Equality, Diversity & Inclusion Annual Report 2022-2023

Introduction

Our core vision, 'Creating a Better Future for all Through Education and Training' is at the heart of every conversation, every strategic plan, everything we do, it's what binds us together in our journey to support our local community, and fulfilling our mission of working together to lives. We are based in the heart of an extremely diverse district of Bradford, and our aim is to ensure that all learners have the opportunity to learn about and celebrate this diversity and to expand their cultural awareness beyond their own geographical location.

Bradford College offers a broad range of vocational and academic qualifications to young people and adults. The College is the largest institution providing 16-19 education and training within the Bradford local authority area, with the main campus situated close to the city centre and 26+ satellite sites and community venues across West Yorkshire.

Our Vision and Values

Our aspiration set out in Strategic Objective 1: To Become a Truly Inclusive College 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.

This report is divided into six parts:

Part 1

Scope and Ambition of the 2022-2023 EDI Annual Report and Statutory Reporting Obligations

Part 2

Our DNA – describes the make-up of our college community - both staff and students, and our local community.

Part 3

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 4

Details our Student Equality Data. This data is compared with internal historical data and benchmarked where possible with external data.

Part 5

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

Part 6

Summary and actions

Part 1

Scope and ambition:

At Bradford College, we believe in the power of diversity to drive innovation, enhance learning experiences, and strengthen our community. The EDI Annual Report serves as a testament to our commitment to creating a college community that embraces individuals from all backgrounds, perspectives, and walks of life. Bradford College is a further and higher education college founded in 1832, and is based in the centre of our diverse district. We are an 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.

To ensure our voices are heard, the College continues to champion 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.

Key Highlights of the Report:

1. **Inclusive Initiatives:** Throughout 2022-2023, we have implemented various initiatives to promote inclusivity on campus. From targeted Access and Participation outreach programs to culturally appropriate curriculum development, our efforts aim to create an environment where every member of our community feels valued and respected.
2. **Diversity in our Workforce**: We recognise the importance of diverse representation at all levels, in all areas in the organisation. Throughout this year, the college developed a workforce EDI dashboard, to enable mangers and recruitment leads to monitor and measure workforce demographics by department.

3. **Developing Cultural Capital for our learners**: A revamp of our Personal Development and Enrichment programme took place this year, based on student voice feedback through surveys, focus groups and course committees. An already exciting offer will now start to enhance the experience of our learners even further. A total of 4985 interactions with personal development and enrichment activities took place over 2022-2023, engaging with 4469 individual learners.

4. **A curriculum that meets the needs of learners, employers and the community:** The key aims of our 4-year curriculum strategy are to ensure that meets required needs through providing progression routes, contextually embeds English and Maths, develops the non-perishable skills of our learners, and is co-designed with employers.

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, ethnicities, 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 and structural 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 we support all learners to 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

- Meeting the outcomes set out in Strategic Objective: To be a truly inclusive college;

- 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.

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.

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;

- Provide information about our consultation and engagement, monitoring and training arrangements.

There should be no barriers in the College for students and staff to achieve their potential. Through Strategic Objective 1 (SO1) To be a Truly Inclusive College, 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 not only reflects on the activity that took place in 2022-2023 against SO1, but shares the progress we have made in fostering an inclusive and equitable environment within our college community. It also documents our objectives and improvement priorities going forward in 2023-2024.

Our intentions to becoming a truly inclusive organisation are set out in strategic objective 1 – To become a truly inclusive college:

Strategic Objective 1: To become a truly inclusive college

Key Objectives

- To create a supportive and inclusive culture

- To drive and embed engagement in EDI at all levels within the organisation

- To deliver curriculums that are inclusive, representative and decolonised

- To enhance EDI activity so such activity is clearly embedded across the college

Equality Impact Analysis and Assessment

The Public Sector Equality Duty (PSED) does not specify a legal requirement to carry out Equality Impact Assessments (EIAs). 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, sex, gender reassignment, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership. All policies and procedures requiring an EIA are submitted to a sub-group of the EDI committee as part of the policy consultation process to ensure all equality impacts are considered before the policy is approved by the college executive and governing body.

Employment Monitoring

We collect information about the profile of our Corporation members and the workforce in terms of ethnicity, age, sex 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: applicants, 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.

During 2022-2023 we developed an EDI dashboard within PowerBi (a reporting and analysis tool) for each department to view their departmental staffing profile and review it against the whole college profile. Where there are demographic gaps in things like employee representation, disciplinary or grievance exposure, then these gaps are addressed through department's individual Quality Improvement Plan.
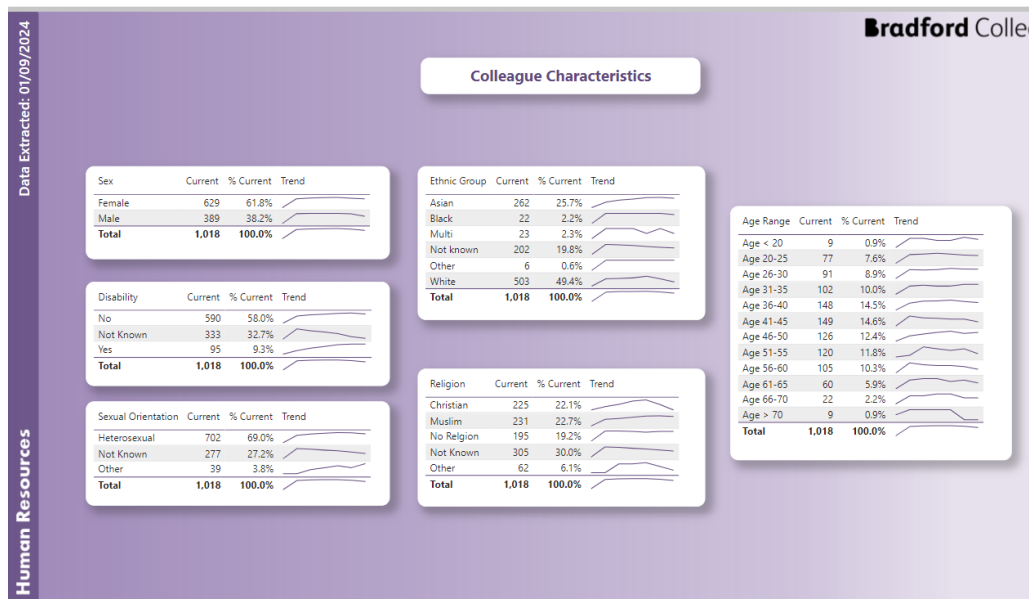
Part 2

Bradford College at a glance

Our Students:

At Bradford College, 52% of our student body identifies as female, while 48% are male, reflecting a close gender balance. Our community is diverse, with 59% of students from ethnic minority backgrounds and 41% identifying as White. The majority of our students come from disadvantaged areas, as evidenced by the fact that 66% fall within the IMD (Index of Multiple Deprivation) Q1+

category, with 34% in the Q2+ range. Additionally, 16% of our students report a learning difficulty or disability (LDD), underscoring our commitment to inclusivity.

Our Staff:

Our staff composition is equally diverse. 61% of our staff are female, with 38% male, highlighting strong female representation in leadership and teaching roles. In terms of ethnicity, 27% of our staff come from BAME (Black, Asian, and Minority Ethnic) backgrounds, 52% identify as White, and 21% have not disclosed their ethnicity. We are also focused on supporting staff with disabilities, with 9% of our staff identifying as having a disability, compared to 53% who do not.

The District of Bradford at a glance:

We are a community college, serving the wider region with specialist provision in apprenticeships and higher education. We also know that the nearby surrounding areas of the college are some of Bradford's most deprived. Meeting the needs of our learners can be a complex formula, and being truly inclusive involves making conscious steps to ensure that every learner, member of staff and stakeholder feels valued and very much a part of our Bradford College community.

