



Equality, Diversity & Inclusion Annual Report 2024-25

Bradford College

Contents

- Introduction 3
- Strategic Commitment to Inclusion 4
- Structure of the EDI Annual Report..... 5
- Part 1: Scope, Ambition and Statutory Context 6
- Part 2: Our College and Community Profile (Our DNA) 13
- Part 3: Key Achievements and EDI Activity 15
- Part 4: Student Equality Data 32
- Part 5: Staff Equality Data 36
- Part 6: Summary and Forward Actions 50

Introduction

At Bradford College, our vision – Creating a Better Future for All Through Education and Training – underpins our institutional mission and our responsibilities as a public body. In line with the Public Sector Equality Duty, we are committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations between people who share a protected characteristic and those who do not. These principles guide our strategic decision making and shape our approach to education, employment, and community engagement.

Located in the heart of one of the UK’s most diverse cities, Bradford College operates within a complex and richly multicultural context that informs our Equality, Diversity and Inclusion (EDI) priorities. We recognise both the opportunities and the inequalities experienced by our learners, staff, and communities, and we are committed to addressing barriers relating to access, participation, attainment, progression, and representation. Our approach is rooted in fairness, transparency, and accountability, ensuring that inclusion is embedded across policies, practices, and organisational culture.

Our EDI strategy places a renewed focus on equity rather than equality alone, recognising that different individuals and groups may require tailored support to achieve comparable outcomes. This includes strengthening inclusive teaching and learning practices, improving physical and digital accessibility, tackling racism, harassment and other forms of discrimination, and promoting staff and learner wellbeing. We are also prioritising the use of robust equality data and lived experience feedback to inform action, measure impact, and drive continuous improvement.

As the largest provider of 16–19 education and training in the local authority area, Bradford College serves over 10,000 learners annually across 4 campuses, offering a broad and responsive curriculum that includes T Levels, vocational qualifications, apprenticeships, adult learning, and higher education. Additionally, we offer community-based learning across 37 satellite sites and community venues across the district. This extensive reach enables us to work collaboratively with partners, employers and communities to support social mobility, widen participation, and contribute positively to community cohesion. Through this work, we aim not only to reflect the diversity of the communities we serve, but to actively champion inclusion, respect and opportunity for all.

In October 2024, the college was inspected under the Education Inspection Framework and graded Good overall, with Outstanding for Behaviour and Attitudes. Inspectors praised the college’s relational leadership, inclusive ethos, and high expectations.



Alina Khan,
Vice Principal EDI
January 2026

Our vision

Creating a better future for all through education and training.

Our mission

Working together to transform lives.

Our values

- **Trustworthiness** - We value Trustworthiness. We are dedicated to honesty, and reliability in all our interactions, with our staff and students but also our partners and wider stakeholders. Trust is not just a word, it’s a promise we keep, a commitment we honour.
- **Inclusivity** - We value Inclusivity. We are relentless in our pursuit of inclusivity, with unyielding persistence to create an environment where everyone is heard, every perspective is valued, and every individual feels a sense of belonging.
- **Excellence** - We value Excellence. We are fiercely ambitious for staff and students. We set high standards for ourselves and our work, consistently striving for the best outcomes in everything we do.

Strategic Commitment to Inclusion

Strategic Objective 1

To Become a Truly Inclusive College, reflects our responsibility as an education provider and public institution to address inequality, discrimination, and disadvantage wherever they exist. This objective aligns directly with the Public Sector Equality Duty and challenges us to identify and remove systemic, institutional, and individual barriers that limit opportunity or undermine a sense of belonging. Our commitment is not only to comply with statutory obligations, but to embed equality, diversity and inclusion as core principles of organisational effectiveness and educational excellence.

Becoming a truly inclusive college requires collective ownership and accountability. We recognise that meaningful and sustainable change can only be achieved through the active involvement of the entire College community, including Corporation members, staff, learners, partners, visitors, contractors, and subcontractors. Each group has a role to play in promoting respectful behaviours, challenging discrimination and harassment, and ensuring that policies and practices are inclusive, accessible and fair.

Our approach prioritises proactive action rather than reactive response. This includes strengthening inclusive leadership, embedding EDI expectations within governance and performance frameworks, and creating safe and supportive environments where all individuals feel respected, heard and valued. We are committed to fostering a culture that actively promotes equality of opportunity, supports positive mental health and wellbeing, and celebrates the diversity of lived experiences across the College.

Our Equality, Diversity and Inclusion journey is continuous rather than finite. This annual report sets out the progress made during the past year, identifies ongoing and emerging challenges, and outlines the targeted actions we are taking to improve outcomes for learners and staff from underrepresented or disadvantaged groups. Through reflection, evidence-led practice and engagement with lived experience, we remain committed to strengthening inclusion at every level of the organisation and ensuring that Bradford College continues to be a place where everyone can thrive.

Structure of the EDI Annual Report

This report is structured across six interconnected sections to provide a transparent and comprehensive overview of Bradford College's Equality, Diversity and Inclusion activity, progress, and statutory compliance during the 2024-25 academic year.

Part 1: Scope, Ambition and Statutory Context

This section sets out the purpose and scope of the 2024-25 EDI Annual Report, outlining the College's strategic ambitions in relation to equality, diversity and inclusion. It also confirms our statutory duties under the Equality Act 2010 and the Public Sector Equality Duty, including how these obligations are met through governance, policy, and monitoring arrangements.

Part 2: Our College and Community Profile (Our DNA)

This section provides an overview of the demographic composition of our College community, including learners and staff, alongside relevant contextual information about the local population we serve. Understanding this profile enables us to identify patterns, disparities, and areas of over or under representation that inform our EDI priorities and actions.

Part 3: Key Achievements and EDI Activity

This section highlights the key initiatives, interventions, and achievements undertaken during the past year to advance equality of opportunity, eliminate discrimination, and foster good relations. It includes progress against actions within our Equality Action Plan and demonstrates how EDI principles have been embedded across teaching, learning, employment practices, and organisational culture.

Part 4: Student Equality Data

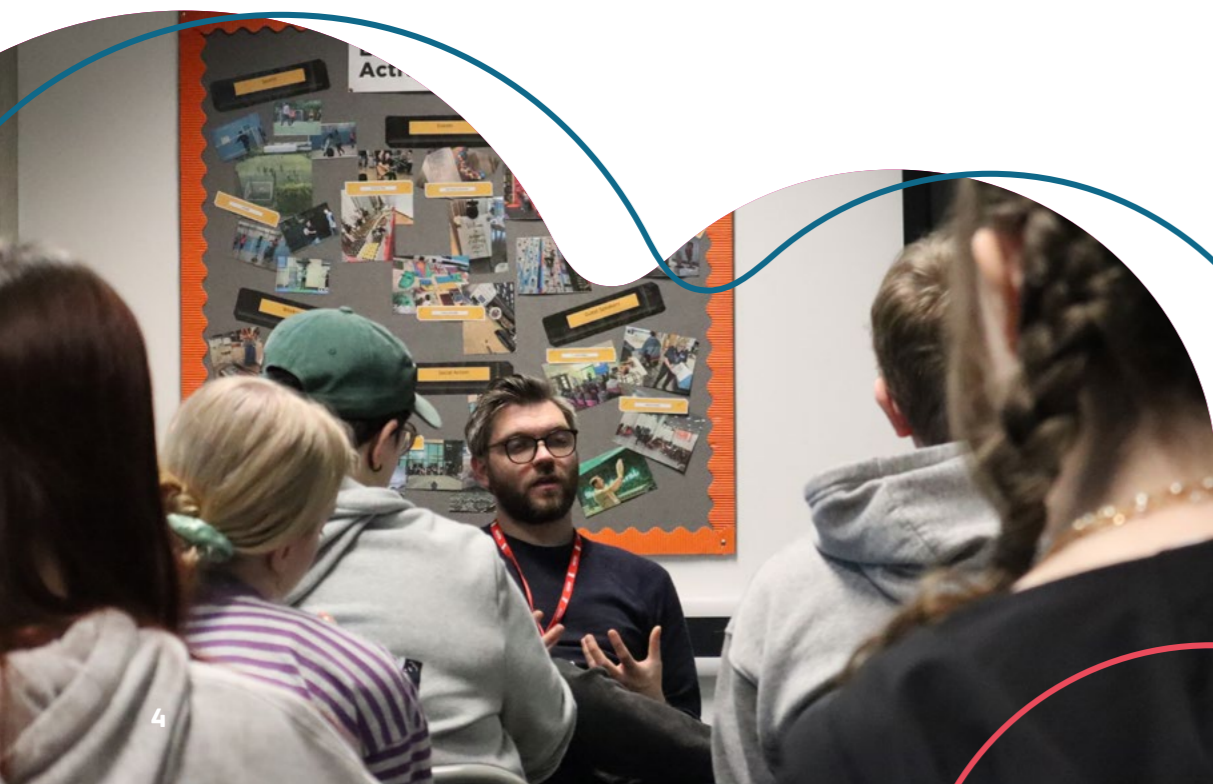
This section presents an analysis of student equality data across relevant protected characteristics. Data trends are examined over time through comparison with internal historical datasets and, where available and appropriate, benchmarked against external data. The analysis supports the identification of attainment, retention, and progression gaps and informs targeted improvement activity.

Part 5: Staff Equality Data

This section focuses on the equality profile of our workforce, including recruitment, selection, and progression data. Where possible, staff equality information is contextualised using external benchmarks, and recruitment and selection outcomes are analysed to identify trends, potential barriers, and areas requiring further action to support a diverse and inclusive workforce.

Part 6: Summary and Forward Actions

The final section summarises key findings from across the report and sets out priority actions for the coming year. These actions are aligned to strategic objectives, informed by data analysis and lived experience, and designed to support continuous improvement in equality, diversity and inclusion across the College.



Part 1 Scope, Ambition and Statutory Context

At Bradford College, we recognise the fundamental role that equality, diversity and inclusion play in delivering high quality education, driving innovation, and strengthening community cohesion. This EDI Annual Report reflects our commitment, as a public body, to meeting our statutory responsibilities under the Equality Act 2010 and the Public Sector Equality Duty by eliminating discrimination, advancing equality of opportunity, and fostering good relations within and beyond the College. The report sets out how Bradford College seeks to create an inclusive learning and working environment that values individuals from all backgrounds, identities, and lived experiences.

Founded in 1832 and situated at the heart of a diverse district, the College is an anchor institution with a longstanding civic role and responsibility. As a further and higher education provider, we aim to raise standards in education and training, respond to the evolving skills needs of employers, and act as a positive force for social justice, inclusion and equality of opportunity across Bradford and the wider region.

Our Equality Duty and Strategic Objective Alignment

Bradford College's Equality Duty reflects the breadth of our mission – working together to transform lives – and our responsibility to deliver **Strategic Objective 1: To Be a Truly Inclusive College**. As a public body, we recognise our duty to lead cultural and systemic change by embedding equality, diversity and inclusion across our learning environment, workforce practices, curriculum, partnerships and decision making processes.

Our ambition is to ensure that every learner and member of staff is treated with dignity, fairness and respect, and that barriers which limit participation, achievement or progression are actively identified and addressed. We are committed to maximising the potential of all individuals through inclusive teaching and learning, fair employment practices, accessible environments, and a culture where people feel safe to express their identity and perspectives.

This report also demonstrates our commitment to listening to and amplifying the voices of our learners and staff. Through engagement, consultation, and the use of equality data and lived experience insight, we seek to ensure that EDI is embedded across decision making and continuous improvement processes. In doing so, Bradford College aims not only to reflect the diversity of the communities we serve, but to lead by example in championing equality, inclusion and opportunity for all.

In line with the Equality Act 2010 and the Public Sector Equality Duty, our Equality Duty applies across employment, education, and service delivery. It directly supports the four key deliverables within **Strategic Objective 1**: fostering belonging, embedding EDI across practice, delivering a culturally responsive curriculum, and strengthening external partnerships to enhance inclusion and opportunity.

We will:

Foster a sense of belonging and psychological safety

- Create learning and working environments where all learners and staff feel safe, respected and valued, supported by robust induction, visible allyship, effective reporting mechanisms, and strong safeguarding arrangements.
- Actively promote mental health and wellbeing through accessible support, inclusive policies, and meaningful engagement forums for staff and learners.

Embed EDI across all College practices

- Integrate equality considerations into governance, leadership, people management, recruitment, procurement and service delivery.
- Maintain zero tolerance for discrimination, harassment, victimisation or hate incidents, supported by transparent reporting systems and clear accountability.
- Ensure all eligible staff complete mandatory EDI training that reflects current priorities, including anti racism, disability equity, LGBTQ+ inclusion, menopause awareness and social capital.

Support equitable access, participation and progression

- Enable all learners to achieve positive outcomes through inclusive teaching, reasonable adjustments, and consistent application of Learner Support Agreements and EHCPs.
- Address disparities in participation, continuation, achievement and progression through data led analysis and targeted intervention.
- Develop inclusive talent pipelines for staff, including mentoring, leadership development and fair recruitment practices, to improve workforce diversity and representation at all levels.

Deliver an inclusive and culturally responsive curriculum

- Embed diverse perspectives, inclusive content and culturally responsive pedagogy across all programmes of study.

- Promote equality, inclusion, sustainability and social justice through enrichment, curriculum design and learner engagement.
- Apply Universal Design for Learning principles to support accessibility and inclusive learning for all students.

Strengthen external partnerships to enhance inclusion and opportunity

- Work collaboratively with employers, community partners, local authorities and statutory agencies to promote safety, inclusion and positive progression outcomes.
- Ensure partners and suppliers align with the College's EDI values and expectations.
- Address underrepresentation and demographic gaps through outreach, recruitment and partnership activity.

We will judge our success by:

- Improved learner outcomes, evidenced through reduced gaps in participation, continuation, achievement and progression across identified student groups.
- Strong indicators of belonging and safety, including high levels of learner satisfaction (SPOC), wellbeing engagement and confidence in reporting concerns.
- Evidence of inclusive workforce practice, demonstrated through staff survey results, recruitment and progression data, ethnicity pay gap reporting and increased representation in leadership and management roles.
- Consistent embedding of EDI within the curriculum, confirmed through Quality Enhancement Reviews, learner feedback and curriculum impact measures.
- Progress against the milestones and KPIs set out under Strategic Objective 1 across the 2025–26 to 2027–28 planning cycle.
- Lived experience feedback from students, staff and stakeholders, informing continuous improvement and responsive action.

