

# **EQUALITY, DIVERSITY & INCLUSION**

**Annual Report  
2023-24**

**Bradford** College



## Contents

- 04 Introduction
- 08 **Part 1** Scope and Ambition
- 16 **Part 2** Bradford College at a Glance
- 18 **Part 3** Key Achievements
- 42 **Part 4** Student Equality Data
- 50 **Part 5** Staff Equality Data
- 60 **Part 6** Summary and Actions

# Introduction

At Bradford College, our vision, 'Creating a Better Future for All Through Education and Training,' serves as our guiding principle and collective ambition. It drives every decision, strategy, and action, reinforcing our commitment to fostering an inclusive, supportive environment where every individual can thrive.

Located in the heart of one of the UK's most diverse cities, we are proud to play an integral role in empowering our community through education and cultural enrichment.

Our mission extends beyond delivering education; we aim to prepare our learners to engage with and celebrate the rich diversity of our district while broadening their understanding of cultures and perspectives beyond Bradford.

With a wide range of vocational and academic pathways, Bradford College remains the largest provider of 16-19 education and training in the local authority area, supported by our main campus in the city centre and over 26 satellite sites and community venues across West Yorkshire.



**Creating a better future for all through education and training.**



**Working together to transform lives.**



**Respectful  
Inclusive Trust  
Inspirational &  
Aspirational.**

# Our Vision and Values

**The aspiration articulated in our Strategic Objective 1,** 'To Become a Truly Inclusive College,' challenges us to confront and dismantle societal, institutional, and personal inequalities. We are unwavering in our commitment to creating an environment that actively promotes equality, celebrates diversity, and challenges discrimination in all its forms.

**This ambition requires a collaborative effort** from all members of the College community, including Corporation members, staff, students, partners, visitors, contractors, and subcontractors. Together, we are dedicated to cultivating a progressive and supportive culture where barriers to equality are addressed proactively, ensuring every individual feels valued and supported.

**Our Equality, Diversity, and Inclusion (EDI)** journey is ongoing, and this report highlights the progress we have made over the past year, the challenges we face, and the steps we are taking to ensure our College continues to champion inclusivity at every level.





# This report is divided into six parts:

## Part 1

Scope and Ambition of the 2023-24 EDI Annual Report and Statutory Reporting Obligations.

## Part 2

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

## Part 3

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



## Part 4

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

## Part 5

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

## Part 6

Summary and actions.

# Part 1

## Scope and Ambition

**At Bradford College, we believe in the power of diversity to drive innovation, enhance learning experiences, and strengthen our community.**

**The EDI Annual Report serves as a testament to our commitment to creating a College community that embraces individuals from all backgrounds, perspectives, and walks of life.**

Bradford College is a further and higher education College founded in 1832 and is based in the centre of our diverse district. We are an inclusive organisation which seeks to raise standards of education and training, support the skills needs of employers and act as a positive force for equality of opportunity within Bradford.

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

## Key highlights

### Inclusive initiatives

In 2023-24, Bradford College advanced its commitment to fostering inclusivity through innovative and impactful initiatives. These included targeted Access and Participation outreach programs, culturally responsive curriculum enhancements, and campus-wide campaigns to create an environment where every individual feels valued and supported.

### Diversity in our workforce

We continue to prioritise diverse representation across all areas of the College. This year saw the implementation of positive action recruitment strategies in under-represented areas, as well as the integration of robust reporting mechanisms for our Ethnicity Pay Gap data. These steps reflect our commitment to transparency and progress toward a more equitable workforce.

### Developing cultural capital for our learners

Guided by student feedback, we revitalised our Personal Development and Enrichment program to better align with learners' needs. The enhancements resulted in an impressive 5368 learners engaging in individual interactions with personal development and enrichment activities during the year. These opportunities enriched students' experiences and expanded their cultural horizons.

### A curriculum that meets diverse needs

Our ongoing 4-year curriculum strategy remains focused on addressing the needs of learners, employers, and the community. The College has developed strong links with employers to support a detailed understanding of the local, regional and national skills needs. Employers' participation in curriculum intent and implementation is strong and a culture of active employer engagement within the learning environment has emerged. Dialogue with employers and stakeholders has led to demonstrable and meaningful change in curriculum design and delivery.

Bradford College fully embraces the principles of equality, diversity, and inclusion (EDI), standing firmly against all forms of unlawful or unfair discrimination. We are dedicated to actively promoting EDI across our community, fostering a working and learning environment that celebrates the richness of diversity and acknowledges the positive contributions of individuals from all social backgrounds, ethnicities, cultures, religions, abilities, ages, and sexual orientations.

Our commitment to equality extends to every facet of College life. This includes ensuring fairness in the recruitment and employment of staff, consultants, and contractors, as well as in the provision of educational opportunities, training, and services to individuals.

Bradford College takes a proactive approach to eliminating discrimination, harassment, and bullying, in line with the Equality Act. We acknowledge the presence of



institutionalised discrimination, including structural and institutional racism, and are committed to addressing and making meaningful changes wherever evidence of inequity exists.

By prioritising equality in student outcomes and employment practices, we are actively working to close gaps and ensure all members of our community can thrive. These efforts underscore our vision of creating an inclusive College where everyone could succeed and contribute to a better future.