Our DNA 2022-2023

🌱 2858 New learners embarked on Further Education courses, aged 16-18
🔄 1895 Progressing learners continued their Further Education journey, aged 16-18

🎓 Over 600 Fresh faces joined our Higher Education programs
🔄 600 Progressing learners are advancing through Higher Education courses

👷 Over 700 New Apprentices entered hands-on learning and workplace training

🧑‍🎓 5644 New Adult learners took the leap into Further Education, expanding their horizons

Part 3 key achievements:

The College has set the following commitments in line with strategic objective 1 to become a truly inclusive college, and to apply best practice in response to appropriate equality legislation:

- An environment where learners feel valued, safe and treated with dignity
- An environment where staff feel valued, respected and views are taken into account
- Develop high level engagement and participation of EDI initiatives.
- Develop a disruptive curriculum that is relevant and meets the needs of our learners
- EDI reflected in activities, initiatives, partnerships, systems and processes.

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
- Houses a Hate Crime Reporting centre on site

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 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.

The Student Service's Personal Development Team and Students' Union lead on enrichment and culture capital to enhance student's knowledge and skills outside of the classroom.

EDI Calendar of Events: Monthly Themes

🖼️ **September:** Safeguarding and Keeping Safe – Inductions & Freshers Fayre

🌍 **October:** Equality, Diversity, and Inclusion – Black History Month

🛡️ **November:** PREVENT & UNITED Values

💻 **December:** Online Safety & Anti-Bullying

🧠 **January:** Mental Health & Time for Action (Wellbeing, Climate & Campaigns)

🏳️‍🌈 **February:** Love is Love – LGBTQ+ History Month

🎓 **March:** Careers & Next Steps

♿ **April:** Disabilities & Autism Awareness

💝 **May:** Healthy Relationships and Self-Care

🤝 **June:** Helping Hands and Self-Care (Focus on new starters and those with vulnerabilities)

A link to *this* year's calendar (2023/24) can be found [here](#).

Outlined below are some of the support activities provided to students throughout 2022/23: Personal Development Team and Students' Union Activities:

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.

All Personal Development activities can be found on the SU website each month: https://www.bradfordcollegesu.co.uk/activities

Key Personal Development and Enrichment Activity 2022/23:

Type	Total	Unique Learners
Freshers Fayre	2026	1768
Catering Survey	700	700
Youth Work Week	453	453

Sexual Health (Remembrance of Prophet Muhammed (PBUH), Hate Crime Awareness,	245	245
LGBTQ+ Session	60	60
Odd Arts workshop, addressing Radicalisation, Extremism and Identity	57	57
Health and Wellbeing Workshop	51	51
Bonfire Night Safety	97	97
Climate Change	61	61
Gender and Faith Workshop	24	24
What is Neurodiversity and World Autism Awareness Day	65	65
Money Management	28	28
Creative Writing Workshop	78	78
Football (Team)	28	28
Football (Enrichment)	350	87
Cricket	71	71
Racket Sports	43	43
Boxing	220	220
Ji-Jitsu (Graded)	60	60
Archery	160	160
Culture Day	113	113
Total	4985	4469

Personal Development Team highlights:

Freshers Fayre

The Personal Development Team and Student's Union welcomed students at the beginning of September with two weeks of Welcome Activities and sessions. Some of the activities on offer included a Mind Reader and Magician on campus, Wish Trees, Harpist, Jazz Trio, Sports taster sessions and Breakfast for all students. Day 1 of Freshers was full of live entertainment, food and sports related activities for students to get involved in and Day 2 had 35 stalls from internal and external organisations, departments and charities promoting their services and offer to students. Freshers Fair was an extremely successful event and was attended by 2026 students over both days.

Hate Crime Awareness Week

Students signed pledges of support during hate crime awareness week. Workshops took place throughout the week around what a hate crime is, how it can affect people how you can report a hate crime through the College reporting centre. The discussions were complimented by an information stall.

Youth Work Week

The Personal Development team organised a range of activities to develop student's social and emotional wellbeing, such as free barbering and talk about mental health, Boxing and Archery taster sessions, and inspiring creativity through Henna and Art. External partners were invited into the College from the Bridge Project, School of Rock, and the Bradford Youth Service.

Reclaim the Night Procession

The Reclaim the Night placard making session and procession took place to raise awareness about tackling violence against women, and to make our streets and communities a safer place for everyone. The march took place on 9th December, and the SU delivered a number of related workshops and activities in the run up to the event.

Cultural Day

Cultural Day was organised to support a charity called MPS Society. MPS (Mucopolysaccharideis) are rare, life limiting lysosomal storage disorders that can affect both children and adults. For people with MPS diseases there is not enough of a particular enzyme to break down used mucopolysaccharides which means they build up and store in the cells in the body which causes progressive damage. The event was a great success with students from across college celebrating different cultures, food and understanding the different cultures that present in Bradford College every day.

Common Room

The Common Room continues to be a great place for young people to meet with friends and play some friendly but competitive table tennis and pool. Students are able to socialise in a safe space and meet other students from around the college. Each month see's visits of over 1000 students and specific time slots for students from our Skills for Independence groups to use the space and enjoy the facilities were also available throughout the year.

West Yorkshire Police Youth IAG Group

The Students' Union President hosted the West Yorkshire Police Youth Independent Advisory Group meetings throughout the year. The Youth IAG group is for young people aged between 14-20 which meet with West Yorkshire Police to discuss a number of different issues that they are currently facing in their local area or educational institution. One of the agenda items that created a constructive conversation, was the current feeling that some female students feel intimidated when they leave college, and members of the public who park outside the college call over to them which in turn makes them feel intimidated. Further meetings with the local neighbourhood police inspector took place to highlight the above issues and discuss on the ongoing traffic concerns around the David Hockney Building. The Youth IAG group continues to be promoted to all students at all campuses to allow a truly cross college approach to any themes or concerns that students want to raise.

Charity Fund Raising

Throughout the year, staff and students supported a number of charities including Children in Need, Bradford Central Foodbank and MPS.

Student Induction

The Personal Development Team leader reviewed all induction material which is provided to curriculum staff for use with learners in their first few weeks of term. The suite of resources provides information about:

- Supporting students throughout the learner journey, beginning with pre-induction materials which include Wellbeing, Bradford College Charter, 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.

Support for Students with Special Educational Needs and Disabilities (SEND) and Education Health and Care (EHC) Plans

Student Numbers & Progression

In 2022-23 there were over 1800 students and apprentices who told the College that they had a disability. This included 267students who were High Needs funded. This is an increase on the previous year and over the local authority's place allocation of 220. The local authority made up the shortfall in Element 2 place funding so that the College could provide the high-quality support required.

73% of 2022-23 High Needs students returned to college courses in 2023-24, 23% left the College and 4% were unsure of their destinations at the time. (October 2023). Of those who had left us, 21% were being supported by adult social care provision, 16% were in employment, 16% had moved to another FE provision and 11% had progressed to Higher Education courses. 36% were uncertain about their destination.

For 2023-24 we have 288 places with High Needs funding and currently 317 High Needs-funded students. 1991 students and apprentices have told us they have a disability.

Operational Changes

With the arrival of the new Head of Department in March 2023, the SEND & ALS department reviewed how it supports disabled students across the College. The department has now changed its name from SEND & ALS to Disability Services to reflect an approach that celebrates disability as a positive identity.

In May 2023, the evidence threshold for being assessed for support from Disability Services was removed so that students no longer required a diagnosis of a condition or other specialist evidence

to access the service. This seeks to challenge any inequality between more and less affluent students in being able to access diagnostic services and to address the issue of lengthy waiting lists for services from CAMHS and other provisions. Waiting lists for ADHD assessments in the Bradford area were 18 months in 2022-23 and those for Autism assessments were two years. It is reasonable to assume that some students could be awaiting assessment for their entire College career. To counter this the Disability Services department decided to lift any prerequisites for receiving a Learning Support Agreement.

Student Feedback

In 2022-23, Disability Services conducted student surveys specifically for students with EHCPs and another for those with SEND.

From the responses received, we could identify that students with EHCPs felt that they had positive experiences with teaching and support staff and that college is a good place to be. Students with SEND generally had lower scores than students with EHCPs, particularly in relation to teachers not understanding their support needs. As a result, a KPI around monitoring the implementation of support recommendations was created by the department and will be triangulated with feedback from the Quality of Education Review (QER) process.

