



Keighley College  
Equality Diversity and Inclusion  
Annual Report  
2019/20

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# Section 1: Background

## 1. Introduction

This report sets out how Keighley College 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. A college should also publish its specific and measurable equality objectives.

The report provides a summary of headline equality and diversity data for 2019/20 and an overview of key achievements, activities and actions in relation to both students and staff. The college has made good progress in 2019/20 in embedding equality and diversity into core business activities.

The development of workstreams during this academic year was abruptly halted due to the Coronavirus outbreak. All areas were further impacted by a cyber attack which affected all college systems including the data systems required to complete this report. Section 7 of this report will detail the response and extra provision sourced to support the most vulnerable members of our college community during this unprecedented year.

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

## 2. Terminology and Acronyms

Please see glossary of terms, Appendix 2

## 3. About the College

Keighley College is very much part of the Luminare Education Group but has local autonomy accountability to enable the college to be responsive to the needs of our students, employers, local authorities and the community. The college recognises the wider role it has to play in raising aspiration within the area and responding to the diverse communities we serve. We encourage all students to pass their course, progress and enjoy the time they are with us.

The College prides itself on its work around Equality and Diversity. Specific work is undertaken in tutorials, but E&D is also effectively developed within the learning environments.

In 2019/20 KC financially supported over 400 students through the Learner Support Fund, which allowed students to access their course and remain in education.

## 4. Demographic and Economic Context

Keighley is one of the four towns that make up the city of Bradford.

Bradford is one city covering four towns - Shipley, Keighley, Bingley, Ilkley and Bradford. Within the four towns are 70 neighbourhoods and over half a million people. There are 15,000 businesses and an economy worth £8.3 billion, which is the 11th largest in the UK.

Bradford has a young and growing population. It is characterised by high birth rates and high inward international migration. This is countered by many residents, particularly of the younger age bands (25-34).

Bradford's sectoral strength remains its traditional manufacturing base, largely born from the textiles industry. Today there is evidence of emerging growth in a number of niche new-economy sectors such as

advanced manufacturing, media and telecoms. 25% of employment within Keighley & District is within manufacturing & engineering.

## 5. The Equality Duty

The college takes its duty under the Equality Act 2010 very seriously and has due regard to the need to change behaviour and drive positive change:

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Acts;
- **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 was introduced to promote the equal and fair treatment of all. The Act highlights nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Further information on how we manage Equality Diversity and Inclusion can be found in our EDI [strategy](#) document and our EDI policy.

## Section 2: Strategy and Objectives

### 6. Progress against Equality Objectives

Our Equality Objectives are values driven and were informed by staff and student data and student voice. They are aligned with the Luminare Education Group strategic objectives. The college action plan specifies the detailed actions, timescales, targets and responsibilities identified to deliver the objectives. The plan is monitored by the Group Equality, Diversity and Inclusion Committee. Regular reports are presented at the college and group boards.

During 19/20 Keighley College made significant contributions and progress towards the group EDI objectives.

Examples of actions and activities include:

#### **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.*

- One to one work with mentors has supported vulnerable students to gain independence. Students are given support with opening bank accounts and accessing work experience.

- Badminton Bonanza organised by the Supported Internships for the Foundation Studies students. All students were involved including wheelchair users. Money raised was donated to the Big Night In
- Supported Internship promotion event incorporating employer guest speakers
- Work with curriculum staff to analyse students' predicted grades by characteristic and to breakdown unconscious bias.
- Development of the new EDI taught training programme for all staff, which addresses student and staff population diversity, and highlights the impact of exclusion, with the aim of improving student outcomes.
- The college opened to support the most vulnerable students during the Covid pandemic.

### **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.*

- Credit Union training - Safer Internet use
- Support of all staff and students through COVID19 to access e learning platforms
- Students with disabilities accessing main curriculum with bespoke timetables
- Additional training on a variety of conditions
- Guest talks from both Barclays Bank and Santander.
- Staff completing online training on a range of conditions such as Autism and Sign Language COVID19
- Students that struggle with reading and writing learn how to use assistive technology such as read/write gold
- Delivery of hidden disability and neurodiversity training to EDI Champions and other staff to raise awareness and understanding.
- Worked with the Group Director of Estates and Capital Projects, to ensure accessibility is a key part of estate planning and redevelopment.
- Staff forums produced guidance on how to support staff and students with different characteristics during the pandemic.

### **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.*

- Supported Internship students worked with Barnado's producing a video to raise awareness of people with disabilities. The video will be used for promotional purposes across Bradford District
- Foundation Studies: Promotion of Neuro-Diversity Week and an event planned for World Down's Syndrome Week.
- Guest Speaker on Autism
- The college has close links with the community and has hosted a wide range of events. These included Plastic Free Keighley, BLA and Airedale Hospital.
- Development of the staff forums and EDI Champions as areas of consultation and expertise for EDI-related issues.
- Participated in the working group for the Staff Survey and Health & Wellbeing Survey
- Staff and students consulted on various EDI initiatives including the new EDI training to ensure efficacy and applicability.
- Disability and Neurodiversity Staff Forum rebranded and relaunched.

### **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.*

- Support of students religious and cultural considerations e.g Ramadan
- Translation support for both students and parents.
- LGBT+ tutorials
- Foundation Studies students cooked a Chinese banquet for Lunar New Year

- Tutorial lessons and mentor conversations help educate students on specific diverse subjects. Supporting the students to challenge their own understanding of discrimination has resulted in students gaining and understanding how they may or may not be discriminating.
- Teaching staff supported students to discuss differences in stereotypes in tutorial lessons. This was carried out through group discussions and presentations
- Participated in Stonewall's Workplace Equality Index, achieving 287th place, up 54 places from 2019.
- Developed a campaigns calendar for promotion of EDI events internally and externally.
- Amended student data systems to include "Known As" and "Pronouns" categories to ensure all students can be, and be referred to as, their authentic selves whilst at college.

#### **Objective 5: Challenge Discrimination**

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

- LGBT+ group set up through Student Council
- Attendance at the Hate Crime event for students with disabilities.
- BEAT training on eating disorders.
- Development of new EDI taught training explicitly covers what discrimination and exclusion look like and how to address these for staff and students.
- BAME staff forum work around the under-representation of BAME members of staff throughout the college which is leading to further work in 2020/21.
- Disability and Neurodiversity advocacy work to ensure equal access.
- Responded to the Black Lives Matter movement, including a statement about our commitment to racial equality and committing to the development of a five-year action plan.

#### **Objective 6: Promoting Wellbeing**

*We will invest in and promote a culture of mindfulness, positive mental health and wellbeing and across the colleges.*

- Guest speakers - Talk and Thrive mental health group to both students and staff
- Wellbeing option within Foundation Studies programme
- Designated mentor who focuses on wellbeing for staff and students
- Zumba classes have been set through the Student Council
- Promotion of Mental Health Awareness week
- Mental Health Champion appointed for the college
- Designated virtual 'Tea and biscuit' time for staff during COVID19
- Weekly full staff briefing and staff quiz COVID19
- Health and Wellbeing survey implemented for all FE college staff.
- Active promotion of the Employee Assistance Programme.
- Participated in World Mental Health Day with activities for staff and students.

The EDI objectives run until 2021 academic year triggering us into a consultation period.

## **7. COVID-19 Response**

In this highly unusual year, the college responded swiftly to the call for a national lockdown in response to the global pandemic. Detailed risk assessments and an Equality Impact Assessment were carried out for staff, and the college put a range of support in place for staff and students.

Every college portable device was loaned to students to mitigate against digital barriers to learning, devices were purchased for students using student funds and young people with care experience were provided with devices and internet connectivity. The college opened to the most vulnerable students throughout the first lockdown period.

## **8. Black Lives Matter**

The year was painful and traumatic due to persisting racial inequalities and divides globally, in the UK and in Yorkshire. The murder of George Floyd by police officers in the United States was viewed across the world, as the COVID-19 lockdown increased use of social media.

The Luminate Education Group responded and reflected on our need to listen and learn, but also to solve and act, releasing statements of support and solidarity with Black communities, our students, and our staff. The statement was a demonstration of our commitment and our responsibility to be the change we want to see in the world. We know that racism is ever present in our societies, affecting the daily experiences of our staff, students and communities and we need to help change this.

We committed to creating a Race Equality Road Map for positive change developed over three phases Listen & Learn, Analyse & Feedback, Plan for Action. The Road Map will set out areas of concentration to progress over the coming years: Recruitment, Data, Training and Development, Diversifying the Curriculum, and Student Voice. This work will shape our EDI objectives and strategy which will be reviewed in 2021 and be included in our reporting cycles going forward.

Please find our statement on our [website](#)

## Section 3: Our Students

### 9. Student Data

The college's students come from a variety of different backgrounds, which has created a rich and diverse student community and learning environment

	Female	Male	BAME	White	Declared Disability	Living in a deprived area (0-10%)
19/20 KC learners	52.8%	47.1%	45.7%	54.3%	16.8%	46.9%
19/20 KC student headcount	723	646	625	743	230	643
18/19 KC learners	51.1%	48.9%	44.5%	55.1%	17.2%	36.6%
17/18 KC learners	48.8%	51.1%	46.2%	53.8%	24.1%	33.6%
Bradford population 2015/16	50.8%	49.2%	31.7%	63.9%	17.3%	22%

**Table 1: Three year student data broken down into equality characteristics**

The headcount of students on funded courses was 1,369 in 2019/20 and a further 594 undertaking non funded courses. The majority of the college's students are female at 52.8% and 45.7% of students who declared their ethnicity are from a BAME background, compared to 31.7% of the Bradford population. Our declared disability rates are 0.5% below the local population.

### 10. Quality of Education

Keighley College is committed to ensure that every learner, regardless of their social and economic background, religion, ethnicity, special education need or individual difference has the right to a high quality

and purposeful education. Learner identity and diversity is encouraged through the unique experiences that all curriculum areas provide, allowing all learners to work confidently from their given starting points. Our programmes of study include practical based and knowledge-based curricular that incites learners to develop an understanding and appreciation of the programme area whilst preparing them for readiness to work.

### Achievement rates

The response from all staff to design, develop and resource online learning environments enabled a continuum of learning throughout Covid - 19 which ensured high retention and achievement.

Total Achievement 86.4%

Total Retention 92.9%

Total Pass 93%

Age	2019/20	2018/19	2017/18
16 – 18	86.7%	82.7%	84.5%
19+	85.9%	90%	86.3%
Non funded <sup>1</sup>	67.6%	82.6%	84.1%
KC Total	86.4%	85.5%	85.1%

Please note non- funded figure is not included in KC total

**Table 2: Three year student achievement data broken down into age group**

This year has seen a decrease in achievement for non-funded and 19+ students. 16–18-year-old students are achieving at a rate of 86.7%, which shows a significant 4% increase from the previous year. Overall achievement rates remain high and above the national rate. Note these outcomes were the nationally applied methodology of centre assessed grades.

### 10.1 Gender

Gender	2019/20	2018/19	2017/18
Female	86.8%	86.2%	85.2%
Male	86%	84.8%	85%
KC Total	88%	85.5%	85.1%

**Table 3: Three year student achievement data broken down by gender**

In line with the national trend, female learners outperform their male counterparts by 0.8%. Both are above the national achievement rate, which is currently 82%. As an organisation we recognise and celebrate all gender identities, however, disclosure of those identifying as non-binary remains low. Changing the methodology for collecting this information means we can capture a more accurate representation of our students in the future.

### 10.2 Ethnicity

Ethnicity	2019/20	2018/19	2017/18
BAME	87.9%	88.3%	86.5%

White	85%	82.2%	83.8%
Not provided	66.7%	-	-
KC Total	86.4%	85.5%	85.1%

Note- In previous years not known data was not provided therefore 2018/19 and 2017/18 are left blank

**Table 4: Three year student achievement data broken down by ethnicity**

The data highlights overall our BAME students have a 2.9% higher achievement rate than their White counterparts. Achievement has dropped in BAME students from previous years and has increased by 2.8% for White students. It is noted that for students progressing onto higher levels of learning after FE, attainment gaps reverse and widen significantly. Large numbers of students have not provided ethnicity and other data and we need to consider approaches to encourage increased data disclosure in order to improve our reporting accuracy.

### 10.3 Ethnicity and Gender

Ethnicity	Gender	2019/20	2018/19	2017/18
BAME	Female	89.3%	89.7%	87.3%
	Male	86.4%	86.2%	85.4%
White	Female	83.9%	81%	82.8%
	Male	85.8%	83.3%	84.7%
Not provided	Female	-	-	-
	Male	66.7%	-	-

Note- In previous years not known data was not provided therefore 2018/19 and 2017/18 are left blank

**Table 5: Three year student intersectional achievement data broken down by ethnicity and gender**

Nationally there has been a trend in the underachievement of White males, demonstrated in our data. However, our data shows that White females are the lowest achieving group at the college this year and in previous years. BAME females remain the highest performing students although there has been a slight drop in achievement this year. White male and female achievement rates are significantly lower than their BAME counterparts. Further analysis will provide insight into the factors that have contributed to this.

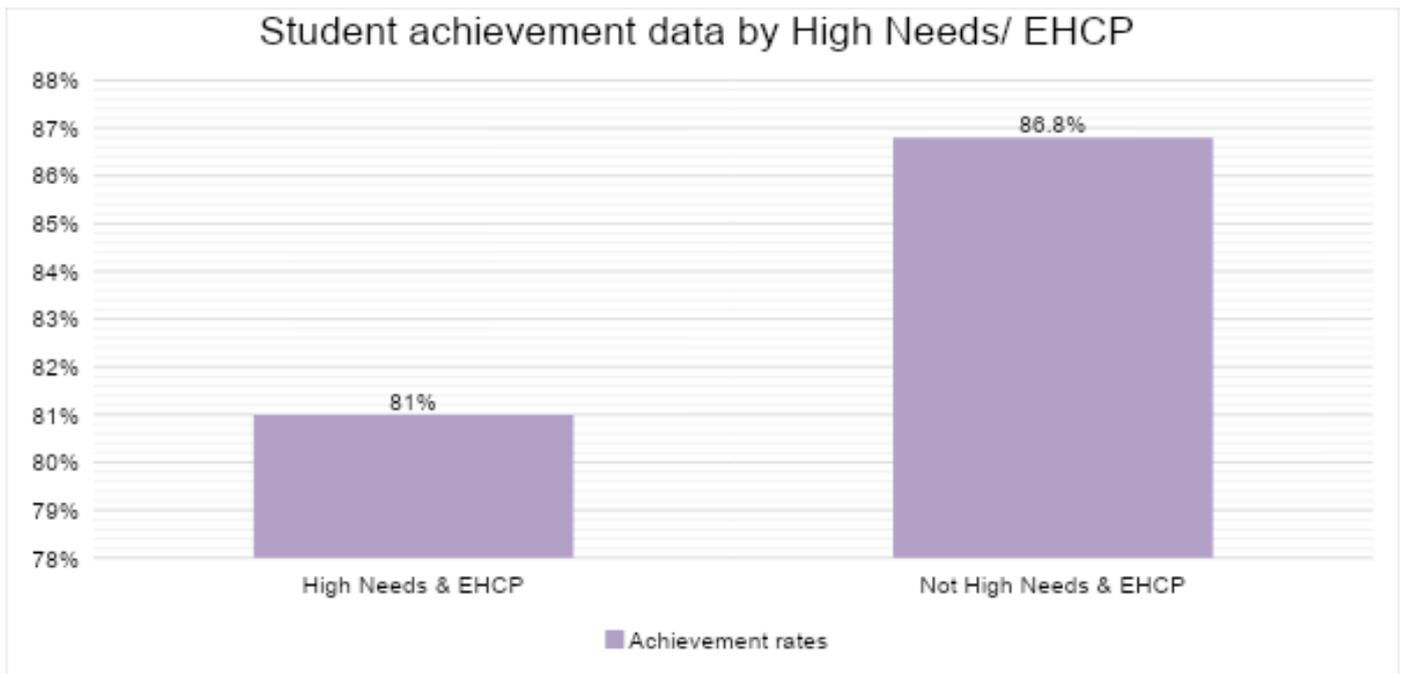
### 10.4 Disability and Learning Difficulty

Disability or difficulty	Leavers	Achievement	National Average	Difference
Yes	19.5%	81.2%	84.7%	+2.2%
No	80.3%	87.7%	87.4%	0.2%
Not provided	0.3%	85.7%	85.2%	-1.1%

**Table 6: Student achievement data broken down by learning difficulty, disability or health problem in comparison to national figures, numbers by funding qualification**

19.5% of all leavers had a declared disability or difficulty which is a 2.2% increase from last year. All students outperform the national average and are in line with the college average. This category covers a wide range of experiences and further detailed analysis into achievement would inform curriculum and support.