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



#### **We will:**

- ▶ Comply with the law in promoting equality, and where appropriate, go beyond the legal requirements.
- ▶ Ensure that we support all learners to succeed and can progress in ways that match their abilities and aspirations.
- ▶ Be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

#### **We will judge our success by:**

- ▶ Our progress in improving participation, retention and achievement in areas where there is currently inequality.
- ▶ Our ability to maintain the progress of all students.
- ▶ Evidence of all staff adopting a positive approach to equality, diversity and inclusion, and their ability and success in implementing this duty.
- ▶ Our progress towards embedding equality, diversity and inclusion within the curriculum.
- ▶ Meeting the outcomes set out in Strategic Objective: To be a truly inclusive College.
- ▶ The views of students, staff and stakeholders.
- ▶ Our progress in recruiting a diverse work force and the demonstration of best practice in relation to employment.



## Statutory reporting obligations

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

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

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



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

The report also sets out our intentions to:

- ▶ Make equality a reality for people accessing our services, seeking job opportunities and who are currently employed with the College.
- ▶ Fulfil our legal responsibilities.
- ▶ Inform people of our responsibilities and how we will fulfil them.
- ▶ Show how our reporting links to our broader equality's objectives and priorities.
- ▶ Provide information about our consultation and engagement, monitoring and training arrangements.

There should be no barriers in the College for students and staff to achieve their potential. Through Strategic Objective 1 (SO1) To be a Truly Inclusive College, we will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the communities we serve and everybody has equal opportunity to succeed and develop. Where any equality gaps become apparent, they will be investigated and actions put in place to improve, in order to close these gaps.

This report not only reflects on the activity that took place in 2023-24 against SO1, but shares the progress we have made in fostering an inclusive and equitable environment within our College community. It also documents our objectives and improvement priorities going forward in 2024-25.

Our intentions to becoming a truly inclusive organisation are set out in strategic objective 1 - 'To become a truly inclusive College'.



# Strategic objective 1: To become a truly inclusive College

## Key objectives

To create a supportive and inclusive culture.

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

To deliver curriculums that are inclusive, representative and decolonised.

To enhance EDI activity so such activity is clearly embedded across the College.

## Equality impact analysis and assessment

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

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

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

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

## Employment monitoring

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

Our employment monitoring includes an analysis of applicants, starters and leavers, absence, grievance, disciplinary and under performance.

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 under performance 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 because 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.



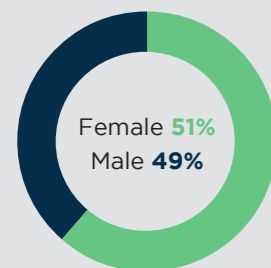


# Part 2

## Bradford College at a Glance

### Our Students

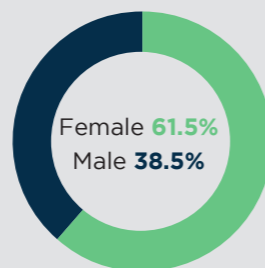
At Bradford College our student gender divide is:



Reflecting a close gender balance.

### Our Staff

At Bradford College our staff gender divide is:



Highlighting strong female representation in leadership and teaching roles.

- Our community was even more diverse this year, with **64%** of students from ethnic minority backgrounds (an increase of **5%** from 2022-23) and **36%** identifying as White.
- Most of our students come from disadvantaged areas, as evidenced by the fact that 67% fall within the IMD (Index of Multiple Deprivation) Q1+ category (**in increase of 1%**), with **33%** in the Q2+ range. **22%** of our students have a disability.

- In terms of ethnicity, **32%** of our staff come from BAME (Black, Asian, and Minority Ethnic) backgrounds (an increase of **5%** from 2022-2023), **50.1%** identify as White, and **17.3%** have not disclosed their ethnicity.
- We are also focused on supporting staff with disabilities, with **9.4%** of our staff have shared they have a disability.

### The District of Bradford at a glance

<b>5th</b> LARGEST LOCAL AUTHORITY IN ENGLAND	POPULATION <b>546k</b>	<b>8.3%</b> WERE BORN IN PAKISTAN	<b>1.2%</b> WERE BORN IN INDIA	<b>1.5%</b> WERE BORN IN AFRICA
<b>1.2%</b> WERE BORN IN POLAND	<b>2%</b> WERE BORN IN EU8 ACCESSION COUNTRIES	<b>26.3%</b> OF THE POPULATION IS UNDER 18	<b>4th</b> YOUNGEST CITY IN ENGLAND	<b>81.3%</b> WERE BORN IN THE UK

Bradford College is a community-focused institution, offering specialist provision in apprenticeships, further and higher education to serve the wider region. We recognise that many areas surrounding our College are among the most deprived in Bradford. Supporting our learners requires a thoughtful and multifaceted approach, and fostering true inclusivity means taking deliberate actions to ensure every learner, staff member, and stakeholder feels valued and integral to the Bradford College community.



### Our DNA 2022-2023

- 4,055** learners aged 16-18 were studying on full time Further Education courses. **652** learners were aged 19+. We had **257** learners engaged with our 14-16 year old provision.
- 1,111** students were enrolled on Higher Education programmes.
- Over **335** new Apprentices aged 16-18 entered hands-on learning and workplace training, **1,288** were aged 19+.
- In November 2024, over 325 students proudly graduated with Higher Technical Qualifications, undergraduate degrees, master's degrees, and postgraduate qualifications!