Mid-term strategy

The main aim for the department is to improve and consolidate inclusion of disabled students across college. Wherever possible we work in the belief that support for disabled students should be 'built-in not bolt-on'.

Within the department we have increased the number of Access and Inclusion Advisors for 2023-24 to support teaching staff to support the students they teach and to plan differentiation into their curriculum design.

We also promote the idea that inclusion of disabled students is every team and staff member's concern. The Disability Services department is working with both the Learning Development and Innovation (LDI) and Quality Departments to consider ways of supporting teaching staff and monitoring the impact of our department on the experience for disabled students. Elements of Universal Design for Learning are being incorporated into proposed teaching rubrics and our Assistive Technology team works closely with the LDI team to promote accessible learning technologies to a wider audience of staff and students.

Safeguarding and Wellbeing 2022-23

The Safeguarding and Wellbeing team provides a point of referral for any staff member or student with a safeguarding or wellbeing concern. We have a staff member on duty every weekday from 8.30am to 5.00pm. In addition to this, students may self-refer for support, either remotely or in person to our Student Services triage desks across the college. Students are issued with comprehensive information on external support services during extended closure periods, e.g., winter and summer breaks.

Early Help and Intervention

Early Help is facilitated by the team, with the support of the wider pastoral staff both centrally through Student Services and within curriculum teams by the Personal Development Team, the curriculum pastoral staff and the Personal Tutors. Preventative steps are taken through the delivery

of enrichment, tutorial and other personal development activities covering a wide range of Safeguarding, Well-being and Equality, Diversity and Inclusivity topics from Healthy Relationships to Drug and Alcohol Awareness and Mental Health, which are aligned with the College-wide enrichment calendar, delivered by the Personal Development Team.

Our Youth Work Practitioner takes a lead in delivering and facilitating workshops around Bradford College United Values/Prevent, County Lines and CCE, Hate-crime and Islamophobia, knife crime and Push & Pull factors as to why young people enter crime, to name a few. Sessions are always well attended and receive great feedback from both staff and students.

Student Access

Students have access to drop-in Student Services triage across DHB, Bowling Back Lane and Trinity Green sites. In addition, the Safeguarding and Wellbeing Team had a dedicated space and access point on the ground floor of DHB. This has been relocated to the second floor of DHB during the summer of 2023 to offer more privacy for those accessing the services. A new duty system has been implemented which complements a hybrid work model. Onsite duty cover makes it easier for students to self-refer for support. The team utilise a rota system for being on duty either at the duty desk or remotely thus ensuring the service is running smoothly without interruption.

Statistical Data

- EBS identifies that 95% of students who access the safeguarding service remain in college; an increase of over 2% from last year.
- 6% of the students known to safeguarding were Looked After Children/Care Experienced (LAC) and Unaccompanied Asylum Seeker Children (UASC).
- EBS identifies that the majority of students come from within the Bradford area. There is a similarity between the headline issues that young people within the Bradford Metropolitan area present with and the headline issues that students present with when accessing the safeguarding service.
- 2,210 students (8751 interventions) accessed the safeguarding team for safeguarding support and were assessed as being at risk of harm.
- The total number of students accessing the service was 3,041 with just under 8,800 incidents. The data clearly demonstrates the demand for the service.
- 1654 students self-referred to the duty desk.
- Interventions ranged from one-to-one support, group work, advocacy, workshops and attending professional meetings ensuring the student voice is heard and is at the centre of decision-making.

Most prevalent issues presented to the Safeguarding Team were:

1. Mental Health

2. Child Protection / CIN / CLA

3. Violence, aggression and threatening behaviours

4. Sexual Harassment / Inappropriate behaviours

5. Anti-social and risky behaviour

Diversity Data

📊 Age: 75% of students were 18 years old or under when they accessed the safeguarding service.

🔢 Gender: Slightly more males (55%) than females (48%) accessed the service. This is a change from last year, when 49% of females accessed the service compared to 54% of males.

🌍 Ethnicity: The two largest ethnic groups accessing the service are:

White - English/Welsh/Scottish & NI: 35%

Asian - Pakistani: 29%

This distribution aligns with last year's statistics.

♿ Disability: 32% of students accessing the service declared having one or more disabilities or learning difficulties, showing a slight increase from 28% last year.

🔄 Gender Shift: There has been a slight increase in males (54%) accessing the service compared to females (49%). This is a change from last year, which saw 57% females and 42% males accessing the service.

Children Looked After / Unaccompanied Asylum-Seeking Children

The team benefits from dedicated staff for Children Looked After and Unaccompanied Asylum-Seeking Children (UASC) as a direct point of contact for the College's vulnerable students. This year we had over 169 LAC students, 83 of whom were UASC students, an increase from last year's numbers. Regular contact and support is offered to these students to ensure they remain in education, achieve their full potential and educational attainments. This is reflected in current retention data. We continue to monitor any changes and work closely with the Local Authority to see if retention data has an impact on the NEET data for Bradford.

Mental Health

Mental Health support is incorporated within the Safeguarding and Wellbeing team. Mental Health remains the dominant category. The service has seen a spike of students accessing mental health support post pandemic and this continues. The team supports students both with and without a diagnosis facing mental health challenges, ranging from depression, suicidal ideation and psychosis to low-level support around anxiety, exam stress, and financial distress.

There were 71 individuals who presented with suicidal ideation or attempted suicides during 2022/23, and a further 29 students who had made suicide attempts. These learners are known and receive support from external mental health services. This is an extremely significant increase from the previous year where the number was at 18 learners. The team's mental health officers work alongside the safeguarding officers and external agencies to provide a collaborative support plan for these students.

Prevent

There have been 3 concerns documented as Prevent. However, these did not result in any referrals to the Counter Terrorism Unit and required no further action. No direct referrals have been made to the CTU. We have had external professionals attend college to carry out some positive and engaging awareness sessions around radicalisation and mixed ideologies.

Workshops and Early Intervention / Prevention

Our youth-work trained practitioner has delivered over 28 bespoke workshops and awareness sessions to over 1082 students across the college. Key themes covered included keeping safe, county lines, Prevent, consent, mental health awareness and knife crime. This work has fed into the KCSIE 2022 narrative around the importance of embedding early intervention and prevention work within the curriculum.

Key Areas for the Team

Sexual Violence To address the issue of Sexual Harassment as stated in the KCSIE guidance, the College delivers workshops on sexual harassment, the signs and how to respond and ask for support.

The college also works collaboratively with the Police and students on the Violence Against Women Campaign. This is part of a national campaign to take a stand to end all male violence against women and act to change behaviours and culture. The aim is to promote a culture that harassment is not tolerated here: namely 'Report it, Challenge it'.

The team have devised an Online Safety and Healthy Relationships tutorial which covers consent, acceptable behaviours, and reporting concerns. It also addresses CSE, CCE, Domestic Abuse and Sexual Violence. All sessions are fully supported with resources, self-help support and services to refer to, including in-house support. Staff have been trained around Sexual Health by the HALE project. The team have also been delivering the Freedom Programme, which is a recovery programme for victims of domestic abuse and examines attitudes and beliefs on the actions of perpetrators of abuse. It is delivered on a one-to-one basis or in small groups.

Forced Marriage

We have strong links with West Yorkshire Forced Marriage Unit's named Officer who is at hand to offer support and guidance to any student who is at risk or has been a victim of Forced Marriage. The Marriage and Civil Partnership (Minimum Age) Act came into force on 27 February 2023. The age at which someone can marry or enter a civil partnership has now risen to eighteen in order to protect children from the danger of forced marriage.

Prevent

The team have devised a robust Prevent and United Values tutorial which is accessed by all students at induction meaning the numbers of referrals have remained low. We have also incorporated the former WRAP training with staff Safeguarding mandatory training, raising staff awareness of key indicators and how to respond effectively.

