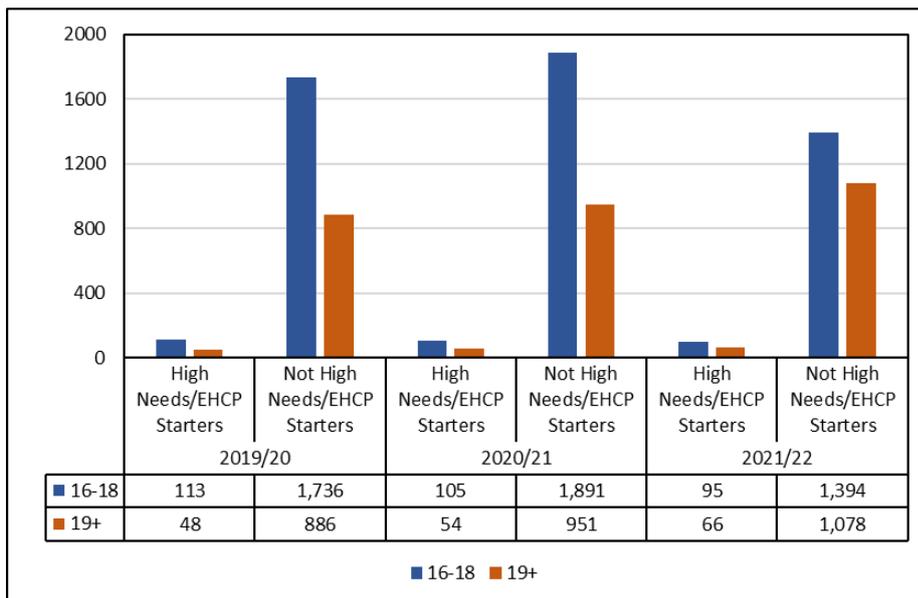
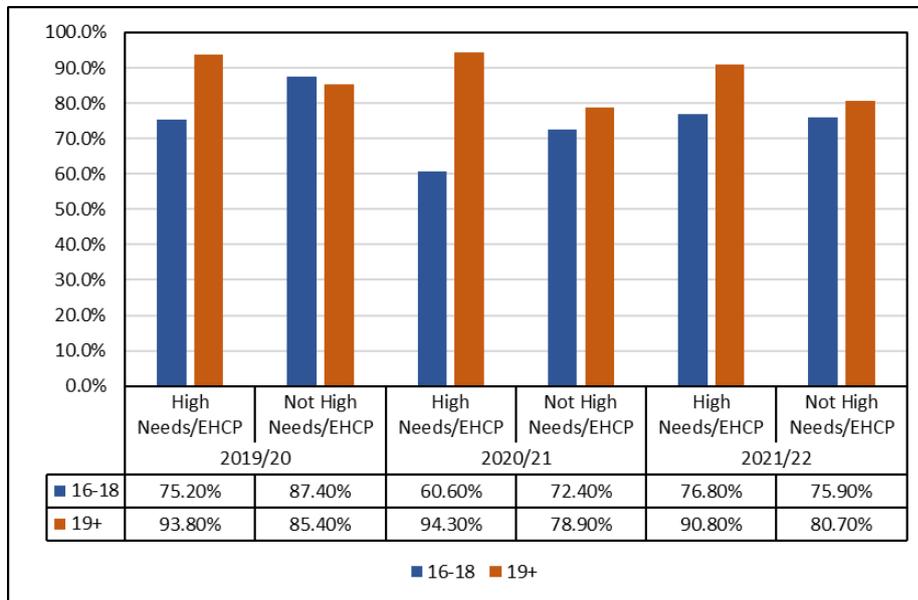
Table 8: Three-year student achievement data by SEND/ Age - Special educational needs and disabilities (SEND)



Students with a learning difficulty overall (16-18 have marginally lower achievement rates than those students without a learning difficulty but for 2021/22 where SEND students achieved 2.3% higher than our non-SEND students. Our 19+ SEND students have marginally lower achievement rates than those students without a learning difficulty.