# Part 3

## Key Achievements

### **The College has set the following commitments in line with Strategic Objective 1 to become a 'Truly Inclusive College', and to apply best practice in response to appropriate equality legislation:**

- ▶ An environment where learners feel valued, safe and treated with dignity.
- ▶ An environment where staff feel valued, respected and views are taken into account.
- ▶ Develop high level engagement and participation of EDI initiatives.
- ▶ Develop a disruptive curriculum that is relevant and meets the needs of our learners.
- ▶ EDI reflected in activities, initiatives, partnerships, systems and processes.
- ▶ In 2023-24, Bradford College won the Intercultural Dialogue for its ESOL global learning project and the Community Collaboration Award for the partnership between Millside Community Cafe and SkillsHouse (Leeds Global Learning Awards)
- ▶ Guillaume Junior Atangana & Donard Nyamjua competed in the Paris 2024 as part of the International Refugee Team at the Paralympics, winning the Bronze medal in the men's 400m T11.
- ▶ 95% of students confirm positive satisfaction with the College's enrichment programme (quartile A and a rise of 24pp since 2022-23).
- ▶ An inclusive enrichment offer has seen the College launch the first ever female Rugby League Team in partnership with Bradford Bulls.
- ▶ During the month of Ramadan, to ensure that students who were fasting received their meal allocation, supermarket vouchers were distributed to students in place of their free meal allowance.
- ▶ Enrichment workshops are planned to respond to the needs of students and wider socio-political environment. For example, guest speakers and external organisations such as Red Flag, Stop Transphobia, Chance to Change and Minus Violence have delivered workshops to a wide range of students.
- ▶ The sports enrichment offer expanded in 2023-24 with the introduction of 4 new sports clubs; Basketball, Netball, Female Football and MMA, taking it to a total of 12 sports clubs. The offer has been hugely successful, with the introduction of our first ever female football team, who finished fourth in the AoC league and the male football team finishing third. In addition to this, our cricket team progressed to the regional play-offs, competing against teams from other leagues.
- ▶ Leaders and Managers ensure a culture of respect across the organisation, with 94% of staff agreeing with the statement 'my line manager treats me fairly, with dignity and respect.
- ▶ Staff well-being is assessed via a range of activities including a review of workload through the Academic Workload Allocation Model (AWAM). Clear and transparent workload reviews are carried out regularly with adjustments made to ensure staff can manage a healthy work life balance. As a result, 93% of staff now feel valued by their manager/team leader (rising 20.0% since 2019-20).
- ▶ Leaders and managers are committed to providing support for health and wellbeing of all staff. Staff response to the statement 'Health and well-being is a top priority for the College' has improved by 5% since 2023 to 78.3%. To continue this trajectory, additional investment has been made for 2024-25 within the LDI team to support College-wide activities, which respond to and support a culture of wellbeing and belonging.
- ▶ Our work to further advance social capital, equity and inclusion is led by the sector's first Vice Principal for EDI and Muslim Woman of the Year, Alina Khan.



### **Our Student Support Services team provide a wide range of support for students:**

- ▶ SEND.
- ▶ Education Health & Care Plans.
- ▶ Looked after children.
- ▶ Unaccompanied Asylum Seekers (UASC).
- ▶ Young parents.
- ▶ Young carers.
- ▶ Overcoming 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**

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

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

The College's Cultural Capital Programme places a strong emphasis on EDI, fostering awareness and engagement among staff and students. This program highlights the Senior Leadership Team's unwavering commitment to embedding EDI into all College operations, and increasing stakeholder participation and understanding. 94% of learners believe the College deliver an inclusive, unbiased and diverse curriculum. In 2023-24, student trips to Marrakesh, Los Angeles, Sicily and Brussels, enhanced study programmes and raised aspirations.

During International Women's Day week in March 2024, the College partnered with the WOW Foundation and Bradford Council in hosting a speed mentoring event for female students. The event was hugely successful

and has provided a great model for the College to expand out more broadly to different groups of students.

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

The Personal Development and Enrichment (PD) Team at Bradford College has had a transformative year in 2023-24, marked by significant redesigns and developments of key programmes and the introduction of impactful activities and initiatives. The following narrative analyses their performance, highlighting the redesigned mandatory tutorial programme, new activities introduced, and their overall impact on the student journey.

In the 2023-24 academic year, the introduction of six Student Engagement Officers (SEOs) to the Personal Development and Enrichment Team has proven to be a transformative addition. These roles have been instrumental in developing positive behaviour and attitudes among students across all campus buildings. In addition to this, SEOs have played an important role in actively encouraging and supporting student participation in the wide range of Personal Development and Enrichment opportunities available. Their impact has been significant, as evidenced by an increase of 899 unique students engaging in these opportunities across all campus locations, a success highlighted during our performance review process.

### **EDI calendar of events: Monthly themes**

#### **September**

Safeguarding and Student Voice Inductions & Freshers Fayre.

#### **October**

Equality, Diversity, and Inclusion Black History Month.

#### **November**

PREVENT and UNITED Values.

#### **December**

Online Safety & Anti-Bullying.

#### **January**

Mental Health and Time for Action.

#### **February**

LGBTQ+ History Month and Sexual Health.

#### **March**

Careers & Next Steps.

#### **April**

Disabilities & Autism Awareness.

#### **May**

Healthy Relationships.

#### **June**

Helping Hands and Self-Care Focus on new starters and those with vulnerabilities.

