Equality, Diversity & Inclusion Annual Report 2020/21

Bradford College

Introduction

Working together to Transform Lives

Bradford College is committed to Transforming Lives. This aspiration is both bold and worthy but it cannot be achieved without our acknowledgement of the societal, institutional and individual inequalities and discrimination which present us with barriers to this commitment. To achieve our goals, we must continuously foster and nurture an ambitious, progressive and supportive culture which seeks to actively challenge discrimination, and that takes proactive actions towards the eradication of inequalities.

Bradford College seeks to ensure that this commitment is reflected in everything that we do and that all Corporation members, staff, students, partners, visitors, contractors and subcontractors working on behalf of the College must be supported in sharing this commitment.

Our Values:

The Bradford College Values underpin our commitment to Transforming Lives. They support us as a reference point in achieving our goals, and are the cultural and organisational keys that will unlock our potential and that of our students:

- **Inclusive**
  Inclusivity is at the heart of our values. Our aim is to provide engaging and inspiring learning and training opportunities and experiences which are both accessible and relevant to all of our students and their wider communities, that enable them to transcend any perceived or removable limitations and fulfil their potential.

- **Respectful**
  We will actively seek to promote a culture that acknowledges and respects the rich diversity of our communities at local, national and global levels, and that values and reflects the collective wisdom and knowledge that this diverse cultural community offers us. We are committed to supportively but rigorously and consistently challenging disrespectful behaviours.

- **Inspirational**
  We seek to stimulate our students to become active participants in their exploration and understanding of wider cultures, belief systems and philosophies which support them to build their cultural capital and broaden their horizons.

- **Aspirational**
  We will strive to enable individuals to develop and realise realistic and achievable stretching aspirations which challenge personal, societal and cultural expectations and facilitate socio-economic mobility.

- **Trust**
  The realisation of our Mission and Values is reliant on the development of trust between all partners and stakeholders in pursuit of our goal of Transforming Lives. Trust is the assurance that all stakeholders have an investment and commitment in and to the College Mission and Values, and that College Governance and Management will offer transparency and accountability in all its duties.

'Nobody is free until we are all free'

Martin Luther King

Scope and ambition:

Bradford College will continue to develop and advance its position at the cutting edge of the Equality, Diversity and Inclusivity agenda within Further and Higher Education and training. Our aim will outreach statutory and legislative requirements and place us at the forefront of innovation and development in the sector.

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

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

This means that there should be no barriers in the College for students and staff to achieve their potential. So, we will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the communities we serve and everybody has equal opportunity to succeed and develop.

Where any equality gaps become apparent they will be investigated and actions put in place to improve, in order to close these gaps.

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

This report details the work undertaken by the College during 2020/21 and provides the results of equality, diversity & inclusivity monitoring undertaken during this period.

This report is divided into four parts:

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

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

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

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

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

Part 1: Our Commitment

Equality, diversity and inclusion remain core values of Bradford College as articulated in our Vision and Strategy.

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

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

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

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

We will:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements

- ensure that all students succeed and can progress in ways that match their abilities and aspirations

- be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

We will judge our success by:

- our progress in improving participation, retention and achievement in areas where there is currently inequality

- our ability to maintain the progress of all students

- evidence of all staff adopting a positive approach to equality, diversity and inclusion and their ability and success in implementing this Duty

- our progress towards embedding equality, diversity and inclusion within the curriculum

- the completion of the action plan relating to equality, diversity and inclusion

- the views of students, staff and stakeholders

- our progress in recruiting a diverse work force and the demonstration of best practice in relation to employment.

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

Vision: Creating a better future for all through education and training.

Mission: Working together to transform lives.

Our values

- **Respectful** – supportive, empathetic, mindful

- **Inclusive** – belonging, valued, understanding

- **Trust** – credible, accountable, honest

- **Inspirational & Aspirational** – passion, ambition, belief, confidence

Strategic Plans

- To deliver a curriculum that meets the needs of students, employers and our community

- To deliver an outstanding student experience

- To be an employer of choice

- To maintain a sustainable college

- To grow the college's reputation and influence

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

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

- Staff and student engagement in community support activities.

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

- Our Student Support Services team who provide a wide range of support for students with

 - SEND

 - Education Health & Care Plans

 - children looked after

 - Unaccompanied Asylums Seekers (UASC)

 - young parents

 - young carers

 - overcome economic or social barriers to their participation or success.

- Provide multi faith space.

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

The College has set the following in line with the strategic objective to deliver an outstanding Student Experience and best practice in response to appropriate equality legislation.

- Embedding positive values and behaviour through the curriculum and in the workplace

- Actively Promoting College United Values & Equality, Diversity & Inclusion.

- Implement the EDI action plan and ensure that there are no discernible gaps (less than 3%) in performance data based against protected characteristics

- Develop a range of practioner based activity to support the embedding of the personal development policy including: Equality, Diversity and Inclusion, Active citizenship & UNITED Values, developing students' personal, cultural, social, vocational and physical skills and Strengthen citizenship and social harmony.

- Develop a range and programme of student led EDI activities that recognise and celebrate the diverse population of the college, the city and the region.

Statutory Reporting Obligations

Under the Equality Act 2010, we have a legal duty to publish information that demonstrates our compliance with the Public Sector Equality Duty (PSED). As a public authority, we must publish our equality information at least once a year to show how we have complied with the equality duty.

The general duty is set out in section 149 of the Equality Act. The duty came into force in April 2011. In summary, those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We are committed to being open and transparent about the information on which we base our decisions, what we are seeking to achieve and our results. This includes clearly setting out the equality outcomes we are working towards.

Our annual report demonstrates the College's commitment to equality, diversity and inclusiveness, and the equality ambitions across the organisation. It embraces all members of the College community and its objectives demonstrate our commitment to continued action in tackling inequality and promoting diversity and inclusiveness. The College will to break down barriers and challenge unfairness, and ensure opportunities and experiences help people and communities to reach their full potential.

The report also sets out our intentions to:

Make equality a reality for people accessing our services, seeking job opportunities and who are currently employed with the College;

- Fulfil our legal responsibilities;
- Inform people of our responsibilities and how we will fulfil them;
- Show how our reporting links to our broader equality's objectives and priorities; and
- Provide information about our consultation and engagement, monitoring and training arrangements.

Equality Impact Analysis and Assessment

The PSED does not specify a legal requirement to carry out Equality Impact Assessments. However, there is still a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an EIA has been the most effective way of doing this.

To ensure this analysis and assessment continues formally, a process has been developed to include equality, diversity and inclusion as an integral part of any of the following:

- new functions, policies, procedures and services as they are developed;
- significantly altered functions, policies, procedures and services; and
- existing functions and policies over a period of time.