Tables 9: Three-year student achievement data by High Needs/Age

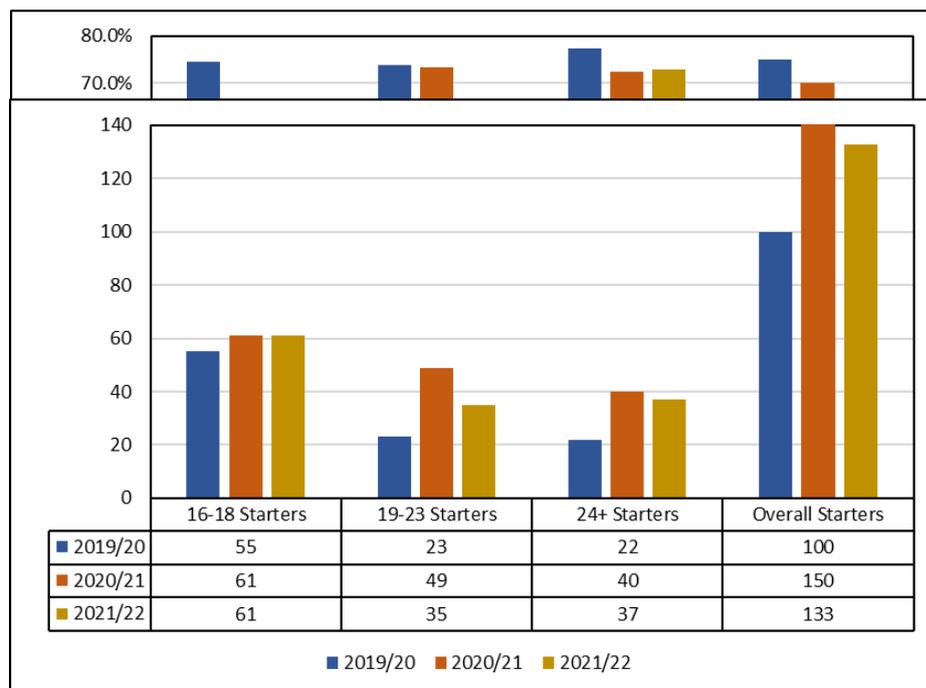
An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.



The 2021/22 achievement rate for students with high needs/EHCP plans in the 16-18 category have seen a significant improvement of 16.2% in comparison to the previous year of 2020/21. High needs/ EHCP students from the 19+ year olds category have consistently achieved higher than the High needs/EHCP students from the 16-18 category although they have seen a decline of (-3.5%) from the previous year.

Tables 10: Three-year apprentice achievement data by age

Overall, the college's achievement rates for apprentices have declined from the previous year with particular declines for the 16-18 starters.



11. Destinations

KC collects destination data of leavers in line with ESFA and DfE requirements within two months for initial destination and again at nine months after completion for sustained destination, therefore data for 2020/21 is the most recent and destinations were collected for 1375 leavers.

