Bradford College

Equality, Diversity & Inclusion

Annual Report 2021-22

Contents

Introduction

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

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

Bradford College offers a broad range of vocational and academic qualifications to young people and adults. The College is the largest institution providing 16-19 education and training within the Bradford local authority area, with the main campus situated close to the city centre and 40+ satellite sites and community centres spread across West Yorkshire.
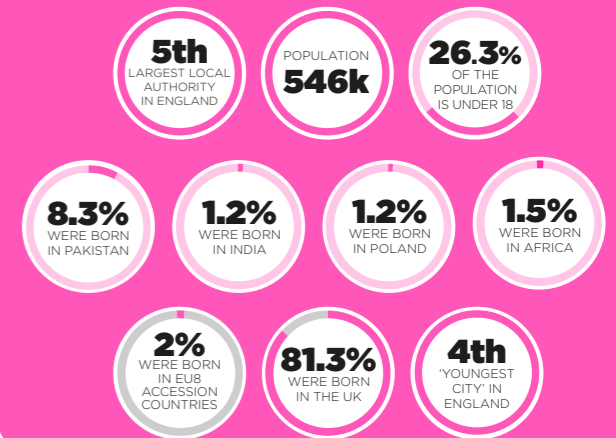
Our aspiration set out in Strategic Objective 1:

To Become a Truly Inclusive College cannot be achieved without our acknowledgement of the societal, institutional and individual inequalities and discrimination which present us with barriers to this commitment. To achieve our goals, we must continuously foster and nurture an ambitious, progressive and supportive culture which seeks to actively challenge discrimination, and that takes proactive actions towards the eradication of inequalities.

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

Bradford District Census 2021

5th LARGEST LOCAL AUTHORITY IN ENGLAND

POPULATION **546k**

26.3% OF THE POPULATION IS UNDER 18

8.3% WERE BORN IN PAKISTAN

1.2% WERE BORN IN INDIA

1.2% WERE BORN IN POLAND

1.5% WERE BORN IN AFRICA

2% WERE BORN IN EU8 ACCESSION COUNTRIES

81.3% WERE BORN IN THE UK

4th 'YOUNGEST CITY' IN ENGLAND

Our values

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

Inclusive

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

Respectful

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

Inspirational

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

Aspirational

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

Trust

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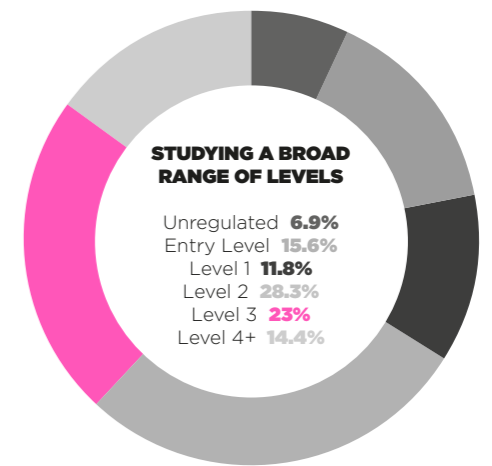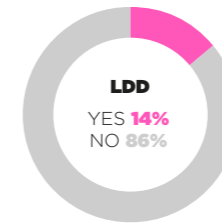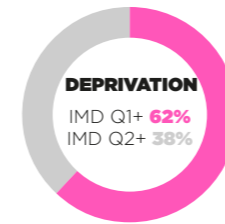
Our values

Inclusive
Respectful
Inspirational
Aspirational
Trust

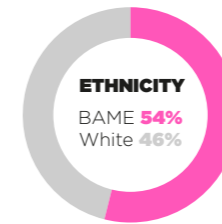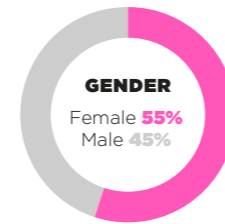# Our DNA 2021/22

- 200+ 14-16-year olds engaged with us and were supported through our alternative provision;
- 3,380 learners on education programmes for young people aged 16-19. The majority of these learners studied at level 1 or level 2, with nearly a quarter studying at level 3;
- There were 4,340 FE adult learners, many of whom are on courses in English for Speakers of Other Languages (ESOL);

- 1,730 apprentices on behalf of levy and non-levy paying employers, studied with us, from businesses based locally, regionally and nationally;
- There were 1,430 learners enrolled on a range of higher education programmes.
- 900+ Distance Learners;
- We supported 180+ learners who have high needs. Of these, 145 study discrete programmes.

Our Students

GENDER
Female **55%**
Male **45%**

ETHNICITY
BAME **54%**
White **46%**

DEPRIVATION
IMD Q1+ **62%**
IMD Q2+ **38%**

LDD
YES **14%**
NO **86%**

STUDYING A BROAD RANGE OF LEVELS
Unregulated **6.9%**
Entry Level **15.6%**
Level 1 **11.8%**
Level 2 **28.3%**
Level 3 **23%**
Level 4+ **14.4%**

Our Staff

GENDER
Female **61%**
Male **38%**
Non-Binary/ Undisclosed **1%**

ETHNICITY
BAME **28%**
White **59%**
not stated **8%**

DISABILITY
No **52%**
Not stated/ prefer not to say **41%**
Yes **7%**
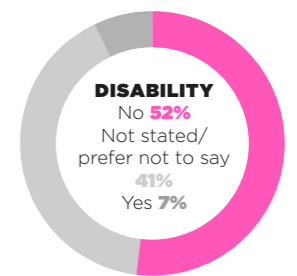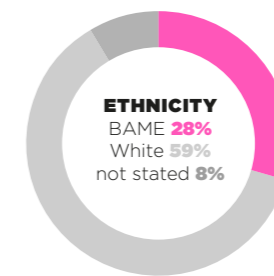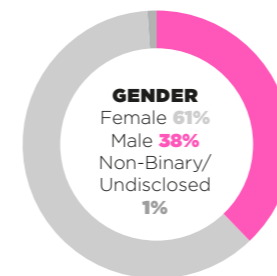
Scope and ambition

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

Bradford College is a further and higher education college founded in 1832, and is based in the centre of our diverse district. We are an inclusive organisation which seeks to raise standards of education and training, support the skills needs of employers and act as a positive force for equality of opportunity within Bradford. We respect our colleagues and students as individuals and celebrate diversity in the rich mix of backgrounds and experiences they bring to the College. Research shows, that bringing together a team with a diverse set of backgrounds and perspectives naturally lends itself to innovative thinking.

> "
> # Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.
>
> Liz Fosslien
> "

To ensure our voices are heard, the College continues to champion its commitment to treating all students and staff with the respect that they deserve as a unique human being, and to maximising the potential of all students and staff through the power of high-quality education and training.

There should be no barriers in the College for students and staff to achieve their potential. Through SO1, we will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the communities we serve and everybody has equal opportunity to succeed and develop. Where any equality gaps become apparent they will be investigated and actions put in place to improve, in order to close these gaps.

This report takes stock of our position at the end of 2021/22 against our policy objectives, details the work and equality, diversity & inclusivity monitoring undertaken by the College during 2021/22, and sets out our objectives and improvement priorities going forward in 2022/23.

Section one

Gives a summary of our overall approach and outlines our statutory obligations.

Summary and statutory obligations

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

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

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

Summary and statutory obligations

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

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

We will:

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

- Ensure that we support all learners to succeed and can progress in ways that match their abilities and aspirations;

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

We will judge our success by:

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

- Our ability to maintain the progress of all students;

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

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

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

- The views of students, staff and stakeholders;

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

Statutory Reporting Obligations

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

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

- Eliminate unlawful discrimination, harassment and victimisation;

- Advance equality of opportunity between different groups;

- Foster good relations between different groups;

We are committed to being open and transparent about the information on which we base our decisions, what we are seeking to achieve and our results.

This includes clearly setting out the equality outcomes we are working towards.

The report also sets out our intentions to:

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

- Fulfil our legal responsibilities;

- Inform people of our responsibilities and how we will fulfil them;

- Show how our reporting links to our broader equality's objectives and priorities;

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

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

Our vision, mission and values underpin this commitment:

Vision:

Creating a better future for all through education and training.

Mission:

Working together to transform lives.

Our values:

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

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

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

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

Summary and statutory obligations

Our strategic plans are detailed below, and our intentions to becoming a truly inclusive organisation are set out in strategic objective 1 – To become a truly inclusive college:

Strategic Plans

- To become a truly inclusive college
- To deliver a curriculum that meets the needs of students, employers and our community
- To deliver an outstanding student experience
- To be an employer of choice
- To maintain a sustainable college
- To grow the college's reputation and influence

Strategic Objective 1: To become a truly inclusive college

Key Objectives

- To create a supportive and inclusive culture
- To drive and embed engagement in EDI at all levels within the organisation

- To deliver curriculums that are inclusive, representative and decolonised
- To enhance EDI activity so such activity is clearly embedded across the college

Equality Impact Analysis and Assessment

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

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

- New functions, policies, procedures and services as they are developed;
- Significantly altered functions, policies, procedures and services; and
- Existing functions and policies over a period of time.

Our process considers all nine protected characteristics or strands of equality – age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership. All policies and procedures requiring an EIA are submitted to a sub-group of the EDI committee as part of the policy consultation process to ensure all equality impacts are considered before the policy is approved by the college executive and governing body.

Employment Monitoring

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

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

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

The numbers of:

- Employees in post;
- Applicants for employment with conversion rates.

The numbers of employees who:

- Are involved in grievance procedures;
- Are the subject of underperformance procedures;
- Are the subject of disciplinary procedures;
- Are the subject of absence management cases;
- Cease employment with the College.

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

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

Section two

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

Key Achievements

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

• Embedding equality into our curriculum activities, tutorials and training;

• Staff and student engagement in community support activities;

• Launch of Strategic Objective 1: To become a truly inclusive College.

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

• An environment where staff and learners feel valued, safe and included;

• Develop high level engagement and participation of EDI initiatives;

• Create an environment where staff feel confident to address discriminatory practice, and providing constructive challenge is comfortable and the norm;

• Develop a disruptive curriculum that is relevant and meets the needs of our learners;

• EDI reflected in activities, initiatives, partnerships, systems and processes.