### 10.5 High needs and EHCP



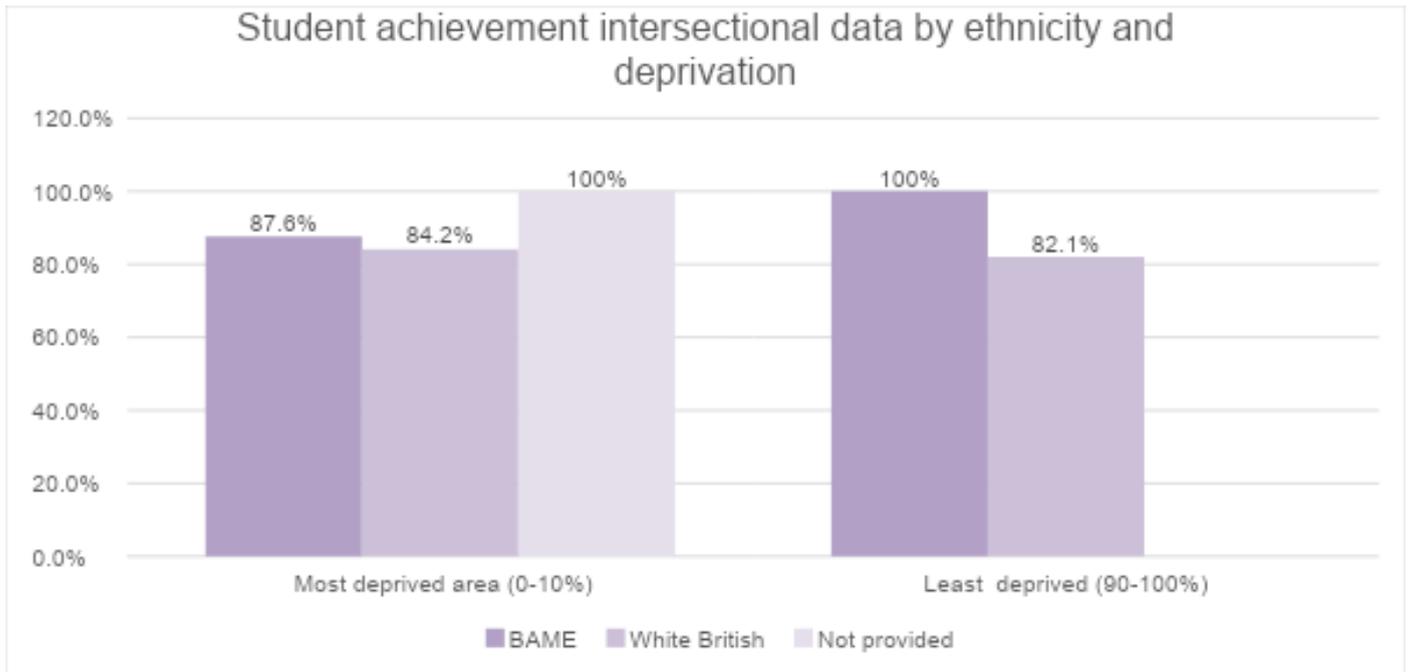
**Table 7: Student achievement data by High Needs/ EHCP**

Those students with an EHCP and that are High Needs performed lower than those without. Which is a change from last year and possibly the impact of COVID and remote learning.

Performance by characteristic: Children Looked After and Care Leavers

There are a small number of students identifying as care leavers and children looked after. Of these, 68.4% of care leavers achieved and 97.6% of children looked after achieved. For care leavers this marks a significant drop of 31.6% in performance from the previous year. The outcomes for care leavers and the experience of all students with care experience is an area for development and two dedicated roles were introduced in 2019/20.

## 10.6 Ethnicity and Deprivation



**Table 8: Student achievement intersectional data by ethnicity and deprivation**

The college recruits' high numbers of students from central Keighley wards which are in the 10% most deprived postcodes nationally.

Whilst White students from the most deprived postcodes outperform white students from the least deprived postcodes by 2.1% this gap is reversed for BAME students, where students from the least deprived postcodes outperform BAME students from the most deprived postcodes by 15.8% (widening by 0.6% in 2018/19). BAME students outperform white students from the most deprived postcodes by 3.4%. Further investigation into this data is required at departmental level;

### 10.7 Apprenticeships

	Female	Male	BAME	White British	Declared disability	Living in a deprived area (0-10%)	Overall
2019/20 KC Apprentices	54.8%	76.8%	57.1%	64%	76.9%	60%	66.1%
2018/19 KC Apprentices	84.2%	88.5%	81.8%	88.3%	95.2%	72.7%	87.3%
2017/18 KC Apprentices	86.8%	79.5%	80%	83.6%	81.3%	66.7%	83.1%
2018/19 National <sup>2</sup>	87.2%	86.2%	61.3%	65.2%	84.7%	-	64.7%

Notes- deprivation national data left blank as it is not available

**Table 9: Apprenticeship achievement data broken down by equality characteristic**

During 2019/20 the 356 apprentices completed their programmes with an overall achievement rate of 66.1% which is 0.6% points below the national rate. There is a 20.3% gap between the achievement rate of

apprentices and achievement of students overall. Covid-19 has impacted the timely completion of apprentices due to furlough, changing working patterns and restrictions to support from assessors in workplaces. The college has extended the qualification completion time for some apprentices. Those declaring a disability outperform the college average.

## 11. Destinations

The college collects destination data of our leavers in line with ESFA and Department for Education requirements within two months for initial destination and again at nine months after completion for sustained destination, therefore data for 2019/20 leavers is the most recent.

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, education or training (NEET), and unknown destinations.

Overall, 92% of 16-19 ESFA funded students have a positive destination, whether that be employment, or further study. Please note that ESFA funded data includes students aged up to 24 with an EHCP.

2.89% of ESFA funded students progressed to apprenticeships and 7.09% progressed to employment. Progression to both apprenticeships and employment has decreased since 2018/19, from 3.26% and 9.92% respectively. It is likely progression to apprenticeships and employment has been affected by the impact of Covid-19, which has had a significant detrimental impact on the labour market and job recruitment.

### 16-19 ESFA FUNDED DESTINATIONS BY PROTECTED CHARACTERISTICS

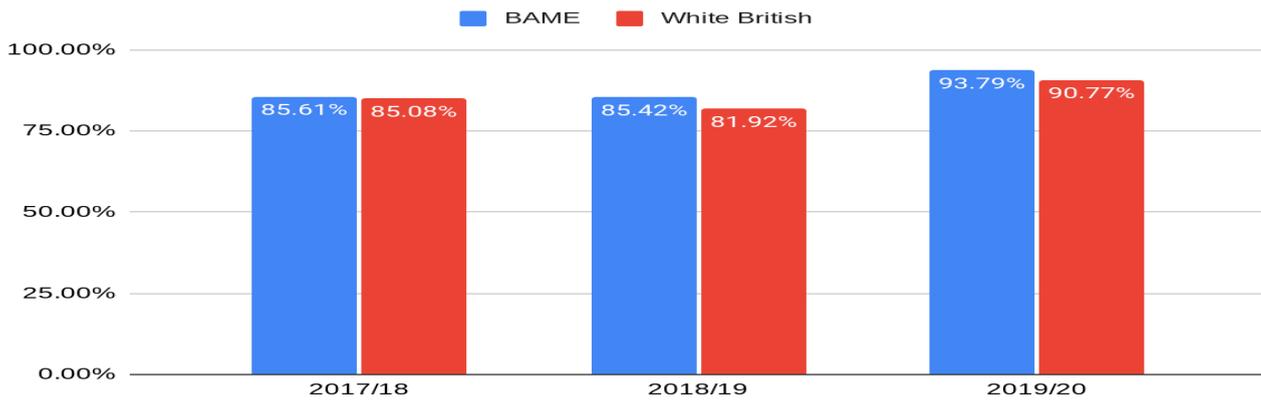
#### 11.1 Destination by Ethnicity

<i>Ethnicity</i>	Positive	Neutral	Negative	Total
BAME	28 (93.8%)	2 (0.7%)	17 (5.6%)	306
English / Welsh / Scottish / Northern Irish / British	412 (90.5%)	10 (2.2%)	33 (7.3%)	455
Not provided	1 (100%)	0	0	1

**Table 10: Destination data by ethnicity 16-19 (24) year olds**

The proportion of BAME 2019/20 students with a positive destination is just over 3% higher than that of white British leavers.

### Positive destinations by ethnicity



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both BAME and white British students has increased since 2017/18, by 10% and 7% respectively
- A consistently higher proportion of BAME students progress to positive destinations, compared to white British students, and this gap has widened from 0.6% in 2017/18 to just over 3% in 2019/20

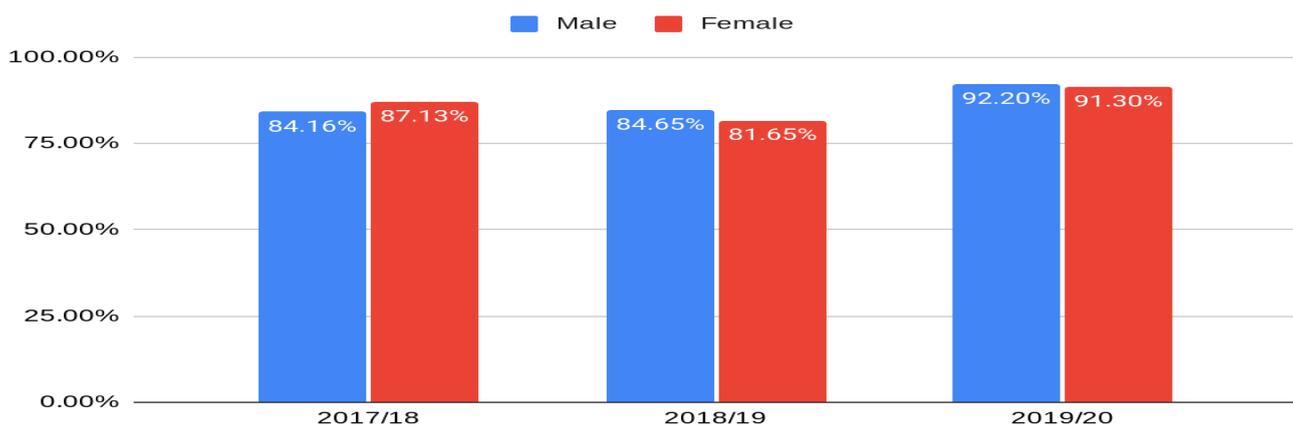
### 11.2 Destination by Gender

Gender	Positive	Neutral	Negative	Total
Female	285 (91.3%)	7 (2.2%)	20 (6.4%)	312
Male	415 (92.2%)	5 (1.1%)	30 (6.7%)	450

**Table 11: Destination data by gender 16-19 (24) year olds**

The proportion of male 2019/20 students with a positive destination is almost 1% higher than that of female leavers.

### Positive destinations by gender



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both male and female students has increased since 2017/18, by 10% and 5% respectively

- In 2017/18, a higher proportion of female students than male students had positive destinations. However, in 2018/19 and 2019/20, a higher proportion of male students progressed to positive destinations.

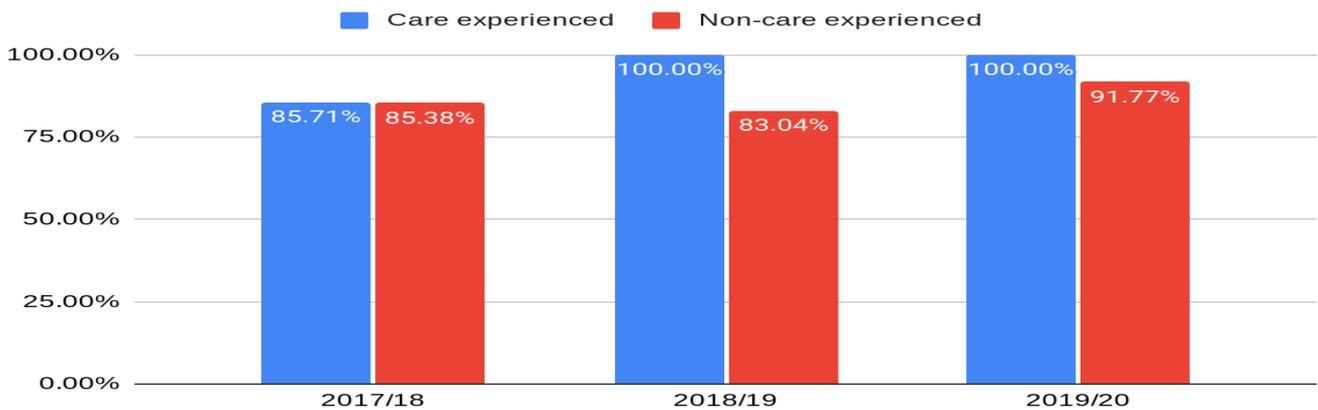
### 11.3 Destinations by Care Experience

	Positive	Neutral	Negative	Total
Care Experienced	21 (100%)	0	0	21

**Table 12: Destination data by Care experience 16-19 (24) year olds**

The proportion of 2019/20 care experienced students with a positive destination is 9% higher than that of non-care experienced students. (Please note that the care experienced dataset is very small, at just 21 students).

#### Positive destinations of care experienced and non-care experienced students



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both care experienced and non-care experienced students has increased since 2017/18, by 17% and 7% respectively
- A higher proportion of care experienced students progressed to positive destinations each year. It is worth noting that the care experienced dataset is small, but growing (7 students in 2017/18, 13 students in 2018/19, 21 students in 2019/20)

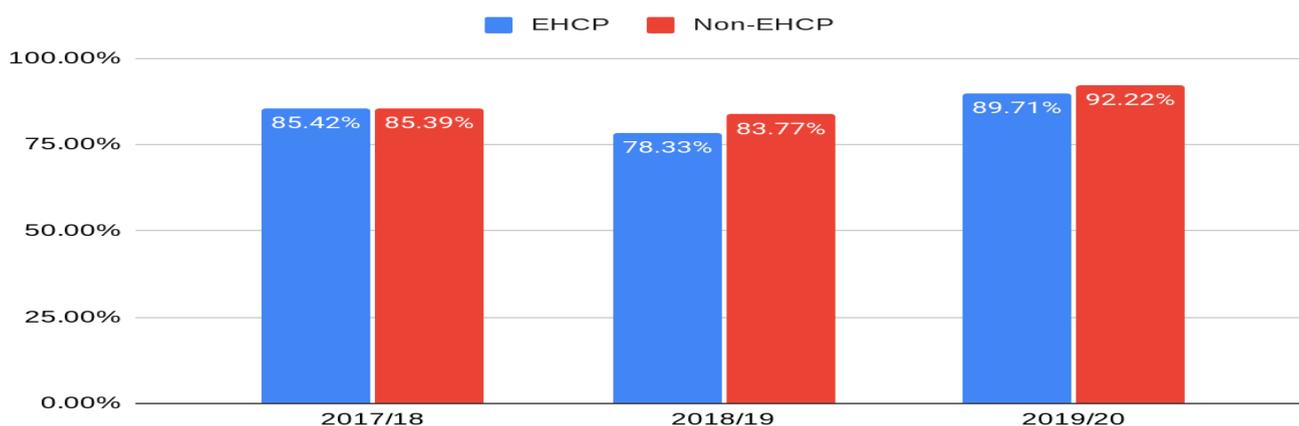
### 11.4 Destinations by EHCP

	Positive	Neutral	Negative	Total
EHCP	61 (89.1%)	2 (2.9%)	5 (7.4%)	68

**Table 14: Destination data by EHCP**

The proportion of 2019/20 non-EHCP students with a positive destination is 3% higher than that of EHCP students.