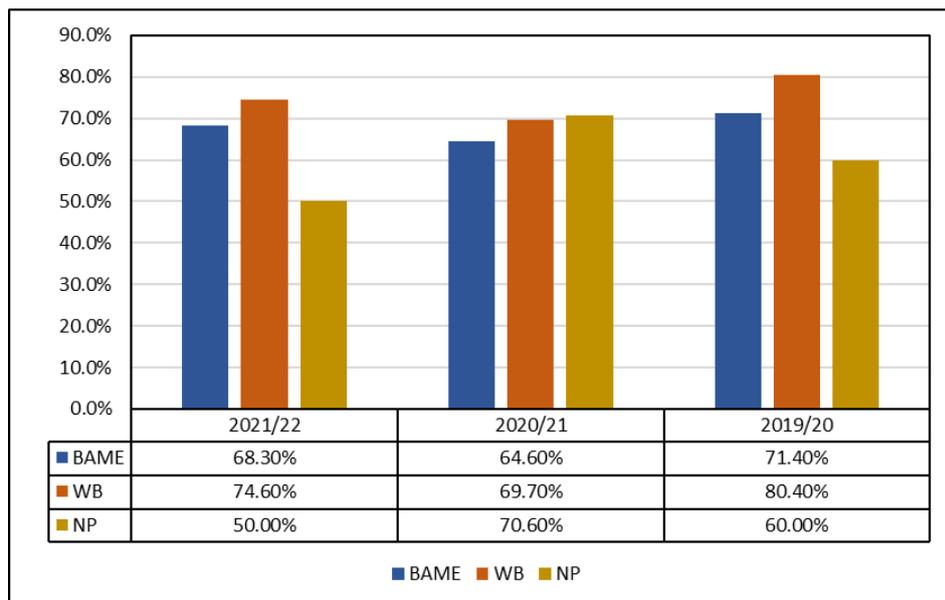
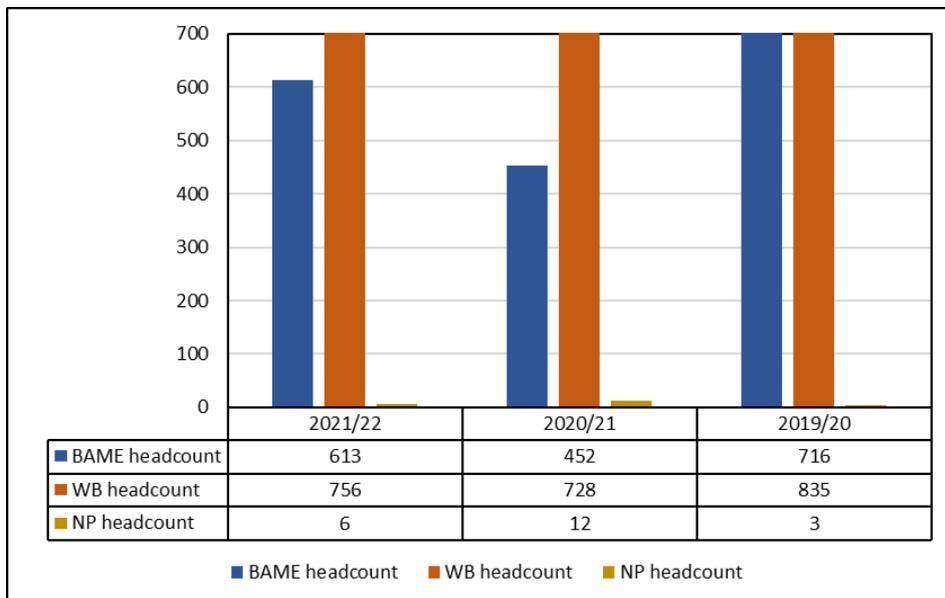
Positive destinations include employment, apprenticeships, further education and higher education. Neutral destinations include a gap year or independent living for those with high needs. Negative destinations include not in paid employment - looking for work and not in paid employment - not looking for work.

Male students have 8.9% higher positive destinations than their female counterparts and female students are more likely to experience a negative destination than their male counterparts. This is despite female achievement outperforming male achievement year on year for all ages.

Minority Ethnic learners are less likely to progress to positive destinations than White British counterparts, despite higher achievement rates in 2020/21 (year of destinations data).

Both White British and Minority Ethnic students have seen their positive destinations improve in 2020/21 from the previous year.