Key Achievements

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

- SEND
- Education Health & Care Plans
- Children looked after
- Unaccompanied Asylums Seekers (UASC)
- Young parents
- Young carers
- Overcome economic or social barriers to their participation or success
- Provide multi faith space
- Family friendly policies to support staff needs including: flexible working, job sharing, leave of absence, parental and adoption leave
- Houses a Hate Crime Reporting centre on site

Promotion and Communication of Equality, Diversity and Inclusion

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

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

The Student Service's Personal Development Team and Students' Union lead on enrichment and cultural capital to enhance student's knowledge and skills outside of the classroom. An EDI calendar of events is published, each month has a central theme:

- **September** Settling in at college
- **October** Black History Month
- **November** PREVENT & UNITED Values
- **December** Human Rights & Festive Fun
- **January** Time for Action (Wellbeing, Climate & Campaigns)
- **February** Love is Love (LGBT History Month)
- **March** Next steps (careers and skills)
- **April** Disabilities/Autism Awareness
- **May** Self-care (including mental health)
- **June** Helping Hands (focus on new starters and those with vulnerabilities)
- A link to this year's calendar (2022/23) can be found **here**

Outlined below are some of the support activities provided to students throughout 2021/22:

Personal Development Team Activities

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

- Development and delivery of a thematic calendar of events and activities which also supports development of Equality, Diversity and Inclusion awareness for the whole College community;
- Promoting community cohesion through a comprehensive range of activities and events intended to broaden individual students' understanding of cultures and beliefs different to their own;
- Enabling students to build cultural capital through exposure to a wide range of cultural activity;
- Raising Students aspirations, ambitions and potential by supporting them to build essential life skills;
- Providing a range of channels to support students to use their voice bring about positive change within the College and the city;
- Preparing our students for modern life by teaching them how to keep safe from radicalisation and extremism and developing their understanding of our Bradford College UNITED principles and behaviours;
- Offering a safe space for students to discuss issues/concerns and to challenge any negative behaviour using constructive resolutions.

Key Achievements

Type	Total	Unique Learners
Workshop/Seminar	94	54
Guest Speaker	45	45
Cultural Event	289	276
Volunteering	152	47
SU Activity	6	6
Sexual Health	263	263
Department Arranged	266	233
Organ Donation	320	307
Football (Team)	18	18
Football (Enrichment)	494	85
Cricket	261	52
Racket Sports	75	40
Advice & Advocacy	83	9
February Workshops	111	106
March Workshops	20	20
This Girl Can - Jiu-Jitsu	265	97
This Girl Can - Dance	11	11
Sport ESOL	280	97
Total	**3053**	**1311**

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

Personal Development Team highlights:

International Women's Day

On the 8th March the Personal Development Team and Students' Union celebrated IWD22 by hosting an afternoon of ju-jitsu and archery taster sessions, henna hand painting, make your own pin badge activity and #breakthebias photobooth. The event was a great success and we had over 200 students visit and/or take part in one or more of the activities.

An Audience with Peter Tatchell

We were joined by Peter Tatchell, a human rights campaigner who is best known for his work within the LGBT movement and most recently the Netflix documentary "Hating Peter Tatchell". Peter came to speak to students and staff about his activism, the importance of using your voice and fighting for human rights.

Launch of This Girl Can

The college have been successful in securing funding through Sport England to deliver a project which will reach approximately 90 females and engage them in either ju-jitsu or bhangra fitness. The programme was launched in March and the college has partnered with Onna Ju-jitsu and Punjabi roots to deliver the project will finish at the end of June with students taking part in Ju-Jitsu gradings.

Student Common Room

The Personal Development Team and Students' Union launched the student common room in March. It offers a place for students to socialise and take part in activities such as; table tennis, virtual pinball, table football and board games such as scrabble etc. Since the opening of the common room there were over 2400 visits between March to April 2022 alone.

Support for Students with SEND and Education Health and Care (EHC) Plans

The central SEND & Additional Learning Support team continued to provide timely specialist support to students with disabilities and/or learning difficulties, particularly those with high needs. Post-covid this had more regularly included, at the request of the student, remote and online delivery rather than simply the traditional face-to-face. This has enabled SEND students to take more responsibility for their support and promoted increased decision-making in how that support is delivered.

The College saw a 23% increase in the number of high needs students in college during 2021/22. This has allowed us in-year to work with our main local authority to negotiate additional funding to ensure a high-quality service is maintained. Additionally, we have secured those additional places direct from the ESFA for 2022/23, increasing our place numbers from 180 to 220 for high needs students.

To ensure we continued to meet individual needs we have worked closely with all relevant local authorities to ensure our statutory duties have been complied with. The key performance indicators set internally for the department were all achieved, as follows:

- Ensure that 100% of students are supported in line with high needs contracts with the relevant local authority;
- Ensure that 100% of Education Health and Care (EHC) Plans are reviewed within 12 months of issue;
- Ensure 100% of SEND & ALS policies are up to date with current legislation and statutory duties;
- Ensure that 100% of consultations for placement of students with EHC Plans are responded to within the 15-day period specified in the SEN Code of Practice.

Key Achievements
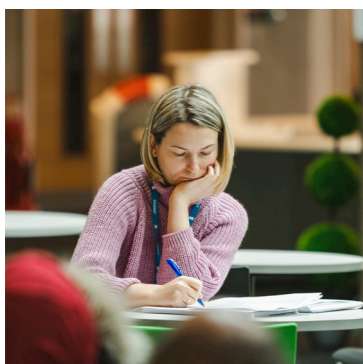
In order to assess the quality of our provision for SEND and EHC Plan students we conducted a survey towards the end of 2022 which received over 200 responses as to the quality and experience of SEND students in college (an increased response rate of 155% on the previous year), with the following results:

I got the support I needed to enrol at college	93%
I have met someone in ALS to discuss the support I need	93%
I know who to ask for help with any problems	95%
I have read/understood my Learning Support Agreement	91%
I was shown the Supported Study Area	88%
I understand the types of support available to me	90%
I know when support will be available to me	92%
Support was provided for my induction week/s	92%
I was show the accessible facilities at my campus	93%
My Support arrives on time to class	90%
Assistive technology is helping me learn and do well	90%
My support understands my needs	94%
My teachers understand my support needs	88%

In the comments section the key strengths SEND students told us about were the quality of their support, the positive experiences they have with staff across college and how they enjoy coming to college. The key area for improvement a small number of SEND students told us about was their tutors' lack of understanding of their needs.

In response to this, and in liaison with the Learning, Teaching, Assessment and Libraries Team, and the High Needs and Learning Support teams have devised and implemented 'Learning Assistant Drop-Ins' in order to assess the quality of support in the classroom. This has been mapped against the national occupational standards for Learning Support. In addition, this process feeds back in reverse to the Observation Team and Learning Walks that take place – ensuring ALS is understood and commented on by Observers and appropriate follow-up training is provided for teachers by the High Needs and Learning Support team.

Library Services

The Library Services team have continued to provide a comprehensive service to students through a blend of face to face, synchronous and on demand sessions. Key impacts on the student experience in 2021/22 include:

- Increased library resources at Trinity Green to support students studying there.
- Adoption of the ability for users to request any available library item which was introduced during the covid pandemic as a standard practice.
- Implementation of changes to the Discover interface to increase user accessibility to the online journals and databases subscribed to by the College library.
- Revamping of the Library Online, the library website, to improve navigation of the resources and access to information following a number of student and staff consultations.
- The updating of library displays to mirror the college's themes and to highlight any notable issues or days of awareness throughout the year.
- The library has added books printed using a dyslexia friendly font to our stock, as well as improving diversity of reading by increasing the number of LGBTQIA+, neurodiverse, and BHM books in our book collection.
- Working with both ESOL and Progression to Learning and Work curriculum areas to provide focussed reading groups. This year ESOL students were given the opportunity to select which titles they wanted the library to order for them to read.
- Library staff were asked and participated in accompanying ESOL students on end of year trips in order for these to go ahead.
- The library has provided a range of activities to enrich the student experience which have included writing and storytelling competitions, the Bradford College Big Read as well as other competitions and quizzes with prizes.
- We have provided work experience placements for project search and PLW students.
- Library staff continued to provide exam support as invigilators, readers and scribes.

Key Achievements

IAG Team - Student finance

- Our first full academic year back after covid restrictions, has resulted in 1396 successful applications for FE bursaries and 1142 19+ bursaries. 639 students qualified for free meals and this has been supported by the new cashless till system.

- 104 students have qualified for the 19+ Advanced Learner Loan which has supported them in year with their FE studies

- From September 2021 a new system was introduced to enable students to receive monthly travel using Metro Mobile Application

- From September 2021 we introduced free breakfast for students aged 16-18. From January 2022 this was rolled out to all students. In January 2022 the Tuk Tuk van was utilised to promote the free breakfast scheme which has led to a vast increase in the number of students taking up the offer of a free breakfast. This option has enhanced the student experience further.

- From January 2022 students were able to obtain free meals from catering outlets within College

- The Edna Woodhouse legacy fund has helped us to support 73 students from low income backgrounds including Asylum Seekers from the Ukraine and other parts of the world.

Bursary Fund Name	Total Applications Approved
16-19 Learner Support Fund Bursary	1396
19+ Learner Support Fund Bursary	1142
Free Meals In Further Education (GMS	639
Vulnerable Bursary Scheme	141
19+ Advanced Learner Loan Bursary	104
19+ LSF Tuition / Exam Fee support	36
19+ LSF Childcare support	44
16-19 Laptop Loans	260
19+ Laptop Loans	310
Edna Woodhouse Legacy Fund	73 London Theatre Visit / Alhambra Theatre / Project Search / Emergency Travel / Meals / Childcare Support / Ofsted Focus Groups

Student Experience Internal Audit October 2021

The overall conclusion of the audit was determined to be strong. The purpose of this review was to ensure that the mechanisms in place at the College are delivering a positive experience to its students.

Also considered, were the enrolment process and the course delivery and the feedback mechanisms in place to ensure that areas of poor performance are being highlighted and addressed. Our review considered the current feedback mechanisms in place as well as feedback from Student Representatives and Student Unions.

Key Achievements

The following were listed as areas of good practice in relation to Equality, Diversity and Inclusion in the report:

1. The College ensures that those learners with Special Educational Needs and Additional Learning Support requirements are given support as required to ensure a high-quality student experience can be delivered.