## Positive destinations of EHCP and Non-EHCP students



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both EHCP and non-EHCP students has increased since 2017/18, by 5% and 8% respectively
- The difference in proportion of positive destinations between EHCP and non-EHCP students has varied since 2017/18. However, the proportion of positive destinations for non-EHCP students has been slightly higher since 2018/19

### 11.5 Destinations by SEND

	Positive	Neutral	Negative	Total
SEND	83 (95.4%)	1 (1.2%)	3 (3.5%)	87

**Table 15: Destination data by SEND**

95.4% of students with SEND achieve a positive destination. Higher than the overall rate.

### DESTINATIONS BY PROTECTED CHARACTERISTICS - EXTERNAL BENCHMARKING

The Bradford data below refers to participation data collected by the local authority of 16 and 17 year olds as an average across December 2019, January 2020 and February 2020 (this is the most recent data)

The Keighley College data below refers to destinations data collected by Keighley College in September and October 2020 of 2019/20 students who were aged 16 and 17 as of 31st August 2020.

	Positive destinations / participation	
	Bradford	Keighley College
<b>BAME</b>	95.13%	95.73%
<b>White British</b>	90.10%	93.68%
<b>Male</b>	91.23%	94.16%
<b>Female</b>	94.12%	94.96%

<b>EHCP</b>	84.00%	100%
<b>Non-EHCP</b>	93.90%	94.17%

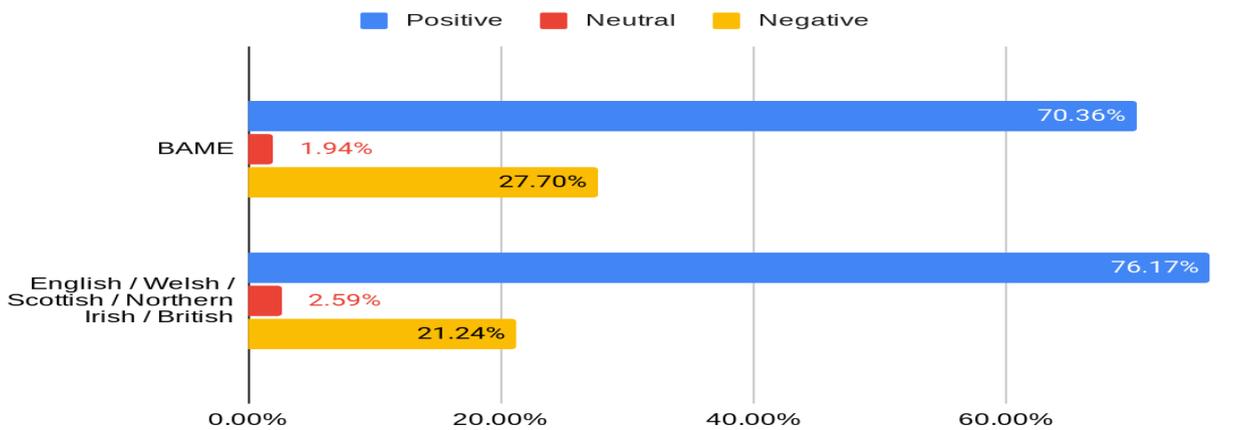
A number of comparisons can be drawn from the data:

- A higher proportion of BAME 16 and 17 year old Keighley College students progressed to positive destinations than their white British peers. This is consistent with participation data city wide
- The proportion of white British 16 and 17 year old Keighley College students progressing to positive destinations is slightly higher than the city wide figure across all datasets
- A slightly higher proportion of female 16 and 17 year old Keighley College students progressed to positive destinations than their male peers. This is consistent with city wide data, although there is a larger gender gap across Bradford
- The proportion of 16 and 17 year old Keighley College students with EHCPs progressing to positive destinations is 19% higher than city wide data. However, it is worth noting that the Keighley College dataset is small, at 32 students

**ADULT SKILLS BUDGET DESTINATIONS BY PROTECTED CHARACTERISTICS**

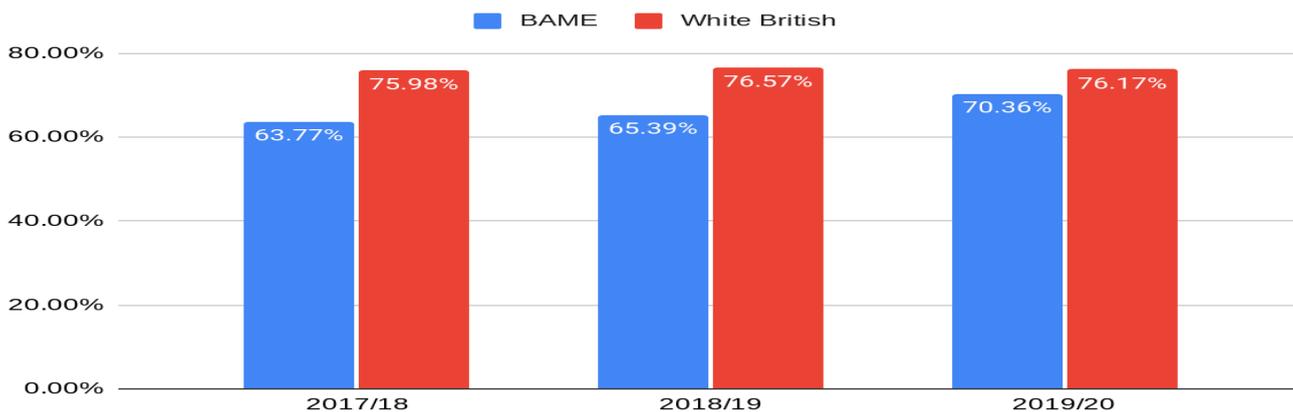
**Ethnicity**

Destinations by ethnicity



The proportion of white British 2019/20 students with a positive destination is 8% higher than that of white British students.

### Positive destinations by ethnicity

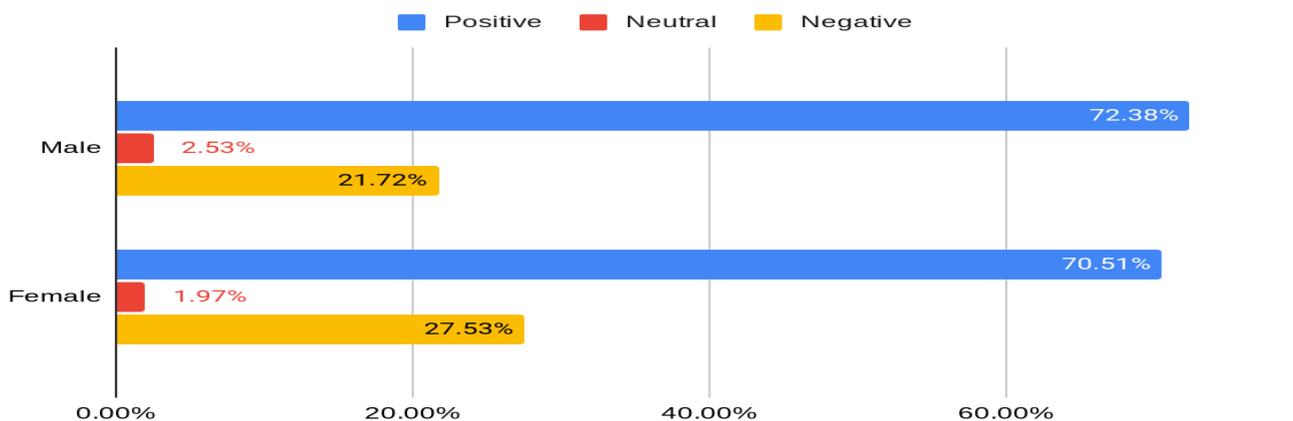


Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both BAME and white British students has increased since 2017/18, by 10% and 0.25% respectively
- The proportion of positive destinations for white British students has been consistently higher than that of BAME students since 2017/18. However, this gap has been narrowed from 19% to 8%

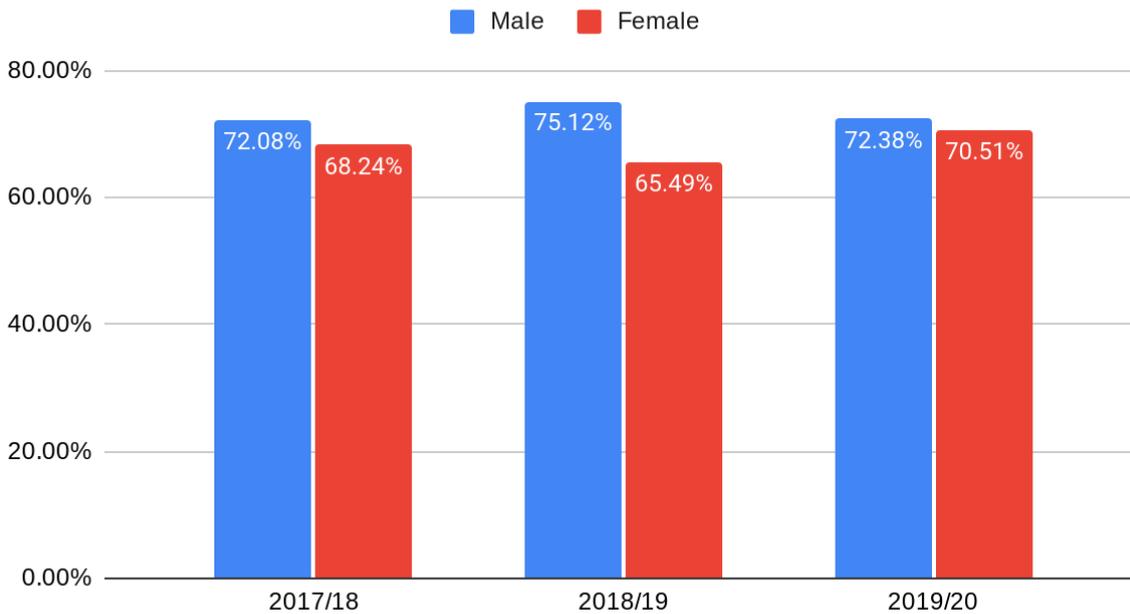
### Gender

#### Destinations by gender



The proportion of male 2019/20 students with a positive destination is 3% higher than that of female students.

## Positive destinations by gender



Trends in destination data can be identified by comparing it with 2017/18 and 2018/19 data:

- The proportion of positive destinations for both male and female students has increased since 2017/18, by 0.4% and 8% respectively
- Since 2017/18, male students have consistently had a slightly higher proportion of positive destinations than female students. However, this gap has narrowed from 6% to 3%

## 12. Personal Development, Behaviours and Attitudes

Personal Development and Student Behaviour and Attitude are key aspects on the OFSTED Education Inspection Framework (EIF).

In 19/20 the quality team ran a Student Induction Survey and a Remote Learning survey (in place of the Student Satisfaction survey). This was sent across all three FE colleges. These are the overall headline results. Attendance data is monitored across all FE colleges to encourage a positive and respectful culture.

### 12.1 Surveys

Induction Survey:

80% answered yes to "I know who to talk to about feeling unsafe"

Remote Learning Survey - overall respondents 79

A survey of remote learning was undertaken in the Summer term to understand how students were affected by the move to remote learning. It should be noted however that as an online survey, students without digital access were excluded from responding.

65% of students were highly satisfied/satisfied

BAME respondents 33

White British respondents 46

Not disclosed 0

## Highlights

- ★ **77%** of students felt they had been supported to engage with college and feel part of the college community
- ★ **91%** of students felt their teaching department had put in place the measures needed so they could continue studying remotely
- ★ **75%** of students were highly satisfied/satisfied with the support and communication from their tutor outside of lessons

Overall satisfaction levels could be better. Negative or inconclusive responses such as “ I don’t know” or “I’m not sure” or highly dissatisfied” were higher across BAME students. Teams across college have been working tirelessly to ensure that students have all the provisions necessary to make remote learning a success.

### 12.2 Attendance

There have been ongoing challenges to recording and reporting student attendance including the continued impact of Covid-19 and added IT issues due to the cyber attack.

The overall % of students who are engaged for the final reporting quarter are 60.27%.

At Keighley College the department demonstrating the highest average engagement from 23 March 2020 to 22 June 2020 is Service Professionals with 67.81% compared to 52.81% in Technology.

The department demonstrating the highest average AM/PM attendance for first to second quarter is Keighley Shared Services 90.56% followed by Foundation Studies 89.87% and ESOL 89.83%.

Further analysis of patterns of engagement and attendance by equality characteristic during periods of lockdown and during the pandemic will provide useful information for lessons learned and to target learning catch up interventions.

## Section 4: Our Staff

### 13. Staff Data

Visit appendices for further broken down data

#### 13.1 Staff profile

	Female	Male	BAME	White British	Declared Disability
Keighley College	65%	35%	13%	68%	6%
Bradford population	50.8%	49.2%	31.7%	63.9%	17.3%
FE average	62%	38%	10-20%	80-90%	6.5%

**Table 16: Staff data by equality characteristic compared to local and national data.**

There has been an increase in staffing numbers during 19/20, with 13 new staff joining the college. The gender mix has remained largely unchanged over the last three years. There has been an increase of 1% in the number of BAME staff and disabled staff employed.

We are looking at ways of increasing the recording of protected characteristics, expanding our terminology and upgrading systems to reflect this so that more staff feel included. We recognise and embrace the diversity of our staff. The reason for presenting limited protected characteristics on this table is due to not having all the comparable information from benchmark datasets.

### 13.2 Staff profile by contract type

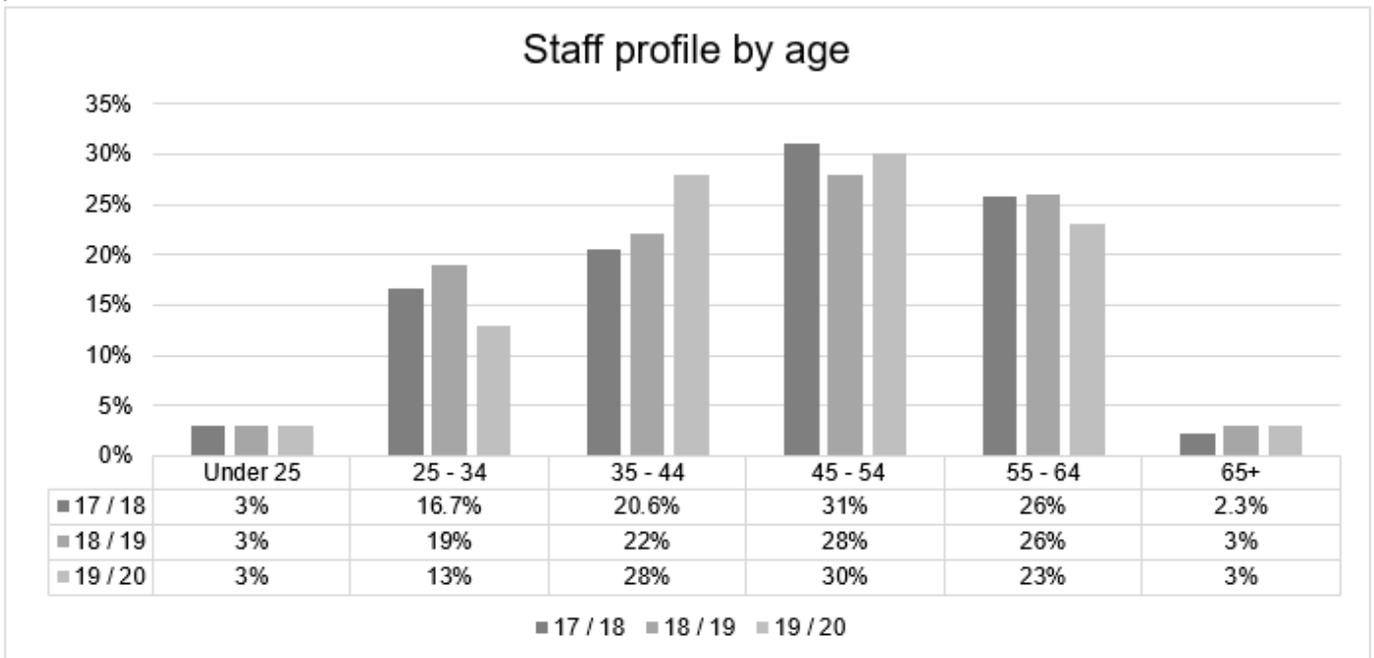
	Headcount	Female	Male	BAME	White	Part time	Declared Disability
Keighley College	158	65%	35%	13%	68%	44%	6%
Academic	84	58%	42%	15%	64%	44%	4%
Support	62	73%	27%	13%	68%	48%	8%
Management	12	67%	33%	0%	92%	17%	17%

**Table 17: Staff data by equality characteristic and contract type**

The number of women in management roles has seen a decrease of 11% from the previous year. Most female staff members work in support roles. There are no Black, Asian and Minority Ethnic staff members in management despite Keighley's highly diverse student and local community or the city of Bradford's profile. This low figure is consistent with previous years data. Disability is reflected at every level, declared disability in management is at 17%.