Through this strategic alignment, Bradford College affirms its commitment to moving beyond compliance towards measurable, sustained and impactful inclusion, ensuring that Strategic Objective 1 drives meaningful change across every level of the organisation.

Statutory Reporting Obligations and Equality Compliance (2024–25)

Under the Equality Act 2010, Bradford College has a statutory duty to publish information that demonstrates its compliance with the Public Sector Equality Duty (PSED). As a public authority, the College is required to publish equality information on an annual basis, evidencing how equality considerations inform policy, practice, service delivery and employment decisions.

The general equality duty, set out in Section 149 of the Equality Act 2010, requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between different groups.

Bradford College remains firmly committed to fulfilling all aspects of this duty. We recognise that compliance alone is not sufficient and that meaningful equality requires transparency, accountability and continuous improvement. This report forms part of our commitment to being open about the evidence that underpins our decisions, the equality outcomes we are seeking to achieve, and the progress made during the 2024–25 academic year.

Equality Impact Analysis and Assessment

Although the Public Sector Equality Duty does not mandate the use of formal Equality Impact Assessments (EIAs), Bradford College recognises that Equality Impact Analysis remains an effective and proportionate means of demonstrating due regard and supporting informed decision making.

A structured EIA process continues to be applied to:

- New policies, functions, procedures and services;
- Significantly amended or revised policies and services; and
- The scheduled review of existing policies over time.

EIAs consider potential impact across all nine protected characteristics under the Equality Act 2010: age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, pregnancy and maternity, and marriage and civil partnership. All policies requiring an EIA are reviewed by a designated sub group of the EDI Committee as part of the formal consultation process, ensuring equality impacts are fully considered prior to approval by the College Executive and Corporation.

Employment Monitoring and Workforce Equality

Bradford College undertakes comprehensive employment monitoring to understand its workforce profile, identify potential inequalities, and assess the impact of employment and recruitment practices. During 2024–25, equality data relating to Corporation members and the workforce continued to be collected and analysed, including information on ethnicity, age, sex and disability. Where disclosed, data on sexual orientation and gender reassignment is also included to support workforce equality analysis.

Employment monitoring includes analysis of:

- Recruitment and selection activity, including applicant numbers and conversion rates;
 - Starters and leavers;
 - Absence management;
 - Grievance, disciplinary and underperformance procedures.
- Specifically, monitoring captures:**
- The number of employees in post;
 - The number of applicants and their progression through recruitment processes;
 - The number of employees involved in employment related procedures; and
 - Patterns and trends relating to workforce retention and turnover.

This analysis enables the College to identify any disproportionate or adverse impacts on particular groups and to take appropriate action where required. Findings inform targeted interventions, workforce planning and leadership development activity, support the delivery of Strategic Objective 1.

In accordance with statutory requirements, equality information, including workforce data by ethnicity is published annually on the College website and within this EDI Annual Report. This ensures transparency, public accountability and continued compliance with the Equality Act 2010, while supporting the College's ambition to be an employer of choice committed to inclusive and equitable practice.

Key Highlights of the Report:

1. Ofsted 'Good' November 2024 and Outstanding Behaviour and Attitudes

- Inspectors commended the college's inclusive ethos, relational leadership and high expectations.

2. A Diverse and Growing College Community

Learner Demographics:

- 53% female, 47% male.
- 67% from ethnic minority backgrounds (+3% from last year).
- 33% White.
- 68% from the most deprived IMD Quintile 1.
- 22% disclose a disability.

Student Numbers:

- 4210 FE learners aged 16–18; 698 aged 19+.
- 257 in 14–16 provision.
- 540 Higher Education students.
- 214 new apprentices aged 16–18; 1268 aged 19+.
- 370+ HE graduates in Nov 2024.

3. Excellent Student Feedback (Across FE, HE & Adults)

- 95% of FE students feel treated with dignity and respect.
- 95% feel safe.
- 98% of adult learners say the college is inclusive.
- 94% of HE students feel respected by staff.
- 93% believe the curriculum is inclusive and diverse.
- 96% feel supported by their personal tutors.



4. Strong Progress for Disadvantaged Learners

Achievement Trends

- Female learners outperform males.
- BAME learners outperform White learners in achievement.
- Free Meal Eligible students outperform non-FME, especially in high grades.
- EHCP learners have the highest attendance and strong achievement.

5. High Needs & SEND Excellence

- 100% EHCP annual reviews completed.
- 98% of High Needs learners feel well supported.
- 96.9% retention, 94.2% achievement for High Needs learners.
- First SEND-focused Quality of Education Review completed, driving significant improvements.
- Access & Inclusion Advisors now allocated to every curriculum department (highly praised by staff).

6. Sector-Leading EDI Leadership

- Bradford College is home to the FE sector's first Vice Principal for EDI.
- EDI integrated into:
 - Governance
 - Policy development
 - Workforce training
 - Curriculum
 - Enrichment
 - Community partnerships
- Mandatory training includes antiracism, disability equity, LGBTQ+ inclusion, menopause awareness, Universal Design for Learning and more.

7. Enrichment, Culture & Social Capital

- 92% satisfaction with enrichment programme.
- Expansion of the Student Engagement Officer team to 8 staff, increasing participation by 14.1% (4,539 → 5,179 learners).
- Bi-annual enrichment programme introduced.
- Successful events include:
 - Hate Crime Awareness Week
 - Youth Work Week
 - CPR training (500+ students)
 - Mental health campaigns
 - Money management programmes (MyBNK)
 - Social action & charity initiatives
 - Speed mentoring for International Women's Day (high employer praise)
 - Successful International Women's Day speed mentoring
 - Strong cultural capital activities including international trips

8. Library Service Enhancements

- Inclusive spaces across three libraries including:
 - Quiet zones
 - Wellbeing hubs
 - Dyslexia-friendly and large print collections
 - Extensive e-resources
 - Assistive technology support
- Reading groups for ESOL, Higher Needs and reluctant readers.
- Immersive room activities and escape rooms supporting literacy and confidence.
- Ongoing Diversity Audit reshaping library collections to reflect student identities.

Contributions to the Equity Hub supporting inclusive curriculum design.

9. Inclusive Projects and Funding Impact

Key inclusive initiatives reached thousands of learners:

- CPC Giving Back
- 76 staff trained in neurodiverse teaching
 - Turing Scheme
- 34 disadvantaged learners (25 SEND) took part in international placements
 - Multiply Booster
- 66 adult maths learners → 93.6% pass rate
 - LSIF Investment
- 1,734 learners benefitted from industry-standard equipment
 - Social Value Activities
- 343 students received over 9,010 hours of employer led engagement



10. Workforce Diversity and Pay Gap Progress

Workforce Profile

- 61.4% female, 38.6% male
- 34% BAME staff (increasing year-on-year)
- 11% declare a disability

Gender Pay Gap

- Mean gap: 2.1%
- Median gap: 2.9%
 - Very small, showing strong representation of women in senior roles.

Ethnicity Pay Gap

- Mean gap: 8.1%, Median gap: 13.1%
 - Driven by under-representation of BAME staff in senior roles, not unequal pay.

Disability Pay Gap

- Negative gap (-3.1%)
 - Disabled staff earn slightly more on average; representation consistent across grades.

11. Quality Improvements

- Establishment of a Learning Support Quality Analyst role.
- Strengthened SEND collaboration with apprenticeships and curriculum teams.
- QER processes now integrate:
 - Cultural responsiveness
 - SEND identification
 - Disadvantaged learner monitoring
- New mid-year survey includes looked-after learners and care-experienced status.

Key Areas for Improvement

- Improve High Needs English & Maths (current 64.8% achievement).
- Embed the SEND Toolkit.
- Increase adult community learning reach, especially in North Bradford.
- Close HE continuation gaps for male and BAME learners (APP priority).
- Strengthen the 'You said, we did' communication loop.
- Improve evidence of culturally responsive curriculum in planning.

Part 2 Our College and Community Profile (Our DNA)

Our students 2024-25:

During the 2024–25 academic year, Bradford College continued to serve a large, diverse and predominantly local student population. The gender profile of our learners remains broadly balanced, with 53% identifying as female and 47% as male, supporting inclusive participation across programme areas.

The ethnic diversity of the student body increased further this year. 67% of learners identify as being from ethnic minority backgrounds, representing a 3-percentage-point increase compared with 2023–24, while 33% identify as White, a corresponding decrease of 3%. This profile reflects the demographic make-up of the communities we serve and underscores the importance of culturally responsive education and inclusive support structures.

A significant proportion of learners continue to come from disadvantaged backgrounds. 68% of students fall within IMD Quintile 1, an increase of 1% on the previous year, with a further 32% in Quintiles 2–5. This reinforces the College's role in supporting social mobility and advancing equality of opportunity through education and training.

In 2024–25, 22% of students disclosed a disability, a proportion that has remained stable year-on-year. Ensuring that reasonable adjustments, assistive technologies and inclusive teaching practices are embedded across the curriculum remains a key priority in response to this demographic profile.

In 2024-25

- 4210 learners aged 16-18 were studying on full time Further Education courses. 698 learners were aged 19+. We had 257 learners engaged with our 14–16-year-old provision.
- 540 students were enrolled on Higher Education programs.
- Over 214 New Apprentices aged 16-18 entered hands-on learning and workplace training, 1268 were aged 19+.
- In November 2024, over 370 students proudly graduated with Higher Technical Qualifications, undergraduate degrees, master's degrees, and postgraduate qualifications!

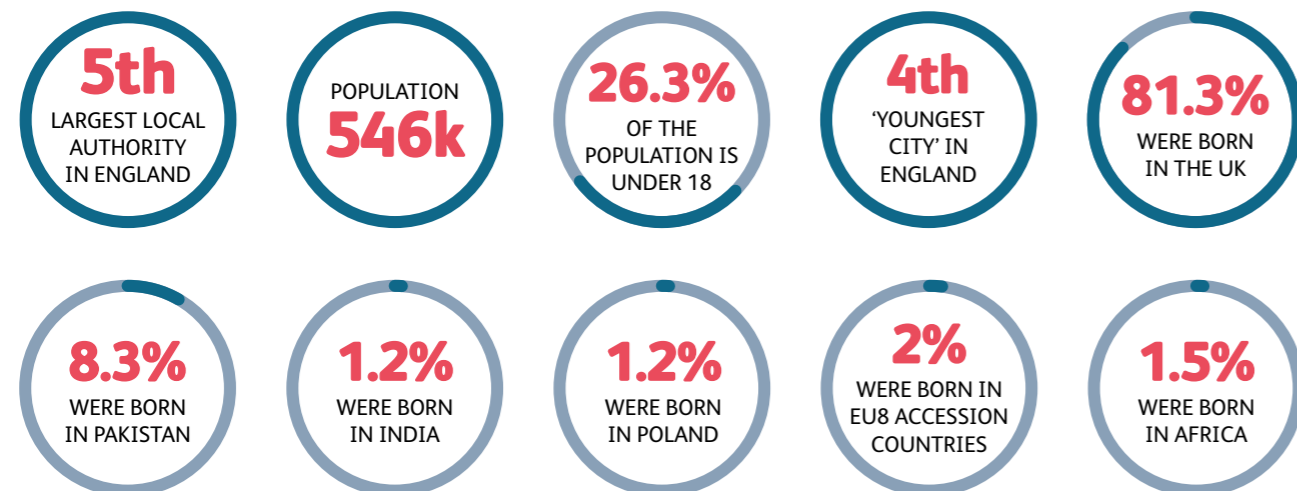


The District of Bradford at a glance:

Bradford is one of the youngest and most ethnically diverse cities in the UK, with high levels of economic deprivation, unemployment, and educational disadvantage. 93.3% of learners are from IMD Q1 & Q2, 22% have a disability and 67% are from a Black, Asian or Minority Ethnic background. These contextual factors shape the college's strategic priorities and its commitment to social mobility, inclusion, and civic impact. A significant proportion of learners face barriers linked to poverty, trauma, and disrupted education.

Bradford's unemployment rate sits around 6.5%, which is significantly higher than both the regional average of 4% for Yorkshire and Humber, and the national average of 3.7% for England. Unemployment disproportionately impacts the younger population and asylum seekers, two significant groups within the Bradford demographics.

BRADFORD DISTRICT CENSUS 2021



Part 3 Key achievements and EDI Activity

The College 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:

- Create learning and working environments where all learners and staff feel safe, respected and valued.
 - 95% of FE students agreed that they were treated with dignity and respect with 95% of students describing the college as an inclusive and positive environment.*
 - 95% of FE students feel safe at college.*
 - 98% of adult learners confirm that the college is a positive and inclusive environment.*
 - 94% of HE students agree that they are 'treated fairly and respected by staff' (+3 above external benchmark) at the end of stage survey in 2025.
 - Out of those who completed the annual staff survey, 95% agreed they were treated with fairness, dignity and respect by their managers.
- Embed EDI across all College practices.
- Actively promote mental health and wellbeing.
- Support equitable access, participation and progression.
 - 93% of students know what they need to do to improve and 96% agree that their personal tutor has supported them in their studies.*
- Deliver an inclusive and culturally responsive curriculum.
 - 94% of learners believe the college deliver an inclusive, unbiased and diverse curriculum.*
- Strengthen external partnerships to enhance inclusion and opportunity.
- Enrichment topics in 2024/5 included: Online Health and Wellbeing, Mental Health Awareness Week, Sexual Harassment Awareness Campaigns, Black Lives Matter, LGBT Awareness, & wider equality issues.
 - 92% of FE students confirm positive satisfaction with the college's enrichment programme (quartile A).
- During the month of Ramadan, to ensure that students who were fasting received their meal allocation, supermarket vouchers were distributed to students in place of their free meal allowance.
- Learners engage with a tutorial programme that enables active discussion and debate about key topics that will enrich lives and support the knowledge and skills required to become active citizens.
 - Learners and Apprentices understanding of inclusion, dignity and respect is well developed and they can articulate clearly how College values relate to British Values (95% agreement in surveys for FE students, an increase of 3% from the previous year).
- The Students' Union trained 412 course representatives, 306 in FE and 106 in HE, who engaged in a wide range of activities and forums throughout the year to provide feedback about their programme of study and student experience. This was collated through learner forums, programme committee meetings, focus groups, student surveys and as part of the college executive, where students attended the annual Governors Strategic Planning event.