2. Equality, Diversity, and Inclusion is given high priority at Bradford College. A dedicated committee, with student representation, meets on a regular basis.

3. There were significant changes within the College and its settings in response to the outbreak of Covid-19. The College's student services arrangements continued effectively with staff responding robustly to concerns and referrals, which were handled in line with the College's Policies and Procedures. The College is now returning to on-site provision and works across departments to ensure that any matters relating to Covid-19 continue to be addressed to a high standard.

4. There is ongoing staff training in place to ensure the student experience is enhanced. We have reviewed the training material that is shared with College Staff at the start of each academic year and through inset days and other mediums. Staff are encouraged to develop positive behaviour training and mentoring with students.

5. The College has a very active Student Union. Throughout the year, the Student Union will run themed months with events for students to participate in. These themes include Human Rights, Careers, History and Wellbeing. All events are designed to enhance learner experience at the College.

OFSTED: Bradford College is GOOD!

Following a full inspection in November '21, inspectors gave the college a rating of Good across all aspects of its provision. The college community is now looking forward to a bright future after the education watchdog praised the excellent progress it has made since its last inspection. It also praised its inclusive environment and excellent opportunities for everyone to study and train for rewarding careers.

College of Sanctuary Award

Bradford College was awarded FE 'College of Sanctuary' status in 2022. This is the first time a College in West Yorkshire has received this accolade from City of Sanctuary UK. This highly sought-after title recognises the exceptional level of assistance the College provides to some of the most vulnerable learners seeking sanctuary in the city, and recognises that safety and inclusion for our learners is a key priority.

The region receives around 13% of the UK's Asylum Seekers, and migration data shows Bradford to be one of four locations to receive the highest proportion of these individuals (although this still represents just 0.46% of the district's population). Supporting just one Refugee/Asylum Seeker student in 2010, Bradford College has now helped nearly 2,000 and is one of the largest support providers in the UK.

Kate Hart, the Project Lead at Bradford Schools and Colleges of Sanctuary, said: "Colleges must demonstrate three key things: learning about what it means to be seeking sanctuary; embedding concepts of welcome, safety and inclusion; and sharing that vision within the local community and beyond. Bradford College has excelled in all of these areas."

Partnering with Schools and Other Local Organisation to Raise the Attainment of Young People

Embracing Partnership to Raise Attainment

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

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

- Work with Bradford Council to achieve its Equality Plan 2020-202511, through membership of the Systems Equality Group which support the Council's Wellbeing Board in implementing its commitment to equalities;

- Work with Empowering Minds, a third sector Bradford-based organisation who aim to engage, educate, and inspire individuals though diversity, cohesion and citizenship, has led us to piloting a student intervention programme to challenge difficult behaviour in some of our most hard to reach further education students;

- Work with the Black12 FE Leadership Group on the 'Making the most of Bradford's Ethnicities' research project, funded by the Education & Training Foundation (ETF).

Key Achievements

The core objective of the research, conducted in 2021, was to place the increasing ethnic diversity prevalent in Bradford, front and centre of local considerations to reshape college planning and provision up to L7 study. The college offers a significant number of courses which led to employment in public and industrial sectors across construction & engineering, social care, youth work and education. It is committed to extending regional partnerships in regards to this over the next 2 years (targeting 3 new partnerships to co-design and deliver public and industrial sector facing programmes of study). This will build-on the strong foundations in place with, for example: The Social Work Teaching Partnership with the University of Bradford and the Teacher Education Steering Group for schools in the Bradford district. In addition, its close working relationship with the University of Bolton (and its similar demographics of student population) has led to the joint development of new provision and opportunities across Health and Nursing pathways – enhancing our portfolios with vocationally rich opportunities f or students.

Extending the QUEST Programme

The QUEST programme is articulated in the main body of this plan. It works across school partners to deliver pre-16 aspiration and skill raising activities, including a core English and Maths programme. Project pilots in 2019-2021 focused on schools underperforming in these areas. It also engages schools to deliver pre-16 employability skills workshops. The college will have engaged 5 under-performing schools in this programme by 2022. This work is to be extended in 2023/24 to include employer masterclasses and project-based learning challenges. The college will extend the programme across 3 partners per annum a year till 2025. We will utilise school performance statistics to inform our priorities for school engagement around raising attainment.

From 2022 the programme will extend to utilising our teacher trainees to support the acquisition of numeracy and literacy skills in 8 primary schools. It will work in partnership with the Bradford Literature Festival and GHWY on this attainment raising programme of work.

Ambition Hub

The college recognise that it is in a strong position to influence the preparedness for HE study through its own FE, community and school-partnership provision. Taking feedback from employers that graduates are lacking the skills they'd prioritise (CBI, 2019), we have identified the need to improve non-perishable skills to support young people from diverse backgrounds into higher education and employment. In addition, we are aware, through our own FE progress reviews, that students often lack the confidence to excel in higher education. As a result, in 22/23 the college launched an Ambition Hub for L3 learners – utilising an extended network of employers to deliver masterclasses, work-based projects and an enhanced enrichment offer to support employability skills. The work-skills and non-perishable elements of this offer will be extended into community settings from 23/24 to help drive attainment through our higher education. Our outreach department will utilise a masterclass model to give a taster of further study to schools across the city and to support the raising of Pre-16 aspiration from 2022.

Creating a Sense of Belonging

The college are committed to ensuring that all young people are able to thrive in an inclusive and respectful environment. This sense of belonging encourages students to enter study and to feel able to access support to realise their ambitions. It is a key element of our approach to raising attainment across our diverse cohorts. As a result, the college work with external bodies to seek continuous improvement and validation of its approaches:

Bradford college is an Investor in Diversity and works closely with the National Centre for Diversity to embed the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement into the college culture. Led by the EDI Committee, in 2021, all departments devised specific actions to promote these values across staff teams and to utilise the principles to support them. All staff are expected to treat students with respect and understanding; to support them through respectful dialogue and engagement in positive strategies for success.

Bradford College is a Trauma Informed college – we recognise that our students' behaviours, confidence and ability to engage is influenced by their life experience to date. As we seek to ensure equality in access and participation, we understand that our approaches to working with individual students must evolve to account for this knowledge. During 21/22 we have begun the roll-out of Trauma Informed training to all of our staff. This work will be completed during the 22/23 academic year and will be primarily evaluated through staff feedback. This is an ambitious plan to support their understanding of the impact of diverse life experiences on their students and will further help create an inclusive environment for all.

Key Achievements
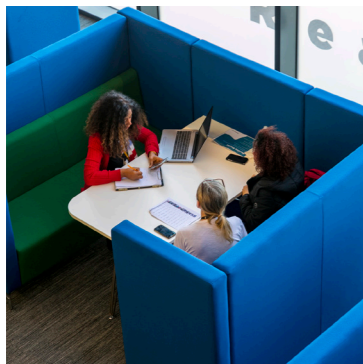
Developing More Diverse Pathways into and through Higher Education

From 2021, the college articulated its core purpose as the provider of professional, technical higher qualifications in the Bradford district. In doing this, the college recognise the need to provide pathways that offer flexibility in study options and that recognise the diverse backgrounds of students coming, or returning to, Higher Education. The process of realigning the admissions process and curriculum offer to this goal is underway. The key strategic projects which characterise the student journey into and through a diverse curriculum are recorded; to be considered together with our existing strategic measures identified in the APP 2020-2025.

Improving the Quality and Volume of Evaluation of Data

We recognise that as a college we have been on a journey to improve the systems, competencies and data-capture necessary to drive an effective evaluation culture. This begins with effective sharing of information related to addressing disparity gaps and targets across the whole organisation.

Staff development days, online training systems and college management awaydays provide whole-college platforms to ensure all curriculum and support staff understand their roles in discharging the strategic measures which are outlined in the strategic objectives, particularly SO1 and SO3.

The college's appointment of a Vice Principal for Equality, Diversity and Inclusion in January 2022 has provided further strategic focus on promoting equality and providing an inclusive environment for work and study where all members of our college community are treated with dignity and respect.

Charity Fund Raising

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

Student Induction

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

- Supporting students throughout the learner journey, beginning with pre-induction materials which include Wellbeing, Bradford College Charter, and EDI resources.
- Supporting students to identify skills gaps and the opportunities to close these to enable them to achieve their goals.
- Supporting provision of a safe and inclusive learning community for all.
- Development of an understanding of the Bradford College UNITED values.
- Development of an understanding of Peer-on-Peer abuse, and how to respond when they experience this.
- Embedding of Wellbeing and Mental Health resources into the induction process.

Safeguarding and Wellbeing 2021/22

Retention and Achievement Data

- Overall retention of students engaged with Safeguarding was 93%
- Retention rate of under 19's engaged with Safeguarding was 92.9%
- Retention rate of adults engaged with Safeguarding was 94%

The retention rates are slightly higher than last year. This may be due to the high levels of support, engagement and interventions provided by the Safeguarding and Wellbeing Team during the last academic year and throughout the Covid-19 pandemic.

Statistical Data

- EBS identified that 93% of students who access the safeguarding service remain in college; an increase from last year.
- EBS identified that the majority of students come from within the Bradford area. There is a similarity between the headline issues that young people within the Bradford Metropolitan area present with and the headline issues that students present with when accessing the safeguarding service.

- 1,102 students (9,409 interventions) accessed the safeguarding team for safeguarding support and were assessed as being at risk of harm.
- 1,294 students (6,754 interventions) accessed the safeguarding team for wellbeing and welfare support.
- The total number of students accessing the service was 2,396 with a total of 16,163 interventions; this has tripled since 2019. The data clearly demonstrates the demand for the service and also reflects on how the team has adapted new styles and methods of working with and engaging with our vulnerable students.
- Interventions ranged from one to one support, group work, advocacy, workshops and attending professional meetings ensuring student voice is heard and is at the centre of decision making. Another reason for the increase in interventions and support could be related to the Covid-19 pandemic with many students being left vulnerable and isolated. The team responded pro-actively by maintaining contacting and ensuring safety of our most vulnerable students.