The college risk assessment and action plan are completed in line with the requirements of the Counter-terrorism and Security Act. Bradford College is proud of its diverse community. As a college we value being able to operate inclusively and we actively welcome the diverse views Page 9 of 10 and opinions expressed by our students. We seek to work collaboratively with the Students' Union, teaching and support staff unions in all areas of joint interest and note the reservations that some of these organisations have expressed around the Prevent agenda. However, we have due regard to the law, to our duty of care towards staff and students who make up the College community, and of the need to safeguard vulnerable individuals. We take practical steps to ensure that we are meeting the requirements of this duty in a way that complements the college's core values and is of genuine benefit to all. At Bradford College we challenge all forms of discrimination, hate crime and extremism through our *UNITED Values*:

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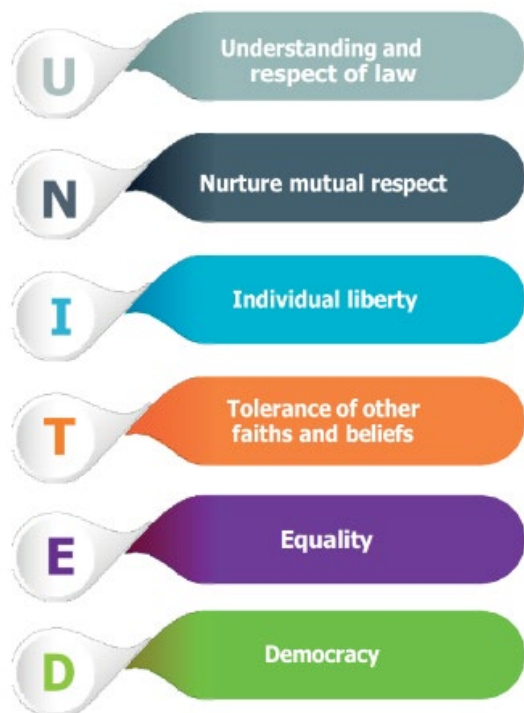
Our UNITED Values incorporate British Values (as defined by the Government) as well as additional elements of Equality (Incorporating the key principles of the Equality Act 2010) UNITED Values not only promote Equality and Diversity, Personal Development and Behaviour and Attitudes, but also support the Prevent Strategy. In February 2017 College received a communication from Ofsted to confirm that there is 'no requirement' to use the term 'British Values' provided the core values are being promoted. Our key aims are to protect students and help them to build resilience against discrimination, hate crime and extremism, to encourage students to develop critical thinking skills throughout the learner journey (induction, curriculum, tutorial, enrichment) and to offer a safe space for students to discuss and debate topical issues in which they can challenge extremist narrative. UNITED Values help create and foster a community that appreciates the basic rights of all its members and is inclusive of people from all groups.

FGM (Female Genital Mutilation)

Staff and student awareness around FGM during training and workshops. There have been no reports of any incidents of FGM again this year. The college demographics for cultures where FGM is more prevalent is low but we continue to monitor it.

Mental Health Initiatives

Bradford College is developing a college wide strategy for wellbeing and mental health:

- Training has been delivered to approximately 20% of college staff in Mental Health First Aid (MHFA).
- MHFA training offer has been extended to students, in particular to trainee teachers and we are looking to offer this to social work students in the future.

Hate Crime Reporting Centre

Bradford College is a Hate Crime Reporting Centre which will offer support to victims to report and record incidents using online systems. Hate Crime Training has also been rolled out across the Safeguarding Team and also to the Security/front of house team.

Ambition Hub

The college recognises that it is in a strong position to influence the preparedness for HE studies through its own FE, community and school-partnership provision. Taking feedback from employers that graduates are lacking the skills they'd prioritise (CBI, 2019), we have identified the need to improve non-perishable skills to support young people from diverse backgrounds into higher education and employment. In addition, we are aware, through our own FE progress reviews, that students often lack the confidence to excel in higher education. As a result, in 22/23 the college launched an Ambition Hub for L3 learners – utilising an extended network of employers to deliver masterclasses, employer projects and an enhanced enrichment offer to support employability skills.

The work-skills and non-perishable elements of this offer will be extended into community settings from 23/24 to help drive attainment through our higher education. Our outreach department will utilise a masterclass model to give a taster of further study to schools across the city and to support the raising of Pre-16 aspiration from 2022.

Students from the six ambition curriculums will come together to take part a series of collaborative masterclasses themed;

1) Leadership and Collaboration (Nov)

2) Digitalisation and E&M (Feb)

3) Sustainability (March)

4) Resilience and Confidence (June)

During the Leadership and Collaboration masterclasses our employer sponsor, Bradford Bulls, facilitated a session focused on disability rugby. Students had an opportunity to experience wheelchair rugby as part of their team working experience which enriched their understanding of disability sports.

A residential visit is a core component of the Ambition Hub. Early Years curriculum took their students to a residential experience to encourage independent learning skills as well developing outdoor collaboration experiences.

The forest school particularly focused on Montessori approach to learning enabling greater independence of learning for students.

To support the employment prospects for students, digital badges have been created to showcase the skills students have developed as part of their enhanced experiences. These are recognised by the stakeholder employers and work in underway across the region to engage more employers with digital badging.

Library Services

The Library Services team have continued to provide a comprehensive service to students through a blend of face to face, synchronous and on demand sessions, a diverse and engaging library

collection, competitions, and a welcoming environment. Key impacts on the student experience in 2022/23 include:

- Increased library resources at Trinity Green including more books to support reading for pleasure.

- The creation of Library Online site to support teaching staff wishing to diversify their reading lists. Librarians have read and attended a number of information sessions on this, and are ensuring collections become more representative of our student body by ordering outside of reading lists.

- The creation of the Young Adult reading collection which includes books on various topics affecting our younger students – this was developed in consultation with the Head of Department for English and Maths and particularly aimed at reluctant readers and those who do not have books at home.

- The implementation of changes to the Discover interface to increase user accessibility to the online journals and databases subscribed to by the College library.

- The continued improvement of the Library Online website following student and staff feedback, to simplify the interface improve access to information.

- Updating library displays to mirror the college's themes and to highlight any notable issues or days of awareness throughout the year.

- Continuing to add books requested by students, as well as improving diversity of reading by increasing the number of dyslexic-friendly, LGBTQIA+, neurodiverse, and BHM books in our book collection.

- Working with both ESOL and Progression to Learning and Work curriculum areas to provide focussed reading groups. ESOL students are given the opportunity to select which titles they wanted the library to order for them to read.

- The provision of a range of activities to enrich the student experience which have included writing and storytelling competitions, the Bradford College Big Read as well as other competitions and quizzes with prizes. Black History Competition attracted a range of submissions including artworks, textiles, poetry, biographies and stories. The quality of work was so good that the display was retained for a number of months.

- The provision of work experience placements for Project Search students which has been extremely rewarding for both the students and our staff.

- Library staff continued to provide exam support as invigilators, readers and scribes.

IAG Team - Student finance

Student Funding Report

📈 16-19 Learner Support Fund: 8.5% increase in the number of students supported.

📈 19+ Learner Support Fund: 10.3% increase in the number of students supported.

📈 Free Meals in Further Education: 9.3% increase in the number of students supported to access free meals.

🏢 Service Location: Officer location has moved from GF19 to the reception area of DHB to provide a more accessible and visible service for the start of the 2023/24 academic year.

📱 Metro Mobile App: The team continues to utilize the app to ensure students receive their transport support more efficiently and effectively.

🥐 Free Breakfast: Student funding continued to support all students with a free breakfast across all sites.

💻 Laptop Loans: All available laptop loans were issued and allocated to students across the bursary schemes.

🤝 Collaboration with Student Union: Worked collaboratively to create and distribute a survey for catering options in the college. Results were shared with the catering team to inform them of student preferences regarding free meal entitlements.

💰 Free Meal Entitlement Increase: In-year discussions resulted in an increase from £3.50 to £5.00 per student per day for free meal entitlements starting September 2023.

🚌 Metro Desktop Loaders: Introduced to the Student Funding Office to further assist students with their transport requirements.