*Student surveys 24/25

- 88% of students know what the college does with the feedback they give us. This needs to be higher which indicates the ‘You said, we did’ process needs reviewing and strengthening.
- 100% of courses have trained student representatives.
- Leaders and Managers ensure a culture of respect across the organisation, with 94.6% of staff agreeing with the statement ‘my line manager treats me fairly, with dignity and respect’. An increase of 0.8% from the previous year.
- The main aim achievement of young people in 2024/5 has improved and is now outstanding.
 - Retention rates across programmes show no significant gaps in gender, disability, ethnicity or eligibility for free college meals.
- Highly effective systems for assessing the needs of learners against their EHC Plan outcomes.
 - 100% of EHCP annual reviews completed over the year.
- All High Needs learners benefit from a named personal tutor and a named SEND Advisor to ensure they can seek support and advice.
 - 98% of students with an EHCP or High Needs agree that their advisor supports them well (Quartile A and 3% rise on 23/24).
 - Retention for high need learners was outstanding at 96.9% (+4.4% above NR).
- Achievement of High Needs Learners on main aim programmes is outstanding.
 - 94.2% achievement rate (+2.9% on NR)
- Recipient of the AoC Beacon Award for excellence in ESOL, the first FE College to do so - clearly demonstrating our commitment to, and delivery of inclusive practice.
- HE students facing financial disadvantage are supported through inclusive provision of IT equipment.
 - Any student requiring a laptop is loaned one for the duration of their studies.
 - In addition, students with learning or physical disabilities are supported by our Additional Learning Support service to receive IT equipment and accessibility tools following a full assessment of their needs.

- Staff well-being is assessed via a range of activities including a review of workload through the Academic Workload Allocation Model (AWAM). Clear and transparent workload reviews are carried out regularly with adjustments made to ensure staff are able to manage a healthy work life balance. As a result, 94% of staff now feel valued by their manager (rising by 2.2% since last year).
- Leaders and managers are committed to providing support for health and wellbeing of all staff. Staff response to the statement ‘The college’s well-being programmes support my health and well-being’ has improved by 3.1% since 2024 to 81.4%. To continue this trajectory, additional investment was made for 2024/25 within the LDI team to support college-wide activities which respond to and support a culture of wellbeing and belonging.
- The HE Scholarly Activity Symposium on 30th June 2025, was a key step in developing a vibrant scholarly culture within the college’s Higher Education provision.
 - Staff from Ophthalmic Dispensing, the School of Computing, the Bradford School of Art, and the School of Teacher Education contributed presentations showcasing research, curriculum innovation, and inclusive teaching practice.
 - The attendance of 45 academic staff from across all HE schools, including colleagues from Access to HE, promoted a culture of reflection, collaboration, and continuous improvement.
 - As a result, there are 3 cross school HE projects being developed and worked on this year, mainly focusing on supporting learners with dissertations and promoting BSL accessibility.
 - This event will be continued into 2025/26 and will 9 support staff development, encourage cross-college engagement, and enhance the student learning experience.
- Our work to further advance social capital, equity and inclusion is led by the sector’s first Vice Principal for EDI: Alina Khan.

Student Services: EDI, Enrichment and Culture Capital

At Bradford College, equality, diversity, and inclusion (EDI) are integral to our ethos and embedded in every aspect of our community. These principles are introduced to staff, students, and Governors during induction, ensuring a shared understanding of the College’s United Values and expected behaviours.

A comprehensive suite of online resources and materials is readily available to tutors, assessors, and support staff, empowering them to seamlessly integrate EDI into their teaching and support practices. EDI is woven into the tutorial framework and pastoral care, ensuring it remains a cornerstone of the student experience.

The College’s **Cultural Capital Programme** places a strong emphasis on EDI, fostering awareness and engagement among staff and students.

This program highlights the Senior Leadership Team’s unwavering commitment to embedding EDI into all college operations and increasing stakeholder participation and understanding. 93% of learners believe the college deliver an inclusive, unbiased and diverse curriculum.

In 2024–25, students from Progression to Learning and Work journeyed to Iceland, while Sports students explored Spain. These unforgettable experiences enriched their studies, expanded their cultural horizons, and ignited new aspirations. For many, it marked their first time travelling abroad – an opportunity that opened their eyes to the world and truly transformed their lives. One student said “I never thought I’d be able to go on a trip like this. It’s helped me see what I’m capable of and made me feel like I can do more with my future.”



As part of our International Women’s Day activities in 2025, the college once again hosted a speed mentoring event, which built on the success of the event from the previous year.

We decided to open up the opportunity to mentors and mentees from all backgrounds, not just females. Mentors were recruited from all sorts of backgrounds and expertise - from science to media, tech to sport, politics to art, freelancers to CEOs, or those who’ve had a complete career change. Feedback once again was extremely positive, from both mentors and mentees, with one employer stating that they had learned so much about their future workforce from the experience.



Enrichment activities are spearheaded by the Personal Development Team and the Students’ Union, broadening students’ horizons beyond the classroom. Through these initiatives, learners gain valuable knowledge and skills, preparing them to thrive in a diverse and inclusive society.

The Personal Development and Enrichment Team at Bradford College had a transformative year in 2024/25, marked by significant redesigns and developments of key programmes and the introduction of impactful activities and initiatives. One of the key developments was the introduction of a bi-annual programme designed to promote the full range of workshops, events, guest speakers and enrichment activities available to students. This initiative aims to increase visibility, encourage wider participation and ensure that all learners are aware of the opportunities that support inclusion, personal development and a sense of belonging.

A student commented that it had been like having two years’ worth of careers interviews in less than an hour!

The Student Services Department has a significant role in supporting the holistic development, progression, and success of all learners across the college. The department is built on three core service areas: Careers Guidance and Development, Work Experience, and Personal Development & Enrichment (which include the Students’ Union). Each team within the department contributes significantly to the wider college mission of Working Together to Transform Lives, and supporting students for life beyond college, academically, professionally, and personally.

In 2024/25, building on the demonstrable impact of the Student Engagement Officer (SEO) roles, Student Services invested in two additional full-time posts, increasing the SEO team to eight. This expansion has strengthened our capacity to support a greater number of students across more campus locations and has further enhanced our ability to build meaningful engagement with learners.

SEOs have also played a key role in actively promoting and supporting student participation in the broad range of Personal Development and Enrichment opportunities available. Their contribution has had a measurable impact, with the number of unique students accessing these activities rising from 4,539 in 2023/24 to 5,179 in 2024/25 – a 14.1% increase. This growth demonstrates the positive influence of the SEO team in fostering inclusion, widening participation, and ensuring equitable access to enrichment across the student community.

EDI Calendar of Events: Monthly Themes

- **September:** Safeguarding and Student Voice – Inductions & Freshers Fayre
- **October:** Healthy Relationships & Self Care, and Consent
- **November:** Prevent, Mental Health Awareness
- **December:** Online Safety, Anti-Bullying
- **January:** Knife Crime Awareness, Substance Misuse
- **February:** LGBTQ+ History Month and Sexual Health
- **March:** Careers & Next Steps, and British Values
- **April:** Disabilities Awareness
- **May:** Keeping Safe Financially

A link to last year’s calendar (2024/25) can be found [here](#).

The introduction of a Youth Social Action Apprentice will strengthen EDI across the college by empowering students from diverse backgrounds to lead and participate in meaningful community projects. This role will help amplify under-represented voices, develop inclusive student engagement, and embed a culture of social responsibility that supports a sense of belonging for all learners

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

Personal Development highlights:

Redesign and Development of the Tutorial Programme

The PD Team undertook a comprehensive redesign of the mandatory tutorial programme to better align with the needs of the students and the wider objectives of the college.

1. Expanded Curriculum:

- Introduction of a broader range of topics, such as cultural awareness, social development, Knife Crime Awareness, Consent, and British Values.

2. Interactive Delivery:

- A new series of interactive AI-enhanced tutorials has been developed to complement taught sessions, offering students alternative perspectives and deepening their understanding of key topics. This digital innovation enriches the learning experience by providing dynamic, personalised learning that engage students in new and inclusive ways.

3. Alignment with Student Needs:

- Feedback from the student voice process influenced the choice of topics, ensuring relevance and addressing current challenges faced by students.

These changes have contributed to a more holistic approach to personal development, developing a sense of belonging and preparedness among students for life beyond college.



Student Induction

96% of our students agreed that the Student Induction provided them with enough information on how to Be Ready, Be Respectful and Be Safe and acceptable behaviours whilst studying at Bradford College.

- 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 through the Navigate Skills Assessment and the opportunities to close these to enable them to achieve their goals.
- Supporting the 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.

Key Activities in 2024/25

The Personal Development Team launched a refreshed programme for 24-25, shaped directly by student feedback and expanded its range of workshops, events, trips and other activity to further enhance engagement, personal development and overall student experience.

Across the year, the programme had available:

- 30 workshops and social action projects
- 20 guest speaker visits
- 35 trips and visits
- 18 cultural and diversity events
- 400 students trained in CPR
- 7 student-led clubs
- 12 sports teams and clubs

1. Freshers Fair:

- A highly successful event that welcomed new and returning students.
- Collaboration with local charity to provide free sports clothing to our female students to support participation in sports enrichment.
- Provided an opportunity for students to connect with local businesses, community groups, and support services.
- Promoted student engagement with extracurricular activities.
- Freshers Fair 24/25 was attended by 1,762 students in just one day! A 50% increase from 23/24.



2. Workshops

A wide range of workshops supported students understanding of healthy relationships, personal safety, wellbeing, financial independence and creative expression. These sessions helped students develop the knowledge and skills needed to make informed decisions and prepare for their next steps.

Workshops included:

- **Lives Not Knives** – Knife Crime Awareness.
- **Stop Transphobia, Transgender Awareness, Black History Month activities** - Respect, identity, inclusion, and understanding of others.
- **Cyber Security (West Yorkshire Cyber Unit)** - Safe online behaviour, digital awareness, and interactive cyber-security challenges.
- **MyBnk & Uni Dosh** – Budgeting, financial planning, and preparing for independent living.
- **Bonfire Night Safety, CPR** – Save a Life, Yorkshire Air Ambulance - Practical safety skills and emergency response.
- **Go Arty, Snack Attack, Smoothie Secrets, Odd Arts, Diwali Rangoli Workshop** – Creativity, wellbeing, and self-expression.
- **Islamophobia Awareness Exhibition** - Understanding discrimination, identity, and community impact.
- **Youth Homelessness Awareness (Bradford Nightstop)** - Exploring causes, experiences, and support pathways for young people at risk.

These workshops strengthened students' confidence, resilience and ability to navigate personal, social and digital environments.

3. Events and Cultural Engagement

The team delivered a wide range of events promoting inclusion, respect, community cohesion and awareness of social issues.

Key events included:

- **International Women's Day Celebration** - Activities promoting equality and empowerment.
- **Holi Festival Celebration** - A vibrant cultural celebration promoting unity and joy.
- **SU Annual Iftar** - Religious celebration supporting shared understanding and community.
- **Diwali Celebration** - Creative activities exploring Hindu traditions and cultural expression.
- **LGBT+ History Month** - Guest speakers, bake sales, raffles, arts & crafts, ally pledge signing, and the launch of the LGBT+ club.
- **Odd Arts Performance: "Here and Now"** - A hard-hitting theatre piece exploring extremism, hate, and early intervention.
- **Culture Day Celebration** - Showcasing global cultures, traditions, and student identity.
- **VE-Day Celebration** - Reflecting on history, remembrance, and community values.
- **Srebrenica Memorial Day** - Promoting peace, remembrance, and understanding of genocide.
- **Autism Awareness Charity Walk** - Encouraging inclusion, understanding, and community support.
- **Community Clean-Up** - Supporting civic pride and environmental responsibility.
- **Youth Work Week** - Youth contributions through activities aimed at skill-building and personal growth.
- **Hate Crime Awareness Week** - Pledge signing, information stalls, workshops, and over 1,000 students engaging.
- **Reclaim the Night** - A collaborative event with the University of Bradford raising awareness of harassment and violence against women.
- **White Ribbon Pledge** - Encouraging students to take a stand against male violence towards women and girls.

These events helped students develop respect for others, celebrate diversity and understand their role within the wider community.



4. Guest Speaker Talks

Students benefited from 20 guest speaker events offering insight into personal safety, wellbeing, equality and community issues.

Speakers contributed to students understanding of:

- Healthy relationships, coercive control, and personal boundaries.
- Digital safety and cyber awareness.
- Equality, inclusion, and identity.
- Community activism and lived experience.

Key sessions included:

- **Red Flag Performance** - Exploring consent, coercive control and psychological safety through theatre.
- **Minus Violence** - Understanding online harm, extremism and criminal exploitation.
- **Transgender Awareness Talk** - Personal experiences, rights and challenges.
- **Choices & Consequences** - A powerful lived-experience talk on crime, justice, and decision making.
- **WOW Mentoring** - Empowering students through personal development and leadership.



5. Trips and Educational Visits

A total of 35 trips enriched students' cultural awareness, understanding of society and exposure to future pathways.

Key visits included:

- **International Slavery Museum** - Exploring human rights, identity and historical slavery.
- **Houses of Parliament** - Understanding democracy, representation and link with British Values.
- **Old Trafford Sustainability Tour** - Learning about environmental responsibility and sustainable stadium operations.
- **Magna SEND Event** - Hands-on STEM experiences in a unique industrial environment.
- **Manchester Court Mock Trials (County Lines, Knife Crime, Hate Crime)** – Preparing and presenting trials, exploring justice, sentencing, and courtroom roles.
- **Leeds University & Apprenticeship Fair/ UK University & Apprenticeship Fair** - Meeting universities, employers, and apprenticeship providers.
- **UK Careers Fair** - Exploring employment sectors and future opportunities.
- **Holocaust Remembrance Centre** - An immersive exploration of history, memory and impact.
- **Governors Away Day** - student participation in shaping college decisions.