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

Access to Services and Information

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

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

Our aim is to publish information in the most customer friendly, accessible, practical and cost-effective way and we communicate our messages by:

- letter
- the media
- at specifically arranged meetings with particular groups and individuals
- email
- telephone, using an interpreter if needed
- a summary report
- using appropriate and accessible multi media

Employment Monitoring

We collect information about the profile of our Corporation members and the workforce in terms of ethnicity, age, gender and disability on an annual basis. We also collect information on sexual orientation and gender reassignment to include in our workforce profile analysis.

Our employment monitoring includes an analysis of: starters and leavers, absence, grievance, disciplinary and underperformance.

We also report on the profile of job applicants and their success rates. More specifically, our employment monitoring covers:

The numbers of:

• employees in post

• applicants for employment with conversion rates

The numbers of employees who:

• are involved in grievance procedures

• are the subject of underperformance procedures

• are the subject of disciplinary procedures

• are the subject of absence management cases

• cease employment with the College

The data is used to identify any differential impact of the College's employment and recruitment practices on people from different groups, such as ethnic background. The College takes steps to address any adverse findings as a result of this analysis. Once collated the information is made publicly available via the College's website and the annual report.

We will analyse and publish this annual report on our website, which includes the full set of employment monitoring information by ethnicity on an annual basis, as required by the Equality Act 2010.

Promotion and Communication of Equality, Diversity and Inclusion

Equality, diversity and inclusion is promoted to staff, students and Governors at induction to ensure that the College United Values and behaviours are well understood. There are a range of resources and materials available on-line to support tutors, assessors and support staff to embed EDI and it is integral to the tutorial framework and pastoral support.

The College Cultural Capital Annual Programme has a focus on equality, diversity and inclusion to ensure all staff and students are aware of their responsibilities, and also the Senior Leadership Team's commitment to embedding this into all areas of the college and to increasing stakeholder commitment and awareness.

Leadership and Management

The Corporation is responsible for:

• ensuring that the College complies with its legislative duties, including the General and Specific duties

• ensuring that adequate strategies and systems are in place to implement the Equality Duty.

The Senior Leadership Team are responsible for:

• chairing the Equality, Diversity and Inclusion Strategic Group

• providing a consistent and high-profile lead on equality issues

• promoting a general awareness of equality within and outside college

• requiring managerial action to implement the Duty and related policies

• ensuring the Equality Duty and its aims are followed.

Heads of Departments and their management teams are responsible for:

• implementing the Duty and its related aims and strategies

• ensuring that all staff are aware of their responsibilities and are given appropriate training and support

• following the relevant procedures in taking appropriate action against staff or students who carry out unlawful discrimination.

All staff are responsible for:

• ensuring they are aware of the College's statutory duties in relation to equality legislation

• eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

• promoting positive attitudes towards equality

• attending staff development in order to keep up to date with legislation and College requirements regarding equality, diversity and inclusion.

**Contractors and Service providers
are responsible for:**

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

The Equality, Diversity and Inclusion Committee is responsible for:

• reporting to the College Management on issues which affect the work and operation of the College on the following areas regarding equality, diversity and inclusion.

• All matters concerning equality, diversity and inclusion relating to students, curriculum, staffing the College environment and external community relations.

• Celebrating diversity, promoting equality and challenging inequality.

• Developing, recommending for approval to Corporation and Senior Leadership Team for approval and monitoring the implementation of the Equality, Diversity & Inclusion Action Plan.

• Promoting, developing, implementing and reviewing the College's equality policies and procedures.

• Developing, promoting and reviewing actions taken to embed equality, diversity and inclusion within the curriculum.

• Compliance with statutory duties and requirements

• Commissioning members of staff and students across College to identify and develop specific issues and report back on equality, diversity and inclusion matters.

Responsibility When Working With Other Organisations

The College is responsible for meeting the general Equality Duty when carrying out functions with other organisations. If the partner is another public authority also bound by the duty, each organisation will be responsible for meeting its general duty and any specific duties. If the partners are private or voluntary organisations it will be the responsibility of the college to ensure that the work done jointly meets its Equality Duty.

Consultation with Stakeholders

The College will endeavour to actively involve people with protected characteristics in policy and decision-making activities. Relevant groups will include:

• current students

• future students

• employees

• employers

• local communities

• other stakeholders

A range of methods will be employed such as:

• staff and student satisfaction surveys

• focus groups

• existing consultation mechanisms

Monitoring and Evaluation

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

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

Part 2
Our Key Achievements and Progress

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

Investors in Diversity

The EDI committee have worked with the National Centre of Diversity to work towards and obtain the Investors in Diversity Standard through working through the FREDIE framework with staff and students to promote and action to embed EDI across all aspects of college life. This process as well as identify areas of good practice within the college also identified areas for improvement which are included in the college EDI action plan.

Further Education Black Leadership Group (FEBLG)

The college also worked on an ETF funded research project in partnership with Shipley College and the FEBLG where an EDI data analysis piece of research was supported and enhanced through exploring the lived experiences of both students and staff at both in Colleges. The outcomes of the project have been shared with senior managers and will rolled out in both institutions early in 2022 to inform further actions to address issues relating to both race and gender.

Support for Students during the ongoing Pandemic

Support for students continued throughout the successive national and local lockdowns. We continued usage of the range of online resources developed to support students and staff through the Pandemic covering: Mental and Physical Wellbeing, Virtual Socialising and Online Safety, and balancing Work, Study and Childcare. These were made available to students through our Students' Union Website and the college intranet. These were regularly updated and promoted with teaching staff throughout the various lockdown periods. Throughout these periods a blend of digital and live delivery was used to deliver the monthly Personal Development and Equality, Diversity and Inclusion activities and events.

Through Our Lens Project

This project continued throughout the year, culminating in an exhibition in Bradford, and student work displayed on billboards across Bradford including the hoardings around the redeveloped Odeon cinema building. and a plan to exhibit in local art venues. Student work was also displayed in the College throughout the summer and into the new academic year. Due to the success of the project we have agreed with artist Carolyn Mendelson to continue the project with additional groups of students including care experienced students and young carers.

Domestic Abuse Support

Following the development of the domestic violence training resource last year we have continued our partnership working with the Local Authority around combatting domestic abuse. This has included our involvement in the planning of the local '16 days of action' activity. Thursday 25th November marks the International Day for the Elimination of Violence against Women and with this starts the campaign of 16 days of action against gender-based violence. We will be hosting the launch and close of the 16 days, and also be hosting some of the events.