Bursary Fund Name	Total Applications Approved
16-19 Learner Support Fund Bursary	1516
19+ Learner Support Fund Bursary	1274
Free Meals In Further Education (GMS	705
Vulnerable Bursary Scheme	136
19+ Advanced Learner Loan Bursary	96
19+ LSF Tuition / Exam Fee support	25
19+ LSF Childcare support	37
16-19 Laptop Loans	104
19+ Laptop Loans	164
Edna Woodhouse Legacy Fund	7

OFSTED

Margaret McMillan School of Education Ofsted 'Good' Rating for teacher training!

In May 2023, teacher training was awarded a 'Good' rating by Oftsed. This rating covers all areas of primary, secondary, and further education and skills teacher training, as well as quality, leadership, and management. The report praised how trainees are well prepared for the day-to-day realities of the classroom. Students learn how to manage behaviours and meet the wider needs of pupils with special educational needs and disabilities (SEND) or who speak English as an additional language. Inspectors also commended how staff consider the needs of disadvantaged trainees and recruit from a local area to meet the demand for teachers in Bradford. Sarah Applewhite, Bradford College Vice Principal for Quality, Teaching and Learning, said: "Staff at Bradford College work tirelessly to transform lives, and this report confirms that we are significantly improving outcomes for our students, schools and education providers, and the local community."

College of Sanctuary Award Presented to Bradford College

In October 2022 Bradford College was formally presented with the FE College of Sanctuary award. This is the first time a college in West Yorkshire has received this accolade from City of Sanctuary UK. This sought-after title recognises the exceptional level of assistance the College provides to some of the most vulnerable learners seeking sanctuary in the city. Supporting just one Refugee/Asylum Seeker in 2010, Bradford College has now helped nearly 2,000 and is one of the largest support providers in the UK. The region receives around 13% of the UK's Asylum Seekers, and migration data shows Bradford to be one of four locations to receive the highest proportion of these individuals (although this still represents just 0.46% of the district's population).

Partnering with Schools and Other Organisations to Raise the Attainment of Young People:

Go Higher West Yorkshire

We are committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY) to take a coherent, county-wide approach to reducing inequalities in access to, success in and progression from higher education. We co-fund the core function of the partnership which covers the whole student lifecycle, support our staff to contribute to collaborative activity for the benefit of the wider partnership, and its Uni Connect programme. The aim of the partnership is to bring together members and stakeholders to ensure that higher education – in all its varied forms – is an accessible option that is considered by a wider and more inclusive audience in our local area, and to support these prospective students in and through our institutions.

At a regional level the college work across our partners to develop strategic measures which positively influence equality gaps for our local population. In turn, this ensures our diverse communities are support to access and attain through their educational journeys, for example:

Work with Bradford Council to achieve its Equality Plan 2020-2025, through membership of the Systems Equality Group which support the Council's Wellbeing Board in implementing its commitment to equalities;

The Black Leadership Group

Work with the Black Leadership Group continued throughout the year. The college is now a member of their Consultative Group, which has been set up to develop a 'Roadmap' to address the two

issues: Black Student Attainment Gaps & Black Staff under-representation. Membership of the group is made up of the FE colleges sector and the FE system.

Mission 44 – Ignite Partnership

Bradford College has teamed up with Mission 44 as part of the Ignite Partnership to create more opportunities for young people from underserved communities to progress into STEM careers and motorsport. Ignite, launched by Sir Lewis Hamilton and the Mercedes-AMG PETRONAS F1 Team, was founded to improve diversity in STEM and motorsport. To date, Ignite has committed over £1.1m to fund initiatives supporting young people from underserved communities across the United Kingdom. A series of grants will support Bradford College in raising awareness of motorsport STEM career opportunities, in working with employers to increase the number of available apprenticeships and in providing financial bursaries and wraparound support.

Part 4 Student Equality Data

Further Education Demographics, All Ages

In the past year, achievement rates across all groups and demographics have seen a concerning decline. This trend highlights the need for targeted interventions to support our diverse student population.

📉 Overall, achievement rates have decreased, indicating challenges that may require a deeper analysis of our educational practices and support systems.

🍽️ Particularly alarming is the decline among students entitled to free college meals, who experienced a significant drop of 21.3% compared to last year's data. This suggests that socioeconomic factors may be impacting their educational outcomes and emphasizes the importance of enhancing support mechanisms for these students.

🌍 Demographic Gaps: There are notable disparities in achievement rates between different demographic groups:

White Students: 57.6%

BAME Students: 65.2%

This gap indicates a need for focused strategies to ensure equity in academic performance and to address the barriers faced by BAME students.

📚 In terms of learning difficulties, the data reveals:

Students with Learning Difficulties: 57.6%

Students without Learning Difficulties: 64.2%

These figures point to a critical area where additional resources and tailored support are necessary to improve outcomes for students with learning difficulties.

As we move forward, it is imperative that we analyse these trends and implement strategies aimed at closing these gaps, ensuring all students receive the support they need to achieve their full potential.

16-18 Demographics

In our analysis of achievement rates, significant disparities have emerged, particularly in relation to socioeconomic status and learning needs. Understanding these gaps is crucial for fostering an inclusive educational environment.

📊 The most pronounced demographic gap exists between learners who are not entitled to free college meals and those who are. The achievement rates stand at 59.2% for non-entitled learners compared to 52.7% for those entitled to free meals. This gap highlights the challenges faced by economically disadvantaged students and underscores the need for targeted support to help them succeed.

📚 Additionally, learners with a learning difficulty or disability (LDD) are 3.3 percentage points (pp) less likely to achieve compared to their peers without LDD. This disparity emphasizes the necessity of tailored interventions and resources to assist these students in overcoming barriers to their educational success.

🌐 Furthermore, the data indicates that White students are also at a disadvantage, being 3.2 pp less likely to achieve compared to their ethnic minority counterparts. This finding points to potential systemic issues that may affect the academic performance of White students relative to their peers, suggesting that a broader understanding of student experiences is needed to address these gaps effectively.

19+ Demographics

This year, we have observed a concerning decline in achievement rates across all student groups compared to the previous year. This trend necessitates a closer examination of the factors influencing student success and highlights the importance of implementing effective support systems.

📉 Overall achievement has decreased across the board, indicating that all students, regardless of background, are facing challenges that may be affecting their educational outcomes. Understanding the root causes of this decline is essential for fostering an environment conducive to success for all.

📊 The most significant demographic gap in achievement exists between female and male students, with male students being 5.4 percentage points (pp) more likely to achieve than their female counterparts. This disparity raises important questions about the differing experiences and support needs of all students, highlighting the need for targeted interventions to ensure equitable opportunities.

🏷️ Additionally, demographic gaps persist between students who are entitled to free college meals and those who are not. This ongoing gap underscores the impact of socioeconomic factors on educational attainment, emphasizing the need for strategies that specifically address the challenges faced by economically disadvantaged learners.

📚 Furthermore, students with a learning difficulty or disability (LDD) also experience achievement gaps when compared to their peers without such challenges. This indicates a pressing need for tailored resources and support systems that can help these students overcome barriers to success.

Attendance V Achievement by Demographic

Demographic Group	Average Attendance (%)	Achievement (%)	Failure Rate (%)
Female	83.70%	58.20%	41.80%
Male	81.00%	55.80%	44.20%
BAME	82.60%	58.40%	41.60%
White	81.10%	52.00%	48.00%
IMD Q1	82.30%	55.70%	44.30%
IMD Q2+	82.00%	59.40%	40.60%
FME	80.60%	60.10%	39.90%
Not FME	82.60%	56.10%	43.90%
LDD	81.20%	52.60%	47.40%
No LDD	82.50%	57.30%	42.70%
High Needs	83.10%	34.40%	65.60%
Other	-	51.70%	48.30%

While the data clearly shows that increased attendance leads to improved outcomes, barriers still exist, particularly for disadvantaged students.

Key Takeaway: Our primary focus is on removing barriers to attendance to enhance student success. By prioritising consistent attendance, we can help drive achievement across all demographics.