As a college we have a higher level of diversity than the FE average however this is an area for development for the college to have a workforce that reflects our students and community. We will be piloting a BAME mentoring scheme in 20/21 in order to improve the diversity of senior staff this pilot will then be rolled out to other underrepresented groups, if successful.

### 13.3 Staff profile by age



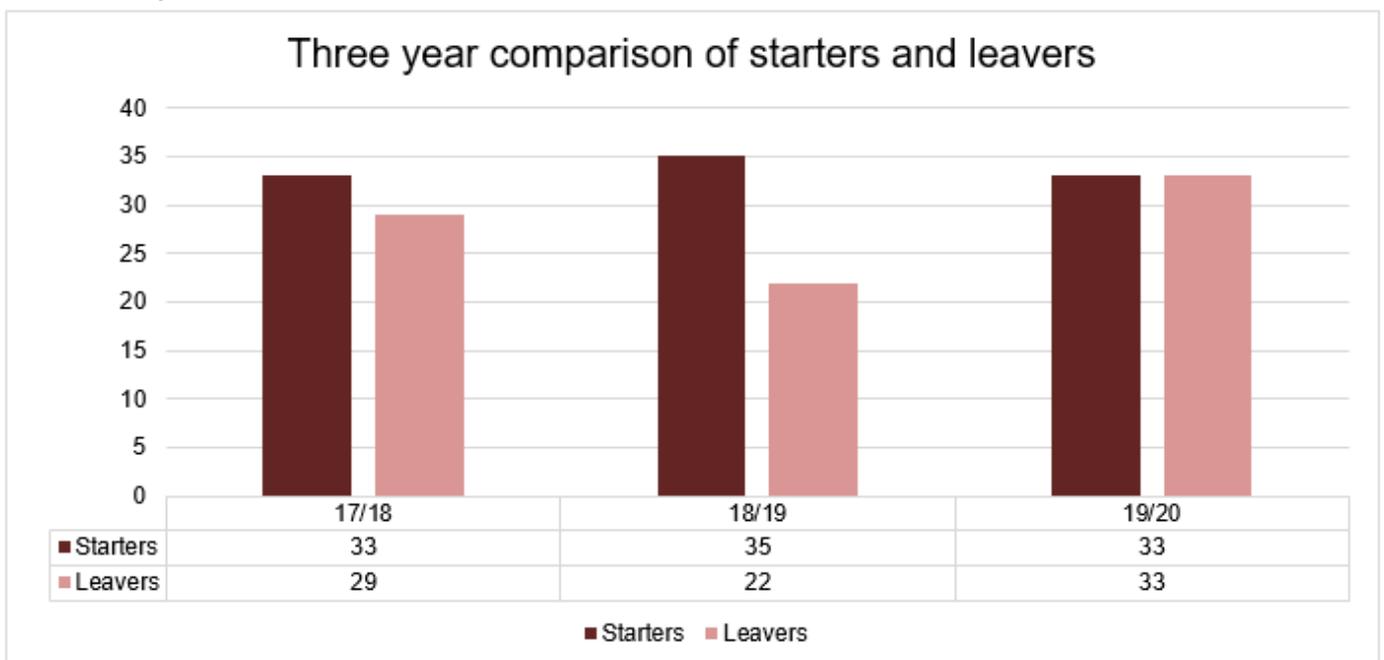
**Chart 18: Three year Staff profile by age**

The age profile of staff aged 25-34 and 55-64 has decreased since previous years. All other age groups have increased or remained the same. Staff aged under 25 have had no increase over the previous three years. This remains an area in need of development.

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. Policies and working environments which support women (and their partners) during the menopause may need to be considered as part of the people strategy. Menopausal women are the fastest growing workplace demographic.

## Starters and Leavers

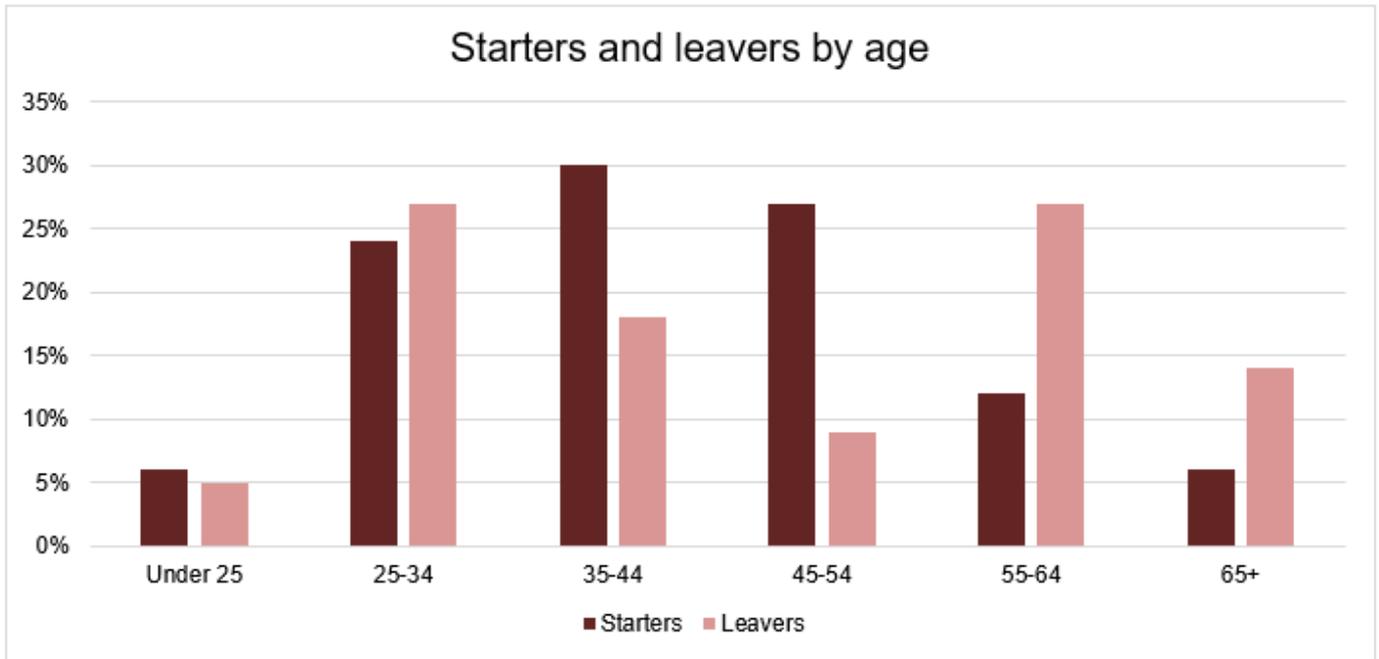
### 13.4 Three year staff starters and leavers



**Chart 19: Three year staff starters and leavers data**

The staff turnover remains high at 13.9% of the workforce leaving the college. Starters make up 20.8% of the workforce. A focus on retention of staff should be prioritised in the people strategy.

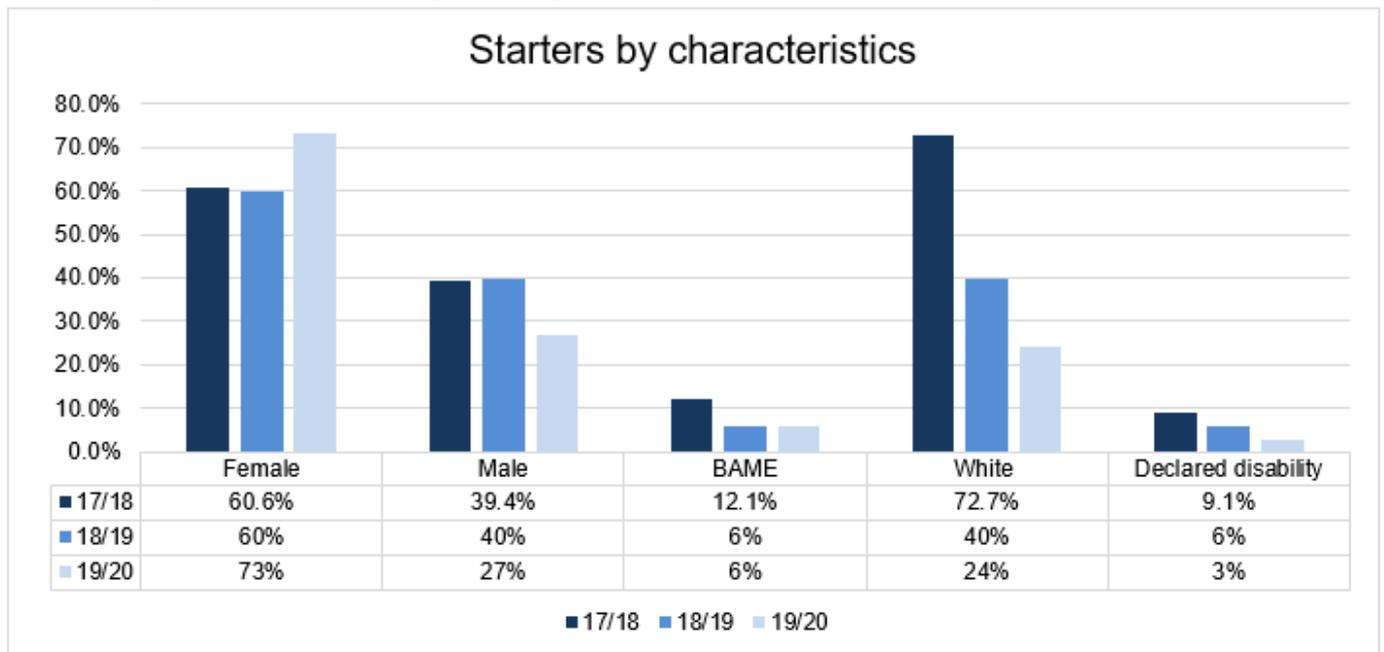
13.5 Starters and Leavers by age



**Chart 20: Starters and Leavers Headcount by age**

The highest leaver rates are among the 25-34, 55-64 and 65+ age brackets. The college recognises the need for succession planning and digital competence and skills. We have seen an increase of starters in other areas which reflects the growth of the college.

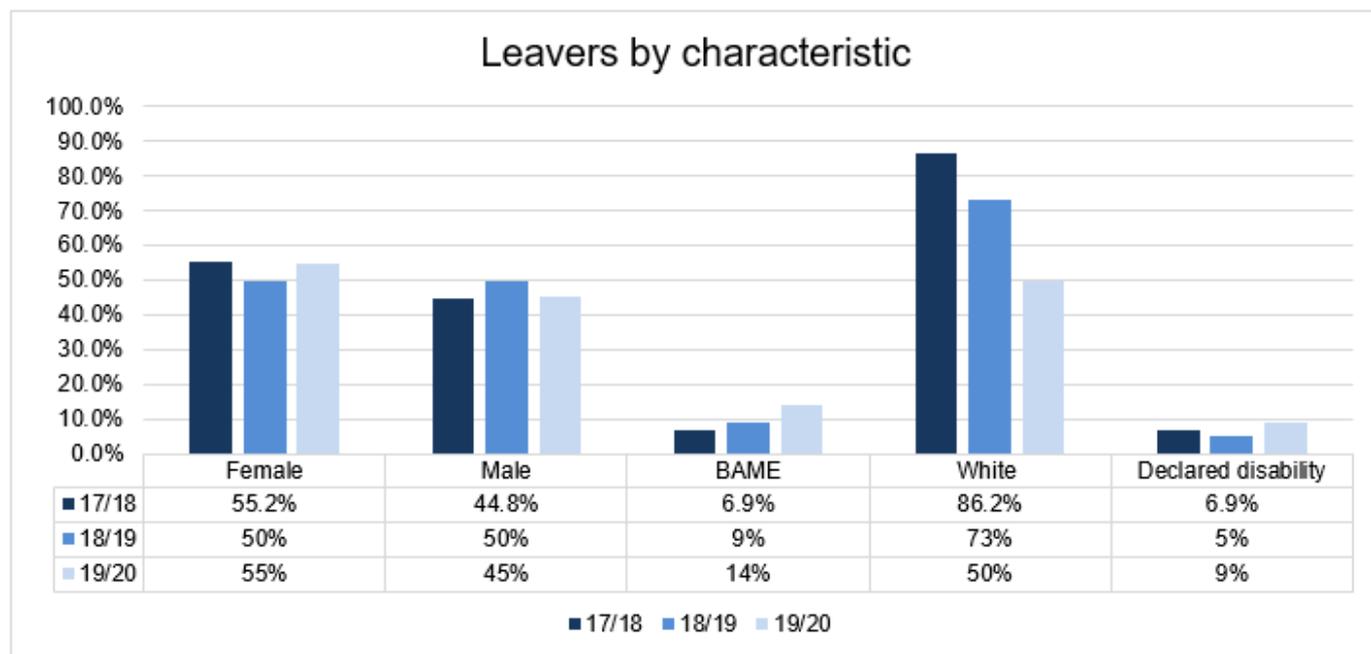
13.6 Three year staff starters by equality characteristic



**Chart 21: Three year staff starter data by equality characteristic.**

There has been a significant drop in starters recruited from White backgrounds although they still make up the majority of the workforce. BAME starter levels have remained consistent from the previous year. There has been a 3% drop in starters declaring disability. The only characteristic that has seen an increase of 13% in starters is female staff. There has been a drop in the collection of protected characteristics of starters since 2017/18, and although this has reversed in 2019/20, a review of methods for collecting this information through recruitment and onboarding would improve the data.

### 13.7 Three year staff leavers by equality characteristic



**Chart 22: Three year staff leaver data by equality characteristic**

There has been an increase in female and a decrease in male leavers by 5%. There has been a 5% increase in BAME leavers and disabled leavers. There has been a 23% decrease in White leavers. Retention in 20/21 for Female, BAME and Disabled staff members should be a priority.

### 14. Furlough

Staff were also affected by the Covid-19 pandemic, including a small number of staff who were furloughed under the Coronavirus Job Retention scheme. Due to the small numbers the data is for all the FE Colleges. Of the 95 members of staff:

	Headcount	Female	Male	BAME	White	Declared Disability
Furloughed staff	95	64%	36%	6%	45%	2%
All FE College staff	1483	68%	32%	16%	61%	6%

As with all staff data, this data set suffers from having significant not answered or “prefer not to say” responses to the equality questions, which prevents meaningful analysis of the data. Analysis of workforce data should where possible be linked back to staff records although low numbers declaring ethnicity or disability may be that this information is collected less consistently for roles subject to furlough such as catering staff.

### 15. Partnership Work and Stakeholder Engagement

Keighley College works closely with a range of external stakeholders from the statutory, voluntary and community sectors. This ensures our campaigns and equality activities, and training are informed by a range of voices and represent the communities served by the college. The college participates in the Investors in Diversity standard and the Stonewall Equality Index.

## 16. Staff participation

At Keighley College, there is a structured approach to Equality, Diversity and Inclusion to help embed it across all levels of college life including governors, senior leaders, staff and students. An EDI Strategy underpins the work that goes on across college.

**Staff Forums:** Across the group there are three staff forums: BAME, LGBT+, and Disability and Neurodiversity Forums. The BAME staff forum debated the use of the word BAME. Agreed to keep the name for now due to shared experience.