## Outlined below are some of the support activities provided to students throughout 2023-24:

The Personal Development and Students' Union' 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 the 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 to bring about positive change within the College and the city.
- Preparing our students for modern life by teaching them how to keep safe from radicalisation, and extremism and developing their understanding of our Bradford College UNITED principles and behaviours.
- Offering a safe space for students to discuss issues/concerns and to challenge any negative behaviour using constructive resolutions.

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



## Personal development highlights:

### Redesign and development of the Tutorial Programme

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

### Expanded curriculum

- Introduction of a broader range of topics, such as cultural awareness, social development, and personal safety.
- Enhanced focus on United Values, equality, and diversity.

### Interactive delivery

- Tutorials now incorporate interactive sessions, group discussions, and digital tools to engage students more effectively.

### Alignment with student needs

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

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

### Student induction

The Personal Development (PD) Team leader reviewed all induction material which is provided to curriculum staff for use with learners in their first few weeks of term. 96% of our students agreed that the Student Induction provided them with enough information on how to Be Ready, Be Respectful and Be Safe whilst studying at Bradford College.

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

## Key activities in 2023-24

The PD Team introduced and expanded various workshops, events, and initiatives during the academic year to enhance student engagement and development.

### Freshers Fair:

- ▶ A highly successful event that welcomed new and returning students.
- ▶ Provided an opportunity for students to connect with local businesses, community groups, and support services.
- ▶ Promoted student engagement with extracurricular activities.
- ▶ Freshers Fair 2023-24 was attended by 1121 students in just one day!



### Hate Crime Awareness Week

- ▶ Workshops and discussions highlighting the importance of tolerance and respect.
- ▶ Collaborated with local organisations to educate students about identifying and reporting hate crimes.

### Youth Work Week

- ▶ Celebrated youth contributions through activities aimed at skill-building and personal growth.
- ▶ Engaged students in planning and leading workshops, enhancing leadership skills.

### CPR Training Roll-out

- ▶ Provided life-saving skills to over 200 students with further developments planned for 2024-25.
- ▶ Collaborative effort with health professionals to ensure training quality through GEM Compliance.

### Healthy Body Healthy Mind Initiative

- ▶ Launched in partnership with the Bradford City Community Foundation Trust.
- ▶ Focused on promoting physical fitness, mental well-being, and healthy lifestyle choices through workshops and fitness challenges.

### Student Voice Process

- ▶ Increased student participation in shaping College decisions.
- ▶ Outcomes included the redesign of social spaces and the introduction of healthier and varied options in the cafeteria.



### Money Management Projects

- ▶ Delivered sessions on budgeting, savings, and financial literacy.
- ▶ Collaborated with an organisation called MyBNK to provide practical tools.

### Social Action and Charity Fundraising

- ▶ Supported causes such as homelessness, food banks and international charities.

### Planet Earth Games Champions 2024

- ▶ Achieved recognition for sustainability efforts with Planet Earth Games.
- ▶ Activities included recycling drives, environmental awareness campaigns, and participation in local eco-events.