HE Outcomes - female

Year	Pass (%)	More Attempts (%)	Fail or Non-sub (%)	Total (%)
1920	89.10%	5.90%	4.90%	100%
2021	86.50%	7.30%	6.10%	100%
2122	91.70%	6.30%	2.00%	100%
2223	92.60%	5.40%	2.00%	100%

HE Outcomes – male

Year	Pass (%)	More Attempts (%)	Fail or Non-sub (%)	Total (%)
1920	80.40%	9.60%	10.00%	100%
2021	79.80%	14.50%	5.70%	100%
2122	89.40%	9.00%	2.00%	100%
2223	85.80%	11.70%	2.00%	100%

HE Outcomes by IMD Q1

Year	Pass (%)	More Attempts (%)	Fail or Non-sub (%)
1920	85	6.6	8.4
2021	83.6	6.2	10.2
2122	89.8	2	8.2
2223	88.2	2.2	9.6

HE Outcomes by IMD Q2-5

Module Outcomes Summary Chart

HE Outcomes by LDD

Module Outcomes Summary Chart

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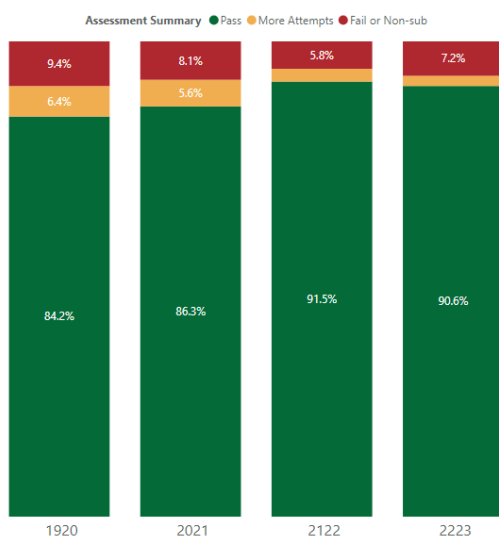
HE Outcomes by No LDD

Module Outcomes Summary Chart
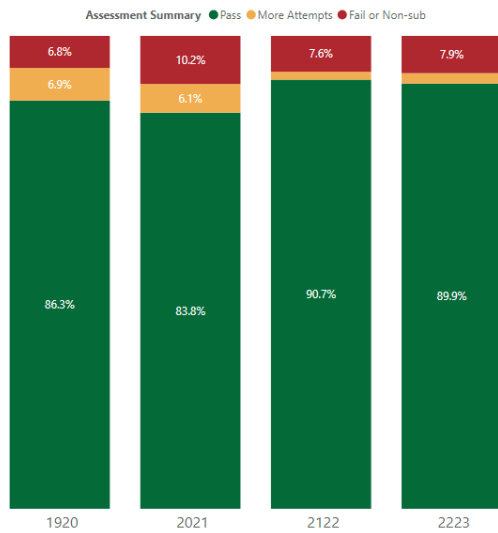
Female students in this category outperform all other demographic of learners. The gap has widened between male and female learners who pass HE programmes.

Male students had the lowest pass rates of all demographics. Male students from an ethnic minority background, have an even lower pass rate of 81.7%

Module Outcomes Summary Chart
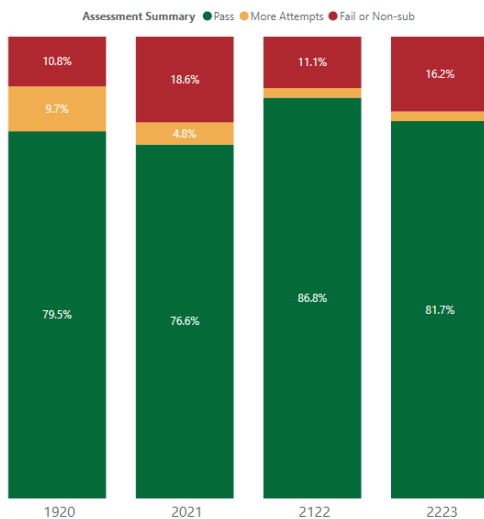
The gap between ABMO students and White students has increased this year. White students were 5.7pp more likely to pass than their ABMO counterparts.

Overall, the attainment gap between ABMO and IMD Q1 are the most concerning given recent changes to OfS quality and standards measures.

Module Outcomes Summary Chart

The College must continue to pursue strategies for addressing poor achievement and continuation, including:

- Support the development of the skills needed to transition to, engage with, and succeed at HE. Increase support for academic writing skills.

- Deliver high-quality, timely data about student engagement and outcomes

- Ensure that data strategies effectively support intervention

- Strategies in place to identify male students from minority ethnic backgrounds at risk of failing.

Part 5 Staff Equality Data

College Staff Demographics

Total workforce: 914 staff:

- Female: 61%

- Male: 38%

- Unspecified 1%

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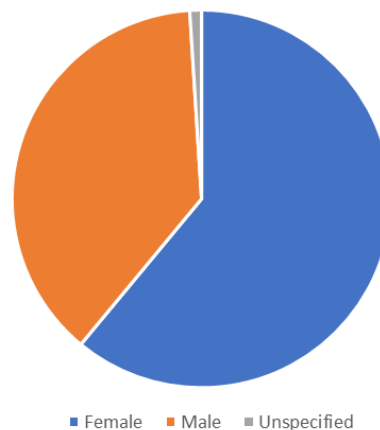
Ethnicity:

- 52% White

- 27.4% Black, Asian, Mixed or other ethnicity; Asian is 22%

- 20.7% unknown or prefer not to say
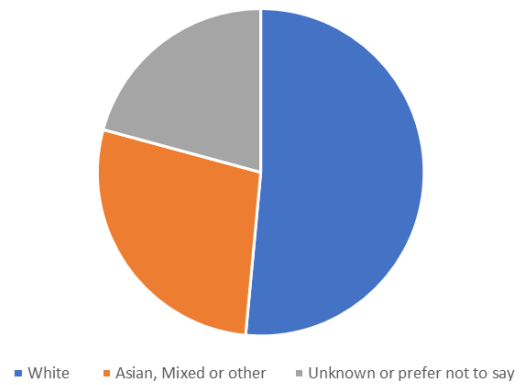
We are a Disability Confident employee and 9% of our staff have a shared that they have a disability or learning difficulty (eg, dyslexia).

In terms of age profile, 34% of our staff are over 50 years old.

- Age 20-25   7.55%

- Age 26-30   7.22%

- Age 31-35   9.85%

- Age 36-40   13.46%

- Age 41-45   15.65%

- Age 46-50   12.25%

- Age 51-55   13.02%

- Age 56-60   11.6%

- Age 61-65   6.02%

- Age 66-70   3.39%
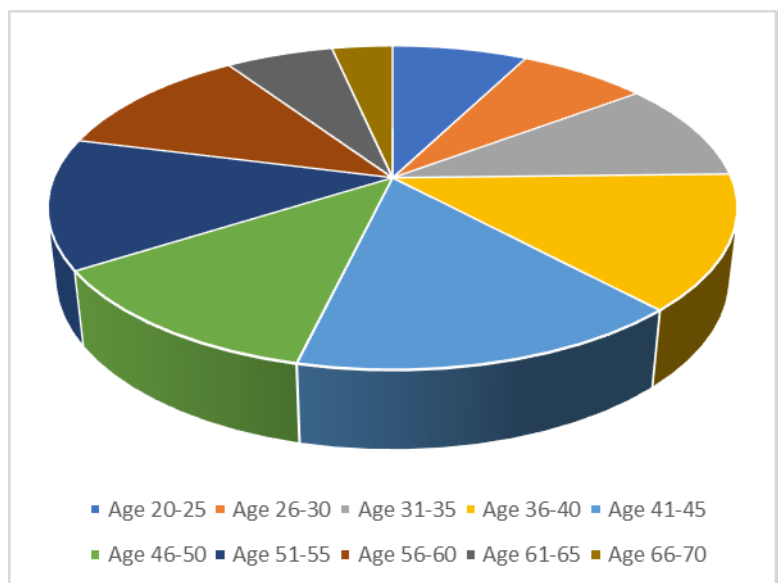
In terms of sexual orientation, the data is as follows:

- 67% Heterosexual

- 3% LGBTQ+/Other

- 25% not stated

- 5% prefer not to say
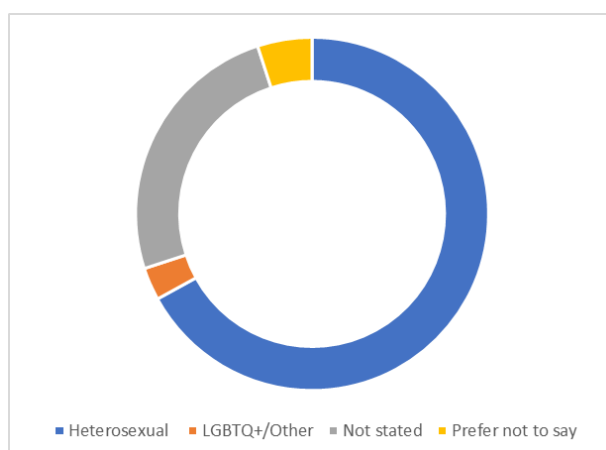
Staff turnover

Staff turnover in 2022/23 was 14.0% which was below the sector average, which was 17.4%.