Student Bursary Support

Throughout the year the Student Funding Team remained stoic and responsive to the ongoing changes in policy relating to the pandemic. We made many adjustments and were flexible with our approach to ensure that vulnerable groups were fully supported.

Some examples:

- Paying summer childcare retainers to enable parents to retain their places in nurseries over summer so that childcare provision remained secure

- Topping up the contribution we make towards the tuition fees of adult learners in receipt of a bursary. Instead of paying the usual contribution of 50% we paid 100% of their fees

- Each bursary recipient received an extra amount of money ranging from £25 - £300 depending on their circumstances to further support their studies at Bradford College.

- We provided adult bursary beneficiaries with a cash payment of up to £200 to put towards the cost of wi-fi.

- Every 16-18-year-old bursary recipient was provided with £15 per week for food over the summer holidays.

- We provided asylum seeker students with vouchers to support them with the cost of materials such as books, stationery, memory sticks etc needed for college.

- We sent our asylum seeker bursary students supermarket vouchers to spend on food over the summer holidays in lieu of the cash payments made to home students.

- We simplified online bursary application to make it more accessible

- We supported our ESOL students and students and parents/carers for whom English is not their first language, by introducing Google Translate into the bursary portal.

Safeguarding and Wellbeing

- Across the Pandemic and associated lockdown periods students on our Safeguarding and Wellbeing caseload were contacted on a regular basis via telephone. The frequency of this contact was proportionate to the level of presenting risk.

- We have strengthened our partnership working with Children's Social Care during this period and this has ensured that students on Child Protection plans, Child in Need plans and also Children Looked After have maintained a minimum of weekly contact with us. Much of this good practice will be retained as we transition out of the Pandemic.

Our support of vulnerable learners through this team has resulted in the following positive outcomes:

- Overall retention of students engaged with Safeguarding was 92.9%

- Retention rate of under 19's engaged with Safeguarding was 92.4%

- Retention rate of adults engaged with Safeguarding was 95.4%

- 607 students (8720 interventions) accessed the safeguarding team for safeguarding support and were assessed as being at risk of harm.

- 780 students (9664 interventions) accessed the safeguarding team for wellbeing and welfare support

There has been a huge rise in engagement with the Safeguarding and Wellbeing service:

	2018/19	2019/20	2020/21
No. of learners accessing service	887	1260	1387
No. of interventions	4299	11,552	18,384

Safeguarding and Wellbeing Equality Diversity and Inclusion case study:

A young refugee student who has accessed the service since 2019. Student received help with accessing immigration support, mental health support, both internal and external. The Lead Practitioner for Safeguarding and Wellbeing received a call from this student at the end of the summer – overjoyed. He had been accepted for a scholarship at Bradford University and said 'had it not been for the belief, support and encouragement he received from the Safeguarding and Wellbeing Team then he would have stopped at the first hurdle and given up. This is just one example of many which not only covers the college core values but also the mission of truly transforming lives.

Mental Health

The number one Safeguarding and Wellbeing issue in College is Mental Health. This has been exacerbated by the Pandemic and we are proud to have responded to this challenge in a variety of creative and innovative ways, including:

- 98 staff are now fully trained in youth Mental Health First Aid, meeting our annual Key Performance Indicator target, with a further target to double this in the coming year. Training is underway.

- We are using the FIKA Mental Fitness app across college. This was launched with staff in the summer term and was also embedded in the College induction materials to enable students to download and use the app from day one of the new academic year.

- Education Training Foundation funded 'Resilience Champions' programme to support staff wellbeing. This is an externally funded research and development programme to explore ways of supporting middle managers to protect their mental wellbeing and enable them to better support the wellbeing needs of their teams.

Hate Crime Reporting

We were pleased to refresh and revive our Hate Crime Reporting Centre status in the spring of 2021.

Equality, Diversity and Inclusion in learning support

The Department of Special ND and ALS provides support to students cross-college with a diagnosis or evidence of a disability, learning difficulty or medical condition. A range of specialist staff assess need, make recommendations for reasonable adjustments in the classroom environment, and monitor the implementation of those recommendations throughout the academic year in liaison with curriculum teams. The activities of the department are underpinned by the SEN Code of Practice 2014 and the Equality Act 2010, as well as FE and HE specific quality frameworks and funding guidance. The work of the department is broadly divided into three key areas: support for high needs students, for students with SEND and other additional learning support (ALS) needs, and students studying higher education courses.

Feedback in relation to the range of services provided by the SEND and ALS department was overall positive;

- 95% of students said they felt safe in college;

- 95% of students had read, understood and signed their learning support agreement.

- 93% of students expressed that Assistive Technology was helping them learn and do well on their course

- 96% of students know who to ask for help with any problems.

Charity Fund Raising

Throughout the year, staff and students supported a number of charities including Children in Need, Bradford Central Foodbank and Bradford Teaching Hospital's Charity Trust (Children's Ward and Hospital Heroes).

Continuous Professional Development (CPD) attended within Student Services:

- Impact of Racism on Mental Health – Charlie Waller Trust – 15 Student Services staff completed

- Team Leader Information Advice and Guidance (IAG) completed 'Let's talk about race' training

- C-Card (contraceptive dispensing) training completed across the department

- 10 staff in Student Services department completed Domestic Abuse/Coercive Control training

- Combating Harmful Sexual Behaviour training completed by 2 staff

- LGBT awareness training completed by 9 staff

- Prevent Conference attended by the Head of department and the lead Safeguarding and Wellbeing Practitioner.

- Personal Education Plan (PEP) training delivered by Virtual School (Whole team)

- Mental Health First Aid Train the trainer (short course delivery) completed by two staff

- Mental Health First Aid (Adult) completed by 6 staff as a part of the 'Resilience Champions programme'.

- Kick out Racism training delivered to whole Student Services department

CPD Delivered by Student Services:

- Mental Health First Aid (youth) delivered to 77 staff

- Mental Health First Aid (youth) delivered to 15 students

- Delivered coercive control/domestic abuse training to 53 staff

- University and College Admissions Service (UCAS) Apply/Reference writing delivered / offered to all staff engaged in the process.

- Safeguarding and Prevent Training (live) delivered to over 200 staff.

- Domestic Abuse and Coercive control training developed with local authority and used across the city.

- Transgender training delivered to Senior Leadership Team and staff

EDI within our Careers Information Advice and Guidance (IAG) work:

- The IAG Team Leader has been working with Yorkshire Building Society (YBS) to secure some work experience placements as well as some money management/finance sessions for our students and successfully managed to secure places for 60 students to attend insight days at YBS which will be an excellent introduction not only to the world of finance and banking but also the other areas such as marketing, Human Resources and administration.