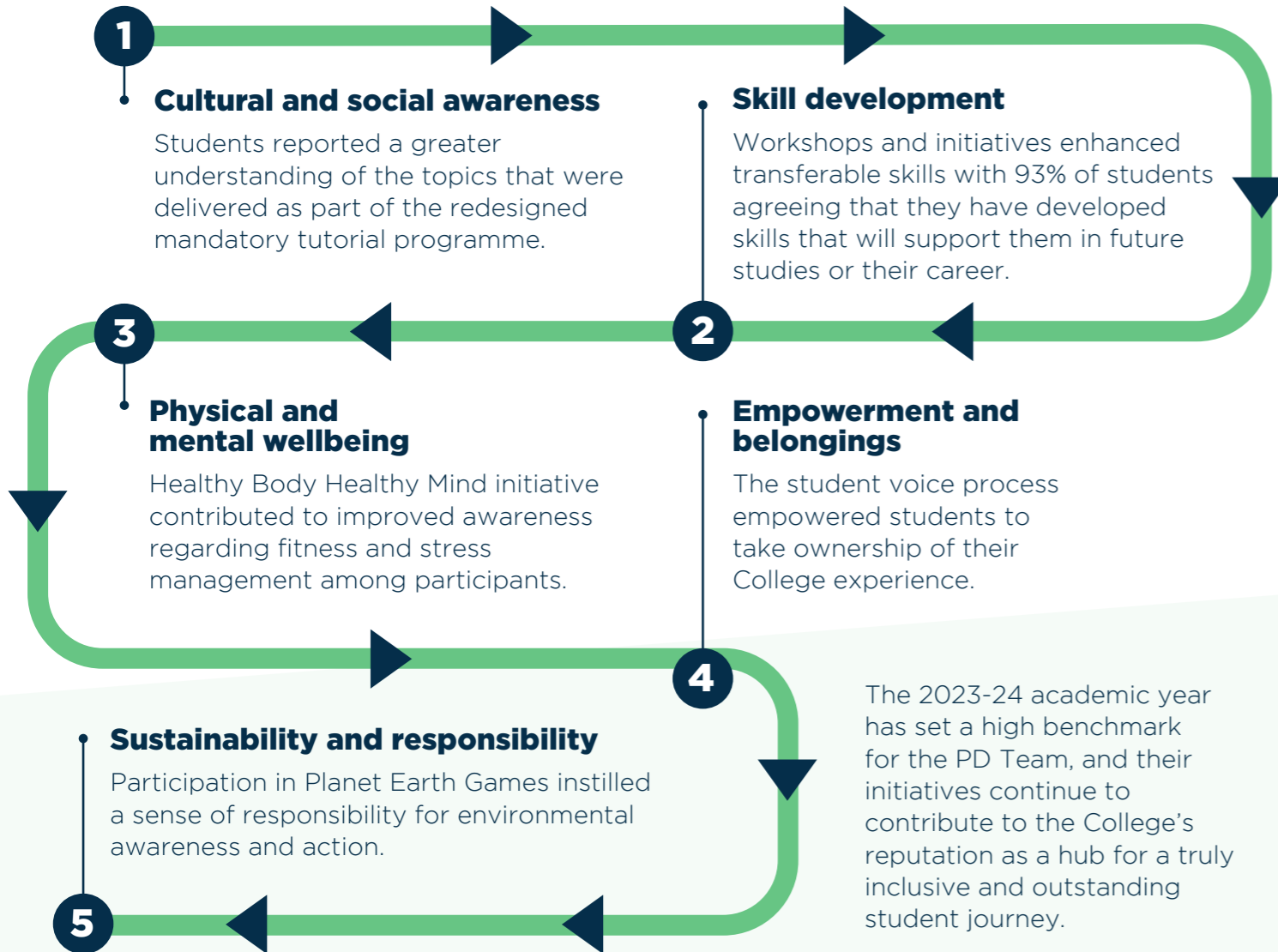
### Female Football Team

- ▶ 2023-24 saw the first competitive female football match at Bradford College.
- ▶ This was followed by increased participation across multiple sporting enrichment activities by our female students.

Throughout the 2023-24 academic year, **5,368 unique students participated** in Personal Development and enrichment activities delivered by the PD Team.

## Impact on the student journey

The collective efforts of the PD Team have had a significant impact on the student experience with 95% of students agreeing that the College offers a good programme of enrichment that helps develop their skills and interests.



## Safeguarding and wellbeing

**Bradford College is a safe and inclusive environment. Discursive training on safeguarding, together with clear expectations relating to behaviours, enables the College to sustain an environment which promotes a 'ready, respectful and safe' ethos.**

Learners demonstrate a culture of respect and tolerance across the College. 94% of students agree that they are treated with dignity and respect with 91% of students describing the College as an inclusive and positive environment.

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



## Student numbers and progression

### In 2023-24 there were over 1900 students and apprentices

who told the College that they had a disability, a slight increase on 2022-23. This included **315 students** who were **High Needs funded**. This is an increase on the previous year and over the local authority's place allocation of **288**. The local authority made up the shortfall in Element 2 place funding so that the College could provide the high-quality support required.



### For 2024-25 we have 315 places with High Needs funding

and currently **322** High Needs-funded students. **2317** students and apprentices have told us they have a disability, **an increase of 400 on the previous year.**

### 75% of 2023-24 High Needs students

returned to College courses in 2024-25, including 6 who moved into Supported Internships. **24%** left the College and **1%** were unsure of their destinations at the time. (October 2024). Of those who had left us, **10%** were being supported by adult social care provision, **47%** were seeking employment, **8%** had moved to another FE provision, **3%** had gained apprenticeships and **8%** had progressed to Higher Education courses. **1%** were uncertain about their destination.

### The level of support required by High Needs students is increasing year on year,

and to respond to this, Learning Mentors have been trained in additional interventions such as **Emotion Coaching and the STAR approach.**



### 13% of Further Education students

consider themselves to have a disability, which is **2% higher than the national average.** The largest areas of need are ADHD and dyslexia, both at **31%**.

## Operational changes

Access and Inclusion Advisors (AIAs), who manage the support package for students with EHCPs and SEND, have now been attached to Curriculum Areas so that teaching staff have a named member of staff to whom they can go for advice and support.

## Student feedback

In 2023-24, Disability Services conducted student surveys specifically for students with EHCPs and another for those with SEND. We separated feedback for HE and FE students.

Students with SEND, by the end of their course, felt that the Disability Services department supported them well (93%), which was an improvement of 10% on 2022-23. Students with SEND and EHCPs feel as safe at College or more safe than students without disabilities.

Areas for improvement are generally lower scores for HE students on their teachers understanding their needs: for FE students the average score was 94% positive, compared to 75% for HE students. Further work to support teachers to teach inclusively is planned for 2024-25 with the launch of the SEND Toolkit for Teachers on Staff Development Day in March 2025.

## Safeguarding and wellbeing 2023-24

The Safeguarding and Wellbeing Team provides a point of referral for any staff member or student with a safeguarding or wellbeing concern. We have a staff member on duty every weekday from 8.30am to 5.00pm. In addition to this, students may self-refer for support, either remotely or in person to our Student Services triage desks across the College.

Students are issued with comprehensive information on external support services during extended closure periods, e.g. winter and summer breaks.

### Early help and intervention

A critical element of safeguarding is early help, which is facilitated by the team in collaboration with the wider pastoral staff. Student Services, Personal Tutors and the Personal Development Team play a significant role in identifying and addressing potential safeguarding issues early. Preventative measures are embedded within the College's enrichment, tutorial, and personal development activities.