Key Achievements

	2018/19	2019/20	2020/21	2021/22
No. of learners accessing service	887	1,260	1,387	2,396
No. of interventions	4,299	11,552	18,384	16,163

- 93% of students who accessed the safeguarding service remained in college; an increase from last year.
- 7% of the students known to safeguarding were Looked After Children/Care Experienced (LAC) and Unaccompanied Asylum Seeker Children (UASC),
- 146 were known to Children's Social Care and on a Child Protection / CIN Plan.
- 114 EHCP Risk assessments were completed for the 20/21 and 21/22 cohort of students with EHCP's - determining safety plans, support plans and offers of places for prospective students.

Most prevalent issues presented to the Safeguarding Team were:

1. Mental Health
2. Child Protection
3. Violence, Aggression and threatening behaviours
4. Anti-social and risky behaviour
5. Risk Assessments for students under investigation/criminal convictions

Presenting issues for learners accessing safeguarding support 2021/22
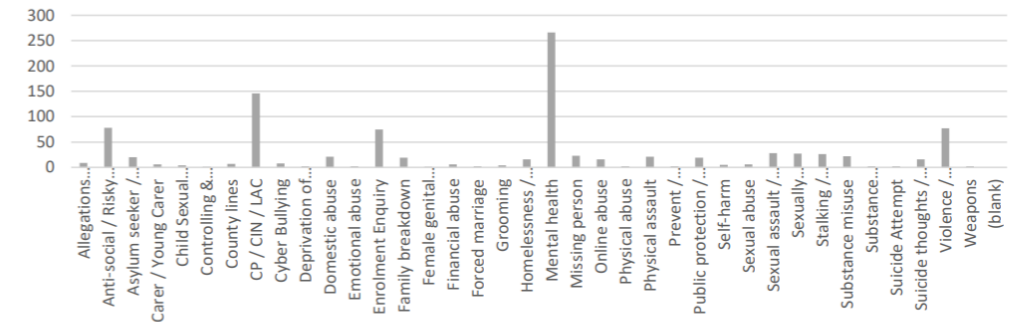
Trends of key presenting issues over the last 4 years
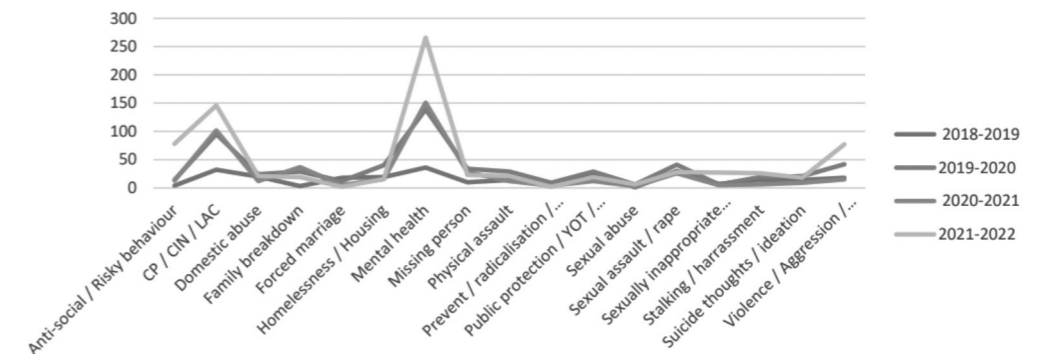
The above chart demonstrates the sharp rise in mental health support over the four-year period, with 2021/22 receiving the highest number of referrals around mental health. Another interesting rise to note is an increase in sexually inappropriate behaviours and stalking which has almost quadrupled as has violent and threatening behaviours.

Although alarming as this may seem, there is a similarity between the headline issues that young people within the Bradford Metropolitan area and those presenting to the Safeguarding Team.

Workshops and engagement opportunities have been introduced to help tackle some of the key issues along with partnership working with external

agencies such as the Police and Youth Service to help tackle and address the concerns. There has been a significant decrease in Prevent referrals and domestic abuse and a contributory factor towards this is the teams' work with students in raising awareness around Prevent and radicalisation and promoting United Values and delivering healthy relationship and domestic abuse training/ awareness workshops.

Key Achievements

Sexual Violence

To address the issue of Sexual Harassment as stated in the KCSIE 2021 guidance, the College invited external professionals (Freedom Personal Safety) to deliver intense workshops on sexual harassment, the signs and how to respond and ask for support. This could have been a contributory factor in the Safeguarding Team receiving 87 referrals for students who reported either sexual assault, sexual abuse, sexually inappropriate behaviours and stalking incidents. This was more than double the previous year.

The College also worked collaboratively with the Police and students on the Violence Against Women Campaign. This is part of a national campaign to take a stand to end all male violence against women and act to change behaviours and culture. Students from College were involved in devising key messages and being photographed as part of the poster campaign across college to promote the key messages. The posters can be seen across college sites, promoting a culture that harassment is not tolerated here: namely 'Report it, Challenge it'.

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

Freedom Personal Safety spoke to staff and higher education students in a session raising awareness around sexual harassment. Leading the session, the organisation's learning and development manager Julie Tweedale also spoke about sexual harassment, peer on peer abuse and nurturing healthy relationships. She said: "Sexual harassment is very damaging. It needs to be talked about it needs to be challenged and the fact the college is running this session means it is harder to hide". Tackling harassment will benefit everyone at college.

Forced Marriage

We have strong links with West Yorkshire Forced Marriage Unit's named Officer who is at hand to offer support and guidance to any student who is at risk or has been a victim of Forced Marriage. The 2021/22 data shows that we worked with 2 young women that required direct involvement with relevant professionals. This statistic has more than halved from the previous year's figure of 5 which is reassuring and suggests that strengthening links between external agencies has had a positive impact.

Prevent

The service has seen a decline in the number of Prevent referrals – these have more than halved compared to the previous year's data. The team have devised a robust Prevent and United Values tutorial which is accessed by all students at induction.

We have also incorporated the former WRAP training with staff Safeguarding training which is rolled out for staff to attend on a twice monthly basis, raising staff awareness of key indicators and how to respond effectively.

Bradford College is proud of its diverse community. As a College we value being able to operate inclusively and we actively welcome the diverse views and opinions expressed by our students. We seek to work collaboratively with the Students' Union, teaching and support staff unions in all areas of joint interest and note the reservations that some of these organisations have expressed around the Prevent agenda. However, we have due regard to the law, to our duty of care towards staff and students who make up the College community, and of the need to safeguard vulnerable individuals. We take practical steps to ensure that we are meeting the requirements of this duty in a way that complements the college's core values and is of genuine benefit to all.

At Bradford College we challenge all forms of discrimination, hate crime and extremism through our UNITED Values:

U Understanding and Respect of Law

N Nurturing Mutual Respect

I Individual Liberty

T Tolerance of other faiths and beliefs

E Equality

D Democracy

Our UNITED Values incorporate British Values (as defined by the Government) as well as additional elements of Equality (Incorporating the key principles of the Equality Act 2010). UNITED Values not only promote Equality and Diversity, Personal Development and Behaviour and Attitudes, but also support the Prevent Strategy.

Key Achievements

In February 2017 College received a communication from Ofsted to confirm that there is 'no requirement' to use the term 'British Values' provided the core values are being promoted. Our key aims are to protect students and help them to build resilience against discrimination, hate crime and extremism, to encourage students to develop critical thinking skills throughout the learner journey (induction, curriculum, tutorial, enrichment) and to offer a safe space for students to discuss and debate topical issues in which they can challenge extremist narrative. UNITED Values help create and foster a community that appreciates the basic rights of all its members and is inclusive of people from all groups.

FGM (Female Genital Mutilation)

Staff and student awareness around FGM during training and workshops. There have been no reports of any incidents of FGM this year. The college demographics for cultures where FGM is more prevalent is low at approximately 3.9%

Diversity Data
(see charts opposite)

- 75% of the students were 18yrs old or under when they accessed the safeguarding service
- Slightly more males 54% than females 49% accessed the service. This has changed from last year when we had 57% females accessing the service compared to 42% males.
- The two largest ethnicity groups accessing the service are White - English Welsh Scottish & NI at 35% and Asian Pakistani at 28%
- 28% of the students accessing the service declared as having one or more disability or learning difficulty.

Ethnicity of learners accessing the safeguarding service 2021/22
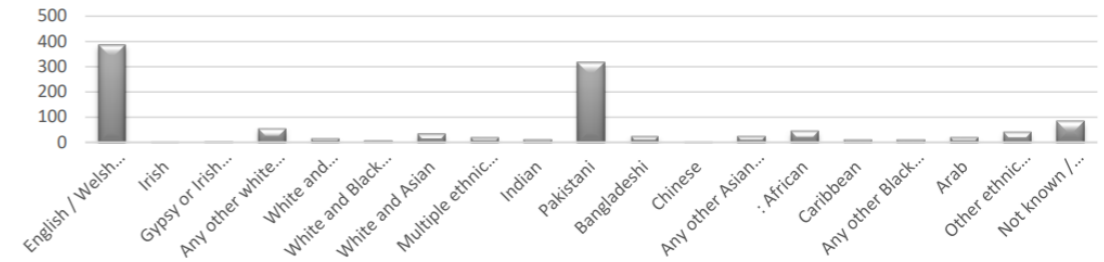
Age of learners accessing the safeguarding support 2021/22
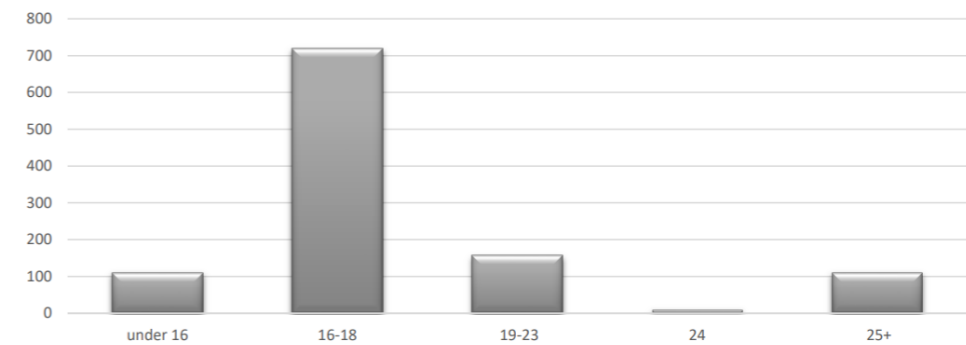
Data trends indicate that the service is accessed largely by learners aged under 19 years in comparison to over 19-year olds. However there, has been an increase in students in all age categories accessing both Safeguarding and Wellbeing support.