- We have secured participation in the YBS mentoring scheme whereby 12 students will receive a YBS mentor to support them through their studies and into careers in the finance sector.

- We ran a collegiate 'Virtual Careers Week' in March enabling hundreds of students in lockdown to engage with a wide range of employers and education providers to build their progression and careers plans.

The Personal Development Team leader reviewed the entire Induction process including development of a whole suite of resources to support students with the start of their journey. Key changes include:

- Supporting students throughout the learner journey, beginning with pre-induction materials which include Wellbeing and EDI resources.

- Supporting students to identify skills gaps and the opportunities to close these to enable them to achieve their goals.

- Supporting provision of a safe and inclusive learning community for all.

- Development of an understanding of the Bradford College UNITED values.

- Development of an understanding of Peer-on-Peer abuse, and how to respond when they experience this.

- Embedding of Wellbeing and Mental Health resources into the induction process.

Personal Development:

The Personal Development Team have continued to support students to develop themselves using a variety of strategies including:

- Development and delivery of a thematic calendar of events and activities which also supports development of Equality, Diversity and Inclusion awareness for the whole College community

- Promoting community cohesion through a comprehensive range of activities and events intended to broaden individual students' understanding of cultures and beliefs different to their own.

- Enabling students to build cultural capital through exposure to a wide range of cultural activity.

- Raising Students aspirations, ambitions and potential by supporting them to build essential life skills.

- Providing a range of channels to support students to use their voice bring about positive change within the College and the city.

- Preparing our students for modern life by teaching them how to keep safe from radicalisation and extremism and developing their understanding of our Bradford College UNITED principles and behaviours.

- Offering a safe space for students to discuss issues/concerns and to challenge any negative behaviour using constructive resolutions.

Over the last year 4,117 students have engaged in 6,100 instances of Personal Development activities. Some Highlights include:

October: Black History Month

• Why Black lives Matter with Marvina Newton, SU President;

• Sophie Lancaster foundation – screening of Black Roses – the story of her daughter's murder as a hate crime during Hate Crime Awareness week;

• Show racism the Red Card – delivered workshops around how sport can help to combat racism

November: Prevent and UNITED Values

• Islamophobia exhibition from MEND -interactive exhibition challenging islamophobia and misconceptions about Islam

• Consequences – Ex drug dealer Naz visited College to tell the hard-hitting story of his imprisonment and later reform

• Domestic violence survivor spoke to students about the impoact of domestic violence in particular the economic impact of their experience

December – Human Rights

• 'Nightstop' delivered a workshop on preventing youth homelessness

• Democratic Engagement – workshops delivered to students around democratic engagement and bringing about positive change through this – aligned with SU elections

January – Time for Action

• Global change- climate emergency workshops – linked to EDI as climate change is a race issue.

• Organ Donation Project – helping students from ethnic minorities to understand the benefits of opting in to organ donation.

• Remembering Srebrinicia – special event for holocaust Memorial Day, to underline that genocide still occurs to this day.

February – LGBT History Month

• Peter Tatchell presented to students online about his 50 years of LGBT and human rights activism.

• Transgender awareness training for students and staff.

• Artist – Ed Firth spoke about his experiences as an LGBT artist

March – Careers and Skills

• Female inspirational speakers including Mumtaz Khan – self-defence sports coach and entrepreneur; Yousra Abdelal – Author of 'Hijab and Red Lipstick'; Stephanie Hirst – transgender female television presenter; Noreen Khan – local community activist; Barbara Wensworth, pharmacist and writer, Bradford College Alumni.

April – Disabilities and Autism

• Dr Julia Coakes speaking about eating disorders and body positivity

• Workshops on disability awareness and ableism, stress management and anxiety

May – Self Care

• Self-care packs sent out to students

• Additional Trans awareness training for International Day Against Homophobia Biphobia and Transphobia (IDAHOBIT)

• Virtual Iftari (opening of the fast) to help with understanding of the fast and Ramadan.

Part 3
Analysis of Student Equality Data 20/21

3.1 Further Education All Ages Headline Demographics

	Outcomes	18/19	19/20	20/21	Outcomes	18/19	19/20	20/21
Overall	Leavers	18,962	16,275	12,926				
	% Achieved	83.3%	86.0%	85.6%				
	% Retained	91.6%	93.1%	94.7%				
	% Passed	90.9%	92.4%	89.9%				
	% High	17.9%	25.5%	39.6%				
16 to 18	Leavers	7,614	7,795	6,714	Leavers	2,805	2,735	1,918
	% Achieved	78.5%	84.6%	85.1%	% Achieved	82.5%	85.0%	86.6%
	% Retained	89.9%	92.2%	93.4%	% Retained	92.3%	93.0%	95.1%
	% Passed	87.3%	91.8%	90.3%	% Passed	89.4%	91.4%	90.6%
	% High	15.3%	23.5%	35.9%	% High	14.3%	23.9%	37.6%
19 Plus	Leavers	11,348	8,480	6,212	Leavers	16,157	13,540	11,008
	% Achieved	86.5%	87.3%	86.2%	% Achieved	83.4%	86.2%	85.4%
	% Retained	92.8%	94.0%	96.1%	% Retained	91.5%	93.2%	94.6%
	% Passed	93.3%	92.9%	89.6%	% Passed	91.2%	92.5%	89.8%
	% High	28.4%	35.1%	57.5%	% High	18.7%	25.9%	40.0%
Female	Leavers	9,777	8,092	6,456	Leavers	1,208	2,456	1,740
	% Achieved	84.0%	87.0%	86.8%	% Achieved	84.0%	90.2%	88.5%
	% Retained	91.7%	93.5%	95.2%	% Retained	92.5%	95.2%	95.2%
	% Passed	91.6%	93.1%	90.7%	% Passed	90.8%	94.8%	92.3%
	% High	23.8%	34.6%	48.6%	% High	14.2%	26.1%	42.3%
Male	Leavers	9,185	8,183	6,470	Leavers	6,406	5,339	4,974
	% Achieved	82.6%	85.0%	84.5%	% Achieved	77.4%	82.0%	83.9%
	% Retained	91.6%	92.8%	94.3%	% Retained	89.4%	90.8%	92.8%
	% Passed	90.1%	91.6%	89.2%	% Passed	86.6%	90.3%	89.6%
	% High	13.4%	18.7%	32.1%	% High	15.5%	22.6%	33.7%
BAME	Leavers	11,350	11,104	8,965	Leavers	13,197	11,984	9,605
	% Achieved	83.9%	87.6%	85.8%	% Achieved	83.8%	87.0%	85.7%
	% Retained	93.1%	95.0%	95.4%	% Retained	92.1%	94.2%	95.1%
	% Passed	90.1%	92.3%	89.5%	% Passed	91.0%	92.4%	89.6%
	% High	19.1%	26.9%	41.7%	% High	17.6%	25.1%	38.8%
White	Leavers	7,612	5,171	3,961	Leavers	5,717	4,274	3,301
	% Achieved	82.4%	82.6%	85.2%	% Achieved	82.1%	83.2%	85.3%
	% Retained	89.4%	89.2%	93.1%	% Retained	90.5%	90.2%	93.4%
	% Passed	92.1%	92.5%	90.9%	% Passed	90.7%	92.2%	91.0%
	% High	15.7%	22.6%	34.6%	% High	18.8%	26.8%	41.8%