These sessions cover a wide range of topics, such as healthy relationships, drug and alcohol awareness, and mental health, ensuring a holistic approach to well-being. Key workshops delivered by the Personal Development Officers address critical safeguarding concerns such as:

- ▶ **Bradford College United Values/Prevent:** Instilling core values and the principles of Prevent.
- ▶ **County Lines and Child Criminal Exploitation (CCE):** Highlighting risks and preventative strategies.

- ▶ **Hate crimes and islamophobia:** Awareness and prevention strategies to foster inclusivity.
- ▶ **Knife crime awareness:** Addressing the causes and prevention of knife crime.
- ▶ **Push and Pull factors of crime:** Understanding the dynamics that lead young people to engage in crime.

These sessions are consistently well-attended, and feedback from both students and staff is highly positive, showcasing the College's commitment to fostering a safe, informed, and inclusive community. Students have increased accessibility to safeguarding and well-being services through drop-in services at all sites.

The Safeguarding and Wellbeing team also maintains a permanent presence at DHB with a dedicated space on the second floor, making it easy for students to seek assistance in a private and supportive environment.

### Statistical data

According to the data 94.8% of students who accessed safeguarding services remained enrolled at the College, showcasing the effectiveness of early interventions.

### Looked After Children (LAC) and Unaccompanied Asylum Seeker Children (UASC)

7% of students accessing safeguarding services were either LAC or UASC, highlighting the College's crucial role in supporting some of the most vulnerable groups.

Data indicates that the majority of students accessing safeguarding services are from the Bradford area, and the issues they face closely align with broader challenges faced by young people across the city. 3,478 students were assessed as being at risk of harm after presenting at the duty desk, reflecting a significant increase in demand for safeguarding services. 2,881 students engaged with the safeguarding service, further emphasising the critical role the service plays in the well-being and safety of the College's population.

Year	2018-19	2019-20	2020-21	202-22	2022-23	2023-24
Number of learners accessing support	887	1260	1387	2396	3041	3478

### Most prevalent issues presented to the Safeguarding Team were:

- ▶ Mental health.
- ▶ Child protection / CIN / CLA.
- ▶ Violence, aggression and threatening behaviours.
- ▶ Sexual harassment / inappropriate behaviours.
- ▶ Anti-social and risky behaviour.





## Diversity Data

**Age:** 75% of students accessing the service were 18 years old or younger.

**Gender:** Slightly more males accessed the service (52%) compared to females (48%).

**Ethnicity:** The two largest ethnicity groups accessing the service remain White (35%) and Asian Pakistani (29%), showing consistency with previous years.

**Disability:** 30% of students accessing the service declared having one or more disabilities or learning difficulties, showing a slight decrease from 32% last year.



## Vulnerable students

The team works with over 147 CLA students, 65 of whom are Unaccompanied Asylum-Seeking Children. They also support 95 care leavers, ensuring that vulnerable students remain in education and work towards their educational goals. The team collaborates with local authorities to monitor retention data and NEET (Not in Education, Employment, or Training) statistics in the Bradford area.

## Mental health

There has been a significant increase in students seeking mental health support. Tutorials and workshops addressing topics like general mental health, healthy eating, sleep hygiene, bullying, drugs, and neurodiversity were delivered to enhance student well-being. Students have been introduced to the Wisdom App, offering 24/7 in-the-moment mental health support. Services also include therapeutic counselling services delivered in partnership with the University of Bradford.

## Sexual violence and harassment

In line with the Keeping Children Safe in Education (KCSIE) guidance, the College has taken steps to address sexual harassment. Workshops have taken place to help identify the signs of sexual harassment, how to respond, and where to ask for support are delivered regularly. This proactive approach ensures students understand what constitutes harassment and feel empowered to report it. The College collaborates with the police and students in the national Violence Against Women Campaign, which aims to challenge male violence against women and promote the message of “Report it, Challenge it.” This campaign aligns with efforts to build a culture of zero tolerance for harassment.



The team has created a comprehensive tutorial covering topics such as: Consent and acceptable behaviours. Reporting concerns related to sexual violence, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), domestic abuse, and other related issues. The tutorials are supplemented with resources, self-help tools, and referral services, ensuring that students can access further help when needed.

Staff have been trained in sexual health by the HALE project, equipping them to handle sensitive situations and support students effectively. Members of the team are trained to deliver the Freedom Programme, a recovery initiative for domestic abuse victims. The programme helps participants understand abusive behaviours and the attitudes of perpetrators. It is offered both in one-on-one settings and in small groups, promoting healing and recovery for survivors.

## Forced marriage

The College has a strong relationship with the West Yorkshire Forced Marriage Unit, maintaining direct contact with a named officer who provides support and guidance to students at risk or those who have been victims of forced marriage.

The Marriage and Civil Partnership (Minimum Age) Act, effective from February 27, 2023, raised the legal age for marriage or civil partnerships to 18. This legislative change is a crucial step in protecting children from forced marriage, and the College ensures students are aware of these new protections and how to seek help.



Counter Terrorism Unit (CTU), indicating that these concerns were not deemed to pose a significant risk after assessment.

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.

### Prevent strategy

The College has created a Prevent and UNITED Values tutorial, which all students access during their induction. This ensures that students are educated on key values and indicators of radicalisation from the outset, contributing to the low number of referrals. The previous Workshop to Raise Awareness of Prevent (WRAP) training is mandatory safeguarding training for all staff. This raises awareness about key indicators of radicalisation and provides staff with the knowledge to respond effectively to potential risks.