These experiences helped students build cultural capital, broaden aspirations and understand their place in society.

6. Raise and Give and Fundraising

Students demonstrated strong commitment to social responsibility through a range of social action projects and activities.

Activities included:

- Fundraising for **Breast Cancer Awareness, Macmillan Cancer Support, Children in Need, Purple Day (Epilepsy) and Red Nose Day.**
- Winter donations for **Bradford Central Foodbank, JTI Community Fridge,** and local community projects.
- Participation in **community clean-ups** and charity walks.

7. Clubs

7 student-led enrichment clubs, offering opportunities for creativity, identity exploration, social connection and personal interests.

Clubs included:

- Dungeons and Dragons
- E-Sports Gaming
- LGBT+ Club
- Art in Motion
- Origami
- Chess
- Henna

8. Sports Clubs

12 sports clubs and teams, promoting physical health and activity, mental wellbeing, teamwork and resilience, including:

- Football (Male & Female)
- Cricket
- Basketball (Male & Female)
- Badminton
- Ju-Jitsu
- Table Tennis
- Tag Rugby

The collective efforts of the PD Team have had a significant impact on the student experience with 92% of students agreeing that the college offers a good programme of enrichment that helps develop their skills and interests.



Library services

The Library Services Team continue to provide a comprehensive service to students through a diverse and engaging library collection, a range of safe and staffed study spaces, and a welcoming environment over three libraries with additional drop-in sessions to sites without a library.

The team consists of Librarians who work closely with departments to provide relevant, current and engaging resources with targeted research and referencing sessions to students; our Library and Academic Practice coaches who provide group and individualised reading and study skills sessions; and our Library Learning Facilitators who provide personalised support to students in the library.

Promotion and Communication of Equality, Diversity and Inclusion

Equality, Diversity and Inclusion are at the heart of everything the library does. We believe that the library should be a place that is accessible to all students. Strategies and approaches include:

- Offering a safe and inclusive space for students to study and learn.
- Provision of calm, quiet spaces in the three main sites for students who may feel overwhelmed in busy College areas.
- Wellbeing areas in two libraries with fidget toys, games and colouring books.
- Adjustable tables in all three library sites.
- Four staff trained in Youth Mental Health First Aid.
- Variety of ways for students to contact Librarians and LAPCs including Teams, Online Chat and email for those who cannot meet face-to-face for various reasons.

Offering vibrant, varied and accessible 'Reading Zone' collections to help develop the cultural capital of all our students.

- Reading for pleasure collections at all three library sites. This collection includes a range of fiction including themes such as LGBTQ+, disability, ethnicity, gender, adverse childhood experiences, learning disabilities, neurodiversity, and mental health.
- Wellbeing collection to support students with Neurodivergence, Anxiety and Stress, Depression, and a range of well-being books including diet, mindfulness and fitness. <https://library.bradfordcollege.ac.uk/culturalcapital/healthwellbeing>
- Independent Living and Graded Reader collections provide reading materials which match the reading level and interest of Higher Needs and ESOL students.
- The Young Adult reading collection which includes books on various topics affecting our younger students – this was developed in consultation with the HoD for English and Maths and particularly aimed at reluctant readers and those who do not have books at home. <https://library.bradfordcollege.ac.uk/readingcollection/ya>
- Improved range of large print and dyslexia friendly fiction and the creation of a separate collection to make these easier to find. <https://library.bradfordcollege.ac.uk/readingcollection/dyslexiafriendly>
- Continuing to add books requested by students, including dyslexia-friendly books, autobiographies and graphic novels.
- Simplifying the Maths and English shelving system to make books easier to browse.
- Active use of the RNIB Bookshare service and close liaison with Assistive Technology staff to provide reading materials in accessible formats.
- Wide range of e-books and online journals which can be read using Read-Aloud technology or easily enlarged/background colours adjusted etc.

Delivery of a range of Library events and activities to engage students from all departments and disciplines

- Working with ESOL curriculum area to provide focussed reading groups. ESOL students are given the opportunity to select which titles they would like to read. We follow these up with sessions in the Immersive room incorporating games and quizzes based on the book.
- Reading groups offered to PLW Higher Needs students to support them in accessing library books and resources. PLW HN classes also come down into the library Reading Zone to select and read the books in the library.
- Creative writing, Minecraft club and Problem-solving sessions to encourage students to access Maths and English through games.
- Updating library displays to mirror the College's themes and to highlight any notable issues or days of awareness throughout the year.
- Library staff continued to provide exam support as invigilators, readers and scribes.

Use of Technology

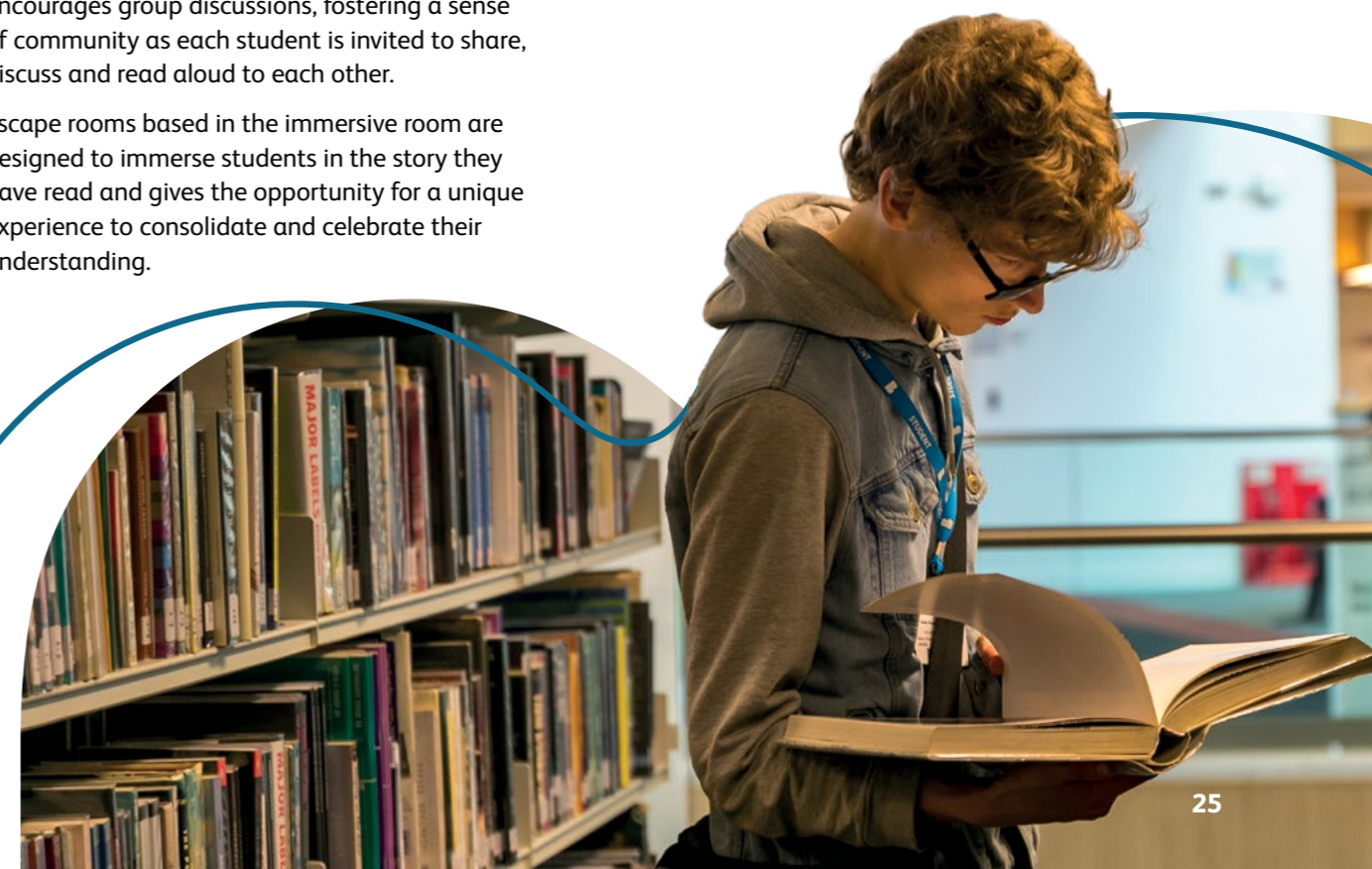
- Interactive screens are used with reading groups to explore and explain unfamiliar words, themes and places. This enables all students to have a full, broad understanding of what they are reading and encourages group discussions, fostering a sense of community as each student is invited to share, discuss and read aloud to each other.
- Escape rooms based in the immersive room are designed to immerse students in the story they have read and gives the opportunity for a unique experience to consolidate and celebrate their understanding.

Ensuring that a range of resources are accessible

- Continued updating and improving of Library Online to improve ease of use for all students.
- Resources in written, image and video form.
- Provision of e-books on reading lists where available.
- Wide selection of e-journals through a single federated search.
- Provision of coloured overlays.

Reviewing practices and procedures to improve inclusivity for the workforce

- Development of project to ensure all staff are consulted on preferred modes of working.
- Review of working spaces to facilitate low accommodation different ways of working where possible.
- Review of Job Specification to make more accessible to neurodivergent and second language speaker candidates.



Diversifying the Curriculum: Untold Stories

The Untold Stories project started as an activity for EDI day in 2023, where students were encouraged to write about themselves in any way they wished, such as personal histories, interests and hobbies, and experience of college. This developed over summer 2024 into a cross-College project open to all students as a way of giving students the opportunity to tell the Library and the wider College about themselves, to show that their voice is valued, and for us to learn more about how our students see themselves. For those contributors who gave permission, stories were collected into a printed anthology in 2025. Each contributor was able to collect their own copy, and copies are also available in each library for loan. **The project is continuing into 2026 with more of a focus on art work.**

Diversifying the Curriculum: The Diversity Audit

The Diversity Audit is a comprehensive review of Bradford College Library's General Fiction collection. We have been undertaking this task to determine whether the current stock is appropriate for our users in terms of its diversity of representation. This is a vital step for us because we want to build a collection that not only reflects and represents our users, but that also provides opportunities for every reader to explore a variety of alternative perspectives – outside of their own lived experience, and that of the historically dominant social group. <https://library.bradfordcollege.ac.uk/blog/What-is-the-DiversityAudit-and-Why-Are-We-Doing-It>

Diversifying the Curriculum: Resources to support teaching staff

In addition to the Library Online site to support teaching staff wishing to diversify their reading lists, Librarians have worked with the Learning, Teaching and Innovation Team to identify, categories and upload materials to the Equity Hub, a shared, cross-College site that provides materials for teachers to diversify their teaching and learning resources.

Higher Needs Reading Groups

Higher Needs students who all have a range of needs and abilities when reading. Materials are specifically selected for each group, taking into account the needs of all the students including their preferred way of working. Discussions are held regularly with teaching staff to clarify where we can improve the experience for everyone, where progression can be made and how we can ensure each student has an opportunity to participate and enjoy our sessions. The immersive room and touchscreens are used on a regular basis to create an interactive experience. These combine IT and interactive skills along with reading and comprehension and build confidence in individuals to use new technology. Each session is designed for the group who will be attending to ensure they are able to fully benefit from the sessions offered.

EDI Project Impact 2024-25:

Equality, Diversity and Inclusion are central to the design and delivery of Bradford College projects, reflecting the needs of a student population where the majority of learners come from IMD 1 and 2 communities and a significant proportion have additional learning needs. All projects are intentionally shaped to remove barriers to participation, raise aspirations and improve outcomes for learners who experience educational and socio-economic disadvantage.

Across funded initiatives, inclusive practice is embedded through targeted support, accessible learning environments and staff development that strengthens our ability to respond to diverse learner needs. Investment in neurodiverse-informed teaching, tailored academic interventions, and modern, industry-aligned facilities ensures that learners with SEND/ALN/ASN, adult returners to education, and those from disadvantaged backgrounds can fully engage, progress and succeed.

CPC Giving Back Grant

As part of CPC Giving Back, 76 staff completed three CPD courses on neurodiverse teaching, significantly strengthening our commitment to Equality, Diversity and Inclusion. The training equipped tutors with practical, evidence-based strategies to recognise and respond to a wide range of learning needs, reducing barriers to participation for neurodiverse learners. By embedding inclusive and innovative teaching practices into everyday delivery, staff are creating learning environments where all students can engage, progress and succeed.

These approaches not only support neurodiverse students but also enhance the learning experience for their peers, promoting equity, belonging and positive outcomes across the wider student body. While the impact is not captured through direct learner numbers, the CPC Giving Back CPD investment delivers sustained, long-term benefit by embedding inclusive practice across teaching delivery, improving outcomes for current and future cohorts.

FE Turing

The FE Turing project widened access to international opportunities for learners who are often excluded from global mobility. Through three placements in Iceland and Spain, 34 disadvantaged students – including 25 with SEND/ALN/ASN – were supported to participate fully in overseas learning experiences. Targeted financial and pastoral support removed barriers to participation, enabling students to build confidence, independence and employability skills.

For many, this was their first experience of international travel, directly improving social mobility, raising aspirations and strengthening progression outcomes.

Reach:

- Disadvantaged students: 34
- SEND/ALN/ASN students: 25
- Destinations: Iceland and Spain

Multiply FE Booster (Interventions)

WYCA funding enabled targeted Maths booster workshops for 66 adult learners, addressing skills gaps and supporting progression in vocational study. The intervention directly improved attainment, resulting in a 93.6% pass rate across the cohort, demonstrating the effectiveness of tailored support in reducing barriers and improving outcomes for adult learners.