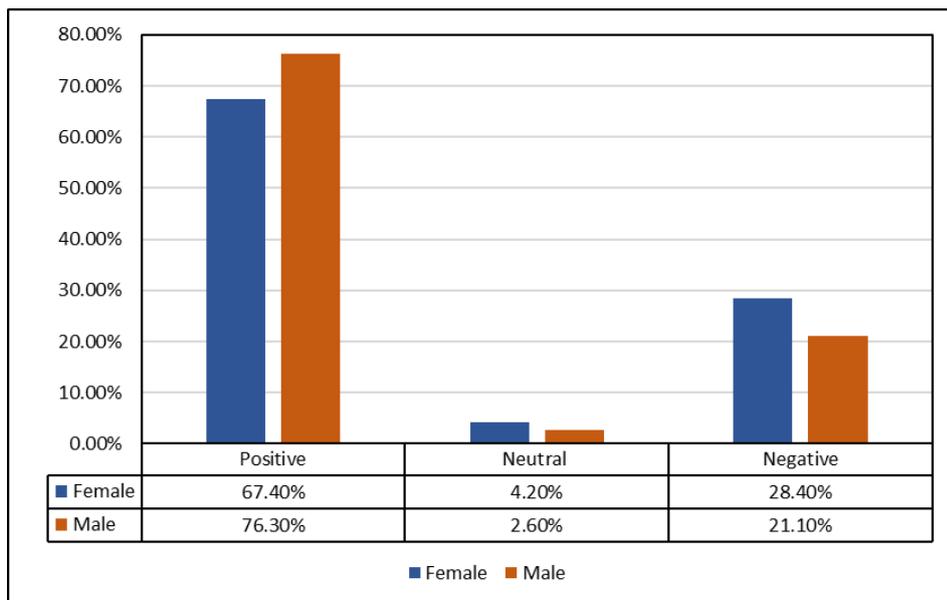
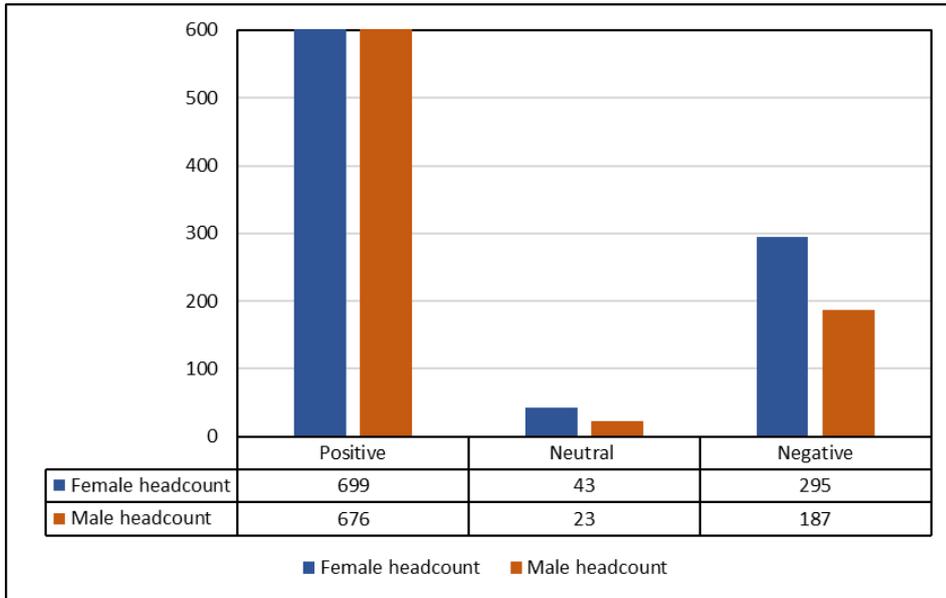
Tables 11: Positive destinations by ethnicity three-year trends



BAME: Black, Asian and Minority Ethnic| WB: White British| NP: Not provided
 Note the numbers of learners for whom ethnicity is Not Provided are too low to have statistical significance

More White British learners progress into positive destinations; the gap between White and Minority Ethnic learners in positive progressions was 6% in 2021/22, declining since 2019/20, but still significant.