Right-side group labels (top to bottom): LDD, No LDD, 16 to 18 FME, 16 to 18 No FME, IMD Q1, IMD Q2+

Ethnicity demographic gaps have closed compared and are within tolerance (±3 percentage points) compared to last year for retention, pass and achievement. The gap has widened for attainment with BAME students 6.5 percentage points (pp) more likely to achieve a high grade.

The achievement gaps between learners with learning difficulties or disabilities and others are well within tolerance. LDD learners continue to be slightly less likely to attain high grades.

Students eligible for Free School Meals have achieved at a higher rate than those not eligible (88.5% against 83.9%) and they are also more likely to attain a high grade 42.3% versus 33.7%). There is nosignificant achievement gap between students based on the Index of Multiple Deprivations but students from the most deprived areas are 3pp less likely to attain a high grade.

Sex is an important factor in achievement with females consistently outperforming males, even though the gap remains within tolerance. The attainment gap is significant and in 20/21, females were 16.5pp more likely to get a higher grade.

3.2 Intersectional Analysis of Sex vs Ethnicity vs Deprivation in FE

16 to 18 % Achievement

Sex	Ethnicity	IMD	18/19	19/20	20/21	Avg
Female	BAME	IMD Q1	83.9%	88.7%	89.2%	87.3%
Female	BAME	IMD Q2+	83.1%	85.1%	88.0%	85.4%
Female	White	IMD Q1	74.4%	81.3%	84.3%	80.0%
Female	White	IMD Q2+	72.4%	80.6%	81.0%	78.0%
Male	BAME	IMD Q1	79.9%	86.5%	84.4%	83.6%
Male	BAME	IMD Q2+	78.2%	83.5%	84.8%	82.2%
Male	White	IMD Q1	75.7%	81.5%	83.0%	80.1%
Male	White	IMD Q2+	70.6%	76.3%	81.2%	76.0%

19 Plus % Achievement

Sex	Ethnicity	IMD	18/19	19/20	20/21	Avg
Female	BAME	IMD Q1	86.2%	88.6%	85.9%	86.9%
Female	BAME	IMD Q2+	84.3%	88.7%	85.9%	86.3%
Female	White	IMD Q1	85.3%	88.1%	87.2%	86.9%
Female	White	IMD Q2+	87.1%	85.2%	89.5%	87.3%
Male	BAME	IMD Q1	86.6%	88.7%	85.2%	86.8%
Male	BAME	IMD Q2+	84.9%	86.5%	82.8%	84.7%
Male	White	IMD Q1	90.3%	85.9%	88.3%	88.2%
Male	White	IMD Q2+	85.8%	75.3%	89.1%	83.4%

16 to 18 % High Attainment

Sex	Ethnicity	IMD	18/19	19/20	20/21	Avg
Female	BAME	IMD Q1	22.7%	36.7%	47.0%	35.5%
Female	BAME	IMD Q2+	22.9%	38.1%	52.5%	37.8%
Female	White	IMD Q1	13.3%	25.1%	36.1%	24.8%
Female	White	IMD Q2+	18.6%	27.6%	41.3%	29.2%
Male	BAME	IMD Q1	13.1%	17.4%	30.5%	20.3%
Male	BAME	IMD Q2+	13.2%	17.5%	28.8%	19.8%
Male	White	IMD Q1	7.6%	16.8%	26.2%	16.9%
Male	White	IMD Q2+	14.7%	17.8%	28.1%	20.2%

19 Plus % High Attainment

Sex	Ethnicity	IMD	18/19	19/20	20/21	Avg
Female	BAME	IMD Q1	33.0%	36.2%	64.4%	44.5%
Female	BAME	IMD Q2+	31.0%	45.1%	71.6%	49.2%
Female	White	IMD Q1	40.3%	45.2%	49.4%	45.0%
Female	White	IMD Q2+	33.9%	39.7%	66.7%	46.8%
Male	BAME	IMD Q1	21.4%	32.3%	48.2%	34.0%
Male	BAME	IMD Q2+	15.9%	31.2%	61.6%	36.2%
Male	White	IMD Q1	17.9%	13.2%	43.6%	24.9%
Male	White	IMD Q2+	20.3%	25.0%	45.0%	30.1%

16-18 female BAME students from the most deprived areas have the highest achievement rate (87.3%) but male white students from less deprived areas have the lowest achievement rate (76.0%) meaning the gap is 11.3pp. White female achievement rates are lower than those for their BAME counterparts. For learners from the most deprived areas, this is driven by poor pass rates and for those from less deprived areas, it is driven by poor retention rates. In 20/21, Female BAME students from less deprived areas have the highest attainment rate (52.5%) while white male students from the most deprived areas have a rate that is under half this (26.2%).

For 19+ learners in 20/21, we see higher achievement rates for both male and female white students and with those from less deprived areas having the highest rates. BAME students generally have higher attainment rates with the highest being for female BAME students from IMD Q2+ (71.6%) and the lowest being for male white students from IMD Q1 (43.6%).

3.3 The cumulative effect of disadvantage for FE learners

For 16-18 age group students, we generally see that the fewer disadvantages a student has, the higher their achievement rate is. This is the reverse of the pattern we generally see. We might argue that the support that some groups of disadvantaged learners receive (free meals and LDD) might be the reason for this.

What we find elsewhere that does appear to hold true for both 16-18 and 19+ learners though is that the more stretching the target, the greater the impact of disadvantage. The fewer disadvantages a learner has, the more likely they are to attain a high grade.