LSIF (Local Skills Improvement Fund)

LSIF funding enabled 1,734 students to benefit from inclusive investment in modern, industry-standard equipment and innovative course delivery across Teaching and Learning (Immersive Classroom), Construction (Training Rigs- Solar, Battery and EV), Engineering (Metal 3D Printer) and Health (Ophthalmic Booths). The project improved access to high-quality learning environments, strengthened employability skills, and ensured learners from diverse backgrounds can engage with up-to-date training aligned to local labour market needs.

Student Engagement (Social Value)

Through supply chain involvement and industry network linked to capital projects, 343 students benefited from 9,010 hours (1,201 days) or of employer-led activity, including masterclasses, industry workshops, site tours and work experience/T Level placements. This engagement strengthened industry links, improved access to real-world learning, and enhanced employability and progression opportunities for learners.



Quality improvements

Improved SEND quality assurance

During 24-25 the quality department appointed a Learning support quality analyst. This role has seen an increase in support and communication between the Disability Services and Quality Departments through regular meetings and updates.

This role is an integral part of the Quality of Education Review process (QER), to improve and increase the focus on the quality assurance of our provision for and experience of learners with SEND/ high needs and disabilities. This has resulted in increased/ improved measures around the implementation of learning support agreements, and a detailed representation of the work occurring between curriculum departments and the disability services department via the Access and Inclusion Advisors (AIA), now linked to each dept. which was a new development for 24/25.

This has also enabled the quality assurance of samples of Learning support agreements and provide feedback to the disability services department.

The outcomes of these processes are directly fed back to Heads of department, curriculum managers and the disability services team for awareness, the sharing of good practice and to work with staff on implementing improvements where needed.

For 25/26 – the introduction of the identification of learners in care or previously known to Care, safeguarding and free school meals, within the QER report for consideration during lessons visits, i.e., does the tutor know who they are, and their needs met.

Integrated SEND specific QER

24/25 saw our first QER specifically to look at the experience of learners with SEND, disabilities, high needs and EHCPs, within study programmes across college. 7 courses across 5 departments were included, and provided our disability services department with their first QER report.

This was an extremely valuable activity which resulted in a variety of projects/actions that have had a positive impact on how information is stored within EBS and shared with curriculum staff. I.e., update on the stage of a referral to show if an assessment has taken place, and the outcome, with notification

emails to tutors when Learning support agreements are uploaded or if one is not needed and the learner will be supported within the curriculum teams. These changes have also allowed for increased reporting mechanisms within the disability services dept. e.g., how many referrals v's complete assessments and number of LSA's in place.

This has also had an impact on developing a closer working relationship between disability services and the apprenticeship department, with their SEND specialist now working within disability services rather than in isolation within the apprenticeship team, this allows for more closer working, sharing knowledge and good practice to ensure out apprenticeship learners are well supported during their studies.

Feedback from QER about the staff induction has also led to an improvement in induction resources and internal department SEND training from the Disability Services team.

A culturally responsive Curriculum

We have built a measure into the QER process to highlight good practice and areas requiring development, this is a key feature of the reports (i.e., it appears within every report produced) and therefore this is also reported on within the College's performance review process. Bringing the importance creating a culturally responsive curriculum to the attention of all curriculum managers.

This is measured by a review of planning documentation and through lesson visits during the QER process.

NB: This, however, is one of our main areas for development/improvement, as so far depts. have been unable to show evidence of this. Possibly needed to be more of a key feature within the planning documentation to evidence where this is happening and how.



Student surveys

End of year survey 24/25

'The College is an inclusive and positive environment' – 91% of all learners agreed.

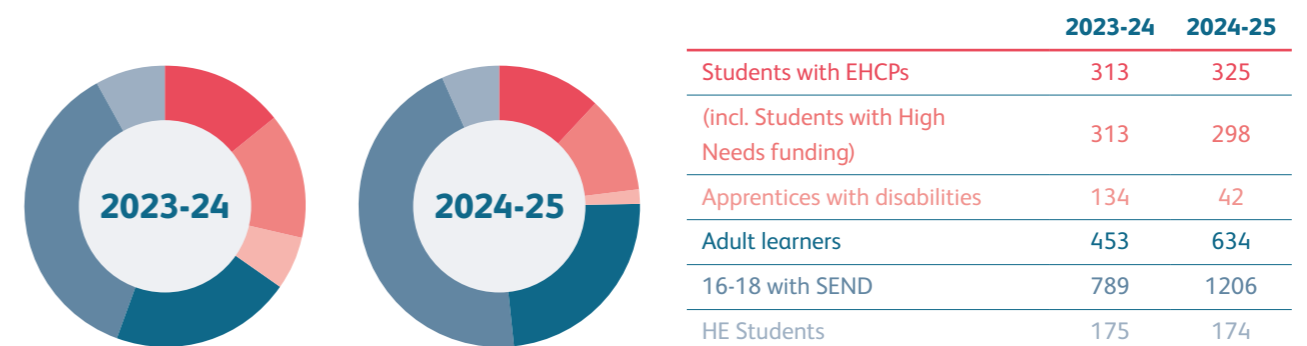
Language amendments to ensure accessibility, checked with ESOL specialist to enable ESOL learners to access and successfully engage in our student surveys.

New for 25/26 mid-year student survey – data pulled from EBS about the learners completing the survey now includes information around learners who are in care or previously been in care.

Disability Services

Access and Inclusion Advisors were allocated to each curriculum department in 2024-25. This has been really successful so far, receiving positive feedback in all curriculum departments and improvement in communication to support learners more effectively.

In the academic year 2024-25, 2079 students had told the College that they had a disability, which was an increase of 87 on the previous year. Of those:



22% of our students consider themselves to have a disability. This is higher than national prevalence which is 17.7% and that of Bradford District at 19%. It is also higher than the prevalence in schools at 19.5%.

- The largest areas of need are dyslexia (14%), autism (10.64%) and mental ill health (9.13%).
- 2.7% of learners are autistic which is considerably higher than the national prevalence.

Outcomes for Students with SEND:

- High Needs-funded students' main aim achievement was 94.2%, which is a 7.3% improvement on the previous year.
- Learners with declared disabilities main aim achievement was 90.9% which is an increase of 2.9% on 2023/24.
- Retention for young people with SEND showed no significant gap with that of their nondisabled peers. Retention for High Needs-funded students in 2024/25 was outstanding at 96.9% (4.4% above national average).

- Achievement in English and Maths for High Needs-funded was lower at 64.8% compared to an overall achievement rate of 79%. The introduction of more contextualised English and Maths delivery within curriculum areas, plus the creation of two new Learning Mentor posts specialising in Maths and English is aimed at addressing this.

Student and Parent Experience

In the 24/25 end-of -year survey:

- 94% of disabled FE students and 97% of disabled HE students feel their support needs are met at Bradford College.
- 94% of disabled FE students and 97% of disabled HE students feel safe at Bradford College. This is the same overall score for FE students. The overall score for HE students was 91%.

Exam Access Arrangements

In November 2024, 68% (125 of 183) of students taking the English and Maths resit exams who told us they previously had exam access arrangements at school were provided with them. By the summer series, all students who needed them were in receipt of their arrangements.

Good Practice

- The SEND Toolkit has been launched and has had 475 visits from members of staff.
- Operational improvements have been made so that disabled applicants and students receive targeted messaging. As a result, referrals have increased to over 2000 for the first time and earlier referral processes mean that over 400 had Learning Support Agreements in place prior to their course starting.
- There has been a growth in the number of students supported with specialist assistive technology from 265 to 298 year-on-year.
- The number of students with Learning Support Agreements in place has risen from 1158 in 2023-24 to 1542 in 2024-25

SEND and High Needs Funding

Bradford College agreed an allocation of 320 High Needs places with Bradford MDC for 2024/25. The final number of students was slightly over this number. An allocation of 350 was agreed for 2025/26.

Key Risks

- The November resit series remains a significant challenge where exam access arrangements are concerned. This is primarily due to the numbers of students requiring support alongside the process required for compliance with JCQ regulations being completed within such a short timeframe. Measures to improve the situation have been put in place, including having a specific member of staff to administrate the exam access arrangements process, the appointment of additional staff to write applications, and a closer working arrangement between the Admissions and Disability Services departments to aid earlier identification of students who require support. In addition, more advantageous ways of working with feeder schools have been established so that paperwork can be shared more easily.

- While the current process is robust, there is a residual risk where High Needs consultations are declined as 'cannot meet need', or where early annual review is required due to new, emerging or unknown needs, meaning that we can no longer meet need. For this reason, assurance processes are in place to further reduce that risk.
- Due to the national SEND picture being financially difficult for all local authorities and the national government and Ofsted messaging around inclusion, Bradford College is being asked to meet more profound levels of student need than in previous years as out-of-area and specialist places are reduced. The College has retained the services of an experienced 7 legal advisor in order to reduce the risk of young people whose needs we would struggle to meet being placed at the College.
- A revised SEND system is due to be announced as part of the Schools Bill in the Spring of 2026. This is likely to have a profound impact on how the SEND system operates across the whole range of education provision. The messages from the Government so far have been focusing on the inclusion of disabled young people within mainstream settings and early intervention. The future of legally enforceable EHCPs is unclear at the time of writing.

Teacher Education

Education Studies: as part of the new validation with Leeds Trinity University, there is a new module at L4 Decolonising Education.

PSET: The Education and Training Foundation framework emphasises EDI as core value and the newly validated programme has been written to reflect this. It is built into the professional standards for FE and skills educators.

PGCE Primary/Secondary: have an assessed 30 credit module called Supporting Individual Needs. The module specification states "Students will demonstrate through critical analysis an understanding of inclusion from perspectives such as race and decoloniality, gender inequality, poverty aware practice, EAL learning and social, emotional and mental health."

Partnership with Go Higher West Yorkshire

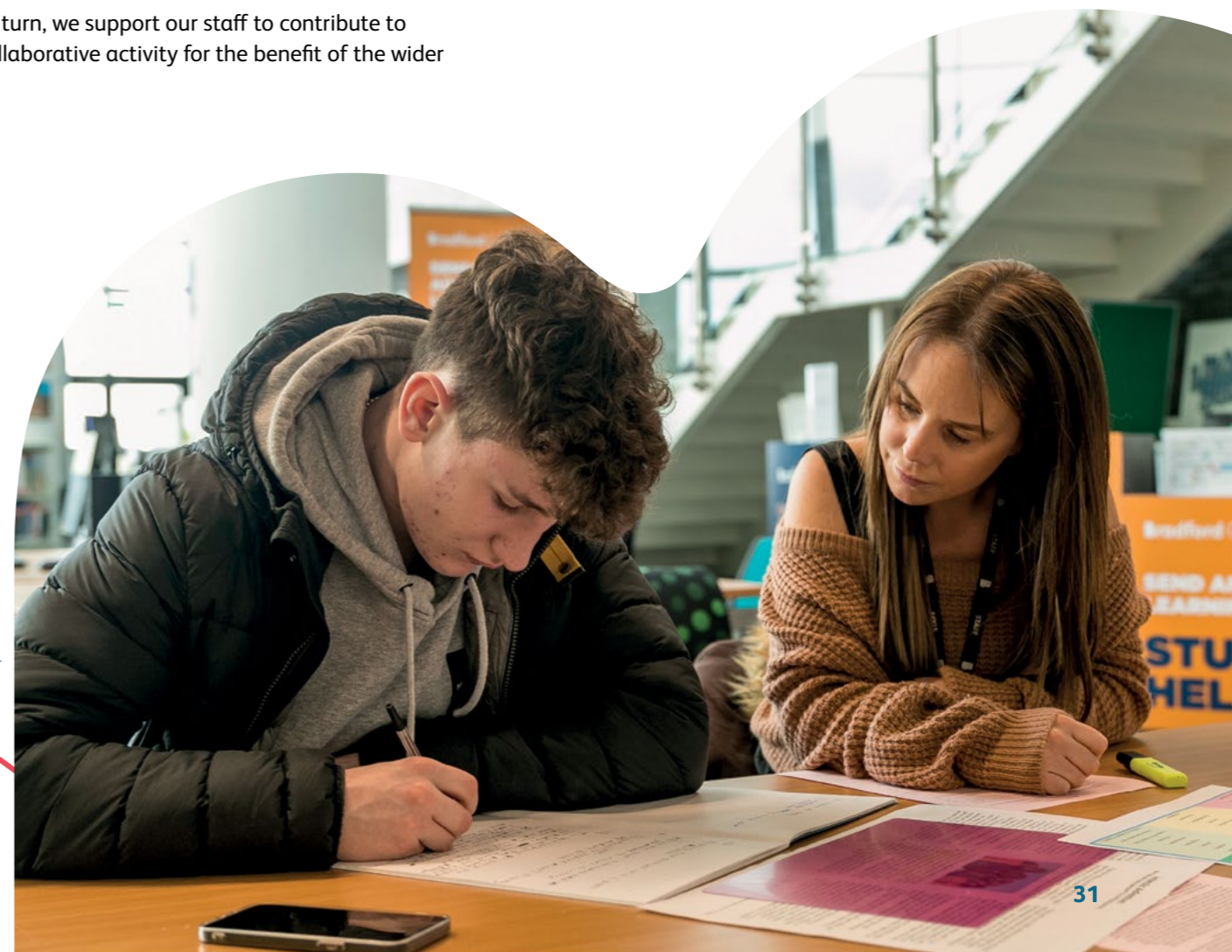
We are committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY) to take a coherent, county-wide approach to reducing inequalities in access to and success in higher education.

As a founding member institution, we co-fund the core function of the partnership which supports our Access and Participation Plan commitments, either through direct delivery of activity on our behalf or through provision of training and action-focused networks for our staff.

In turn, we 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 into and through our institutions.



Part 4 Student Equality Data

Further Education Demographics, All Ages 2024-25

An inclusive curriculum meets the needs of all learners and exists alongside effective student support that ensures disadvantaged groups make good progress:

Sex (Female vs. Male)

Attendance: Female students (81.4%) attend more consistently than male students (80.0%), a 1.4% difference.

Achievement: After last year when male students had a slightly better achievement rate than female students, this year sees a return to the norm with females significantly outperforming males.

Female 96.0% vs Male 91.1%, a gap of 4.9% points.