In line with the Counter-Terrorism and Security Act, the College completes a risk assessment and action plan to ensure compliance and effective implementation of the Prevent Duty. There have been 2 concerns documented as Prevent (i.e. related to radicalisation or extremist ideologies). However, neither required referrals to the



### FGM (Female Genital Mutilation) Awareness

Staff and students at the College undergo training to raise awareness about FGM. This includes learning about the risks, signs, and responsibilities related to FGM, ensuring that everyone is equipped to recognise and address concerns. For another consecutive year, there have been no reported incidents of FGM. The College continues to actively monitor FGM-related concerns as part of its safeguarding responsibilities.

### Hate Crime Reporting Centre

Bradford College serves as an official Hate Crime Reporting Centre, providing victims with support and guidance to report incidents via online systems. This service fosters a supportive environment where students and staff can feel confident in reporting hate crimes.



## Library services

The Library Services Team continue to provide a comprehensive service to students through a diverse and engaging library collection, a range of safe and staffed study spaces, and a welcoming environment over three libraries with additional drop-in sessions to sites without a library. The team consists of Librarians who work closely with departments to provide relevant, current and engaging resources with targeted research and referencing sessions to students; our Library and Academic Practice coaches who provide group and individualised reading and study skills sessions; and our Library Learning Facilitators who provide personalised support to students in the library.

### *Promotion and Communication of Equality, Diversity and Inclusion*

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

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

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

- ▶ Reading for pleasure collections at all three library sites. This collection includes a range of fiction including themes such as LGBTQ+, disability, ethnicity, gender, adverse childhood experiences, learning disabilities, neurodiversity, and mental health.
- ▶ Books to support students with Neurodivergency, Anxiety and Stress, Depression, and a range of well-being books including diet, mindfulness and fitness.

<https://library.bradfordcollege.ac.uk/culturalcapital/healthwellbeing>

- ▶ Independent Living and Graded Reader collections provide reading materials which match the reading level and interest of Higher Needs and ESOL students.
- ▶ The Young Adult reading collection which includes books on various topics affecting our younger students – this was developed in consultation with the HoD for English and Maths and particularly aimed at reluctant readers and those who do not have books at home.

<https://library.bradfordcollege.ac.uk/readingcollection/ya>

- ▶ Improved range of large print and dyslexia friendly fiction and the creation of a separate collection to make these easier to find.

<https://library.bradfordcollege.ac.uk/readingcollection/dyslexiafriendly>

- ▶ Continuing to add books requested by students, including dyslexia-friendly books, autobiographies and graphic novels.
- ▶ Simplifying the Maths and English shelving system to make books easier to browse.
- ▶ Active use of the RNIB Bookshare service and close liaison with Assistive Technology staff to provide reading materials in accessible formats.
- ▶ Wide range of e-books and online journals which can be read using Read-Aloud technology or easily enlarged / background colours adjusted etc.

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

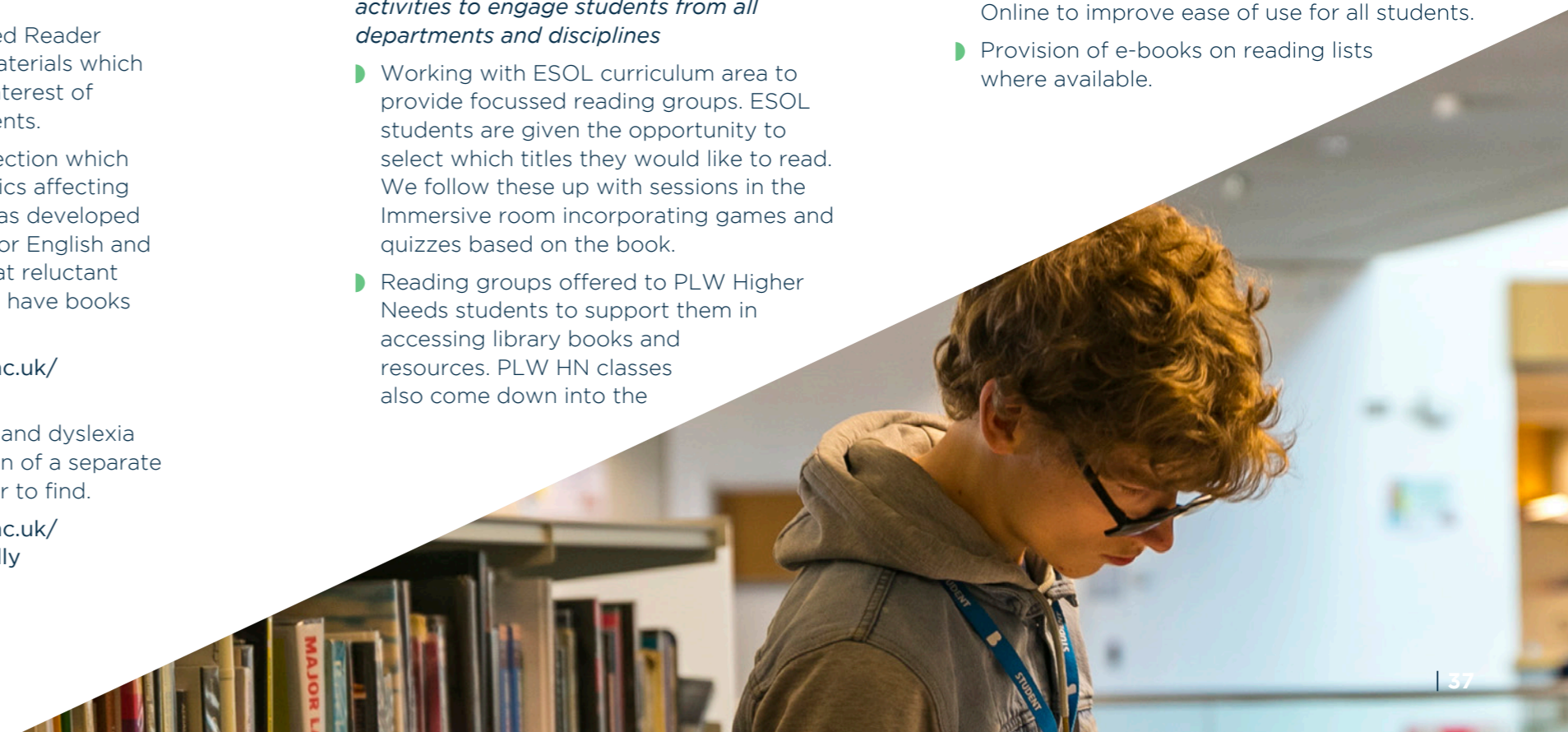
- ▶ Working with ESOL curriculum area to provide focussed reading groups. ESOL students are given the opportunity to select which titles they would like to read. We follow these up with sessions in the Immersive room incorporating games and quizzes based on the book.
- ▶ Reading groups offered to PLW Higher Needs students to support them in accessing library books and resources. PLW HN classes also come down into the