Tables 12: Destinations by gender

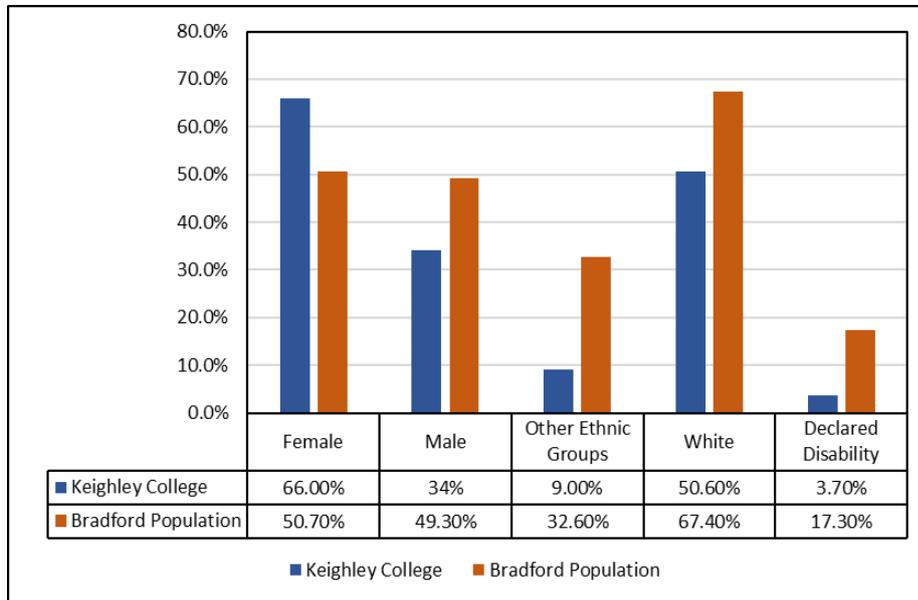


More male learners progress into positive destinations; the gap between male and female learners in positive progressions was 9% in 2021/22.

Our Staff

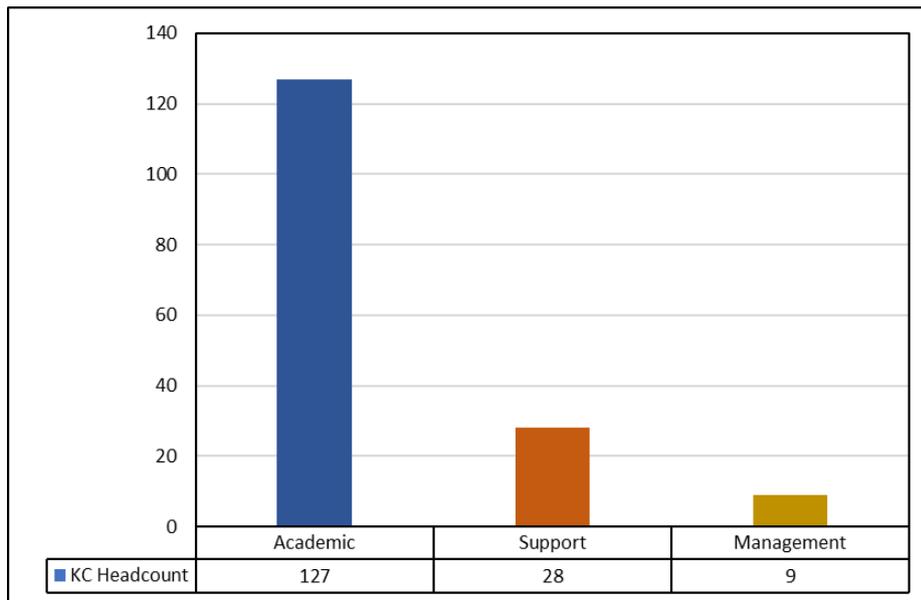
12. Staff data

Table 13: Staff data broken down by equality characteristic compared to local population



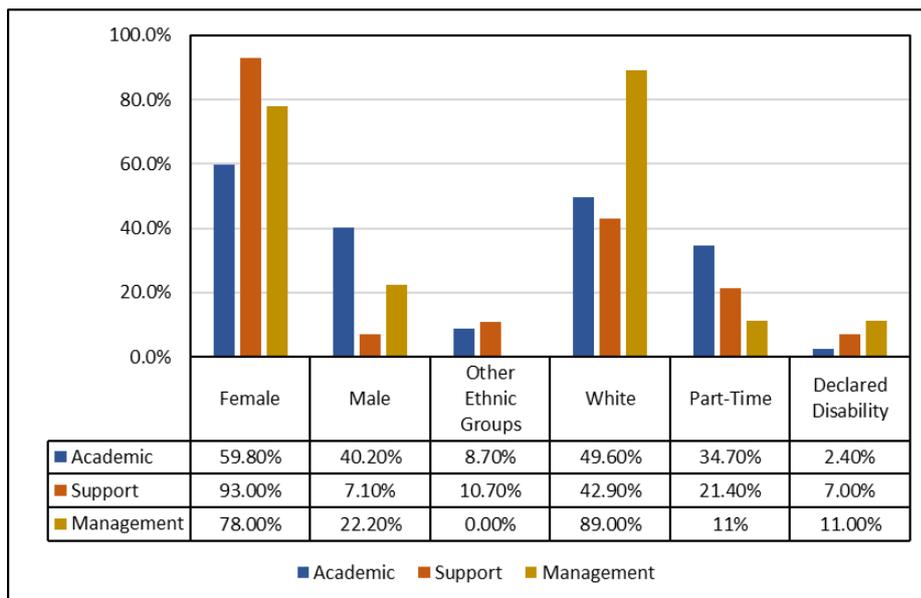
- KC has a significantly higher proportion of female staff, which is consistent with employment patterns in the FE sector.
- There are significantly fewer staff from minority ethnic backgrounds employed at college than the local population demographic (0.4% fewer than in 2020/21).
- There are significantly fewer staff with declared disabilities employed than the local population demographic (1.35% fewer than in 2020/21).
- It is worth noting that many staff do not disclose protected characteristics within the HR management system.