**EDI Champions:** The EDI Champions' network was launched during the 2017/2018 academic year. This is a network of staff and apprentices from across the FE colleges. The Student Union Liberation Committee and staff forums are part of the network. The EDI Champions develop expertise, contribute to development, offer advice to departments and take part in campaigns.

**Student Union Liberation Committee:** This is a group of elected Student Union Executive Officers from the BAME, Disability, LGBTQ+ and women's groups who meet to develop campaigns and discuss issues. The members attend the EDI Champions and the Student Union president attends the committee meetings to make sure student input is received across all areas.

**Group EDI Committee:** The committee is chaired by the group's EDI link governor and has members from across the group. The committee monitors equality at a strategic level, including the EDI Objectives and gives members the opportunity to share best practice and update on key issues affecting staff and students from across the group. The committee reports into governor meetings.

## 17. Training

During 19/20 a new training programme was developed with Inclusive Employers, who were successful in our tender for an EDI training partner. The mandatory training for all FE staff is interactive and ideally face to face. A variety of staff and students were consulted on the content, and the session was piloted with the EDI Champions.

Key priorities for the training are: practical guidance on how to promote inclusion and prevent exclusion, connection to Luminare values and existing processes including restorative approaches and strong connection to the communities we serve, and a further discussion of the factors which influence inclusion and exclusion beyond the nine legally protected characteristics e.g. socio-economic status.

This training roll out was delayed by the lockdown and subsequent need to work in a Covid -safe environment, with many staff remote working. This impacted on compliance with mandatory EDI training.

	Staff in scope			143
	Complete	Expired	Never	% Compliant
EDI Taught	115	10	18	80.42%
EDI Online	132	6	5	92.31%

A group of EDI Leaders, from across the FE colleges were identified to train as trainers. Mandatory training roll out is a priority for 2020/21 alongside development of a replacement online training module.

Training on a range of EDI topics was delivered to EDI champions and offered at staff development events including:

- Neurodiversity and how to support students and colleagues who are neurodivergent.
- Stonewall and the Workplace Equality Index.
- Black Lives Matter/ racial inequality discussions, which were opened to all members of staff and attracted a significant number of new participants.

## 18. Staff Survey and Health & Wellbeing Survey Feedback

Please note that due to having anonymised, aggregated data from the three FE Colleges, the raw data is not included here and all findings apply across Harrogate, Keighley and Leeds City Colleges.

Analysis of the Staff Survey and Health & Wellbeing Survey by EDI characteristics indicates a substantial group of people who consistently do not wish to disclose their characteristics on the survey but do wish to contribute their opinions and experiences. Across all characteristics the “Prefer Not To Say” (PNTS) group is consistently below the benchmark answers suggesting a number of staff do not wish to disclose any EDI information, with additional staff who do not wish to disclose particular characteristics. For some characteristics numbers were too small to draw meaningful conclusions.

It is recommended further whole organisational campaigns to increase disclosure of characteristics along with a review of systems in place to capture and record information during recruitment and onboarding.

### Age

18-24 year olds and 65+ responded more positively although 65+ is a small data set. 25-34 year olds were more negative across both surveys. This may be due to career stage, role duration or position in the organisation and requires further analysis.

### Disability and Long term health condition

3 times more declarations of disability or health condition on the surveys than declared to HR indicates staff trust the survey to be anonymous. Respondents had a broadly more negative experience of the organisation, and further analysis of responses is required to understand the issues.

### Ethnicity

Due to the small data sets, ethnicity was one of the places in which meaningful conclusions were difficult to reach and no meaningful analysis was possible. Further research into experiences across different ethnic groups is recommended, using a broader approach than surveys.

### Gender

This data set included a lot of PNTS responses. Non binary and non cis options were below the size threshold to include in the analysis, and further targeted perception research is recommended. Fewer men proportionately completed the Wellbeing Survey suggesting the need to increase male health promotion. Female staff were more likely to report inadequate rest and breaks, potentially a reflection of the large number of menopausal age, and male staff were more likely to say pay does not reflect effort.

### Religion

Religion was difficult to analyse with the smaller group sizes. Use of an equality and diversity calendar and a strong communication strategy would raise awareness of different faith groups.

### Sexual orientation

PNTS was a larger response than the combined Bi, Gay/Lesbian and I use another term responses. Bisexual respondents reported experience more negative than all other groups. Gay and Lesbian

respondents reported less bullying, harassment and discrimination than other groups suggesting a positive workplace experience, or potentially lower expectations of what constitutes homophobic bullying by LGBT+ colleagues, which should be explored.

### Caring responsibilities

This group reported more negative wellbeing indicators. A working carers staff forum to be established.

## 19. Recommendations

1. Create a Luminate group wide EDI policy and review and consult upon 4 year Luminate Education Group EDI objectives for 2021/25
2. Deliver EDI training across the FE Colleges and develop a new online module.
3. Develop a Race Equality road map including: recruitment and onboarding; training and career development; diversifying the curriculum; and staff and student voice. Include consultation on the use of BAME as an acronym and current reporting categories.
4. Develop a culture of analysis and interrogation of student attendance, retention, achievement and destination data by equality characteristics at departmental level and plan quality improvement interventions accordingly.
5. Student disability category covers a wide range of experiences and further detailed analysis into achievement would inform curriculum and support.
6. Improve collection and reporting of non-binary experience for staff and students
7. Improve staff data collection and analysis with improved systems and categorisation, championing the benefits of disclosure and reduce “prefer not to say responses, including during recruitment and onboarding. Provide EDI analysis of staff survey by college and campus.
8. Improve retention of staff identifying as BAME and disabled through mentoring and career development interventions
9. Record data pertaining to disciplinaries, grievance, and bullying and harassment by protected characteristic for staff and equivalent analysis for student experience.
10. As part of the Luminate People Strategy, focus on development of an inclusive recruitment strategy and improving staff retention.
11. Menopausal women are the fastest growing workplace demographic. Policies and working environments which support women (and their partners) during the menopause as part of the people strategy.

## 20. Data sources and comments

### **20.1 Student data**

N.B. Student ethnicity -White includes Welsh/ Scottish/ English/ Northern Irish and British, Irish, White other/ Irish Gypsy travellers. BAME category includes everyone else. In previous years White only included White British.

Students destinations ethnicity data- White British is English / Welsh / Scottish / Northern Irish / British. BAME is everything else.

Data for the student tables/ charts obtained from:

2011 Census Bradford population

<https://www.leedsccg.nhs.uk/content/uploads/2018/04/PSED-appendix-one-demographics-2017.pdf>

LCC SAR report 19/20 and SAR data tables 19/20

MIS ProAchieve 19/20 Rules Applied Summary & ProSolution Student Detail 19/20

P12 Care Experience Team Report August 2020

Destinations EDI data 19/20

[National achievement rates tables 2018 to 2019 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/national-achievement-rates-tables-2018-to-2019)

## 20.2 Staff data

N.B. Staff ethnicity data- BAME includes Other and Multiple ethnic identities. White includes White other

Data for the student tables/ charts obtained from

<https://observatory.leeds.gov.uk/population/>

Staff HR data 19/20

Bradford census 2011

<https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf>

<https://www.leedsccg.nhs.uk/content/uploads/2018/04/PSED-appendix-one-demographics-2017.pdf>

## Section 5: Appendices

### 21. Appendix 1 Gender Pay Gap Report

This will be added to the report in due course, according to the reporting requirements for the Gender Pay Gap.

### 22. Appendix 2

#### Glossary of terms

FE - Further Education

KC - Keighley College

Coronavirus/ COVID-19 - both terms are used interchangeably. An infectious disease caused by a newly discovered coronavirus.

EHCP- Education, Health and Care Plan. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them

EDI - Equality, Diversity and Inclusion

HR - Human Resources

PNTS- Prefer not to say

BAME - Acronym for Black, Asian and/or Minority Ethnic. Used in government data and therefore used in this report to facilitate sector comparison and benchmarking. Despite it being a sector standard, the term is problematic for several reasons, including its arbitrary grouping of ethnicities that may have little in common with each other, both within and outside the BAME label.

OFSTED - Office for Standards in Education, Children's Services and Skills, which has responsibility for inspecting and regulating services for children and young people.

Student Leaver- A leaver is defined as a person, who left college during or at the end of the academic year.

WB - White British, an amalgam of all White and British ethnicities according to census categories: White + English, Scottish, Welsh, Northern Irish, Irish, and British.

LEP - Local Enterprise Partnerships are business led partnerships between local authorities and local private sector businesses.

CL/ CLA - Care Leaver or Child Looked After under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she: gets accommodation from the local authority for a continuous period of more than 24 hours; is subject to a care order (to put the child into the care of the local authority); is subject to a placement order (to put the child up for adoption)

SEND-Special educational needs and disability

IMD - Initialisation of the Index of Multiple Deprivation. A governmental metric for the relative deprivation of 'small areas' (Lower-layer Super Output Areas) in England. It is calculated from statistics on income, employment, education/skills, health/disability, crime, housing/service barriers and environment for each small area; the deciles are calculated by ranking the 32,844 small areas in England from the most to least deprived and dividing them into ten equal groups, where decile 1 contains the most deprived areas (relatively) and decile 10 containing the least deprived areas (relatively)

SAR - Sell Assessment Report a cross college annual self review and report

ESFA - Education and Skills Funding Agency, who are responsible for funding education and skills for children, young people and adults

LGBT+ - Lesbian, Gay, Bisexual, Trans + acronym used to encompass sexuality and gender. Please visit Stonewall glossary of terms for categories included in this report

EHRC - please visit Equality and Human Rights Commission site for further EDI definitions

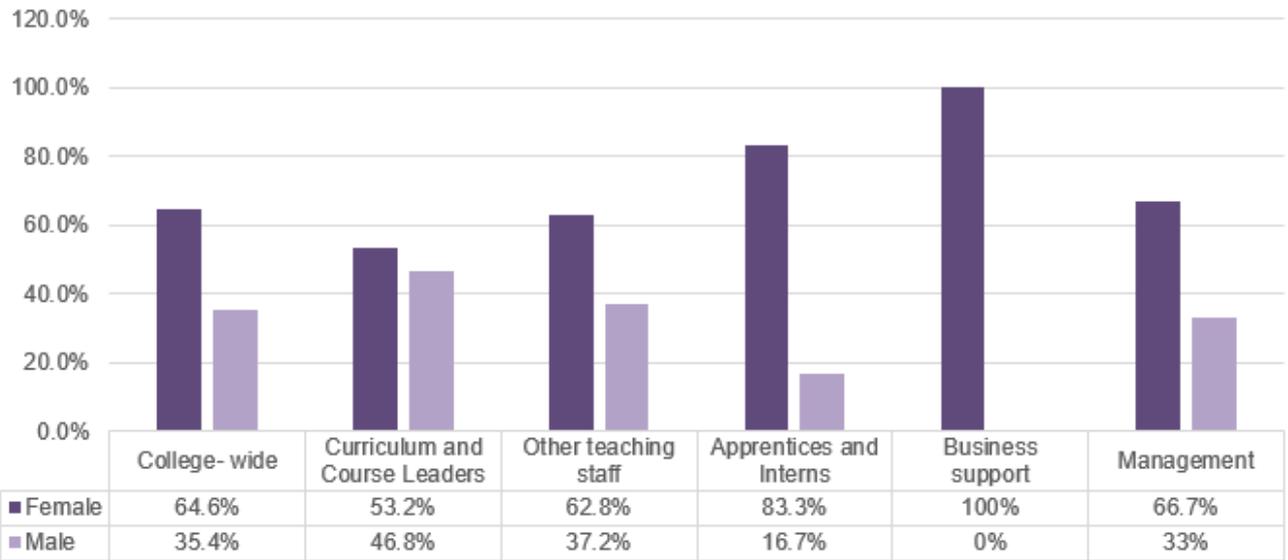
## 23. Appendix 3

### Additional Staff Profile Charts and Tables by Protected Characteristic

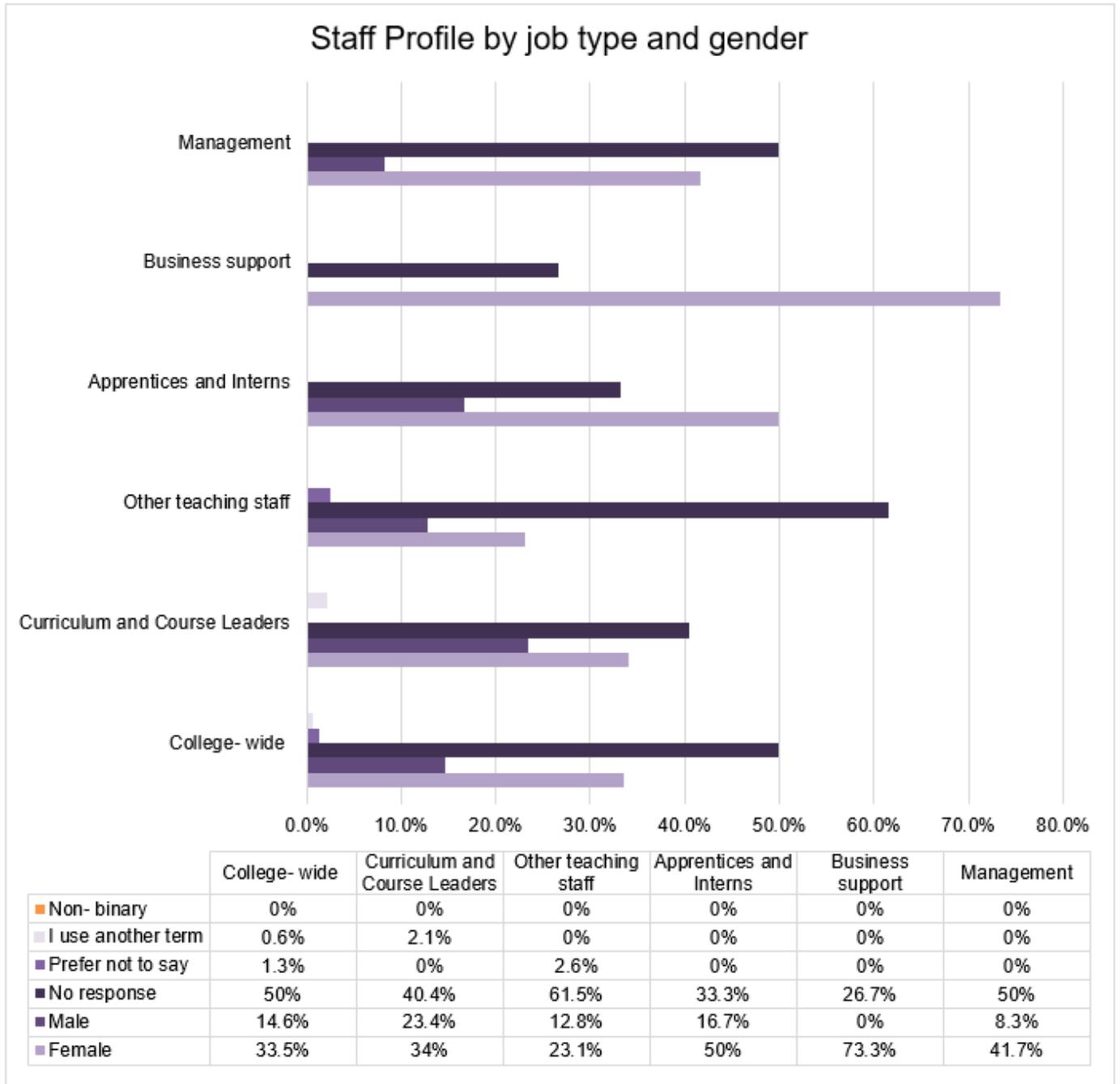
#### Headcount by job type

	Headcount
<b>Keighley College</b>	158
<b>Academic</b>	84
<b>Support</b>	62
<b>Management</b>	12