High Grades: Females (40.3%) outperform males (34.4%) by 5.9% points in obtaining high grades.

Implication: This suggests the need to explore interventions tailored to male students to improve attendance, achievement and high attainment.

Sex Hybrid End	Female						Male					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
22-23	5,388	84.9%	94.8%	94.2%	89.4%	17.6%	5,832	81.2%	95.4%	91.9%	87.7%	16.8%
23-24	5,702	82.5%	94.0%	94.1%	88.5%	29.3%	6,236	81.3%	94.5%	94.1%	88.9%	27.1%
24-25	8,090	81.4%	97.8%	98.1%	96.0%	40.3%	7,057	80.0%	96.0%	94.9%	91.1%	34.4%

Ethnicity (BAME vs. White)

Attendance: BAME students (80.3%) have slightly worse attendance than White students (81.5%).

Achievement: BAME students outperform White students in achievement, with a 1.7% points higher rate (94.0% vs. 92.3%).

High Grades: White students are 2.5% points more likely to attain high-grades (BAME: 36.6%, White: 39.1%).

Implication: Despite stronger achievement, BAME students might benefit from targeted support to increase high-grade attainment.

BAME/W Hybrid End	BAME						White					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
22-23	7,375	82.9%	94.6%	93.3%	89.5%	26.6%	3,143	82.6%	94.1%	92.3%	85.6%	26.6%
23-24	8,997	82.3%	94.9%	94.0%	89.2%	27.8%	2,685	80.5%	92.3%	94.2%	87.0%	29.8%
24-25	11,891	80.3%	97.3%	96.5%	94.0%	36.6%	2,666	81.5%	95.4%	96.8%	92.3%	39.1%

Deprivation (IMD Q1 vs. IMD Q2 to Q5)

Attendance: Students from less deprived areas (IMD Q2-Q5) have marginally higher attendance (80.9%) than those from the most deprived areas (IMD Q1) at 80.5%.

Achievement: IMD Q1 students had slightly better achievement (93.9%) than their Q2-Q5 peers (93.1%).

High Grades: IMD Q2-Q5 students perform better in high grades (37.7%) compared to IMD Q1 students (37.0%).

Implication: Our most disadvantaged students showed strong resilience to obtain attendance, achievement, and high-grades that was comparable to or slightly better than peers from less deprived areas.

Free Meal Eligibility amongst 16-18 students (FME vs. Not FME)

Attendance: Students eligible for free meals (FME) attend slightly more (80.3%) than their non-FME counterparts (79.6%).

Achievement: FME students (91.5%) outperform non-FME students (90.5%) in achievement by 1.0% points.

High Grades: FME students also achieve more high grades (43.8%) compared to non-FME students (36.4%), a gap of 7.4% points.

Implication: 16-18 FME students outperform their peers, highlighting the importance of continued support programs.

FME Hybrid End	FME						Non-FME					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
22-23	1,104	82.2%	97.4%	95.1%	92.6%	28.6%	4,046	81.5%	94.6%	92.1%	87.1%	26.9%
23-24	843	82.9%	97.7%	96.7%	94.5%	34.8%	5,038	81.3%	95.2%	95.2%	90.7%	29.7%
24-25	1,619	80.3%	95.8%	95.6%	91.5%	43.8%	4,165	79.6%	96.0%	94.3%	90.5%	36.4%



Special Educational Needs and Disabilities (SEND vs. No SEND)

Attendance: Students with SEND (82.5%) have higher attendance than those without (80.1%).

Achievement: SEND students (93.5%) achieve marginally worse than non-SEND students (93.8%).

High Grades: Students with SEND (35.9%) have lower high-grade attainment than their peers (37.7%) but this gap has closed compared to previous years.

Implication: While SEND students achieve well overall, continuing targeted high-grade support could still benefit them.

SEND Hybrid End	Has SEND						No SEND					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
22-23	2,247	83.9%	95.8%	94.6%	90.6%	16.5%	8,967	82.4%	95.0%	92.7%	88.0%	17.5%
23-24	2,660	81.1%	94.5%	94.7%	89.5%	25.4%	9,278	82.0%	94.2%	93.9%	88.5%	29.2%
24-25	2,680	82.5%	96.6%	96.8%	93.5%	35.9%	12,437	80.1%	97.1%	96.6%	93.8%	37.7%

Education, Health and Care Plan (EHCP)

Attendance: Students with EHCPs have the highest attendance (84.6%) of all the disadvantaged groups that we monitor.

Achievement: They also achieve significantly better (95.3%) than their non-EHCP peers (93.7%).

High Grades: EHCP students have a high-grade percentage (34.2%) compared to 37.4% for all other students, a gap of 3.2% points.

Implication: These students might excel in overall performance but require targeted interventions to increase high-grade outcomes.

Demographic Group	Average Attendance (%)	Achievement (%)	High Grade (%)
Female	81.4	96.0	40.3
Male	80.0	91.1	34.4
BAME	80.3	94.0	36.6
White	81.5	92.3	39.1
IMD Q1	80.5	93.9	37.7
IMD Q2-Q5	80.9	93.1	37.0
FME	80.3	91.5	43.8
Not FME	79.6	90.5	36.4
SEND	82.5	93.5	35.9
No SEND	80.1	93.8	37.7
Has EHCP	84.6	95.3	34.2
No EHCP	80.3	93.7	37.4

The demographic analysis for Further Education in the 2024-25 academic year highlights key trends in attendance, achievement, and high-grade attainment across various student groups.

Female students outperform their male counterparts in all areas, with a notable achievement gap of 4.9 percentage points.

BAME students show slightly lower attendance compared to White students but achieve better overall results, although White students attain more high grades.

Students from less deprived areas have slightly higher attendance and marginally lower achievement, while those from the most deprived areas (IMD Q1) demonstrate impressive resilience, achieving similarly or slightly better than their peers.

Free Meal Eligibility (FME) students outperform non-FME students in all areas, particularly in high-grade attainment.

SEND students have higher attendance than non-SEND students but still lag slightly behind in achievement and high-grade outcomes. Students with Education, Health, and Care Plans (EHCP) excel in attendance and achievement, though they show a small gap in high-grade attainment.

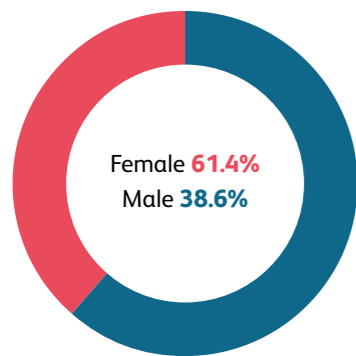
These findings suggest that while many disadvantaged groups perform well, targeted interventions are needed to address specific gaps, particularly in high-grade attainment.



Part 5 Staff Equality Data

Our Staff:

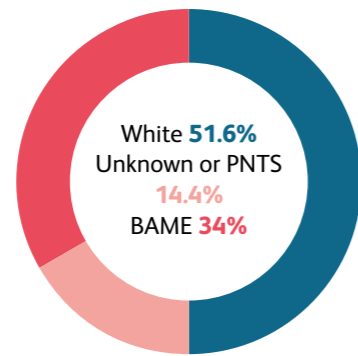
Gender



61.4% of our staff are female, with 38.6% male, highlighting strong female representation in leadership and teaching roles.

In terms of ethnicity, 34% of our staff come from BAME (Black, Asian, and Minority Ethnic) backgrounds (an increase of 2% from 2023-2024), 52% identify as White, and 15% have not disclosed their ethnicity (a decrease of 2.3% from last year).

Ethnicity

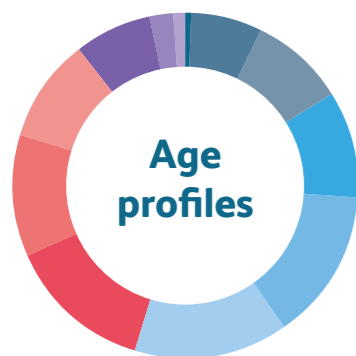
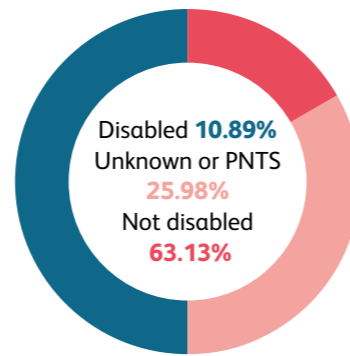


We are focused on supporting staff with disabilities, with 11% of our staff have shared they have a disability (an increase of 2% from last year).

In terms of age profile, 31.52% of our staff are over 50 years old.

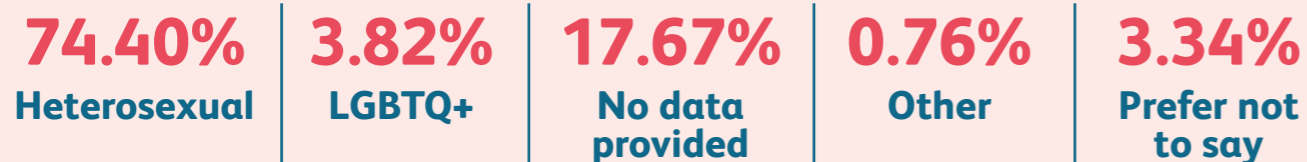
Staff Turnover increased from 11.86% in 2023-24 to 15.16% in 2024-25. We are still slightly below the sector average of 16% for FE colleges (source: UK Parliament's Committee on Education and industry reports).

Disability



Age Group	Count	Percentage	Age Group	Count	Percentage
Under 20	8	0.9%	46-50	142	12.3%
20-25	70	7.6%	51-55	118	11.8%
26-30	92	8.5%	56-60	104	10.3%
31-35	105	10.5%	61-65	74	6.1%
36-40	149	14.3%	66-70	23	2.0%
41-45	151	14.8%	70 +	11	0.9%

In terms of sexual orientation, the data is as follows:



Staff Disciplinary Data



The staff disciplinary data reveals the outcomes of 17 formal disciplinary cases out of 76 management investigations.

Of the 17 cases, 8 were related to gross misconduct, with 5 BAME individuals and 3 White individuals involved.

In terms of gender, the disciplinary cases were almost evenly split, with 8 females and 9 males.

The age range of individuals involved spans from 20 to 65, with the majority (6) falling within the 31-35 age group.

Regarding disability, 9 individuals did not disclose or report a disability, while 3 identified as having a disability.

In relation to ethnicity, the disciplinary cases included 5 White individuals, 5 from Asian backgrounds (including Pakistani and other Asian groups), and 3 Black individuals (2 African, 1 Caribbean).

In terms of religion, the most represented group was Muslim (7), followed by Christian (3), with 2 reporting no religion, and 5 preferring not to disclose.

As for sexual orientation, the majority (13) identified as heterosexual, with 2 identifying as LGBTQ+ and 2 preferring not to disclose or stating "not stated."

The staff disciplinary data highlights a relatively diverse distribution across gender, age, ethnicity, and other demographic characteristics, with no single group being disproportionately represented in terms of disciplinary actions.

Gender	
Female	8
Male	9

Ethnicity/Race	
Asian or Asian British - Any other	2
Asian or Asian British - Pakistani	5
Black or Black British - African	2
Black or Black British - Caribbean	1
Not Stated/ Prefer not to say	2
White - Eng/Welsh/ Scot/NI/British	5

Disability	
No	9
NS/PNTS	5
Yes	3

Age	
20-25	1
26-30	3
31-35	6
36-40	1
46-50	1
51-55	3
56-60	1
61-65	1

Religion	
Christian - C of E/ Catholic/Protestant	3
Muslim	7
No religion	2
Not Stated/ Prefer not to say	5

Sexual Orientation	
LGBTQ+	2
Heterosexual/Straight	13
Not Stated	1
Prefer not to say	1

The majority of cases involved individuals aged 31-35 and 36-40, with a near-equal split between male and female staff.

Ethnic diversity is present, with a notable representation of both White and BAME staff, particularly from Pakistani, African, and other Asian backgrounds.

Disabilities were reported by a smaller proportion of the cases, and religious diversity is evident, with Muslim staff members being the largest religious group represented in the data.

Sexual orientation shows a predominance of heterosexual staff members, though a small proportion identifies as LGBTQ+.

These findings suggest that disciplinary actions are spread across a broad range of staff demographics, and while no significant trends of over-representation are apparent, ongoing monitoring of these categories could help identify any emerging patterns and inform targeted support or interventions.



Bradford College Gender Pay Gap Report 2024-25

In the UK, both the mean and median gender pay gaps must be reported in annual gender pay gap reports, as stipulated by the government.

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
- Of males and females in each pay quartile

The mean and median each serve a slightly different purpose:

Mean pay gap: This is the average pay difference between males and females across all employees. It is influenced by extreme values, so it can reflect a larger gap if there are significant pay differences at either end of the pay spectrum.

Median pay gap: This is the middle value when all employees are ranked by their pay. It is considered a more reliable measure because it is not affected by extremely high or low pay figures and better reflects the typical pay difference for most employees.

This is our annual gender pay gap report for the snapshot date of 31 March 2025:

% of Males & Females in Each Quartile

Quartile	Male		Female		Total
A (Upper)	106	40.8%	154	59.2%	260
B (Upper Middle)	109	41.9%	151	58.1%	260
C (Lower Middle)	87	33.5%	173	66.5%	260
D (Lower)	99	37.9%	162	62.1%	261

Mean Male Hourly Pay	Mean Female Hourly Pay	Mean Gender Pay Gap for Hourly Pay %	Median Male Hourly Pay	Median Female Hourly Pay	Median Gender Pay Gap for Hourly Pay %
£19.13	£18.73	2.1%	£18.08	£17.55	2.9%

% Receiving Bonus Pay

Male	Female
0.0%	0.0%

Mean Male Bonus Pay	Mean Female Bonus Pay	Mean Gender Pay Gap for Bonus Pay %	Median Male Bonus Pay	Median Female Bonus Pay	Median Gender Pay Gap for Bonus Pay %
£0.00	£0.00	0.0%	£0.00	£0.00	0.0%

The College's mean gender pay gap is 2.1% and the median gap is 2.9% in favour of men. Women make up the majority of the workforce and are proportionately represented in the highest-paid quartile, indicating that the gap is small and not driven by under-representation in senior roles. Overall, the data suggests broadly equitable pay outcomes, with ongoing monitoring focused on occupational segregation and progression.