Table 14: Staffing data by contract type



The profile of academic to support staff may not be reflective of college functions as some business support functions are provided by Luminate professional, curriculum and quality services.

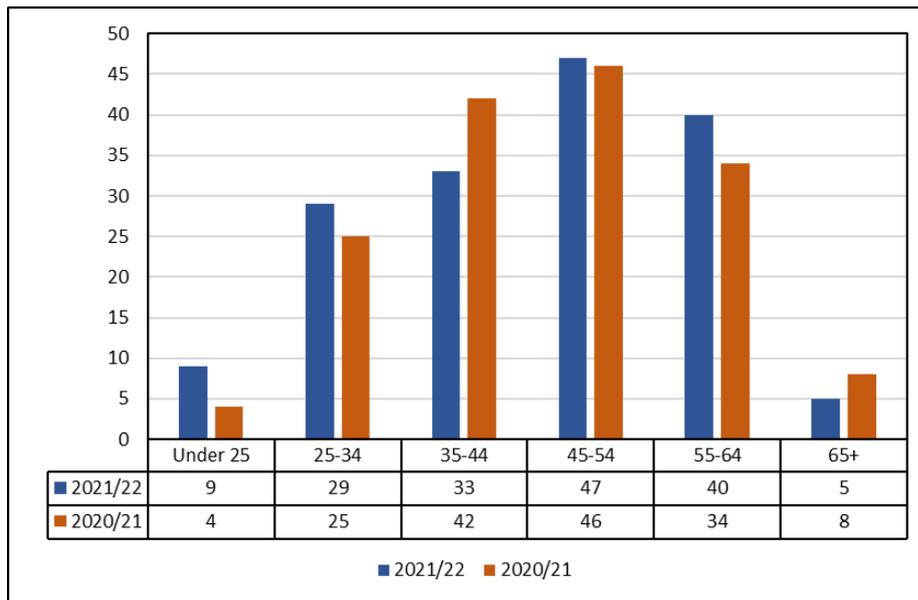
Table 15: Staff data broken down by equality characteristic and contract type



The college has a larger proportion of female staff at all levels of the organisation, and women are significantly overrepresented in support functions where they make up 93% of staff.

The college does not have any minority ethnic representation at management level and Minority Ethnic groups are underrepresented across all roles at KC. This is difficult to analyse further because of a lack of disclosure in sensitive information.

Table 16: Staff profile by age (two-year data; headcount)



- The age profile of staff 35-44 and 65+ has decreased from the previous year and all of the other age groups have increased.
- 50% of staff employed at KC were aged 45+ in 2021/22.
- Retention of experienced staff is important due to the cost of high staff turnover, the need to train and induct new and less experienced staff and to ensure good business continuity.
- The age and gender profile of the staff means a significant number of them will be women experiencing menopause.