College Staff Disciplinary data

Data was collected in this area from Aug 22 to July 2023. There was a total of 12 management investigations that took place over this period. This consisted of 8 staff who were of ethnic minority backgrounds and 4 were White. These led to a total of three disciplinaries, which is considered to be a low number given the size of our organisation. However, all three individuals were Asian and female. All three were cases of gross misconduct, and out of those, two members of staff resigned before an outcome was delivered.

Sex	Male	Female
	0	3

Disability	Yes	No	Prefer not to say
	0	2	1

Age	20-25	26-30	31 -35	36-40	41-45	46-50	51-55	56-60
	1		1		1			

Ethnicity/Race	Asian or British Asian	Black or Black British	Mixed – White & Caribbean	White – English/Welsh/Scot	Prefer not to say
	3	0	0	0	0

Sexual Orientation	Heterosexual	Prefer not to say	Gay/Lesbian
	2	1	0

Religion	Agnostic	Christian/CofE/Catholic/Protestant	Christian – other denomination	Islam	No religion	Prefer not to say
	0	0	0	2	0	1

Anti-racist college

As part of our commitment to becoming an 'anti-racist' organisation, which identifies the active difference in our staff simply being *not racist*, the college have put the mechanisms in placed to collect the data to provide analysis on an ethnicity pay gap.

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The ethnicity pay gap shows the difference in the average pay between all White staff and those from mixed and ethnic minority backgrounds, irrespective of their job or position.

	Median Whole College Hourly Pay	Median White Hourly Pay	Median Asian Hourly Pay	Median Black Hourly Pay	Median Mixed Hourly Pay	Median Other Hourly Pay	Median 'Unknown' Hourly Pay
Median	£15.79	£17.23	£15.28	£15.00	£12.48	£14.89	£15.31
Target Line (Based on Whole College Average)	£15.79	£15.79	£15.79	£15.79	£15.79	£15.79	£15.79
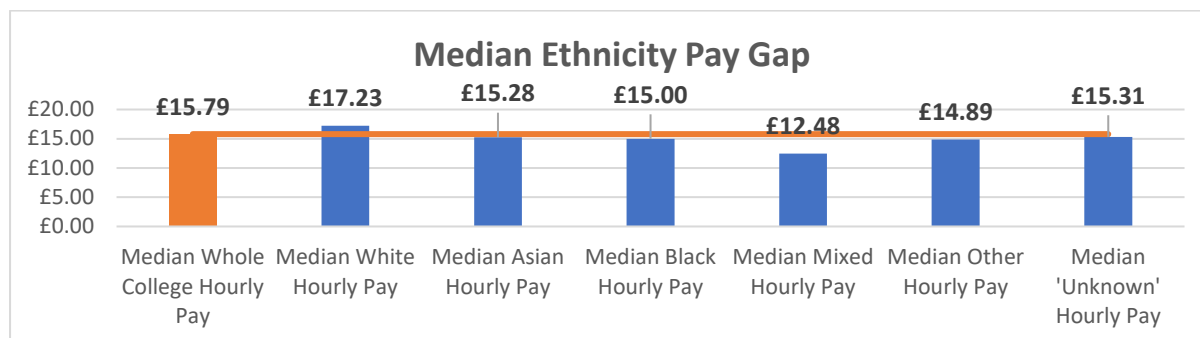
Median Ethnicity Pay Gap	2022	2023
Median - White / Asian	12.8%	11.3%
Median - White / Black	13.7%	12.9%
Median - White / Mixed	5.7%	27.6%
Median - White / Other	12.5%	13.6%
Median - White / Unknown	16.5%	11.1%

It is worth noting, that whilst the data is concerning given the disparity of gaps, it is the first time the college has attempted to analyse the data for this purpose. The median gap has been referenced, as this follows the same standard as the gender pay gap reporting requirements. It is also worth noting that it is not yet a requirement to collect, analyses or report on our ethnicity pay gap. However, it is considered best practice to do so.

The data is evidencing that the biggest disparity gaps lie between those staff who are of mixed and White heritage.

On average, White staff are paid £17.65 per hour at the college. Whereas staff from mixed heritage backgrounds ae paid an average of £15.31 per hour. However, there were only 23 members of staff in the mixed heritage category, in comparison to 472 white counterparts. Smaller numbers skew the data. Going forward, we feel it would be more statistically relevant to group our ethnic minority categories, and report on ethnic minority, mixed and White.

	Mean Whole College Hourly Pay	Mean White Hourly Pay	Mean Asian Hourly Pay	Mean Black Hourly Pay	Mean Mixed Hourly Pay	Mean Other Hourly Pay	Mean 'Unknown' Hourly Pay
Mean	£16.76	£17.65	£15.74	£15.52	£15.31	£17.47	£15.78
Target Line (Based on Whole College Average)	£16.76	£16.76	£16.76	£16.76	£16.76	£16.76	£16.76
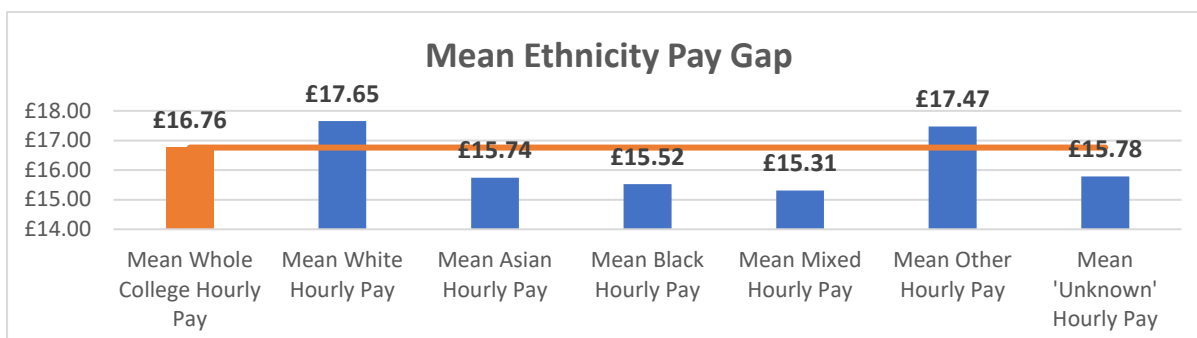
Bradford College Gender Pay Gap Report 2022-23

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 2023

This is our annual gender pay gap report for the snapshot date of April 202.

In Bradford College, women earn 95p for every £1 that men earn when comparing median hourly wages. Their median hourly wage is 5.4% lower than men's. This is an improvement on the previous year. The mean gender pay gap has also reduced compared with the previous year.

- Our mean gender pay gap is 2.6%.

- Our median gender pay gap is 5.4%

- 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.

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Males	Females	Quartile
40.1%	59.9%	Upper quartile
43.2%	56.8%	Upper middle quartile
35.1%	64.9%	Lower middle quartile
39.5%	60.5%	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 2023

Bradford College's overall median gender pay gap at April 2023 was 5.4%. This means that on average women were paid 95p for every £1 men were paid. Our mean gender pay gap was 2.6%. We take our gender pay gap seriously and have reviewed our commitments to address the issue and the gap closed during 2022-23.