From the quartile totals (1,041 staff overall):

The College workforce is female majority, with women making up approximately 61–62% of staff and men 38–39%.

This is typical for the Further Education sector and important context when interpreting the pay gap.

Hourly Pay Gaps

Mean (average) pay

- Male: £19.13
- Female: £18.73

Mean gender pay gap: 2.1% (in favour of men)

Men earn on average £0.40 per hour more than women.

Median pay (middle value)

- Male: £18.08
- Female: £17.55

Median gender pay gap: 2.9% (in favour of men)

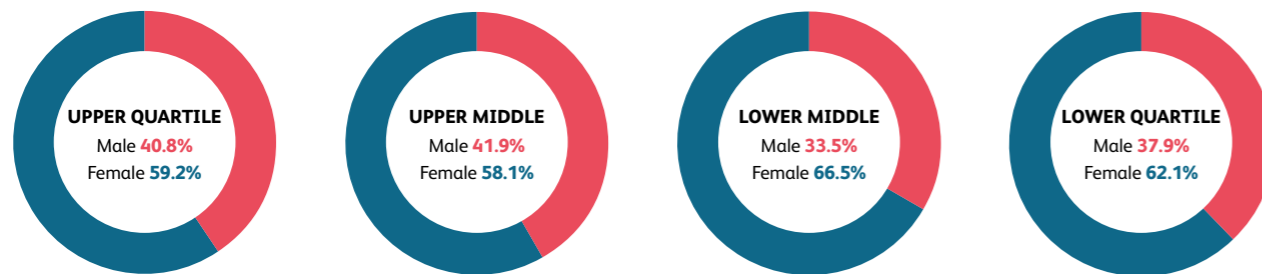
Men earn £0.53 per hour more at the median.

Because the median gap is only slightly larger than the mean, this suggests:

- No significant skew caused by a small number of highly paid men
- A broadly consistent but small gap across grades

Overall, this is a low pay gap compared with national and sector benchmarks.

Pay Quartile Distribution



Key patterns

1. Women are well represented at the top

Women form:

- ~61–62% of workforce overall
- 59.2% of highest-paid roles

This indicates strong female representation in senior and higher-paid positions.

2. Slight clustering in lower middle grades

Female representation peaks at 66.5% in the lower-middle quartile. This may reflect occupational segregation into support or administrative roles

3. No evidence of structural imbalance at senior levels

Unlike many organisations, there is no under-representation of women in the upper quartile. This is likely why the pay gap is small.

Bonus Pay

No staff receive bonus pay, therefore no bonus gap exists.

What our data shows:

Strengths

- ★ Very small mean gap (2.1%)
- ★ Very small median gap (2.9%)
- ★ Women proportionately represented in highest-paid quartile
- ★ No bonus disparities
- ★ Suggests pay equality for like-for-like roles

Risks / areas to monitor

Slight concentration of women in lower middle grades

- Potential occupational segregation into lower-paid job families
- Risk that progression pathways could narrow if not actively supported

However, these are minor structural effects, and do not indicate systemic inequity.

Bradford College is firmly committed to closing its gender pay gap and creating a truly inclusive environment for all staff. To achieve this, we have implemented or are in the process of implementing the following actions:

- **Strategic Commitment:** Our strategic objective is to become a Truly Inclusive College, where diversity and equality are at the core of our vision and operations.
- **Workforce Data Analysis:** We have detailed workforce data at a departmental level to identify and address any equality gaps, ensuring data-driven decisions to close disparities.
- **Great Place to Work Accreditation:** We have achieved the Great Place to Work accreditation, demonstrating our ongoing commitment to creating a positive and inclusive working environment for all staff.
- **Inclusive Recruitment & Selection:** We provide training on Inclusive Recruitment and Selection to eliminate any barriers to recruitment, development, and promotion at all levels. Specific actions include:
 - Ensuring multiple women are included in recruitment and promotion shortlists.
 - Guaranteeing interviews for all women who meet the essential criteria, particularly in areas where there is low female representation.
 - Implementing structured interviews for all recruitment and promotion processes to ensure fairness and consistency.
- **Family-Friendly Policies Review:** We are conducting a thorough review of the college's Family Friendly policies and procedures to ensure they are supportive, flexible, and inclusive for all staff.

- **Menopause Support:** We have launched a comprehensive Menopause Policy and are actively working towards achieving Menopause Friendly Workplace accreditation, ensuring that women receive the necessary support during this life stage.
- **Encouraging Recruitment of Returners:** We actively encourage the recruitment of returners—those who have taken an extended career break for caring or other reasons and are either not employed or under-employed in roles that don't match their qualifications.
- **Leadership Development:** We are investing in line management and leadership development programs, including the Aspiring Leaders Course and Management Essentials Programme, to support and promote the development of women into leadership roles.
- **Workforce Data Analysis for Action:** We continually analyse workforce data to address any disproportional representation within the college. This is central to our recruitment and talent development strategies, ensuring we attract and retain diverse talent.
- **Investors in Diversity Accreditation:** We are working towards achieving Investors in Diversity status, embedding Equality, Diversity, and Inclusion (EDI) into our Employer of Choice strategic priority.
- **Department-Specific Actions:** We encourage respective departments to set positive action recruitment targets where disparities exist, ensuring targeted efforts to achieve a more balanced workforce.

These actions reflect our strong commitment to creating an inclusive environment where all employees, regardless of gender, have equal opportunities to thrive. We are continuously evaluating and improving our practices to ensure that gender equality is not only achieved but sustained across all levels of the college.



Bradford College Ethnicity Pay Gap Report 2024-25

There is currently no statutory requirement for organisations to publish Ethnicity Pay Gap data. However, as an inclusive employer of choice, Bradford College is committed to transparency and accountability in how we reward and support our people. We therefore voluntarily report on our Ethnicity Pay Gap to better understand pay outcomes across different ethnic groups, track our progress over time, and identify where further action is needed to address disparities and ensure equitable opportunities for all staff.

The College has a mean ethnicity pay gap of 8.1% and a median gap of 13.1% in favour of White staff. Analysis of pay quartiles indicates that this gap is driven primarily by the under-representation of BAME colleagues in higher-paid roles and their over-representation in lower-paid grades, rather than unequal pay for equivalent work. Addressing progression, recruitment and leadership representation will be key to reducing the gap over time.

In summary:

- There has been a reduction in the average pay gap from last year for White v BAME (2024: 9.8%, 2025: 8.1%) and White v PNTS/NS (2024: 6.2%, 2025: 3.9%)
- There has been a reduction in the median pay gap from last year for White v BAME (2024: 13.2%, 2025: 13.1%) and White v PNTS/NS (2024: 8.7%, 2025: 5.5%)
- The average pay gap for White managers v BAME managers has decreased by 3.8% (2024: 17.4%, 2025: 13.6%) and the median pay gap has decreased by 9.8% (2024: 15.4%, 2025: 5.6%)
- The average and median pay gaps for academic staff and support staff has reduced from last year
- The overall % of our workforce that are BAME has increased (34.5% from 29%)
- The % of staff who prefer not to say or not stated has decreased from 19.2% to 13.7%

Quartile	White		BAME		PNTS/NS		Total
A (Upper)	154	59.2%	74	28.5%	32	12.3%	260
B (Upper Middle)	145	55.8%	79	30.4%	36	13.8%	260
C (Lower Middle)	127	48.8%	100	38.5%	33	12.7%	260
D (Lower)	113	43.3%	106	40.6%	42	16.1%	261
All Staff	539	51.8%	359	34.5%	143	13.7%	1041

Mean White Hourly Pay	Mean BAME Hourly Pay	Mean PNTS/NS Hourly Pay	Mean White/BAME Pay Gap for Hourly Pay %	Mean White/PNTS/NS Pay Gap for Hourly Pay %
£19.53	£17.95	£18.77	8.1%	3.9%

Median White Hourly Pay	Median BAME Hourly Pay	Median PNTS/NS Hourly Pay	Median White/BAME Pay Gap for Hourly Pay %	Median White/PNTS/NS Pay Gap for Hourly Pay %
£18.75	£16.13	£17.55	13.1%	5.5%

% Receiving Bonus Pay

White	BAME	PNTS/NS
0.0%	0.0%	0.0%

Mean White Hourly Pay	Mean BAME Hourly Pay	Mean PNTS/NS Hourly Pay	Mean White/BAME Pay Gap for Hourly Pay %	Mean White/PNTS/NS Pay Gap for Hourly Pay %
£0.00	£0.00	£0.00	0.0%	0.0%

Median White Hourly Pay	Median BAME Hourly Pay	Median PNTS/NS Hourly Pay	Median White/BAME Pay Gap for Hourly Pay %	Median White/PNTS/NS Pay Gap for Hourly Pay %
£0.00	£0.00	£0.00	0.0%	0.0%

Ethnicity Pay Gap Analysis

Workforce profile

Across all 1,041 staff:



This shows reasonably strong ethnic diversity overall, with over one third of staff identifying as BAME.

Hourly Pay Gaps

Mean (average) pay

- White: £19.53
- BAME: £17.95
- PNTS/NS: £18.77

Mean ethnicity pay gap (White vs BAME): 8.1%

Mean gap (White vs PNTS/NS): 3.9%

Interpretation:

White staff earn on average £1.58 per hour more than BAME colleagues.

Median pay (middle value – less affected by outliers)

- White: £18.57
- BAME: £16.13
- PNTS/NS: £17.55

Median ethnicity pay gap (White vs BAME): 13.1%

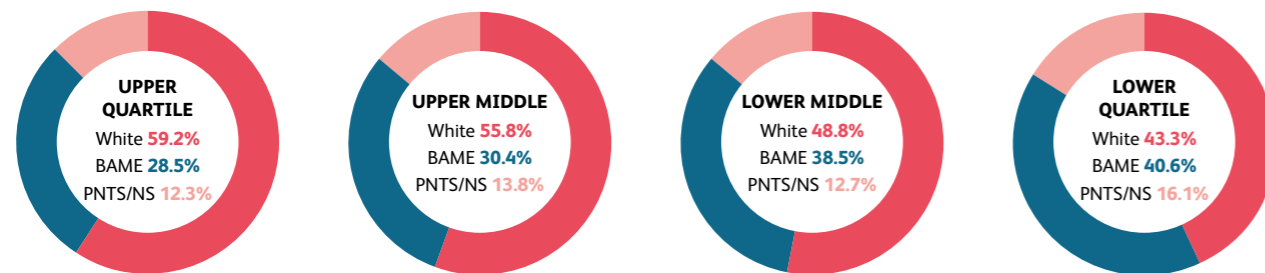
Median gap (White vs PNTS/NS): 5.5%

The median gap is larger than the mean gap, which suggests the disparity is more structural and concentrated in the middle of the pay distribution rather than driven by a small number of very highly paid individuals.

This typically indicates:

- Fewer BAME staff in mid–senior roles
- More BAME staff clustered in lower-paid grades

Pay Quartile Distribution



Key patterns

1. Under-representation at the top

- BAME staff are 34.5% of the workforce but only 28.5% of the highest-paid quartile

2. Over-representation at the bottom

- BAME staff increase to 40.6% in the lowest quartile

3. Progressive shift

- As pay decreases, BAME representation increases
- As pay increases, White representation increases

This pattern strongly suggests grade/role segregation, rather than unequal pay for the same job.

Bonus Pay

- No staff receive bonus pay, therefore, no bonus gap exists

What our data shows:

Strengths

- ★ Diverse workforce
- ★ No bonus inequality
- ★ Mean gap (8.1%) is moderate compared to many UK organisations

Risks / concerns

- Median gap of 13.1% is notable
- BAME staff less likely to be in higher-paid roles
- Structural progression barriers likely present

This is primarily a representation and progression issue, not necessarily unequal pay for equal work.

Actions we are committed to exploring:

- Leadership pipeline access
- Internal promotion rates
- Acting-up opportunities
- Access to CPD and management training
- Recruitment into senior roles
- Length of service patterns
- Concentration of BAME staff in support/operational roles
- Promotion rates by ethnicity
- Time to progression by ethnicity
- Recruitment shortlisting/appointment rates
- Grade-by-grade ethnicity breakdown
- Intersection with gender

Workforce actions

- Targeted leadership development for BAME staff (Aspiring Leaders)
- Mentoring programmes
- Transparent promotion criteria
- Diverse recruitment panels and Inclusive Recruitment training for all hiring managers
- Positive action initiatives where appropriate
- Review of starting salaries/negotiation practices

Governance

- Annual reporting and monitoring
- Set representation targets for upper quartiles
- EDI accountability for senior leaders



Bradford College Disability Pay Gap Report 2024-25

As with the Ethnicity Pay Gap reporting, there is currently no statutory requirement for organisations to publish this data, but for the same reasons, we have made the decision to produce the analysis for the Disability Pay Gap:

% of Disability Categories in Each Quartile

Quartile	No Disability		Disability		PNTS/NS		Total
A (Upper)	157	60.4%	31	11.9%	72	27.7%	260
B (Upper Middle)	150	57.7%	37	14.2%	73	28.1%	260
C (Lower Middle)	176	67.7%	30	11.5%	54	20.8%	260
D (Lower)	171	65.5%	32	12.4%	58	22.2%	261

Mean No Disability Hourly Pay	Mean Disability Hourly Pay	Mean PNTS/NS Hourly Pay	Mean ND/D Pay Gap for Hourly Pay %	Mean ND/PNTS/NS Pay Gap for Hourly Pay %
£18.64	£19.21	£19.34	-3.1%	-3.8%

Median No Disability Hourly Pay	Median Disability Hourly Pay	Median PNTS/NS Hourly Pay	Median ND/D Pay Gap for Hourly Pay %	Median ND/PNTS/NS Pay Gap for Hourly Pay %
£17.08	£17.56	£19.65	-2.8%	-15.0%