### Staff Profile by job type and sex

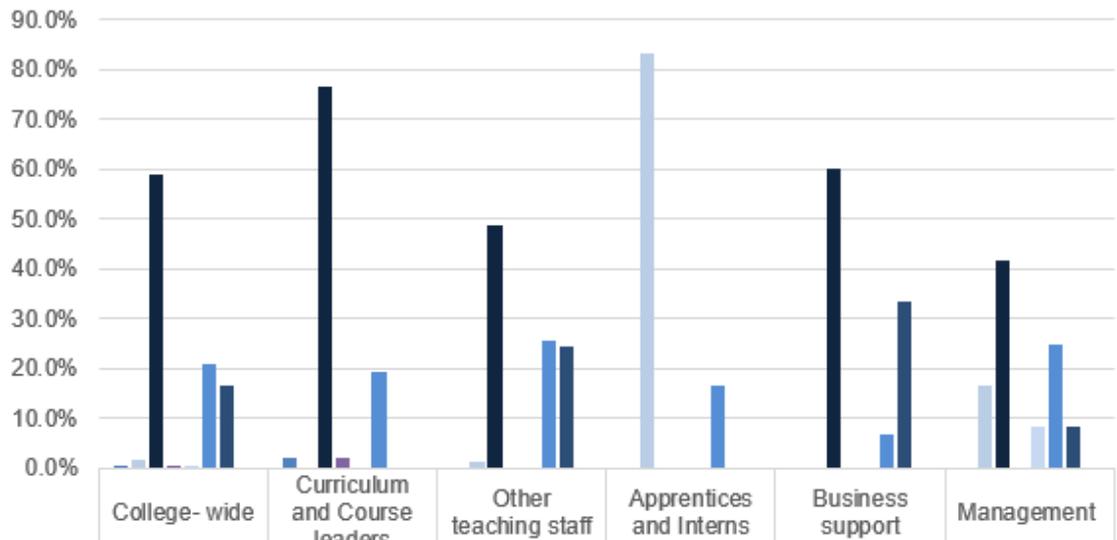


**Chart 3.1: Staff profile by job type and sex**



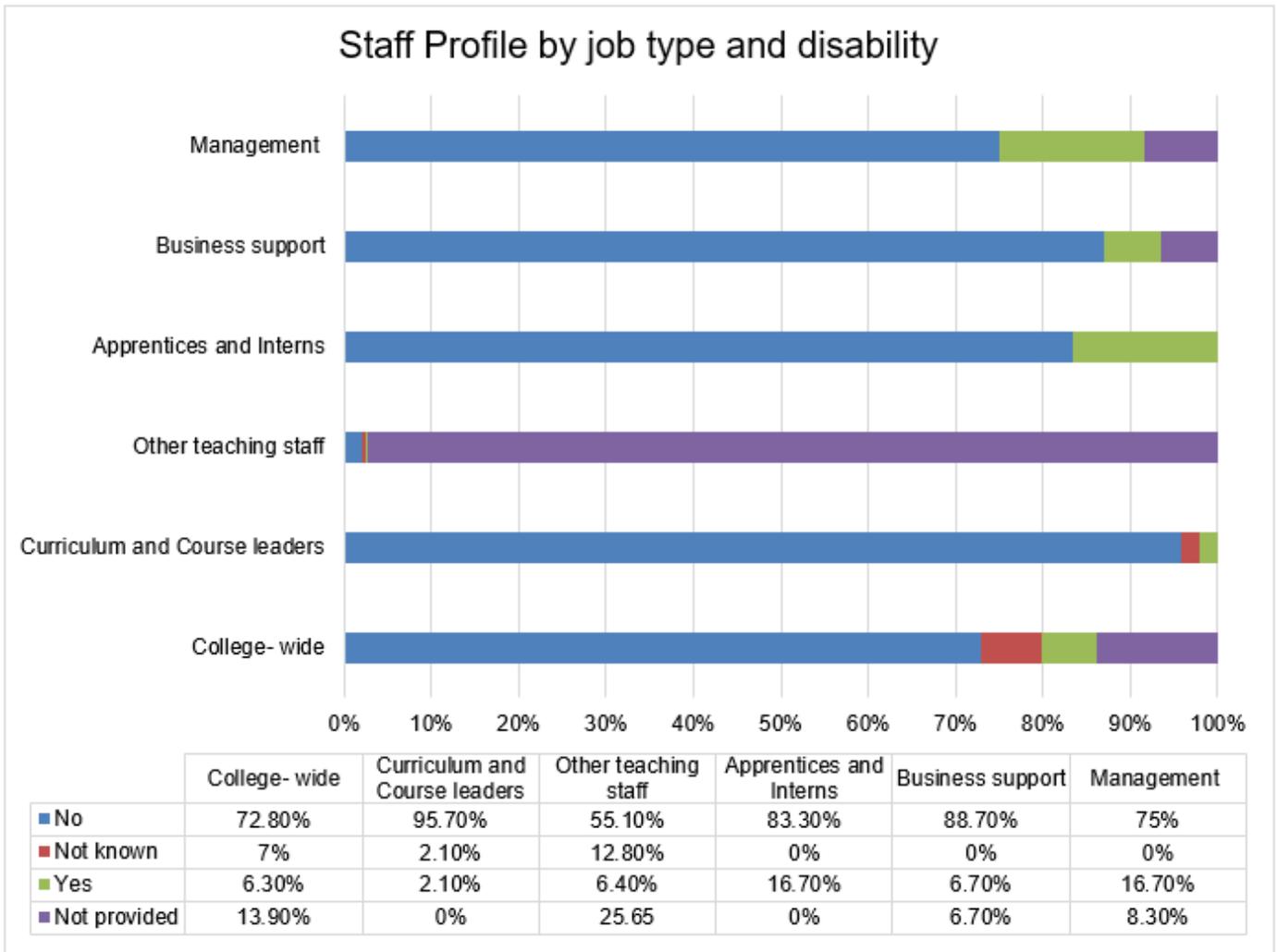
**Chart 3.2: Staff profile by job type and gender**

## Staff profile by job type and sexual orientation

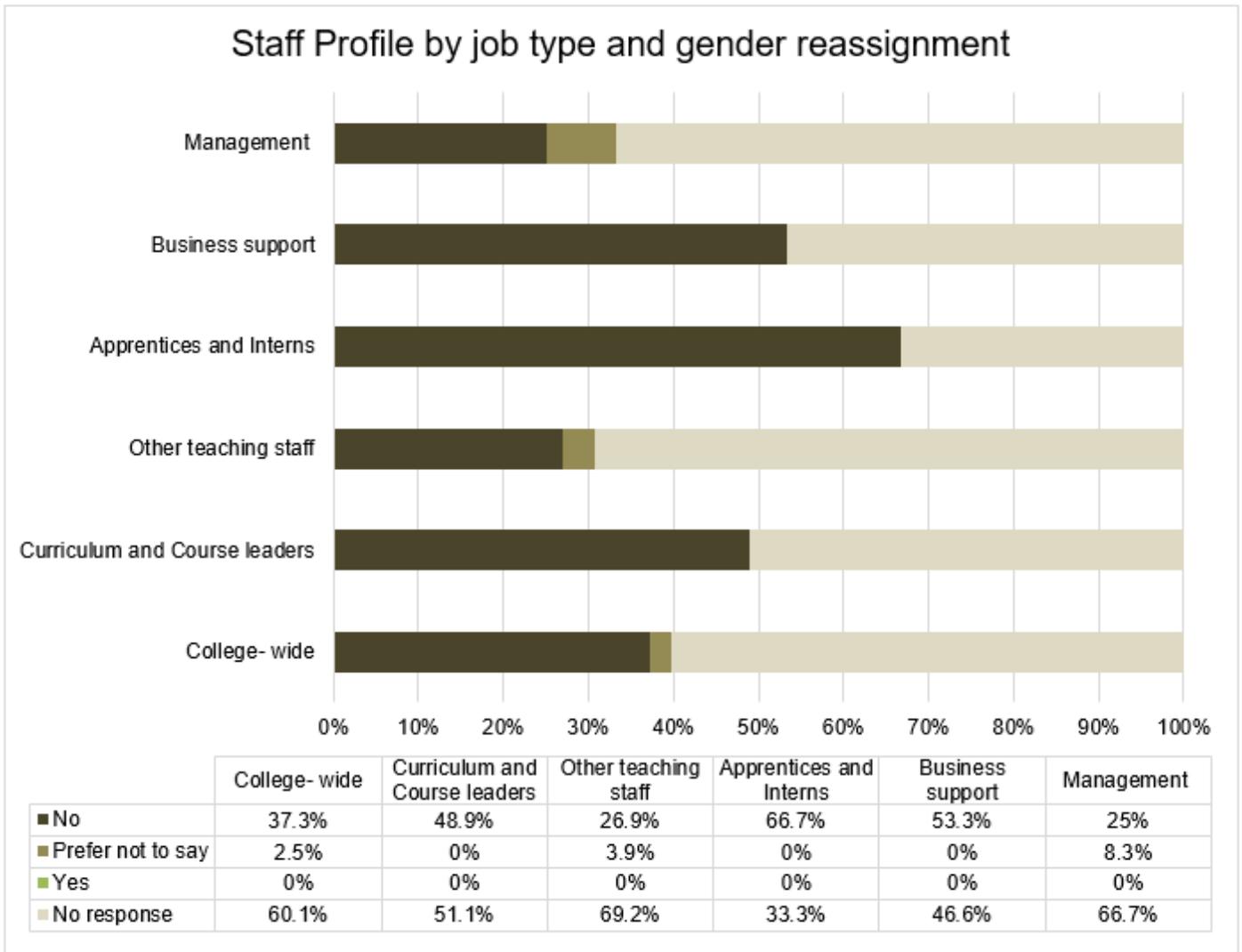


	College- wide	Curriculum and Course leaders	Other teaching staff	Apprentices and Interns	Business support	Management
■ Bi	0.6%	2.1%	0%	0%	0%	0%
■ Gay	1.9%	0%	1.3%	83.3%	0%	16.7%
■ Heterosexual	58.9%	76.6%	48.7%	0%	60%	41.7%
■ I use another term	0.6%	2.1%	0%	0%	0%	0%
■ Lesbian	0.6%	0%	0%	0%	0%	8.3%
■ Prefer not to say	20.9%	19.2%	25.6%	16.7%	6.7%	25%
■ No response Pansexual	16.5%	0%	24.4%	0%	33.3%	8.3%
■ Pansexual	0%	0%	0%	0%	0%	0%

**Chart 3.3: Staff profile by job type and sexual orientation**

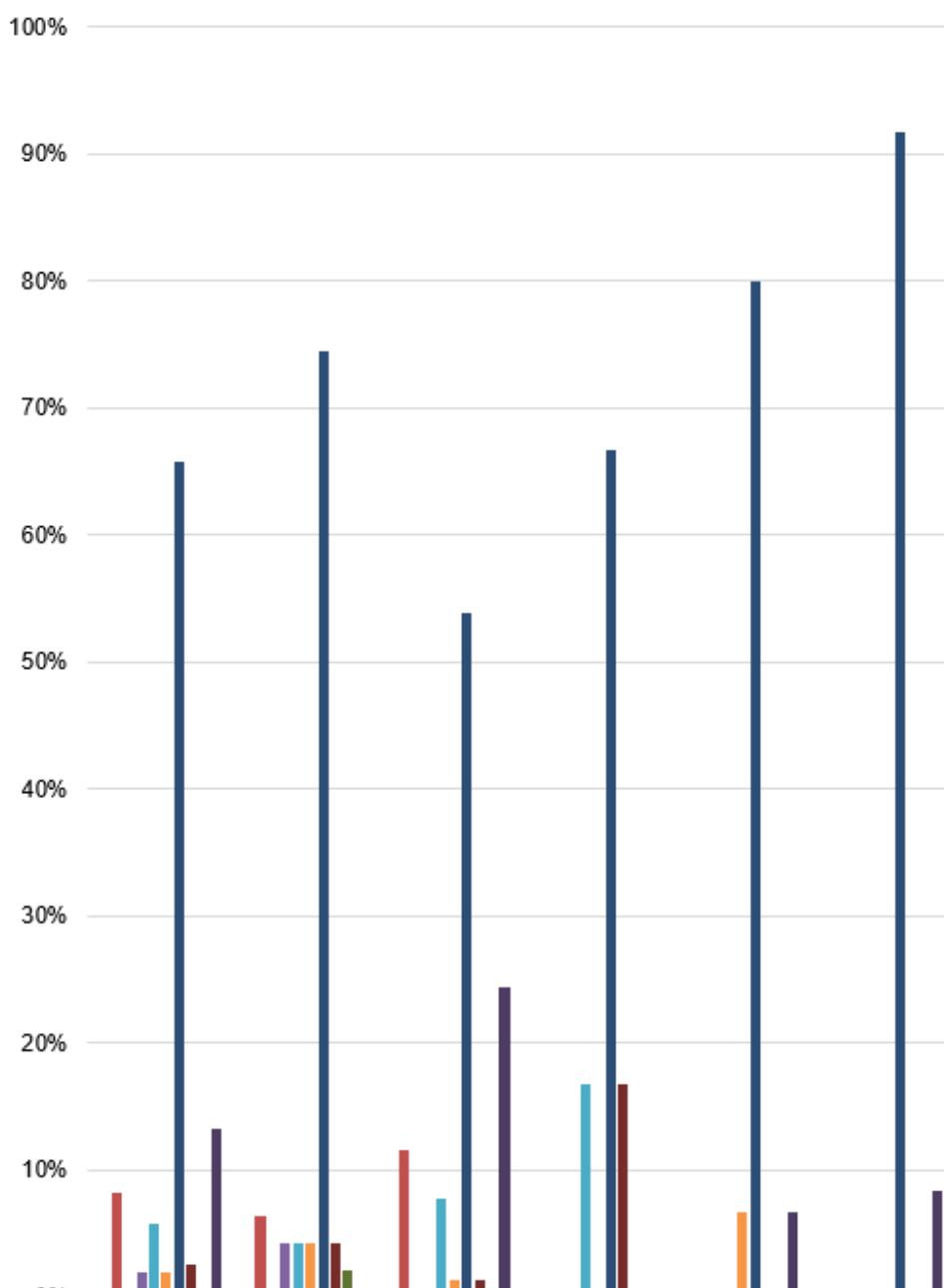


**Chart 3.4: Staff profile by job type and disability**



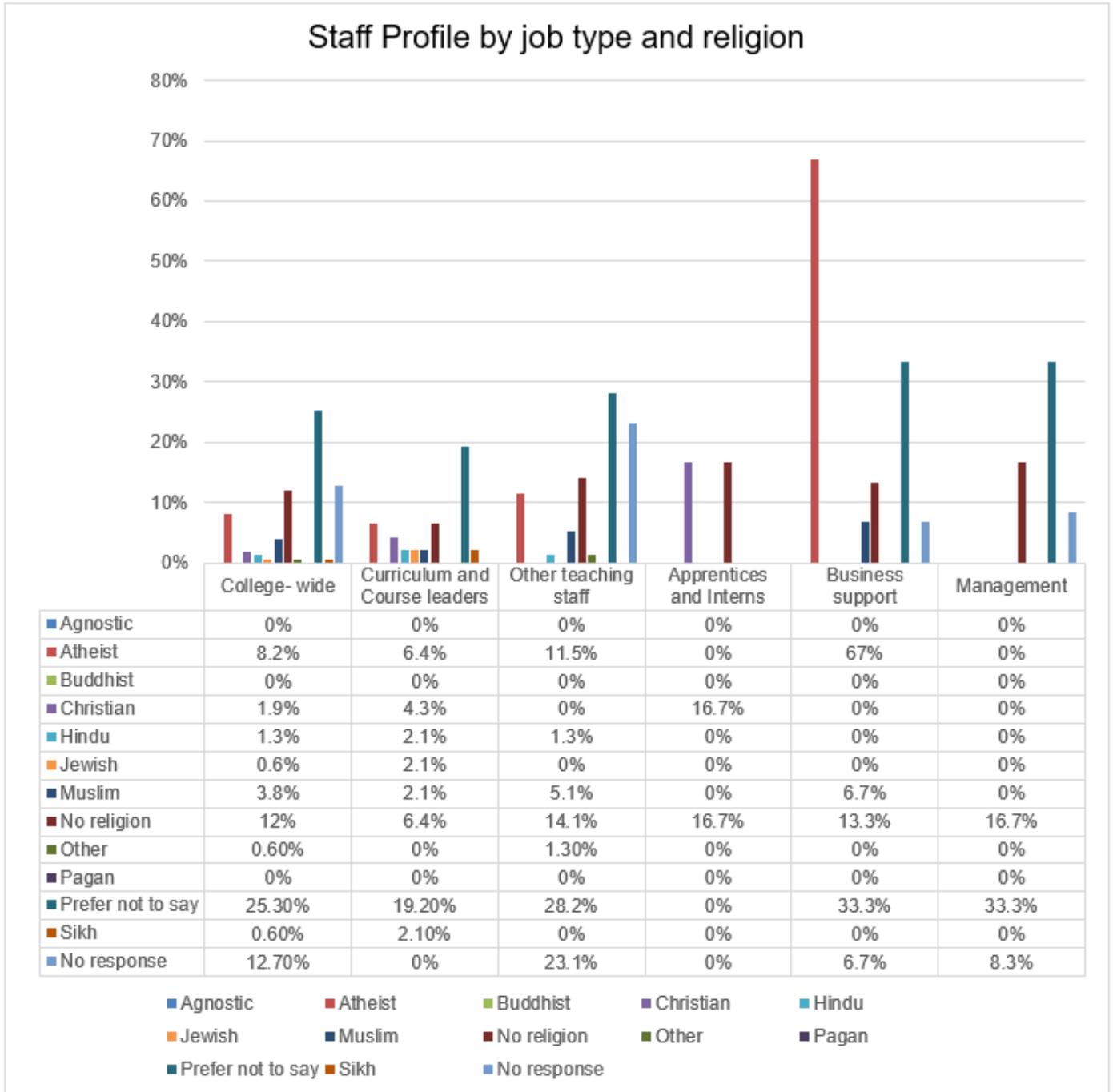
**Chart 3.5: Staff profile by job type and gender reassignment**