16 to 18 Cumulative Disadvantage vs % Achievement	18/19	19/20	20/21	Avg
0 Disadvantages	76.3%	81.9%	81.7%	80.0%
1 Disadvantage	77.2%	81.2%	85.7%	81.4%
2 Disadvantages	78.9%	85.5%	83.7%	82.7%
3 Disadvantages	81.5%	87.1%	88.9%	85.8%
4 Disadvantages	86.0%	91.2%	84.4%	87.2%
Overall	80.0%	85.4%	84.9%	83.4%

19 Plus Cumulative Disadvantage vs % Achievement	18/19	19/20	20/21	Avg
0 Disadvantages	86.9%	87.2%	88.1%	87.4%
1 Disadvantage	85.4%	86.9%	86.2%	86.2%
2 Disadvantages	88.2%	88.1%	84.9%	87.1%
3 Disadvantages	84.9%	86.4%	88.8%	86.7%
Overall	83.4%	89.7%	89.6%	86.8%

16 to 18 Cumulative Disadvantage vs % High Attainment	18/19	19/20	20/21	Avg
0 Disadvantages	21.1%	34.1%	46.9%	34.0%
1 Disadvantage	17.9%	27.1%	38.1%	27.7%
2 Disadvantages	13.8%	22.3%	33.0%	23.0%
3 Disadvantages	10.7%	18.5%	34.4%	21.2%
4 Disadvantages	2.8%	18.8%	31.0%	17.5%
Overall	13.3%	24.2%	36.7%	24.7%

19 Plus Cumulative Disadvantage vs % High Attainment	18/19	19/20	20/21	Avg
0 Disadvantages	34.2%	45.5%	71.6%	50.4%
1 Disadvantage	32.5%	36.4%	64.3%	44.4%
2 Disadvantages	20.4%	35.7%	49.7%	35.3%
3 Disadvantages	21.3%	17.7%	43.2%	27.4%
Overall	24.5%	29.9%	45.8%	39.4%

3.4 Higher Education Headline Demographic Analysis

Male students continue to be less likely to continue their studies or achieve their target award than females. The attainment gap has closed this year and there was no appreciable difference between the rates for the two sexes.

The gap between Asian, Black, Multi and Other (ABMO) and white students for both measures increased this year and was significantly out of tolerance.

The gap in continuation/achievement for students with LDD has been within tolerance for the past three years but in 20/21, LDD learners had better outcomes than others. Attainment rates have usually been lower for LDD students but they also outperformed other learners against this measure in 20/21.

In 20/21, Students from low participation areas (POLAR4 Q1) outperformed those from other areas. Students from the most deprived area underperformed against both measures when compared to other learners.

Overall, the attainment gap between Asian/white and IMD Q1/Q2+ are the most concerning given recent changes to OfS quality and standards measures.

Students with the lowest cumulative disadvantage count have better outcomes than students with more disadvantages.

Demographic Split	% Continued or Achieved			% High Attainment		
	18/19	19/20	20/21	18/19	19/20	20/21
Overall	80.4%	84.4%	79.4%	48.3%	53.8%	50.2%
Female	83.0%	87.8%	82.0%	50.1%	58.3%	50.2%
Male	76.5%	78.4%	74.1%	45.8%	45.5%	50.3%
ABMO	81.8%	83.5%	76.1%	40.2%	49.3%	37.4%
White	78.4%	86.2%	84.1%	60.1%	60.7%	68.5%
LDD	79.0%	83.5%	81.0%	41.6%	47.3%	52.2%
No LDD	80.7%	84.6%	79.1%	49.5%	55.0%	49.9%
IMD Q1	80.7%	83.3%	77.8%	41.7%	48.6%	43.3%
IMD Q2+	80.1%	86.0%	81.5%	57.6%	60.1%	58.3%
POLAR4 Q1	83.6%	83.7%	83.5%	50.6%	58.6%	52.2%
POLAR4 Q2+	80.0%	84.5%	78.7%	48.0%	53.2%	49.9%
Asian	82.6%	85.2%	76.8%	40.0%	48.6%	35.5%
Black	78.7%	76.8%	74.0%	44.7%	57.9%	52.9%
Mixed	78.6%	75.8%	66.7%	35.0%	50.0%	50.0%
Other	73.1%	62.5%	88.9%	37.5%	54.5%	50.0%
White	78.4%	86.2%	84.1%	60.1%	60.7%	68.5%
0 Disadvantages	79.6%	89.8%	86.5%	76.1%	70.4%	69.6%
1 Disadvantage	79.3%	88.2%	83.3%	53.7%	58.6%	58.3%
2 Disadvantages	83.3%	83.4%	78.1%	46.4%	52.8%	44.7%
3 Disadvantages	79.1%	81.5%	72.2%	35.2%	41.8%	37.4%
4 Disadvantages	70.5%	71.4%	86.7%	42.9%	35.3%	46.2%

3.5 Intersectional Analysis of Sex vs Ethnicity vs Deprivation in HE

Male ABMO students have the lowest levels of continuation/achievement and white males from deprived areas also did not fare well. In 20/21 female ABMO students underperformed for continuation/achievement compared to their white counterparts. As we have seen in previous years, male ABMO students from deprived areas area least likely to attain a high classification. ABMO students of both sexes and deprivation areas underperform compared to their white counterparts on the attainment metric. As mentioned above, this is concerning both because of the impact on these students' progression to employment and further study and because of the way OfS will be holding HEIs accountable for quality and standards.

Sex	Ethnicity	IMD	% Continued or Achieved			
			18/19	19/20	20/21	Avg
Female	ABMO	IMD Q1	84.8%	87.5%	79.4%	84.1%
		IMD Q2+	84.1%	86.7%	80.7%	84.0%
	White	IMD Q1	81.6%	86.9%	84.3%	84.2%
		IMD Q2+	80.6%	89.9%	85.2%	84.9%
Male	ABMO	IMD Q1	75.6%	75.8%	71.0%	74.5%
		IMD Q2+	85.0%	82.4%	65.9%	78.8%
	White	IMD Q1	77.5%	80.0%	74.1%	77.4%
		IMD Q2+	72.1%	80.5%	86.7%	78.3%
		Overall	80.4%	84.5%	79.4%	81.5%

Sex	Ethnicity	IMD	% High Attainment			
			18/19	19/20	20/21	Avg
Female	ABMO	IMD Q1	43.3%	54.4%	36.5%	45.3%
		IMD Q2+	49.2%	53.8%	41.3%	48.1%
	White	IMD Q1	42.6%	63.3%	66.0%	56.3%
		IMD Q2+	66.7%	64.7%	66.3%	65.8%
Male	ABMO	IMD Q1	33.3%	36.2%	32.4%	34.0%
		IMD Q2+	35.7%	52.4%	44.8%	44.2%
	White	IMD Q1	62.2%	33.3%	68.4%	54.2%
		IMD Q2+	64.5%	64.0%	76.9%	67.3%
		Overall	48.3%	53.9%	50.2%	50.7%

3.6 Access and Participation Plan 2020-2021

The Access and Participation Plan (APP) articulates the College's commitment to improving equality of opportunity for underrepresented groups. This commitment will improve and enhance access, success and positive progression from their higher education.