Representation of Groups



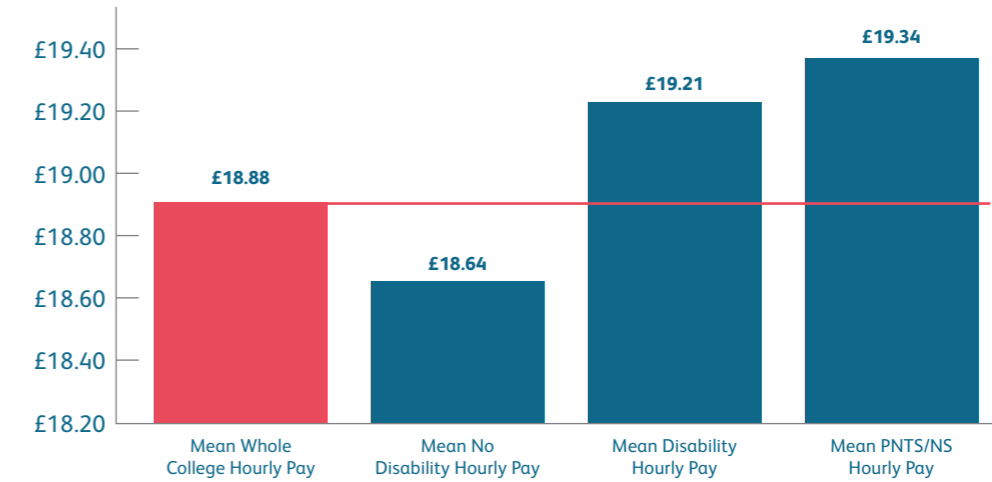
% Receiving Bonus Pay

No Disability		Disability		PNTS/NS	
£0.00		£0.00		£0.00	

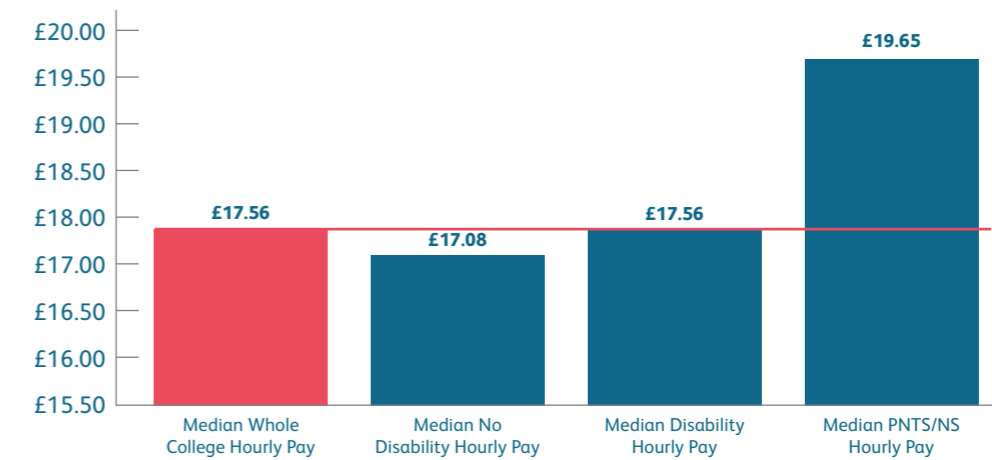
Mean No Disability Bonus Pay	Mean Disability Bonus Pay	Mean PNTS/NS Bonus Pay	Mean White/BAME Pay Gap for Bonus Pay %	Mean White/PNTS/NS Gap for Bonus Pay %
£0.00	£0.00	£0.00	0.0%	0.0%

Median No Disability Bonus Pay	Median Disability Bonus Pay	Median PNTS/NS Bonus Pay	Median White/BAME Gap for Bonus Pay %	Median White/PNTS/NS Gap for Bonus Pay %
£0.00	£0.00	£0.00	0.0%	0.0%

	Mean Whole College Hourly Pay	Mean No Disability Hourly Pay	Mean Disability Hourly	Mean PNTS/NS Hourly Pay
Mean	£18.88	£18.64	£19.21	£19.34
Target Line (Based on Whole College Average)	£18.88	£18.88	£18.88	£18.88



	Median Whole College Hourly Pay	Median No Disability Hourly Pay	Median Disability Hourly Pay	Median PNTS/NS Hourly Pay
Median	£17.56	£17.08	£17.56	£19.65
Target Line (Based on Whole College Average)	£17.56	£17.56	£17.56	£17.56



The College's disability pay analysis shows no pay disadvantage for staff who indicate they have a disability. Mean and median hourly pay for disabled colleagues are slightly higher than for non-disabled staff, and representation is consistent across all pay quartiles. This suggests equitable access to pay and progression. Increasing voluntary sharing of disabilities will further strengthen our understanding and enable more targeted support where required.

Workforce profile

Across the workforce:



The proportion of staff indicating they have a disability (12.5%) is broadly consistent with public sector norms. However, the relatively large PNTS/NS group (almost a quarter of staff) limits the precision of analysis and suggests there may be opportunities to build confidence in disclosure.

Hourly Pay Gaps

Mean (average) pay

- No disability: £18.64
- Disability: £19.21
- PNTS/NS: £19.34

Mean disability pay gap: -3.1%

Disabled staff earn on average £0.57 per hour more than non-disabled colleagues.

A negative gap indicates pay is higher for disabled staff overall.

Median pay

- No disability: £17.08
- Disability: £17.56
- PNTS/NS: £19.65

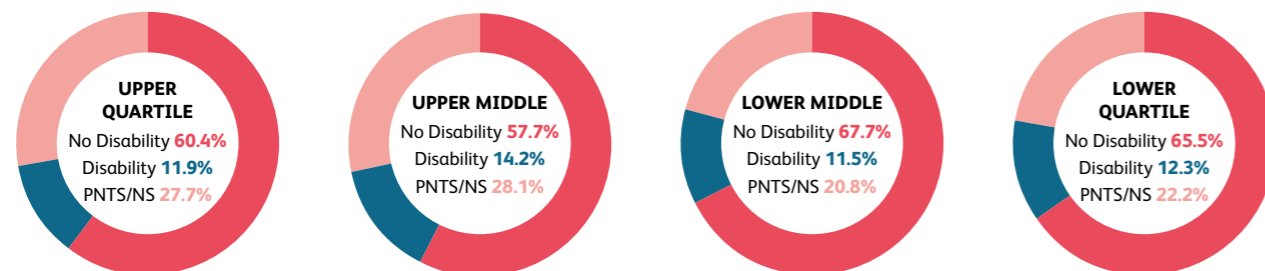
Median disability pay gap: -2.8%

At the midpoint of the pay distribution, disabled staff earn £0.48 per hour more than non-disabled colleagues.

Because both the mean and median gaps are small and negative, this suggests:

- No systemic pay disadvantage for disabled staff, therefore, broadly equitable pay outcomes.

Pay Quartile Distribution



Key patterns

1. Proportionate representation across grades

Disabled staff represent:

- 12.5% of the workforce overall
- 11.9–14.2% across quartiles

This shows relatively even distribution, with no significant clustering in lower-paid roles.

2. No evidence of grade segregation

Unlike many organisations, there is:

- No under-representation of disabled staff in the upper quartile
- No over-representation in the lowest quartile

This supports the finding of no structural disadvantage in progression or pay.

3. Data limitations from non-disclosure

Nearly one in four staff have not stated their disability status.

The PNTS/NS group shows higher average pay, which may reflect:

- Senior staff choosing not to disclose
- Or reduced confidence in sharing disability information

This can mask trends and makes conclusions less definitive.

Bonus Pay

- No staff receive bonus pay, therefore no disability-related bonus gap exists.

Overall interpretation

Strengths

- ★ No pay disadvantage for disabled staff
- ★ Slightly higher mean and median pay for disabled colleagues
- ★ Even representation across pay quartiles
- ★ Suggests equitable progression and reward structures

Risks / areas to monitor

- High non-disclosure rates limit insight
- Small cohort size (12.5%) means fluctuations may affect results year to year
- Need to ensure accessibility and reasonable adjustments continue to support progression

Overall, the data indicates positive and equitable outcomes, with disclosure confidence being the main improvement opportunity.

Actions we are committed to exploring:

Data and culture

- Encourage voluntary disability sharing through clear messaging and confidentiality
- Promote visible role models
- Continue monitoring annually
- Maintain reasonable adjustment processes
- Track progression and promotion rates
- Ensure recruitment processes remain accessible

Governance

- Report trends over time rather than single-year snapshots
- Consider qualitative feedback alongside quantitative data.

Part 6 Summary and Forward Actions

1. Strengthen Culturally Responsive Curriculum Delivery

The report highlights that the QER process notes insufficient evidence of culturally responsive curriculum planning.

Forward action:

- Embed culturally responsive curriculum expectations into planning templates, validation processes and Quality Reviews.
- Provide staff training and exemplars via the Equity Hub.

2. Enhance “You Said, We Did” Communication

Student feedback shows only 88% understand how their feedback is used – lower than other indicators.

Forward action:

- Redesign the communication loop and ensure each department publishes termly updates.

3. Address Male Learner Underperformance Across FE

Data shows males underperform in attendance, achievement and high grade outcomes.

Forward action:

- Develop a college wide Male Achievement Strategy focused on attendance, engagement and attainment.

4. Increase High Grade Attainment for BAME, SEND and EHCP Learners

While achievement is strong, high grade outcomes remain lower for these groups.

Forward action:

- Implement targeted tutoring, stretch & challenge strategies and curriculum redesign focusing on high-grade pathways.

5. Strengthen Workforce Representation at Senior Levels

Ethnicity Pay Gap analysis shows BAME staff are under-represented in upper quartiles.

Forward action:

- Set departmental attraction & progression targets
- Expand positive action pathways (e.g., Aspiring Leaders, mentoring, acting-up opportunities)

6. Improve Staff Data Disclosure Rates

High “prefer not to say” responses (particularly disability status) limit insight.

Forward action:

- Improve messaging around confidentiality
- Launch disclosure confidence campaign (ED&I + HR)

7. Expand Student Leadership & Social Action

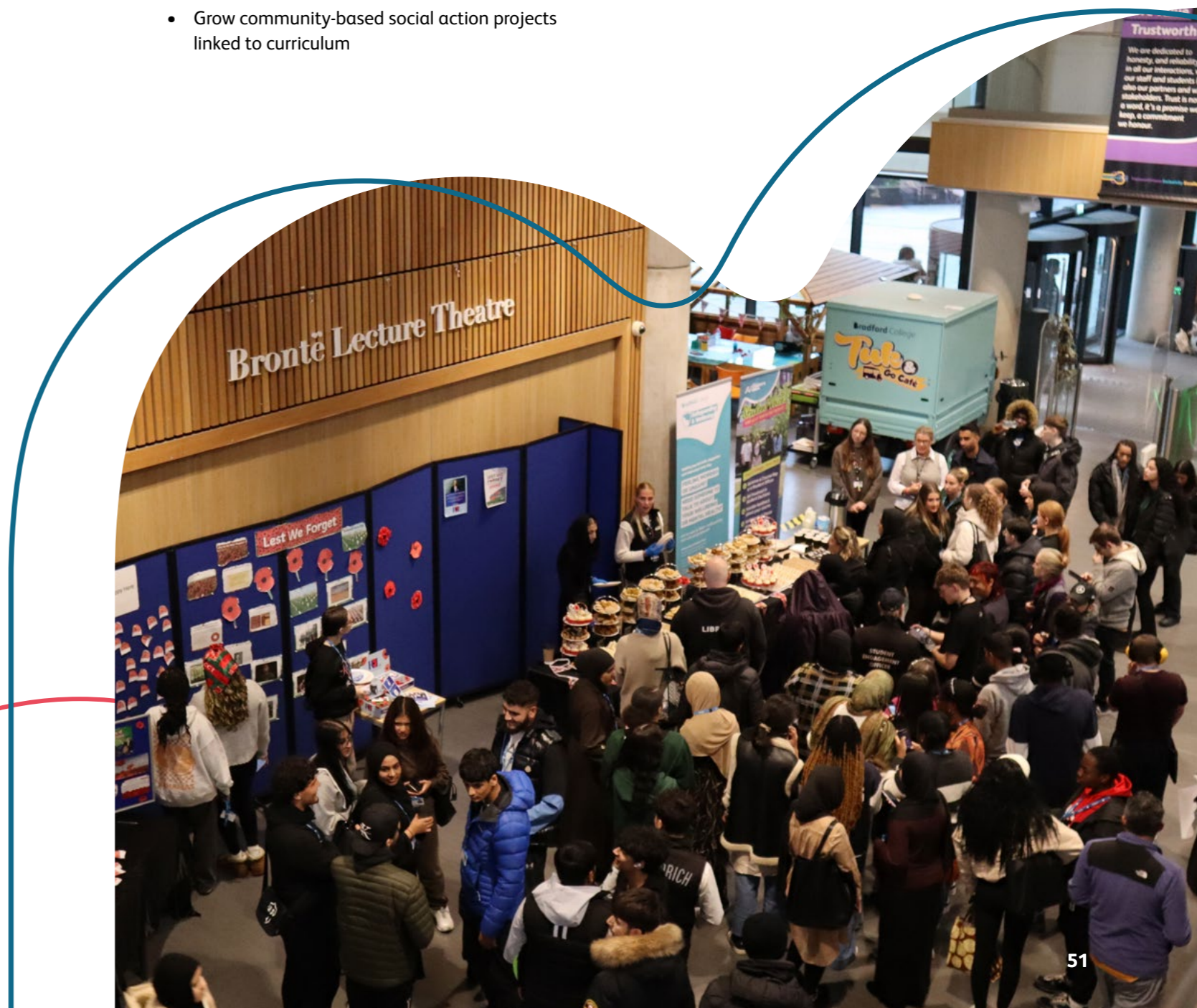
The introduction of the Youth Social Action Apprentice positions the college well for a wider model.

Forward action:

- Establish student-led EDI ambassador roles
- Grow community-based social action projects linked to curriculum

8. Build Deeper Employer Partnerships in Inclusion

With 9,010 employer led engagement hours delivered, there is scope to formalise inclusive employer partnerships.



Bradford College