## Staff Profile by job type and ethnic origin

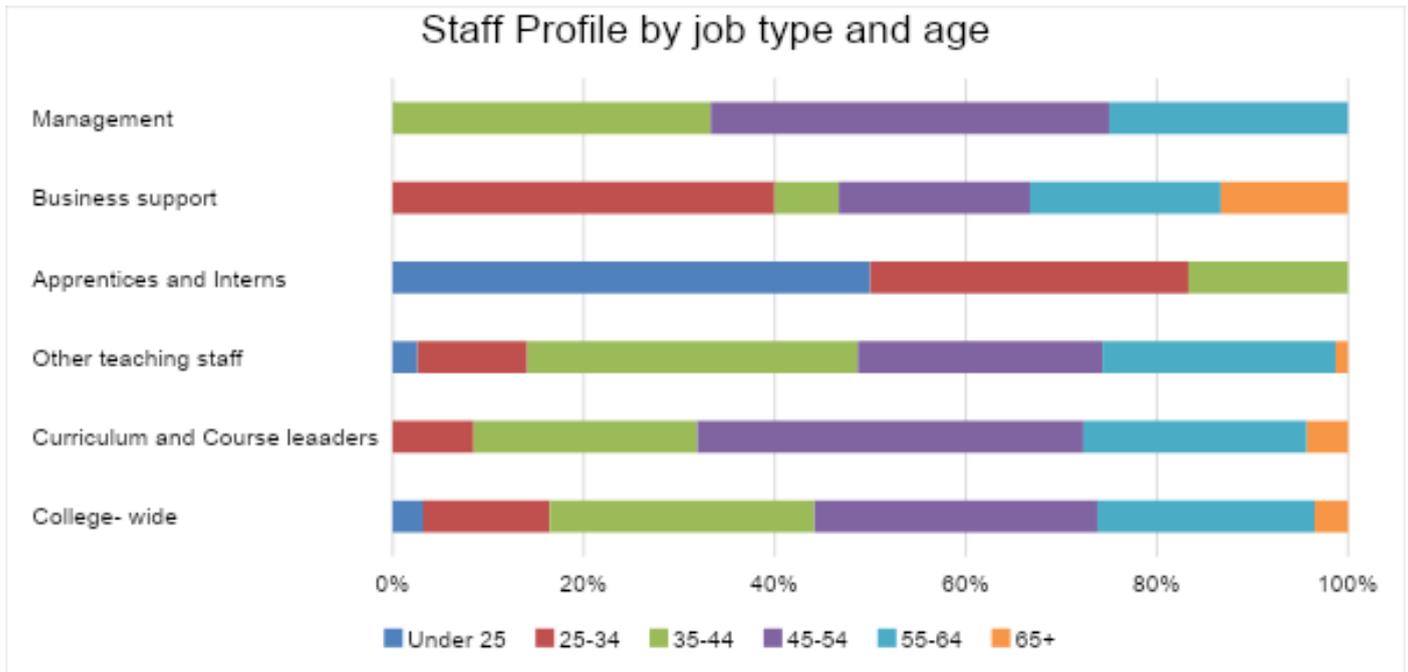


	College-wide	Curriculum and Course leaders	Other teaching staff	Apprentices and Interns	Business support	Management
Arab	0%	0%	0%	0%	0%	0%
Asian or Asian British	8.2%	6.4%	11.5%	0%	0%	0%
Black or Black British	0%	0%	0%	0%	0%	0%
Multiple ethnic background	1.9%	4.3%	0%	0%	0%	0%
Prefer not to say	5.7%	4.3%	7.7%	16.7%	0%	0%
White: Irish	1.9%	4.3%	1.3%	0%	6.7%	0%
White: Eng/Welsh/Scot/N Irish/British	65.8%	74.5%	53.9%	66.7%	80%	91.7%
White: Other	2.5%	4.3%	1.3%	16.7%	0%	0%
Other	0.6%	2.1%	0%	0%	0%	0%
No response	13.3%	0%	24.4%	0%	6.7%	8.3%

**Chart 3.6: Staff profile by job type and ethnic origin**



**Chart 3.8: Staff profile by job type and religion**



**Chart 3.8: Staff profile by job type and age**

	Under 25	25-34	35-44	45-54	55-64	65+
College- wide	3.2%	13.3%	27.8%	29.7%	22.8%	3.5%
Curriculum and Course leaders	0%	8.5%	23.4%	40.4%	23.4%	4.3%
Other teaching staff	2.6%	11.5%	34.6%	25.6%	24.4%	1.3%
Apprentices and Interns	50%	33.3%	16.7%	0%	0%	0%
Business support	0%	40%	6.7%	20%	20%	13.3%
Management	0%	0%	33.3%	41.7%	25%	0%

**Table 3.8: Staff profile by job type and age**

## 24. Appendix 4

### Additional Staff Starters and Leavers by Protected Characteristic

#### Chart 4.1: Starters and leavers by sex

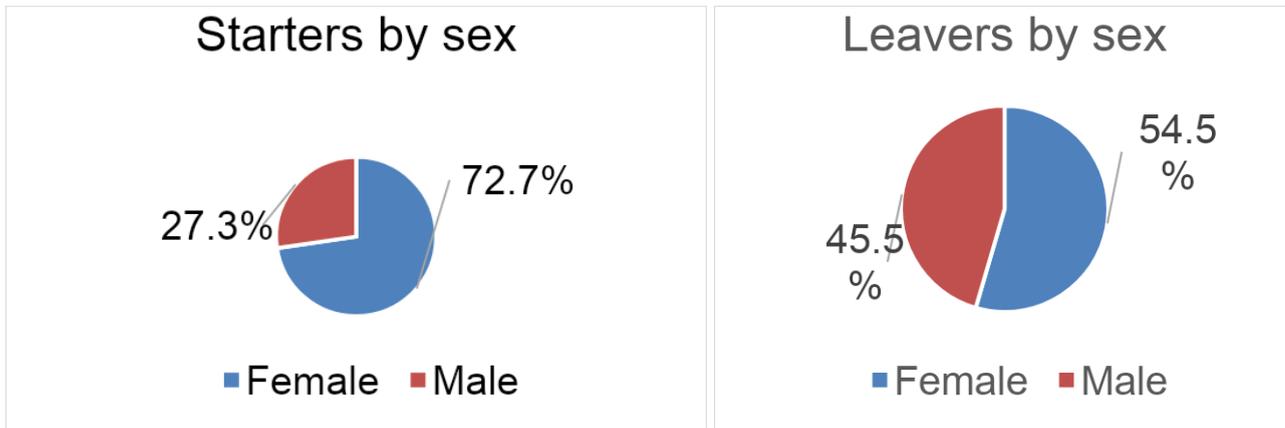


Table 4.1: Starters and leavers by sex

	Female	Male
Starters	72.7%	27.3%
Leavers	54.5%	45.5%

Chart 4.2: Starters and leavers by gender

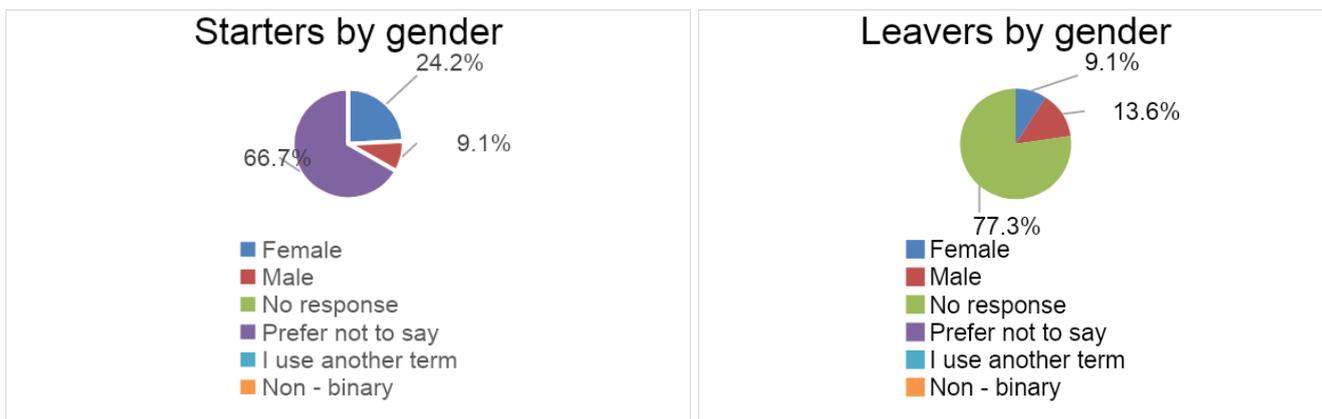


Table 4.2: Starters and leavers by gender

	Female	Male	No response	Prefer not to say	I use another term	Non- Binary
Starters	24.2%	9.1%	0%	66.7%	0.0%	0.0%
Leavers	9.1%	13.6%	77.3%	0.0%	0.0%	0.0%

Chart 4.3: Starters and leavers by sexual orientation

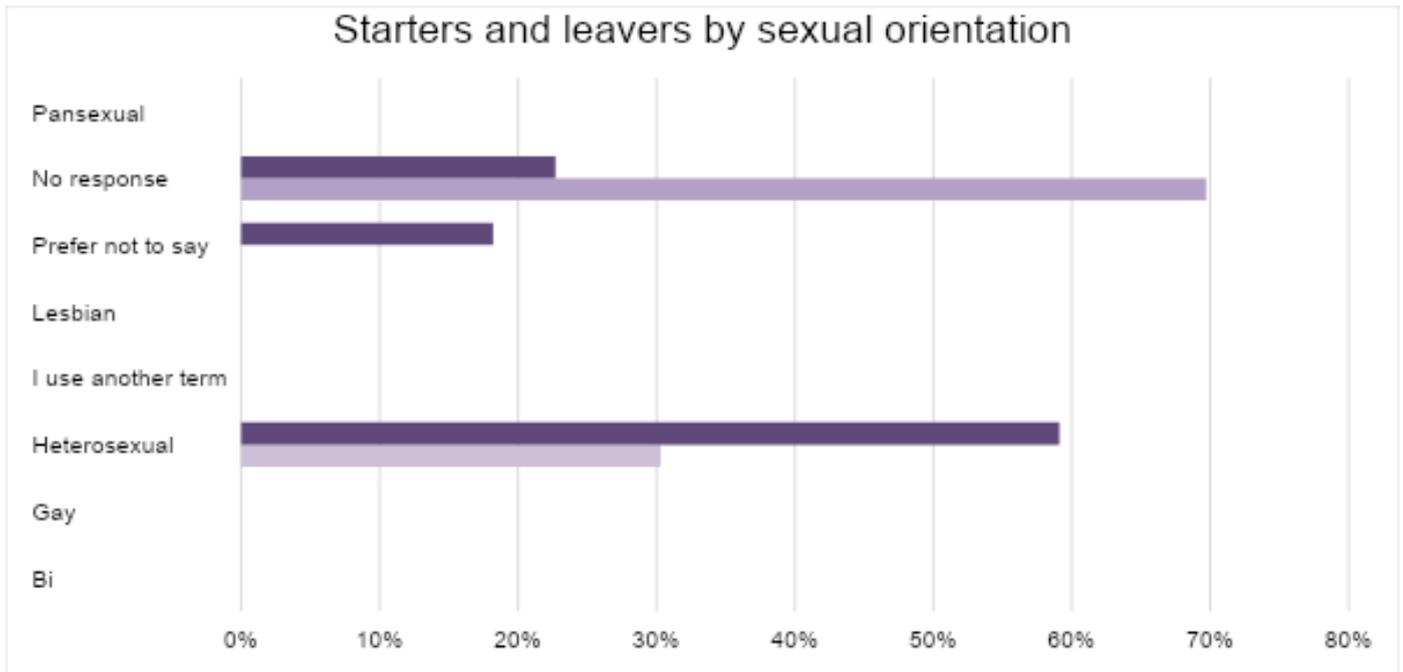


Table 4.3: Starters and leavers by sexual orientation

	Bi	Gay	Heterosexual	I use another term	Lesbian	Prefer not to say	No response	Pansexual
Starters	0%	0%	30.3%	0.0%	0.0%	0%	69.7%	0%
Leavers	0%	0%	59.1%	0.0%	0.0%	18.2%	22.7%	0%

Chart 4.4: Starters and leavers by disability

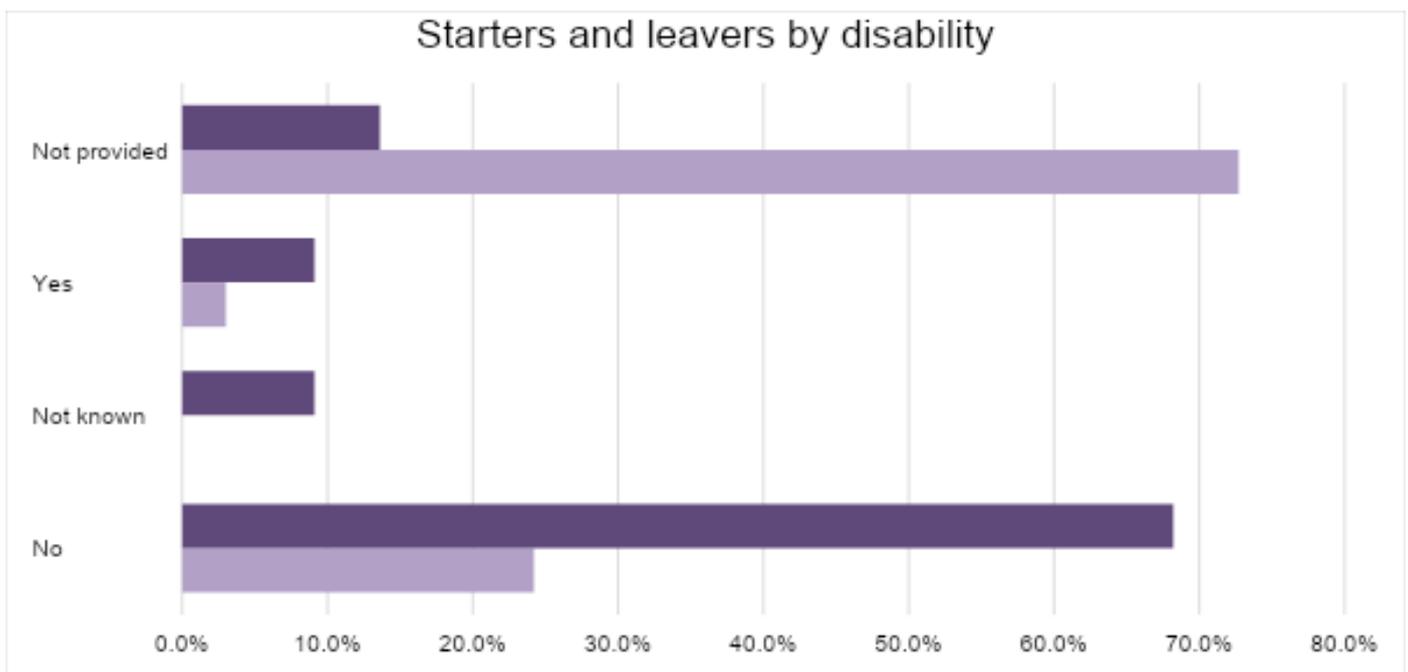


Table 4.4: Starters and leavers by disability

	No	Not known	Yes	Not provided
Starters	24.2%	0%	3%	72.7%
Leavers	68.2%	9.1%	9.1%	13.6%