The plan has been reviewed by members of the Equality, Diversity and Inclusion (EDI) committee, ensuring alignment with the institutional EDI Strategy. In developing the plan, we drew upon contributions from colleagues across our College HE community and the wider College, governing body; and student representatives, consultation between curriculum, quality and admissions and recruitment colleagues.

The structure of our plan adheres to the OfS requirement and is presented in four sections:

1. Assessment of our performance – We demonstrate, using OfS and internal data on student access, success and progression for target student groups, how the organisation identifies trends and key issues that need to be addressed.

2. Strategic aims and objectives – We demonstrate how our targets for student access and participation, including key areas for more rigorous interventions based on our assessment of performance, has strong connectivity with our HE strategic aims and objectives.

3. Strategic measures – This section articulates our key interventions for achieving the stated aims and objectives and provides details of our approach to student consultation, engagement, and evaluation. Supporting information on targets and investment is provided in the appendix.

4. Provision of information to students – This element of our plans provides details on how we will ensure that applicants and students have the right information, advice and guidance, at the right time to inform their decision making.

Quality Assurance

The College takes a realistic approach to targeting based on current performance measures and enrolment forecast. The college recognises that interventions require careful use of resources and planning and has focused its priorities on groups where interventions can have the largest, wide-reaching and positive impact.

Actions arising from the APP sit on the College's Quality Improvement Plan for Higher Education and are monitored by Academic Board and the Quality & Standards Committee of Corporation.

In 2021, the College submitted an evaluation of progress against the objectives of the 1920 Access and Participation Plan, together with an update on progress towards the 2021 Plan. The OfS accepted this evaluation with no additional action requested.

The College will be reporting to the OfS in Spring 2022 regarding progress towards the targets below. The management of the APP is overseen by Academic Board who will be reviewing the submission to the OfS prior to completion.

APP Areas	Objectives	Interventions
Access	• Improve access to part-time studies for PT mixed BAME students • Improve access to part-time studies for Black PT BAME students • Improve access to part-time studies for PT Asian BAME students	• Community targeted WP for adults into HE • Internal Progression WP work • NCOP Package • Financial support for targeted groups • Curriculum redesign • Improved AiG for HE students
Success	• Improve attainment levels for Asian students to close the gap between Asian students and White student attainment. • Improve attainment levels for Non-Asian BME students to close the gap between non-Asian BAME students and White students. • Improve attainment levels for Q1-2 students to close the gap between Q1-2 students and Q4. • Improve continuation rates for PT Asian students compared to PT white students. • Improve continuation rates for Q1 / Q2 students to that of Q4 students	• Comprehensive study skills package • Student Experience team interventions • Personal tutor and enhanced Personal tutor interventions • Attendance policy and process • Curriculum redesign for improved learning, teaching and assessment
Progression	• Improve progression for BAME students and close the gap between BAME students at 67.1% and White students at 75.4 % • Improve progression for students from Low Participation Neighbourhoods to close the gap between LPN students (Q1 and Q2) at 67.3% compared to students from Q3, Q4 Q5 combined at 73.4%.	• Intervention and progression support tutors • Employability skills, placements and working life experience • Programmes designed for employability • Bradford College Plus HE

Part 4
Staff Equality Data

Local Demographic Data

Bradford is the fifth largest local authority in England in terms of population size after Birmingham, Leeds, Sheffield and Manchester. In 2020 it was estimated that there were 542,100 people living in Bradford District, an increase of 2,400 people since 2019. The population consists of 49% men and 51% women.

26.3% of the District's population is under 18, with the fourth highest percentage of young people in England. Bradford District has a higher proportion of babies, infants, children and young people than the average for England. The proportion of the working age population and older people population are lower in Bradford than the average for England.

Bradford District is an ethnically diverse area, with the largest proportion of people of Pakistani ethnic origin in England. One in four people living in the District describe themselves as Asian / Asian British ethnic origin, compared to under 1 in 10 people on average for England as a whole.

Whilst the District itself is ethnically diverse, there is also wide variation across the District. Some wards, including Toller, Manningham and Bradford Moor have a population of between 70% and 80% being people of Asian/Asian British ethnic origin. Other wards including Ilkley, Wharfedale and Worth Valley have a population which is predominately of white ethnic origin.

This diversity, coupled with the links to major regional centres including Leeds and Manchester, creates a unique set of opportunities and challenges for the district.

Local Labour Market Data

Bradford's labour market does not perform well against sub-regional and national averages and when compared to our statistical neighbours. Although the labour market has improved since the recession the June 2015 employment rate is still lower than it was 10 years ago.

Unemployment and worklessness are high in Bradford. Youth unemployment continues to be a concern. There are also large numbers of people in Bradford who are out of work due to physical or mental health issues. Recent figures show that more than 17,000 in Bradford are economically inactive due to being classed as long-term sick.

Unemployment is not a major issue in all parts of the District. The highest concentrations of out of work residents can be found within inner urban areas of Bradford such as City Ward, Bowling and Barkerend and Manningham, Keighley and outlying housing estates also have high unemployment.

Bradford's working age population has lower than average qualification levels. There are 26% of people in Bradford with NVQ Level 4 or above qualification compared to the national figure of 37%.

Bradford has a higher proportion of residents employed in lower-skilled jobs than average, and the competition for these jobs is highest. There are 25% of people in Bradford in lower skilled jobs compared to the national average of 17%.

Bradford also has the highest unemployment rate in the Leeds City Region (8.1% of the working age population).

College Staff Demographics

Our aim is for our workforce to reflect the make-up of the local community. At the end of 2020/21 academic year (31 July 2021) our staff statistics were as follows:

- 60.9% White (64.6% in 2019/20)
- 28.5% Black, Asian, Mixed or other ethnicity (29.2% in 2019/20); Asian is 23.0%
- 10.6 % unknown (6.2% in 2019/20)

The percentage of unknown ethnicities has increased following TUPE activity and transfer of records in the year. Our demographic data is representative of the Bradford District. However, we recognise that at higher levels in the organisation we have a greater percentage of white staff. This has been recognised and action is being taken

to improve our recruitment and talent processes to ensure that there are no barriers to promotion and development at any level in the college's organisation.

In terms of gender our staff population is split is as follows and remains the same as the previous year:

• Female – 61%

• Male – 39%

We are a Disability Confident employee and 6.5% of our staff have a declared a disability or learning difficulty (eg, dyslexia).

In terms of age profile, 40% of our staff are over 50 years old.