Table 17: Three-year staff starters and leavers

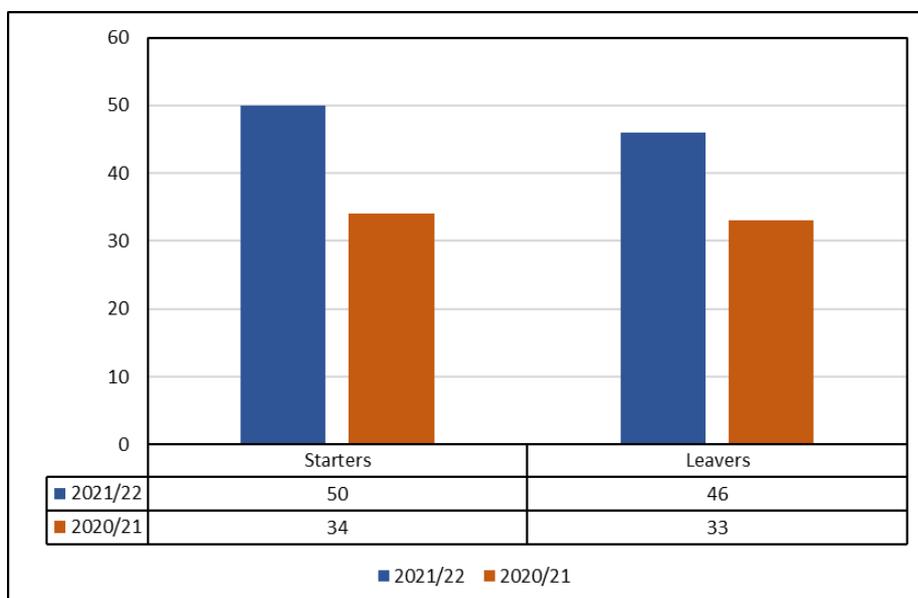
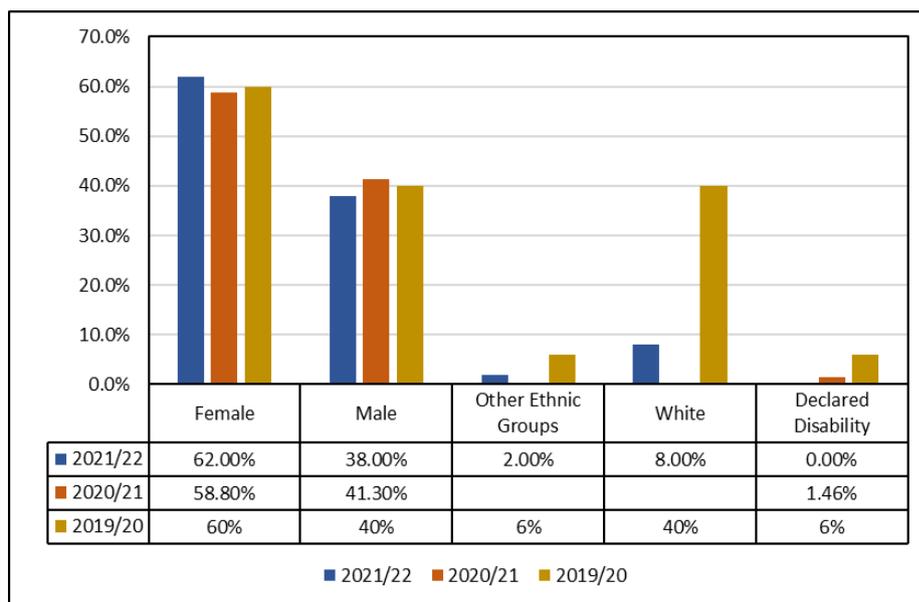


Table 18: Starters by characteristics (three-year data)



There has been a slight decline in the number of male staff employed as new starters (3.2% lower). The very low collection rates for ethnicity mean that it is not possible to draw any conclusions around the ethnicity profile of new staff. It is likely the low collection rates include disability. A review of methods of collecting this information through recruitment and onboarding would improve the data.

13. Staff Survey Results

Staff are asked to complete an annual staff survey. During 2021/22 the survey was split into 10 categories; wellbeing, innovation, development, operations reputation, communication, culture, organisation, leadership and demographics. The survey is anonymous and managed externally.

Staff were asked a number of questions related to EDI which found:

- 97% of respondents felt the organisation's commitment to equality, diversity and inclusion is embedded in the organisation's culture.
- 73% of respondents felt there was an opportunity for career progression within the organisation.
- 95% of respondents felt there were treated fairly and with dignity and respect in the organisation.
- 96% of respondents felt comfortable to be able to contribute their ideas and opinions in the workplace.
- 96% of respondents felt that they knew where to get support when they needed it.
- 96% of respondents felt they worked effectively with their team and they supported one another as a team.