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 due to clear published pay bands and grading

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. 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.

At April 2023, 50% of the Senior Leadership roles were held by females. At the Head of Department Level, 50% of the roles were filled by women. This is an increase on the 45% in 2022, but we recognise that there is still more to be done to ensure that our management roles are more representative of the higher proportion of women in our total workforce.

One of the main factors contributing to our gender pay gap was the difference in the female representation at different levels within the college, particularly in the upper two quartiles where the balance of men and women is skewed away from the workforce profile. The gender pay gap data had not changed significantly between 2021 and 2022. However, in 2023, the percentage of women had increased in the upper quartile and reduced in the lower quartile and this has had a positive impact on the gender pay gap.

Bradford College
Equality, Diversity and Inclusion Annual Report 2022-23

Bradford College is committed to undertaking the necessary action to close its gender and ethnicty pay gaps. We have or will take the following steps:

- Have the strategic objective 'to be a fully inclusive college'.

- Developing training in fair recruitment and selection and ensuring there are no barriers to selection, development and promotion at any level.

    o Include multiple women and ensure diversity in shortlists for recruitment and promotions.

    o Guaranteeing all women that meet the essential criteria an interview in areas where there is low representation, eg, IT and Engineering and Construction.

    o Including skills-based assessment tasks in recruitment, rather than relying solely on interviews.

    o Use structured interviews for recruitment and promotions.

- Updated all the college's Family Friendly policies and procedures.

    o Improved workplace flexibility for men and women.

    o Allowing staff to work flexibly wherever possible.

    o Adopt right to request flexible working from day 1 of employment ahead of law changing.

    o Encouraging the uptake of Shared Parental Leave.

- A new Menopause Policy to support women remaining in employment during the menopause.

- Encourage the recruitment of returners (people who have taken an extended career break for caring or other reasons and who are either not currently employed or are working in roles for which they are over-qualified).

- Investing in line management and leadership development programmes, including an aspiring leader's course.

- A coaching programme for women to develop a talent pipeline.

- Analysing the workforce data and determining how we can address disproportionate representation within the workforce through our recruitment and talent development strategies.

    o Respective departmental actions, such as positive action recruitment targets where disparities exist.

- Achieving Investors in Diversity status and ensuring that EDI is embedded in the Employer of Choice strategic priority.

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Historical Gender Pay Gap Data Trends

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Median Men Hourly Rate Men	£1.00	£1.00	£1.00	£1.00	£1.00	£1.00
Median Hourly Rate Women	£0.93	£0.85	£0.89	£0.92	£0.92	£0.95
Median Gender Pay Gap	7.3%	15.3%	11.1%	8.4%	8.5%	5.4%

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Mean Hourly Rate Men			£16.90	£17.04	£17.30	£17.03
Mean Hourly Rate Women			£15.70	£15.76	£15.94	£16.58
Mean Gender Pay Gap	6.3%	8.6%	7.1%	7.5%	7.9%	2.6%

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Upper Quartile Men	45.4%	48.7%	52.0%	42.7%	43.1%	40.1%
Upper Quartile Women	54.6%	51.3%	48.0%	57.3%	56.9%	59.9%
Upper Middle Men	43.6%	48.2%	48.3%	44.7%	42.5%	43.2%
Upper Middle Women	56.4%	51.8%	51.7%	55.3%	57.5%	56.8%
Lower Middle Men	45.4%	36.7%	38.4%	38.7%	36.0%	35.1%
Lower Middle Women	54.6%	63.4%	61.6%	61.3%	64.0%	64.9%
Lower Quartile Men	31.3%	31.9%	26.3%	31.7%	34.9%	39.5%
Lower Quartile Women	68.7%	68.1%	73.7%	68.3%	65.1%	60.5%

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Bonus % Men	0.02%	0.00%	0.00%	0.00%	0.0%	0.0%
Bonus % Women	0.02%	0.00%	0.00%	0.00%	0.0%	0.0%
Median Bonus Pay Men	£1.00					
Median Bonus Pay Women	£0.74					
Mean Bonus Pay for Women Lower by	26.10%					

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Staff Learning and Development

The college demonstrates its commitment to equity, diversity and inclusion by providing a range of learning and development opportunities for staff.

The Equality and Diversity eLearning training module is a mandatory requirement for all new starters as part of their induction plan to be completed within their first 8 weeks of joining the college. Following this all staff undergo regular refresher training to keep their knowledge up to date. Mandatory training is reviewed for all staff as part of the quarterly Business Review process.

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

As part of our 2-day face to face staff inductions we include a dedicated session on Equality, Diversity and Inclusion. These sessions are mandatory for all new staff based at the college with a virtual version for remote workers available soon.

The Innovation team have been running sessions on Diversity and Inclusion for Curriculum staff in Construction Management to look at how to embed EDI into their curriculum, including accessibility in the classroom.

The Equity hub is a sharepoint site being set up to support curriculum staff with resources and useful links to support staff to support our students.

Governance

Members of the college Corporation board agreed on an action to produce and annual governance EDI statement which has been documented in the Governance Quality Improvement Plan. The annual statement is intended to describe the work undertaken, including the board's recruitment policy and practices, a description of its policy on equality and diversity and any measurable objectives that it has set together with progress in their implementation.

Part 6 Summary and Actions

Student with SEND

- Students with SEND generally had lower scores than students with EHCPs, particularly in relation to teachers not understanding their support needs. As a result, a KPI around monitoring the implementation of support recommendations was created by the department and will be triangulated with feedback from the Quality of Education Review (QER) process.

Student Equality Data

- Achievement rates have decreased for all groups and demographics. The largest decline in attainment was for those students who are entitled to free college meals, who saw a decline of 21.3% in comparison to the previous year's data.
- 16-18 - The biggest demographic gap in this category exists between those learners who are not entitled to free college meals and those who are – 59.2% compared to 52.7%.
- Male HE students had the lowest pass rates of all demographics. Male students from an ethnic minority background, have an even lower pass rate of 81.7% in HE.

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Safeguarding and Wellbeing

- Slightly more males 55% than females 48% accessed the service
- The two largest ethnicity groups accessing the service are White - English Welsh
- Scottish & NI at 35% and Asian Pakistani at 29%, this has remained in line with last
- year's statistics
- 32% of the students accessing the service declared as having one or more disability or learning difficulty, this has been a slight increase since last year from 28%.
- Out of 169 children Looked After, 83 of whom were UASC students, which is an increase from the year before.
- The service has seen a spike of students accessing mental health support. There were 71 individuals who presented with suicidal ideation or attempted suicides during 2022/23, and a further 29 students who had made suicide attempts. An extremely significant increase from the previous year where the number was at 18 learners.

Staff Equality Data

- Our median gender pay gap is 5.4% a reduction of 3.1% from the year before, when the gap was 8.5%
- Our highest disparity in pay between staff from different ethnicities is between white and mixed heritage staff, where the gap is at is widest at 27.6%

OFSTED

- Margaret McMillan School of Education Ofsted 'Good' Rating for teacher training.

Actions:

The College must continue to pursue strategies for addressing poor achievement and continuation, including:

- Support the development of the skills needed to transition to, engage with, and succeed at HE. Increase support for academic writing skills.
- Deliver high-quality, timely data about student engagement and outcomes
- Ensure that data strategies effectively support intervention
- Strategies in place to identify male students from minority ethnic backgrounds at risk of failing.
- As part of our Access and Participation Plan, we are committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY) to take a coherent, county-wide approach to reducing inequalities in access to, success in and progression from higher education. We co-fund the core function of the partnership which covers the whole student lifecycle, support our staff to contribute to collaborative activity for the benefit of the wider partnership, and its Uni Connect programme. The aim of the partnership is to bring together members and stakeholders to ensure that higher education – in all its varied forms – is an accessible option that is considered by a wider and more inclusive audience in our local area, and to support these prospective students in and through our institutions.
- Specific actions are outlined in SO1, SO3 and SO4 that's address our disparity concerns.