• <29 years 10.9%

• 30-39 years 21.1%

• 40-49 years 28.5%

• 50-59 years 28.3%

• >60 years 11.2%

Staff turnover in 2020/21 was 18.0% which was just above the sector average of 17.4%.

In terms of protected characteristics and data on LGBTQ+, the data is as follows:

• 68.7% Heterosexual

• 3.7% LGBTQ+/Other

• 27.6% unknown

With the implementation of a new HR system in 2022, it is hoped that the percentage of unknown can be reduced by asking staff to update their personal records.

Staff Learning and Development

The college demonstrates its commitment to equality, diversity and inclusion by providing a range of training opportunities for staff.

Equality and diversity training is a mandatory requirement for all new starters as part of their induction plan and all staff undergo regular refresher training. Mandatory training is reviewed for all staff as part of the quarterly Business Reviews.

All managers involved in recruitment of staff will be expected to undertake appropriate training which highlights discrimination, positive action, disability awareness, reasonable adjustments, safer recruitment and unconscious bias.

There will also be specialist sessions incorporated into the annual L&D plan for staff training days.

Updates to Policies and Procedures

College policies and procedures are regularly reviewed and updated, with new ones introduced when deemed necessary.

All existing HR policies have been rewritten and reviewed and are currently subject to consultation with the recognised trade unions.

Bradford College – Gender Pay Gap Report 2020-21

We must publish and report our organisation's:

• mean gender pay gap in hourly pay

• median gender pay gap in hourly pay

• mean bonus gender pay gap

• median bonus gender pay gap

• proportion of males and females receiving a bonus payment

• proportion of males and females in each pay quartile

Gender Pay Gap Report 2021

This is our annual gender pay gap report for the snapshot date of April 2021.

In Bradford College, women earn 92p for every £1 that men earn when comparing median hourly wages. Their median hourly wage is 8.44% lower than men's. We compare favourably with the UK average.

• Our mean gender pay gap is 7.50%.

• Our median gender pay gap is 8.44%

• No employees receive a bonus.

Pay Quartiles by Gender

This table shows our workforce divided into four equal-sized groups based on hourly pay rate.

Males	Females	Quartile
43%	57%	Upper quartile
45%	55%	Upper middle quartile
39%	61%	Lower middle quartile
32%	68%	Lower quartile

It is important to put the figures into context for both employees, governors and stakeholders, and set out the action plan to take to address the gap. Any gender pay gap is likely to reflect a combination of internal and external factors that need to be examined.

Bradford College Report 2021

Bradford College's overall median gender pay gap at April 2021 was 8.44%. This means that on average women were paid 92p for every £1 men were paid. This compares favourably against the UK 2020 average which was 15.5%. Our mean gender pay gap was 7.50%. We take our gender pay gap seriously and have made a range of commitments to address the issue.

The gender pay gap shows the difference in the average pay between all men and women working for an organisation, irrespective of their job or position. It is not a comparison of pay between men and women doing like for like roles or jobs of equal value, and Bradford College always pays men and women the same for the same work. All organisations in the UK which employ more than 250 workers are required to publish their gender pay gap on an annual basis.

As an organisation, we are determined to build a fairer and more equal and inclusive working environment for everyone. Bradford College simply should not have a gender pay gap and our aim is to reduce it. However, it is not simple, as gender pay gaps are a result of many factors, some of which are within our control and some of which are embedded in wider society and need to be challenged.

We are proud that a significant percentage of our workforce are women and we are able to offer a significant number of part-time roles and flexible working options such as term time only contracts. We also recognise that the financial position of the college and the need to restructure the college in 2018, 2019 and 2020, has impacted our gender pay gap progress. Indeed, the restructuring and significant reduction in the college headcount over the last 5 years has impacted the percentage of women in pay quartiles in the organisation. We also carried out a number of TUPE transfers in 2020-21, including catering, City Training Services and Security.

At April 2020, we had a male CEO with 2 of the 4 Executive roles being held by females. Our Senior Leadership Team had 5 women out of 11 roles. At the Head of Department Level, 45% of the roles were filled by women. However, we recognise there is more to be done to ensure that our senior management roles are more representative of the proportion of women in our total workforce.

One of the main factors contributing to our gender pay gap is the difference in the female representation in different jobs within the college.

Bradford College is committed to undertaking the necessary action to close its gender pay gap. We have taken the following steps:

- Developing training in fair recruitment and selection and ensuring there are no barriers to selection, development and promotion at any level.
- Updating the College's Family Friendly policies and procedures.
- Update of the College Sabbatical and Career Break Policy so it is open to all staff.
- Investing in line management and leadership development programmes.
- Determining how we can address disproportionate representation within the workforce through our recruitment and development strategies.
- Achieving Investors in Diversity status and ensuing that EDI is embedded in the Employer of Choice strategic priority.

We will work towards increasing the representation of women on our College Management and Senior Leadership Teams. For any new vacancies at Head of Department level at above, we will commit to ensuring that the shortlists include female candidates.

Historical Gender Pay Gap Data Trends

	2016/17	2017/18	2018/19	2019/20	2020/21
Median Men Hourly Rate Men	£1.00	£1.00	£1.00	£1.00	£1.00
Median Hourly Rate Women	£0.90	£0.93	£0.85	£0.89	£0.92
Median Gender Pay Gap	9.70%	7.30%	15.30%	11.12%	8.44%
Mean Hourly Rate Men	-	-	-	£16.90	£17.04
Mean Hourly Rate Women	-	-	-	£15.70	£15.76
Mean Gender Pay Gap	5.40%	6.30%	8.60%	7.10%	7.50%
Upper Quartile Men	37.10%	45.40%	48.69%	52.02%	42.71%
Upper Quartile Women	62.90%	54.60%	51.31% -	47.98%	57.29%
Upper Middle Men	38.30%	43.60%	48.17%	48.25%	44.72%
Upper Middle Women	61.70%	56.40%	51.83%	51.74%	55.28%
Lower Middle Men	46.80%	45.40%	36.65%	38.37%	38.69%
Lower Middle Women	53.20%	54.60%	63.35%	61.63%	61.31%
Lower Quartile Men	41.50%	31.30%	31.94%	26.32%	31.66%
Lower Quartile Women	58.50%	68.70%	68.06%	73.68%	68.34%
Bonus % Men	0.02%	0.02%	0.00%	0.00%	0.00%
Bonus % Women	0.00%	0.02%	0.00%	0.00%	0.00%
Median Bonus Pay Men	£1.00	£1.00	-	-	-
Median Bonus Pay Women	£0.00	£0.74	-	-	-
Mean Bonus Pay for Women Lower by	100%	26.10%	-	-	-