Key Achievements

Disabilities and Learning Difficulties

Data 28% of students accessing the service declared as having one or more learning difficulty or disability, with the highest proportion relating to Mental Health and Social and Emotional difficulties. (see graph opposite).

Gender Data

Data shows that there has been a shift in gender of students accessing the service. There has been an increase in males (54%) than females (49%). This has changed from last year when we had 57% females accessing the service compared to 42% males. This is has been attributed to the increase in referrals for males who have been displaying sexually inappropriate behaviours and violence / aggression. (see graph opposite).

Mental Health Initiatives

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

- Training has been delivered to approximately 20% of College staff in Mental Health First Aid (MHFA).

- MHFA training offer has been extended to students, in particular to trainee teachers and we are looking to offer this to social work students in the future.

In line with promoting mental health resilience, the Student Services Head of Department won a bid from the ETF to fund a 'Resilience Champions' pilot scheme over twelve months. The pilot was a great success and saw 6 members of staff mentoring and supporting senior managers in college with their own mental health and wellbeing and completing training in Mental Health First Aid and Peer Mentoring.

Learning difficulties 2021/22

Category	Value
Not provided	123
Other disability	20
Other learning difficulty	70
Other medical condition	24
Mental health difficulty	75
Social and emotional difficulties	55
Profound complex disabilities	6
Disability affecting mobility	16
Hearing impairment	14
Visual impairment	9
Speech, language and communication needs	5
Temporary disability after illness	3
Asperger's syndrome	13
Autism spectrum disorder	39
Dyscalculia	12
Dyslexia	54
Severe learning difficulty	10
Moderate learning difficulty	45
No learning difficulty or disability	674

Gender data 2021/22

- Male
- Female
- Unknown

Key Achievements

Safeguarding and Wellbeing Week 2021

Students were empowered in the Safeguarding and Wellbeing Week Event, the first of its kind at Bradford College. Hundreds of young people packed a lecture theatre to hear powerful messages about respect, self-care and keeping safe at a special day of talks and film screenings.

The Conference Day was among a host of events and activities at Bradford College as part of Safeguarding and Wellbeing Week. This was a chance for students to discuss important issues around safeguarding and topics that affect young people in Bradford.

There was a 'Blaming and Belonging' Performance (Radicalisation and Prevent), a workshop and performance that focused on the factors that make people vulnerable to radicalisation. It also focused on warning signs as well as handling sensitive and often difficult conversations around the subject. It included a performance from Odd Arts, a charity delivering innovative and creative programmes, across all art forms, with vulnerable and excluded groups.

Hate Crime Reporting Centre

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

The College is a proud member of the Bradford Hate Crime Alliance. The purpose of BHCA is to work jointly with strategic and operational partners to eliminate hate crime within Bradford Metropolitan District Council area

What is a Hate Crime?

A hate crime is any unwanted behaviour directed at an individual because of a protected Characteristic, for example disability, race, religion, sexual orientation, gender identity. Hate crimes can include name calling, threatening behaviour or language, assault, robbery, damage to property, harassment or inciting others to commit hate crimes. Hate crimes hurt; they can be confusing and frightening. By reporting them when they happen to you, you may be able to prevent these incidents from happening to someone else. You will also help the police understand the extent of hate crime in your local area so they can better respond to it.

Reporting a Hate Crime

To report a Hate Crime to the reporting centre in College contact the Safeguarding and Wellbeing Team:

safeguarding@
bradfordcollege.ac.uk

or call

01274 088999

8.30am-5pm weekdays.

Section three

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

Student Equality Data

Further Education

Demographics, All Ages

Achievement rates have decreased for all groups and demographics in the last year. Male students have dropped slightly below tolerance (+/- 3) in comparison to female students – 79.5% compared to females at 83.6%.

Achievement of White students in this group has declined below tolerance since last year, creating a demographic gap. Students from ethnic minority backgrounds are 5 percentage points (PP) more likely to achieve a high grade.

Learners with learning difficulties and disabilities (LDD learners) continue to be slightly less likely to achieve high grades.

There are no significant for students with High Needs.

There is slight gap in achievement for students who are entitled to free college meals compared to those who aren't, but it is within tolerance – 79.9% compared to 81.6%.

Student Equality Data

16-18 Demographics

Male learners in this category again, are slightly less likely to achieve higher grades than their female counterparts – 76.0% compared to 80.5%.

A demographic gap exists in this category also for White students in comparison with those from ethnic minority backgrounds – who are 8pp more likely to achieve a higher grade.

There is a slight gap for LDD learners compared to learners without a learning difficulty, but is within tolerance – 76.3% compared to 78.1%.

There is no disparity for students with High Needs and those without for this category.

Again, there is slight gap in achievement for students who are entitled to free college meals compared to those who aren't, but it is within tolerance – 79.7% compared to 77.2%.

19+ Demographics

There is no significant achievement gap between male and female learners in this category. The figure for males has remained the same at 85.5% since 20/21.

There are no significant demographic gaps for students from different ethnic backgrounds.

LDD learners in this category are 6pp less likely to achieve higher grades compared to learners with no learning difficulty.

There is small disparity gap for learners with High Needs and those without – 83.8% compared to 85.9%, but this is within tolerance.

Demographic Forecast All Ages

Sex

Female	20/21	21/22
Count Starters	6,595	7,014
% Unknown	0%	1.6%
% Retain (Actual)	95.6%	94.6%
% Pass (Actual)	90.6%	88.4%
% Achieve (Actual)	86.7%	83.6%
% High (Starts)	35.2%	23%

Male	20/21	21/22
Count Starters	6,630	1,868
% Unknown	0%	1.6%
% Retain (Actual)	94.3%	9.64%
% Pass (Actual)	89.7%	84.6%
% Achieve (Actual)	84.7%	79.5%
% High (Starts)	27.8%	13.3%

BAME

BAME	20/21	21/22
Count Starters	9,126	10,370
% Unknown	0%	0.8%
% Retain (Actual)	95.6%	95.3%
% Pass (Actual)	89.4%	87.2%
% Achieve (Actual)	85.5%	83.1%
% High (Starts)	33.1%	19.1%

White	20/21	21/22
Count Starters	4,099	4,512
% Unknown	0%	3.5%
% Retain (Actual)	9.63%	92.2%
% Pass (Actual)	90.9%	84.2%
% Achieve (Actual)	85.1%	77.6%
% High (Starts)	26.8%	13.9%

IMD MD

IMD Q1	20/21	21/22
Count Starters	9,793	10,920
% Unknown	0%	1.1%
% Retain (Actual)	9.35%	94.6%
% Pass (Actual)	89.4%	86.4%
% Achieve (Actual)	85.2%	81.7%
% High (Starts)	30.9%	17.6%

IMD Q2+	20/21	21/22
Count Starters	3412	3920
% Unknown	0%	3%
% Retain (Actual)	94%	93.6%
% Pass (Actual)	91.1%	86.2%
% Achieve (Actual)	85.7%	80.7%
% High (Starts)	31.9%	16.5%

LDD

LLDD	20/21	21/22
Count Starters	1,950	2,932
% Unknown	0%	1.4%
% Retain (Actual)	9.35%	93.6%
% Pass (Actual)	90.5%	83.1%
% Achieve (Actual)	86.3%	77.8%
% High (Starts)	32.1%	13.5%

No LDD	20/21	21/22
Count Starters	11,275	11,950
% Unknown	0%	1.7%
% Retain (Actual)	94.9%	94.5%
% Pass (Actual)	89.8%	87.1%
% Achieve (Actual)	85.2%	82.3%
% High (Starts)	31%	18.3%

High Needs

High Needs	20/21	21/22
Count Starters	408	623
% Unknown	0%	0.6%
% Retain (Actual)	97.3%	95.8%
% Pass (Actual)	89.4%	83.8%
% Achieve (Actual)	87%	80.3%
% High (Starts)	26.1%	11.2%

Other	20/21	21/22
Count Starters	12,817	14,259
% Unknown	0%	1.7%
% Retain (Actual)	94.9%	94.3%
% Pass (Actual)	89.9%	86.5%
% Achieve (Actual)	85.3%	81.5%
% High (Starts)	31.3%	17.5%

FME

FME	20/21	21/22
Count Starters	1,768	1,629
% Unknown	0%	0.7%
% Retain (Actual)	95.3%	95%
% Pass (Actual)	92.3%	8.14%
% Achieve (Actual)	88%	79.9%
% High (Starts)	34.5%	17.7%

Not FME	20/21	21/22
Count Starters	11,457	13,253
% Unknown	0%	1.7%
% Retain (Actual)	94.9%	94.3%
% Pass (Actual)	89.5%	86.6%
% Achieve (Actual)	85%	81.6%
% High (Starts)	30.3%	17.3%

Demographic Forecast 16-18 year olds

Sex

Female	20/21	21/22
Count Starters	2,860	3,051
% Unknown	0%	0.7%
% Retain (Actual)	93.7%	91.6%
% Pass (Actual)	91.6%	87.8%
% Achieve (Actual)	85.8%	80.4%
% High (Starts)	30%	19.6%

Male	20/21	21/22
Count Starters	3,989	4,926
% Unknown	0%	1.2%
% Retain (Actual)	93.3%	92.8%
% Pass (Actual)	89.1%	81.9%
% Achieve (Actual)	83.1%	76%
% High (Starts)	25.3%	12.2%

BAME

BAME	20/21	21/22
Count Starters	4,557	5,317
% Unknown	0%	0.5%
% Retain (Actual)	94.2%	93.8%
% Pass (Actual)	90.8%	85.6%
% Achieve (Actual)	85.5%	80.4%
% High (Starts)	28.5%	16.8%

White	20/21	21/22
Count Starters	2,292	2,660
% Unknown	0%	2.1%
% Retain (Actual)	92%	89.2%
% Pass (Actual)	88.9%	81.2%
% Achieve (Actual)	81.7%	72.4%
% High (Starts)	25.1%	12.2%

IMD MD

IMD Q1	20/21	21/22
Count Starters	5,383	6,053
% Unknown	0%	0.8%
% Retain (Actual)	9.14%	92.7%
% Pass (Actual)	89.8%	84.2%
% Achieve (Actual)	84.5%	78.1%
% High (Starts)	27.2%	15.7%