Chart 4.5: Starter and leaver by gender reassignment

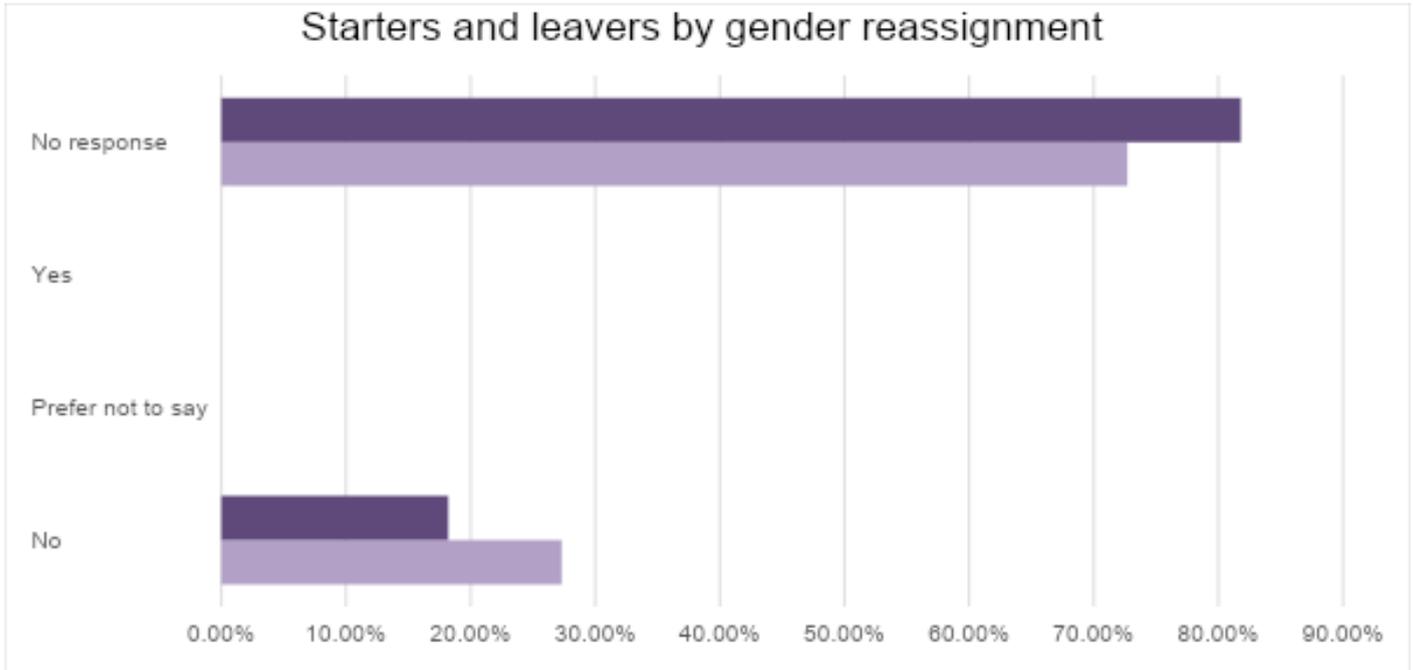


Table 4.5: Starters and leavers by gender reassignment

	No	Prefer not to say	Yes	No response
Starters	27.3%	0%	0%	72.7%
Leavers	18.2%	0%	0%	81.8%

Chart 3.95: Starters and leavers by ethnic origin

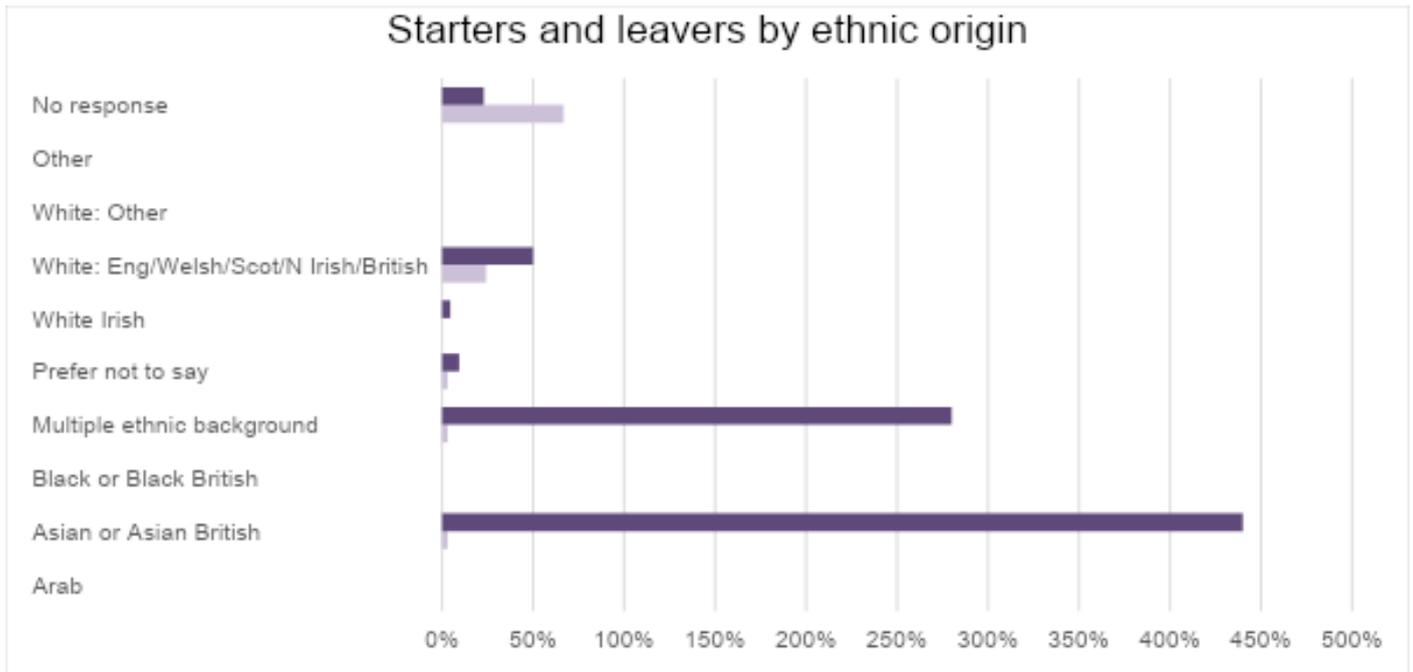


Table 4.6: Starters and leavers by ethnic origin

	Arab	Asian or Asian British	Black or Black British	Multiple Ethnic Background	Prefer not to say	White Irish	White: Eng/Welsh/Scot/N Irish/British	White: Other	Other	No response
Starters	0%	3%	0%	3%	3%	0%	24.2%	0%	0%	66.7%
Leavers	0%	4.4%	0%	2.8%	9.4%	4.5%	50%	0%	0%	22.9%

Chart 4.7: Starters and leavers by religion

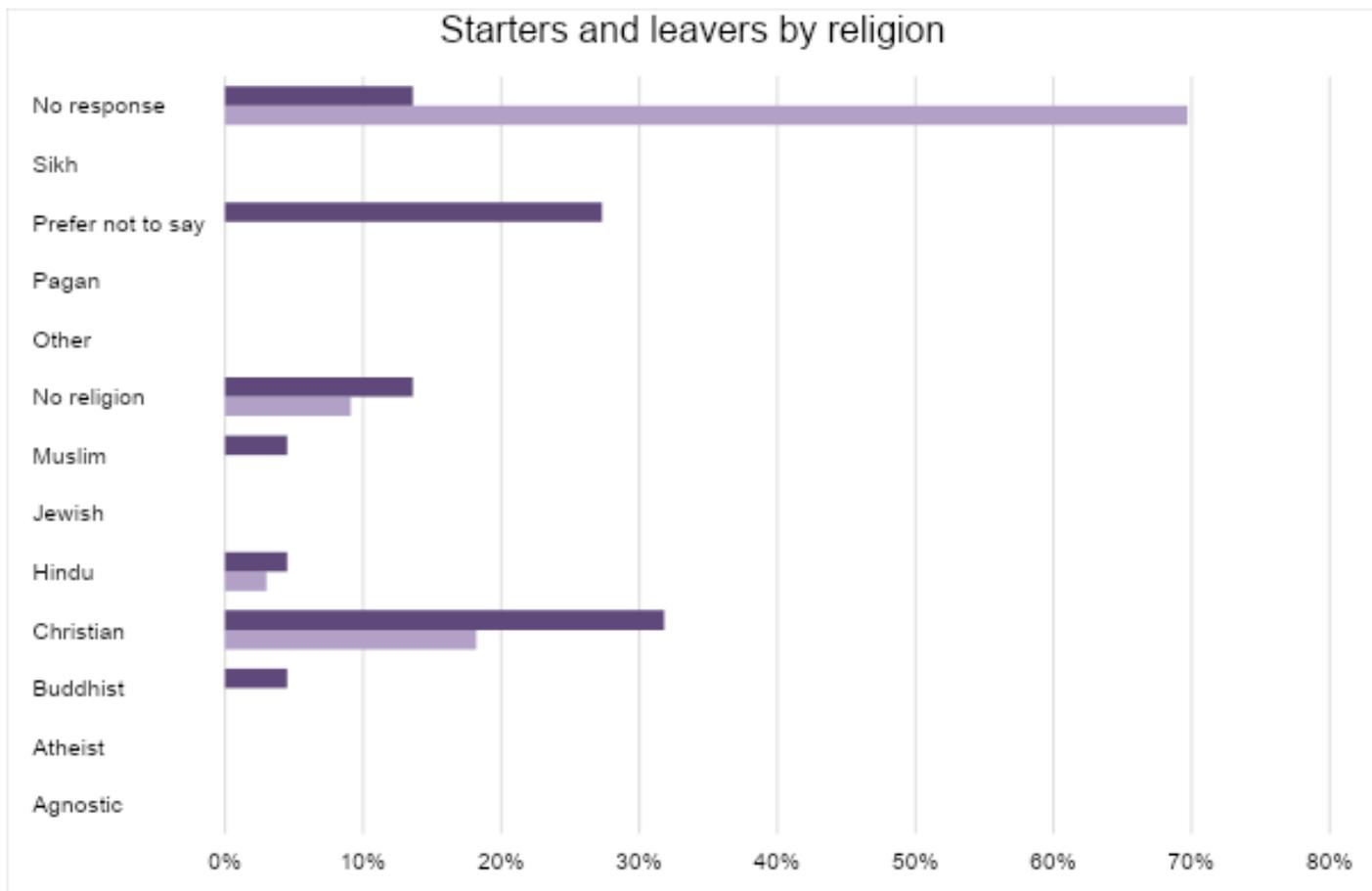


Table 4.7: Starters and leavers by religion

	Agno stic	Athe ist	Budd hist	Christi an	Hin du	Jewi sh	Musl im	No religi on	Oth er	Pag an	Pref er not to say	Si kh	No respo nse
Start ers	0%	0%	0%	18.2%	3%	0%	0%	9.1%	0%	0%	0%	0 %	69.7%
Leav ers	0%	0%	4.5%	31.8%	4.5 %	0%	4.5%	13.6 %	0%	0	27.3 %	0 %	13.6%

Chart 4.8: Starters and leavers by age

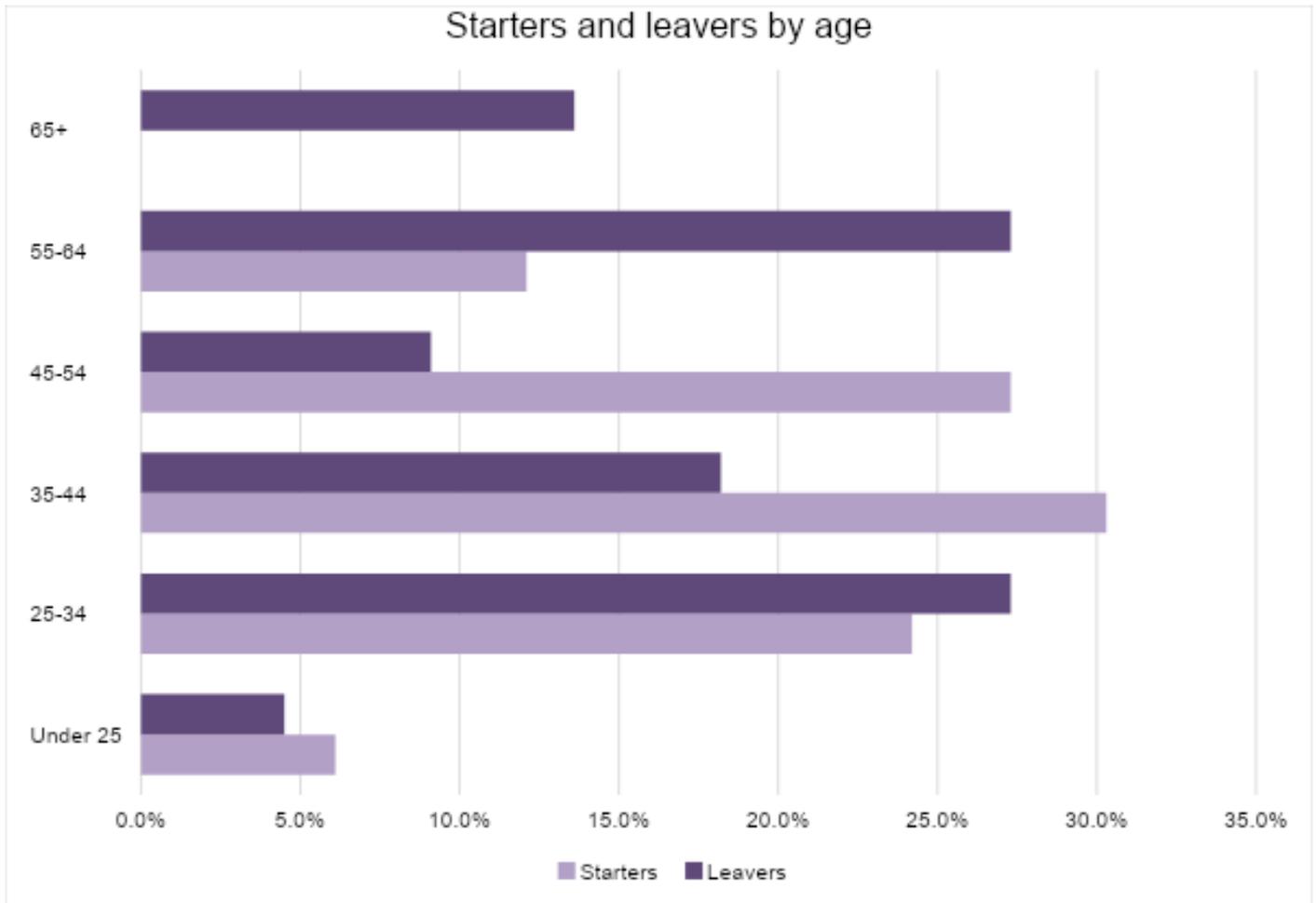


Table 4.8: Starters and leavers by age

	Under 25	25-34	35-44	45-54	55-64	65+
Starters	6.1%	24.2%	30.3%	27.3%	12.1%	0%
Leavers	4.5%	27.3%	18.2%	9.1%	27.3%	13.6%