There is no analysis of survey completion rates and results by protected characteristic.

Key Projects 2021/22

KC has participated in a number of equality projects across Luminate Education Group.

14. Race Equality Road Map

The Race Equality Roadmap was developed in 2020/21 in response to the Black Lives Matter statement that had been made by the Luminate Education Group. Over the past academic year we have made significant progress and Keighley colleagues participated in consultation and developing the key Roadmap themes: organisational culture, career development, students, the wider community and leadership. The actions are ongoing and the FE Black Leadership Group have been consulted on further development.

15. Staff Forums

KC promotes and participates in the five Luminate Equality Forums which are the:

- Disability and Neurodiversity (DAN) forum
- Lesbian, Gay, Bisexual and Trans + (LGBT+) forum
- Race Equality forum (REF)
- Women's forum
- Working Carers forum

The forums are staff led by colleagues from across the wider staff community and supported by the central EDI team, building connections across the group. The forums are networks and listening posts to capture and discuss EDI issues in safe spaces. Forum chairs are members of the EDI committee so members can put forward their views and influence decision making through the EDI committee.

Examples of forum activity include:

- Disability and Neurodiversity (DAN) forum members changed the role of chair so workload is distributed, however membership continues to be low across the Group.
- LGBT+ forum worked around on Bi inclusion, and activities included book and film recommendations; developing a microsite; a Pride video; supporting a school establishing a student forum; and establish joint opportunities and network of LGBT+ educators. KC representatives were actively involved.
- Race Equality Forum led a month-long celebration including an 'Untold Black British History' conversation. The forum changed its name to the Race Equality forum from BAME forum in February and focused on the consultation and creation of the Race Equality Roadmap.
- The Women's forum was launched after International Women's Day and provides the space and opportunity to share experiences, discuss issues, learn and connect with

other women across the group. The forum is open to anyone who identifies as female or non-binary.

- The Working Carers forum was launched to provide support and signposting for staff. Two training sessions ran on Dementia and supporting mental health for working carers and confidential 1:1 sessions offered with an external organisation.

16. Mentoring Program and CPD

The Equality Team and the Race Equality staff forum set up a pilot mentoring scheme to support leadership and development opportunities to inspire a diverse new generation of leaders. Participation including Keighley College colleagues who identify as from minority ethnic groups. 80% of the mentees either agreed the programme had supported them to move towards their career aspirations.

17. EDI Champions

KC is consistently represented at the Luminate EDI Champions network which brings speakers with lived experience on a range of topic which included Windrush generation; Gypsy Roma Traveller communities; invisible disability; living with Asperger's; the impact of war in Ukraine; sexual harassment and violence; and Islamophobia. Meetings are hybrid to facilitate participation.

EDI Champions are active members and allies, who advise departments and promote awareness of EDI issues, build knowledge around EDI and drive engagement in EDI actions. Champions share experiences and best practice across the group and also help to foster good relationships between staff and students.

Partnership work and stakeholder engagement

The college works with external stakeholders to ensure our campaigns and training are informed by a range of voices and represent the communities served by the college. KC participates in the Investors in Diversity standard and the Stonewall Equality Index.

Recommendations

1. To continue to drive its community engagement working with external stakeholders and partners and a deep dive into the diverse community needs. This includes understanding the cultural nuances of the Pakistani community to form deeper relationships with the communities of Keighley.
2. To invest in a deep dive into the disability and neurodiversity needs of its staff and student body and to develop a disability toolkit for staff and students with an ambition to ensure all classrooms are neurodiverse.
3. To create a portfolio of the key work being undertaken by the college in relation to its EDI agenda and to understand the impact and outcomes of the activity and actions.
4. To work with the Race Equality Forum directly with the view to delivering on the 5 key ambitions of the Race Equality Roadmap.

5. Develop targeted interventions around progression to improve the destinations of female students from minority ethnic groups.
6. Work towards a staff body which is more representative of the demographic of the student body both for ethnicity and disability.
7. Increase confidence in staff disclosing sensitive information to the HR systems.
8. Increase engagement with staff forums to support staff retention and develop staff mentoring schemes for Minority Ethnic staff and staff with disabilities to support progression to more senior positions.