IMD Q2+	20/21	21/22
Count Starters	1,657	1,900
% Unknown	0%	1.8%
% Retain (Actual)	91.3%	90.8%
% Pass (Actual)	91.4%	83.8%
% Achieve (Actual)	83.5%	76.1%
% High (Starts)	27.7%	13.7%

LDD

LLDD	20/21	21/22
Count Starters	1,101	1,960
% Unknown	0%	1%
% Retain (Actual)	95.4%	92.8%
% Pass (Actual)	90.6%	82.3%
% Achieve (Actual)	86.4%	76.3%
% High (Starts)	27.9%	12.5%

No LDD	20/21	21/22
Count Starters	5,748	6,017
% Unknown	0.0%	1%
% Retain (Actual)	93.1%	92.2%
% Pass (Actual)	90.3%	84.7%
% Achieve (Actual)	83.8%	78.1%
% High (Starts)	27.3%	15.8%

High Needs

High Needs	20/21	21/22
Count Starters	217	345
% Unknown	0%	0.9%
% Retain (Actual)	97.2%	95.4%
% Pass (Actual)	85.8%	81.2%
% Achieve (Actual)	83.4%	77.4%
% High (Starts)	23.7%	10.2%

Other	20/21	21/22
Count Starters	6,632	7,632
% Unknown	0%	1%
% Retain (Actual)	93.3%	92.2%
% Pass (Actual)	90.3%	84.3%
% Achieve (Actual)	84.3%	77.7%
% High (Starts)	27.4%	15.3%

FME

FME	20/21	21/22
Count Starters	1,743	1,561
% Unknown	0%	0.7%
% Retain (Actual)	95.2%	9.94%
% Pass (Actual)	92.3%	83.9%
% Achieve (Actual)	87.9%	79.7%
% High (Starts)	34.3%	17.4%

Not FME	20/21	21/22
Count Starters	5,106	6,416
% Unknown	0%	1.1%
% Retain (Actual)	92.8%	91.7%
% Pass (Actual)	89.4%	84.2%
% Achieve (Actual)	83%	77.2%
% High (Starts)	25.2%	14.7%

Demographic Forecast 19+

Sex

Female	20/21	21/22
Count Starters	3,735	3,963
% Unknown	0%	2.3%
% Retain (Actual)	97.2%	96.9%
% Pass (Actual)	89.9%	88.9%
% Achieve (Actual)	87.4%	86.1%
% High (Starts)	54.4%	38.3%

Male	20/21	21/22
Count Starters	2,641	2,942
% Unknown	0%	2.3%
% Retain (Actual)	96%	96.4%
% Pass (Actual)	89.1%	88%
% Achieve (Actual)	85.5%	85.5%
% High (Starts)	41.4%	21.2%

BAME

BAME	20/21	21/22
Count Starters	4,569	5,053
% Unknown	0%	1.2%
% Retain (Actual)	97%	96.8%
% Pass (Actual)	88%	88.9%
% Achieve (Actual)	85.4%	86.1%
% High (Starts)	51.9%	29.7%

White	20/21	21/22
Count Starters	1,807	1,852
% Unknown	0%	5.5%
% Retain (Actual)	95.7%	96.4%
% Pass (Actual)	93.5%	88.3%
% Achieve (Actual)	89.5%	85.1%
% High (Starts)	37.6%	29.9%

IMD MD

IMD Q1	20/21	21/22
Count Starters	4,610	4,867
% Unknown	0%	1.6%
% Retain (Actual)	96.7%	96.9%
% Pass (Actual)	89.1%	89%
% Achieve (Actual)	86.1%	86.2%
% High (Starts)	47.6%	28.3%

IMD Q2+	20/21	21/22
Count Starters	1,755	2,020
% Unknown	0%	4.1%
% Retain (Actual)	9.66%	96.2%
% Pass (Actual)	90.9%	88.3%
% Achieve (Actual)	87.7%	85%
% High (Starts)	50.7%	33.3%

LDD

LLDD	20/21	21/22
Count Starters	849	972
% Unknown	0%	2.1%
% Retain (Actual)	95.3%	95.4%
% Pass (Actual)	90.4%	84.8%
% Achieve (Actual)	86.1%	80.9%
% High (Starts)	43.4%	18.3%

No LDD	20/21	21/22
Count Starters	5,527	5,933
% Unknown	0%	2.4%
% Retain (Actual)	96.9%	96.9%
% Pass (Actual)	89.4%	89.4%
% Achieve (Actual)	86.7%	86.7%
% High (Starts)	50.1%	33.3%

High Needs

High Needs	20/21	21/22
Count Starters	191	278
% Unknown	0%	0.4%
% Retain (Actual)	97.4%	95.4%
% Pass (Actual)	93.5%	86.9%
% Achieve (Actual)	91.7%	83.8%
% High (Starts)	31.1%	14%

Other	20/21	21/22
Count Starters	6,185	6,627
% Unknown	0%	2.4%
% Retain (Actual)	96.7%	95.7%
% Pass (Actual)	89.4%	88.8%
% Achieve (Actual)	86.5%	85.9%
% High (Starts)	49.2%	30.6%

Student Equality Data

Level Outcomes by Demographic

All Level 3

Level 3	20/21	21/22
Starters	2,162	1,940
% Unknown	0%	0%
% Retain (Actual)	87%	90%
% Pass (Actual)	91%	84%
% Achieve (Actual)	80%	76%
% High (Starts)	24%	14%
% High (Retain)	31%	16%

Qual Overall

	20/21	21/22
Starters	428	113
% Unknown	0%	5%
% Retain (Actual)	65%	66%
% Pass (Actual)	92%	70%
% Achieve (Actual)	60%	46%
% High (Starts)	34%	18%
% High (Retain)	59%	32%

Sex

Female	20/21	21/22
Starters	242	79
% Unknown	0%	7%
% Retain (Actual)	60%	60%
% Pass (Actual)	96%	68%
% Achieve (Actual)	58%	41%
% High (Starts)	37%	14%
% High (Retain)	68%	27%

Male	20/21	21/22
Starters	186	34
% Unknown	0%	0%
% Retain (Actual)	71%	79%
% Pass (Actual)	87%	74%
% Achieve (Actual)	62%	58%
% High (Starts)	31%	27%
% High (Retain)	49%	40%

LDD

LLDD	20/21	21/22
Starters	52	9
% Unknown	0%	0%
% Retain (Actual)	71%	66%
% Pass (Actual)	94%	50%
% Achieve (Actual)	67%	33%
% High (Starts)	30%	16%
% High (Retain)	48%	33%

No LDD	20/21	21/22
Starters	376	104
% Unknown	0%	5%
% Retain (Actual)	64%	66%
% Pass (Actual)	91%	72%
% Achieve (Actual)	59%	48%
% High (Starts)	34%	18%
% High (Retain)	61%	31%

ABMO/W

ABMO	20/21	21/22
Starters	264	57
% Unknown	0%	1%
% Retain (Actual)	65%	64%
% Pass (Actual)	91%	59%
% Achieve (Actual)	60%	38%
% High (Starts)	33%	10%
% High (Retain)	56%	18%

White	20/21	21/22
Starters	158	50
% Unknown	0%	10%
% Retain (Actual)	62%	64%
% Pass (Actual)	92%	78%
% Achieve (Actual)	58%	50%
% High (Starts)	33%	23%
% High (Retain)	62%	43%

FME

FME	20/21	21/22
Count Starters	89	7
% Unknown	0	14%
% Retain (Actual)	74%	100%
% Pass (Actual)	100%	28%
% Achieve (Actual)	74%	28%
% High (Starts)	46%	0%
% High (Retain)	63%	0%

Not FME	20/21	21/22
Count Starters	339	106
% Unknown	0%	4.7%
% Retain (Actual)	62%	64%
% Pass (Actual)	89%	75%
% Achieve (Actual)	56%	48%
% High (Starts)	33%	19%
% High (Retain)	62%	43%

IMD MD

IMD Q1	20/21	21/22
Starters	268	91
% Unknown	0%	5%
% Retain (Actual)	68%	68%
% Pass (Actual)	92%	69%
% Achieve (Actual)	63%	47%
% High (Starts)	36%	19%
% High (Retain)	60%	30%

IMD Q2+	20/21	21/22
Starters	160	22
% Unknown	0%	4%
% Retain (Actual)	60%	59%
% Pass (Actual)	91%	76%
% Achieve (Actual)	55%	45%
% High (Starts)	31%	15%
% High (Retain)	58%	38%

Age Group

16-18	20/21	21/22
Starters	401	113
% Unknown	0	5%
% Retain (Actual)	63%	66%
% Pass (Actual)	92%	70%
% Achieve (Actual)	58%	46%
% High (Starts)	32%	18%
% High (Retain)	58%	32%

19+	20/21	21/22
Starters		27
% Unknown		0%
% Retain (Actual)		96%
% Pass (Actual)		92%
% Achieve (Actual)		88%
% High (Starts)		63%
% High (Retain)		73%

Attendance is the single best indicator of success regardless of demographic. Barriers to attendance however are exacerbated by disadvantage. Our key strategy is therefore removing barriers to attendance to drive success going forward.
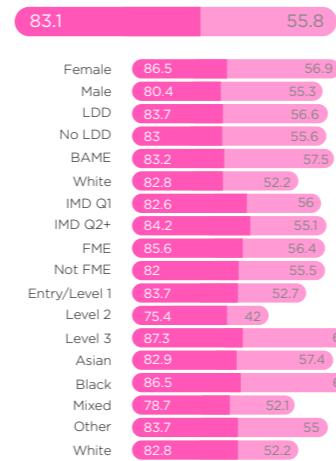
Across the board, those who have higher attendance have higher rates of achievement, regardless of demographic.

Attendance vs Achievement by Demographic

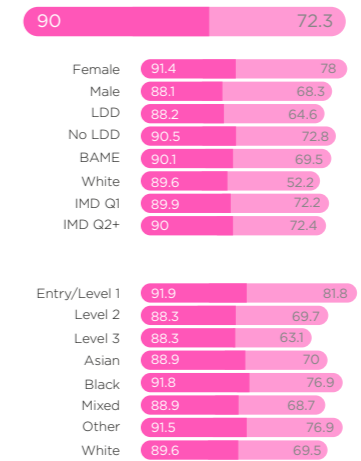Average attendance of students who achieved their aim compared to those who failed. (Years: 20-21/21-22).

16-18

% Achieved vs Failed

	Achieved	Failed
	83.1	55.8
Female	86.5	56.9
Male	80.4	55.3
LDD	83.7	56.6
No LDD	83	55.6
BAME	83.2	57.5
White	82.8	52.2
IMD Q1	82.6	56
IMD Q2+	84.2	55.1
FME	85.6	56.4
Not FME	82	55.5
Entry/Level 1	83.7	52.7
Level 2	75.4	42
Level 3	87.3	63.1
Asian	82.9	57.4
Black	86.5	64.3
Mixed	78.7	52.1
Other	83.7	55
White	82.8	52.2

19+

% Achieved vs Failed

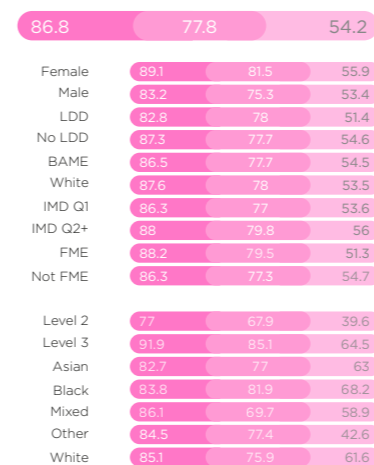|	Achieved	Failed
	90	72.3
Female	91.4	78
Male	88.1	68.3
LDD	88.2	64.6
No LDD	90.5	72.8
BAME	90.1	69.5
White	89.6	52.2
IMD Q1	89.9	72.2
IMD Q2+	90	72.4
Entry/Level 1	91.9	81.8
Level 2	88.3	69.7
Level 3	88.3	63.1
Asian	88.9	70
Black	91.8	76.9
Mixed	88.9	68.7
Other	91.5	76.9
White	89.6	69.5

Attendance vs High Grade by Demographic

Average attendance of versus outcome for learners on aims that are eligible for a high grade. (Years: 20-21/21-22).
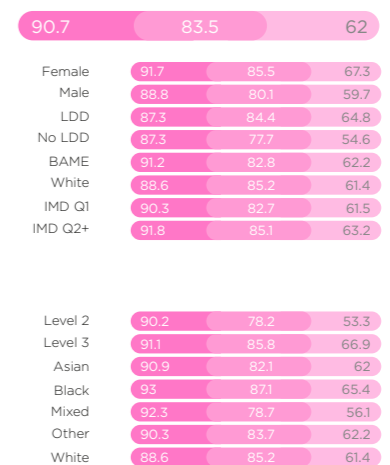
16-18

% Achieved vs Pass vs Failed

	Achieved	Pass	Failed
	86.8	77.8	54.2
Female	89.1	81.5	55.9
Male	83.2	75.3	53.4
LDD	82.8	78	51.4
No LDD	87.3	77.7	54.6
BAME	86.5	77.7	54.5
White	87.6	78	53.5
IMD Q1	86.3	77	53.6
IMD Q2+	88	79.8	56
FME	88.2	79.5	51.3
Not FME	86.3	77.3	54.7
Level 2	77	67.9	39.6
Level 3	91.9	85.1	64.5
Asian	82.7	77	63
Black	83.8	81.9	68.2
Mixed	86.1	69.7	58.9
Other	84.5	77.4	42.6
White	85.1	75.9	61.6

19+

% Achieved vs Pass vs Failed

	Achieved	Pass	Failed
	90.7	83.5	62
Female	91.7	85.5	67.3
Male	88.8	80.1	59.7
LDD	87.3	84.4	64.8
No LDD	87.3	77.7	54.6
BAME	91.2	82.8	62.2
White	88.6	85.2	61.4
IMD Q1	90.3	82.7	61.5
IMD Q2+	91.8	85.1	63.2
Level 2	90.2	78.2	53.3
Level 3	91.1	85.8	66.9
Asian	90.9	82.1	62
Black	93	87.1	65.4
Mixed	92.3	78.7	56.1
Other	90.3	83.7	62.2
White	88.6	85.2	61.4

Student Equality Data

HE Outcomes

To ensure we are supporting all students to achieve successful academic and professional outcomes, we must explore this data from demographic perspectives (see next page).

This breakdown highlights:

- That defer and refer decisions across all demographics are significantly reducing (down 12.3% since 2021)
- That the gap between male and female achievement has narrowed over the last three years
- That the gap between ABMO and white students is narrowing (9.9% in 2122) – though ABMO students are significantly less likely to pass their modules with high grades (-12.5%)
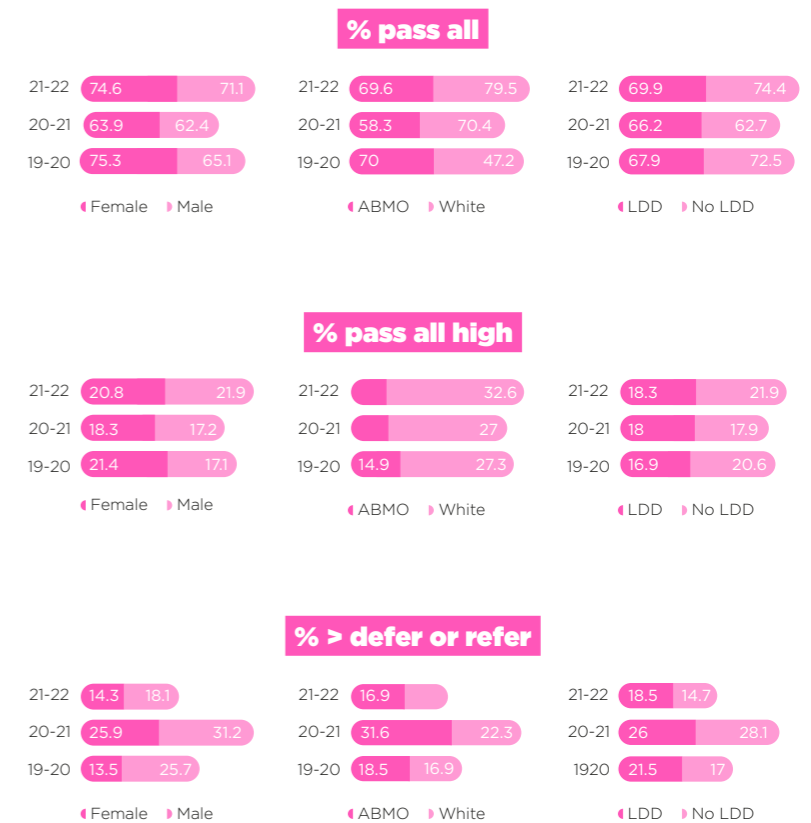
Overall, the attainment gap between Asian/white and IMD Q1/Q2+ are the most concerning given recent changes to OfS quality and standards measures.

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

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

- Nurture a culture of belonging to the academic and social community. Students are most likely to feel like they belong most to their programme, and this decreases at the department and institutional levels. This is particularly important for Bradford College students who almost entirely live locally and where the College does not have strong social groups formed around halls of residence, sports clubs or shared interest societies.
- Support the development of the skills needed to transition to, engage with, and succeed at HE. Increase support for academic writing skills.
- Deliver high-quality, timely data about student engagement and outcomes.

- Understand the experience of students who do not have family members who have participated in HE. Propose additional pastoral support for these students to provide positive reinforcement and learning strategies.
- Frame the student journey with a focus on the student's end goal, typically of further higher education or graduate-level employment. Ensure from Induction onwards we maintain that 'eyes on the prize' focus.
- Create a package of support for students who have a gap in their learning progression and may need support to re-engage with education.
- Establish and advertise an enhanced HE support toolkit, including academic and engagement skills, financial support, peer mentorship and delivery options which accounts for other pressures faced by our students.
- Ensure that data strategies effectively support intervention.

% pass all

	Female	Male
21-22	74.6	71.1
20-21	63.9	62.4
19-20	75.3	65.1

	ABMO	White
21-22	69.6	79.5
20-21	58.3	70.4
19-20	70	47.2

	LDD	No LDD
21-22	69.9	74.4
20-21	66.2	62.7
19-20	67.9	72.5

% pass all high

	Female	Male
21-22	20.8	21.9
20-21	18.3	17.2
19-20	21.4	17.1

	ABMO	White
21-22		32.6
20-21		27
19-20	14.9	27.3

	LDD	No LDD
21-22	18.3	21.9
20-21	18	17.9
19-20	16.9	20.6

% > defer or refer

	Female	Male
21-22	14.3	18.1
20-21	25.9	31.2
19-20	13.5	25.7

	ABMO	White
21-22	16.9	
20-21	31.6	22.3
19-20	18.5	16.9

	LDD	No LDD
21-22	18.5	14.7
20-21	26	28.1
1920	21.5	17

Section four

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

Equality Data

Local Demographic Data

Bradford is the fifth largest local authority in England in terms of population size after Birmingham, Leeds, Sheffield and Manchester. In 2021 it was estimated that there were 546,000 people living in Bradford District, an increase of 3,900 people since 2020. The population consists of 49% men and 51% women.

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

Bradford District is an ethnically diverse area, with the largest proportion of people of Pakistani ethnic origin in England. 81.3% of Bradford residents were born in the district. One in four people living in the District describe themselves as Asian / Asian British ethnic origin, compared to under 1 in 10 people on average for England as a whole.

Equality Data

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

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

Local Labour Market Data

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

76.2% of Bradford's community are economically active, with 71.8% in employment.

Unemployment and worklessness are high in Bradford. Youth unemployment continues to be a concern. There are also large numbers of people in Bradford who are out of work due to physical or mental health issues. Recent figures show that 17,500 in Bradford are economically inactive due to being classed as long-term sick – 22.4% of the population.

College Staff Demographics

Our aim is for our workforce to reflect the make-up of the local community. At the end of 201/22 academic year (31 July 2021) our staff statistics were as follows:

Total workforce: 878 staff:

- Female: 62%
- Male: 38%

Ethnicity:

- 59% White (60.9% 2020/21)
- 28% Black, Asian, Mixed or other ethnicity (28.5% in 2020/21); Asian is 23%
- 13% unknown (10.6 % in 2020/21)

We are a Disability Confident employee and 7% of our staff have a shared that they have a disability or learning difficulty (eg, dyslexia).

In terms of age profile, 33.3% of our staff are over 50 years old.

Age	%
Age 20-25	5.5%
Age 26-30	6.2%
Age 31-35	11%
Age 36-40	13%
Age 41-45	15.8%
Age 46-50	13%
Age 51-55	14%
Age 56-60	10.9%
Age 61-65	6.8%
Age 66-70	1.6%

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

- 70% Heterosexual
- 3% LGBTQ+/Other
- 21% not stated
- 5% prefer not to say

The implementation of the new MyHR system has made it much simpler for employees to update their own diversity profiles. We have seen slight decreases in some areas where employees choose 'prefer not to say'. Work continues to encourage staff to share information about their diversity and additional needs they may have in order for us to provide a positive employee journey, but also for us to better analyse where experiences of staff from different groups may differ.

Staff turnover

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

Staff turnover in 2021/22 was 26.9% due to the restructure and a number of fixed term contracts coming to an end. If we discount these factors, turnover was 19.69%. it is anticipated that the sector average for 21/22 will be above 20% but this data hasn't been confirmed as yet.

College Staff Disciplinary data

Data was collected in this area from Dec 2021 to July 2022. 10 disciplinaries took place during that period. This is considered to be a low number given the size of our organisation:

Gender	
Male	9
Female	6

Given that we have slightly more female staff than male, this figure isn't proportionate for our workforce.

Disability	
Yes	2
No	10
Prefer not to say	3

Equality Data

Age	
20-25	2
26-30	1
36-40	1
41-45	2
46-50	5
51-55	1
56-60	1

Ethnicity/Race	
Asian or British Asian	3
Black or Black British	1
Mixed – White & Caribbean	1
White – English/Welsh/Scotish	8
Prefer not to say	2

Sexual Orientation	
Heterosexual	13
Prefer not to say	1
Gay/Lesbian	1

Religion	
Agnostic	1
Christian/CofE/Catholic/Protestant	4
Christian – other denomination	1
Islam	3
No religion	4
Prefer not to say	2

We have more female staff than male, yet the data shows that a disproportionate amount of male staff experience a disciplinary process compared to females. Further interrogation into why this is the case will form part of the planning for strategic plans for 2023/24, and a target to reduce this disparity if necessary.

There also seems to be higher number of staff between the ages of 46-50 which have been subject to the process, but overall, we have a higher percentage of staff in this age bracket working at the College than in some of the other age brackets.

Staff Learning and Development

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

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

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

From the summer term of 2022, all staff inductions now take place face to face and include a dedicated session on Equality, Diversity and Inclusion. These sessions are mandatory for all new staff.

Bradford College Gender Pay Gap Report 2021-22

We must publish and report our organisation's:

- mean gender pay gap in hourly pay
- median gender pay gap in hourly pay
- mean bonus gender pay gap
- median bonus gender pay gap
- proportion of males and females receiving a bonus payment
- proportion of males and females in each pay quartile

Gender Pay Gap Report 2022

This is our annual gender pay gap report for the snapshot date of April 2022.

In Bradford College, **women earn 92p** for every **£1** that men earn when comparing median hourly wages. Their median hourly wage is **8.5% lower** than men's.

- Our mean gender pay gap is 7.86%.
- Our median gender pay gap is 8.50%
- No employees receive a bonus.

Pay Quartiles by Gender

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

Upper quartile	
Males	43.1%
Females	56.9%

Upper middle quartile	
Males	42.5%
Females	57.5%

Lower quartile	
Males	34.9%
Females	65.1%

Lower middle quartile	
Males	36.0%
Females	64.0%

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

Equality Data

Bradford College Report 2022

Bradford College's overall median gender pay gap at April 2022 was 8.50%. This means that on average women were paid 92p for every £1 men were paid. Our mean gender pay gap was 7.86%. We take our gender pay gap seriously and have reviewed our commitments to address the issue.

The gender pay gap shows the difference in the average pay between all men and women working for an organisation, irrespective of their job or position. It is not a comparison of pay between men and women doing like for like roles or jobs of equal value, and Bradford College always pays men and women the same for the same work due to clear published pay bands and grading.

As an organisation, we are determined to build a fairer and more equal and inclusive working environment for everyone. Bradford College simply should not have a gender pay gap and our aim is to reduce it. We are proud that a significant percentage of our workforce are women and we are able to offer a significant number of part-time roles and flexible working options such as term time only contracts.

At April 2022, we had a male CEO with 50% of the Senior Leadership roles being held by females. At the Head of Department Level, 45% of the roles were filled by women at the time of the report. Despite recognising that there was more to be done to ensure that our management roles are more representative of the proportion of women in our total workforce, this was the same percentage as for 2021. Despite their being higher female representation in the upper two quartiles, there are almost twice the number of female staff compared to male in the lower two quartiles of pay. If there were to employ a higher percentage of males in the lower two quartiles, this would reduce our gender pay gap.

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

- Developing training in fair recruitment and selection and ensuring there are no barriers to selection, development and promotion at any level.
  - o Include multiple women in shortlists for recruitment and promotions.

- o Use skills-based assessment tasks in recruitment, rather than relying solely on interviews.
- o Use structured interviews for recruitment and promotions.
- Updating the college's Family Friendly policies and procedures.
  - o Improve workplace flexibility for men and women.
  - o Allow staff to work flexibly wherever possible.
  - o Adopt right to request flexible working from day 1 of employment ahead of law changing.

- o Encourage the uptake of Shared Parental Leave.
- Become a Menopause Friendly Employer.
- Plan to recruit returners (people who have taken an extended career break for caring or other reasons and who are either not currently employed or are working in roles for which they are over-qualified).
- Update of the College Sabbatical and Career Break Policy so it is open to all staff.
- Launching a coaching programme for women.

- Investing in line management and leadership development programmes, including an aspiring leader course.
- Analysing the workforce data and determining how we can address disproportionate representation within the workforce through our recruitment and talent development strategies.
- Achieving Investors in Diversity status and ensuing that EDI is embedded in the Employer of Choice strategic priority.

Historical Gender Pay Gap Data Trends	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Median Men Hourly Rate Men	£1.00	£1.00	£1.00	£1.00	£1.00	£1.00
Median Hourly Rate Women	£0.90	£0.93	£0.85	£0.89	£0.92	£0.92
Median Gender Pay Gap	9.70%	7.30%	15.30%	11.12%	8.44%	8.5%
Mean Hourly Rate Men	-	-	-	£16.90	£17.04	£17.30
Mean Hourly Rate Women	-	-	-	£15.70	£15.76	£15.94
Mean Gender Pay Gap	5.40%	6.30%	8.60%	7.10%	7.50%	£15.94
Bonus % Men	0.02%	0.02%	0.00%	0.00%	0.00%	0.0%
Bonus % Women	0.00%	0.02%	0.00%	0.00%	0.00%	0.0%
Median Bonus Pay Men	£1.00	£1.00	-	-	-	-
Median Bonus Pay Women	£0.00	£0.74	-	-	-	-
Mean Bonus Pay for Women Lower by	-	26.10%	-	-	-	-

Equality Data

Summary and Actions

Learners with additional needs:

- Student surveys have indicated a small number of SEND students feel like their tutors have a lack of understanding of their needs.
  - o Learning, Teaching, Assessment and Libraries Team, and the High Needs and Learning Support teams have devised and implemented 'Learning Assistant Drop-Ins'

Safeguarding and Wellbeing

- Data indicates a sharp rise in mental health support over a four-year period, with 2021/22 receiving the highest number of referrals around mental health.
- There has been an increase in sexually inappropriate behaviours and stalking which has almost quadrupled as has violent and threatening behaviours
  - o Workshops and engagement opportunities have been introduced to as well as partnership working with external agencies such as the Police and Youth Service to help tackle and address the concerns. There has been a significant decrease in Prevent referrals and domestic abuse and a contributory factor towards this is the teams' work with students in raising awareness around Prevent and radicalisation and promoting United Values and delivering healthy relationship and domestic abuse training/awareness workshops.
  - o The College also worked collaboratively with the Police and students on the Violence Against Women Campaign
  - o Bradford College is developing a college wide strategy for wellbeing and mental health. Training has been delivered to approximately 20% of College staff in Mental Health First Aid (MHFA). MHFA training offer has been extended to students, in particular to trainee teachers and we are looking to offer this to social work students in the future.

Achievement and Attendance

- Across the board, those who have higher attendance have higher rates of achievement, regardless of demographic.
- Attendance is the single best indicator of success regardless of demographic. Barriers to attendance however are exacerbated by disadvantage.
  - o Our key strategy is therefore removing barriers to attendance to drive success going forward.
  - o Strategic Objectives 1, 2, 3 and 6 – have dedicated actions and measures to ensure we continue to further narrow our achievement gaps and early identify those at risk.
  - o As part of our **Access and Participation Plan**, we are committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY) to take a coherent, county-wide approach to reducing inequalities in access to, success in and progression from higher education.

We co-fund the core function of the partnership which covers the whole student lifecycle, support our staff to contribute to collaborative activity for the benefit of the wider partnership, and its Uni Connect programme. The aim of the partnership is to bring together members and stakeholders to ensure that higher education – in all its varied forms – is an accessible option that is considered by a wider and more inclusive audience in our local area, and to support these prospective students in and through our institutions.

- In HE, the gap between ABMO and white students is narrowing in (9.9% in 2122) – though ABMO students are significantly less likely to pass their modules with high grades (-12.5%).
- Overall, the attainment gap between Asian/white and IMD Q1/Q2+ are the most concerning given recent changes to OfS quality and standards measures.
  - o The College will continue to pursue strategies for addressing poor achievement and continuation. Details above in main report.

Workforce

- Our actual staff turnover remains slightly higher than the anticipated sector average.
- More male members of staff are subject to a disciplinary process compared to female staff
- Bradford College's overall median gender pay gap at April 2022 was 8.50%. This means that on average women were paid 92p for every £1 men were paid. Our mean gender pay gap was 7.86%.
  - o Specific actions are outlined in SO1 and SO4 that's address these concerns.