library Reading Zone to select and read the books in the library.

- ▶ Minecraft club and Problem-solving sessions to encourage students to access Maths and English through games.
- ▶ Updating library displays to mirror the College's themes and to highlight any notable issues or days of awareness throughout the year.
- ▶ Library staff continued to provide exam support as invigilators, readers and scribes.

### *Ensuring that a range of resources are accessible*

- ▶ Continued updating and improving of Library Online to improve ease of use for all students.
- ▶ Provision of e-books on reading lists where available.



## Key projects

### **Diversifying the Curriculum:** Untold Stories

The Untold Stories project started as an activity for EDI day, where students were encouraged to write about themselves in any way they wished, such as personal histories, interests and hobbies, and experience of College. This developed over summer 2024 into a cross-College project open to all students as a way of giving students the opportunity to tell the Library and the wider College about themselves, to show that their voice is valued, and for us to learn more about how our students see themselves. The aim is to collect selected stories into an anthology in 2025.

### **Diversifying the Curriculum:** The Diversity Audit

The Diversity Audit is a comprehensive review of Bradford College Library's General Fiction collection. We are undertaking this task to determine whether the current stock is appropriate for our users in terms of its diversity of representation. This is a vital step for us because we want to build a collection that not only reflects and represents our users, but that also provides opportunities for every reader to explore a variety of alternative perspectives – outside of their own lived experience, and that of the historically dominant social group.

<https://library.bradfordcollege.ac.uk/blog/What-is-the-Diversity-Audit-and-Why-Are-We-Doing-It>

### **Diversifying the Curriculum:** Resources to support teaching staff

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



## Partnering with schools and other organisations to raise the attainment of young people:



### Skills Hub

The introduction of a Skills Hub in 2023-24 has supported the College to address gaps in non-perishable skills, responding to feedback from employers and stakeholders. Emerging work to embed sustainability at the heart of the curriculum will further support the College's work in preparing learners to be active, socially-engaged citizens; this will continue to build on the College's strong work in this area throughout 2023-24, which culminated in the College winning Planet Earth Games.

### The Black Leadership Group

Work with the Black Leadership Group continued throughout the year. The College is now a member of their Consultative Group, which has been set up to develop a 'Roadmap' to address the two issues: Black Student Attainment Gaps & Black Staff under-representation. Membership of the group is made up of the FE College's sector and the FE system.

### Mission 44 - Ignite Partnership

Bradford College has teamed up with Mission 44 as part of the Ignite Partnership to create more opportunities for young people from underserved communities to progress into STEM careers and motorsport. Ignite, launched by Sir Lewis Hamilton and the Mercedes-AMG PETRONAS F1 Team, was founded to improve diversity in STEM and motorsport.

To date, Ignite has committed over £1.1m to fund initiatives supporting young people from underserved communities across the United Kingdom. A series of grants will support Bradford College in raising awareness of motorsport STEM career opportunities, in working with employers to increase the number of available apprenticeships and in providing financial bursaries and wraparound support.



### Go Higher West Yorkshire

We are committed to working collaboratively in our local area through Go Higher West Yorkshire (GHWY) to take a coherent, county-wide approach to reducing inequalities in access to, success in, and progression from higher education. We co-fund the core function of the partnership which covers the whole student lifecycle, support our staff to contribute to collaborative activity for the benefit of the wider partnership, and its Uni Connect programme.

The aim of the partnership is to bring together members and stakeholders to ensure that higher education – in all its varied forms – is an accessible option that is considered by a wider and more inclusive audience in our local area, and to support these prospective students in and through our institutions.

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

Work with Bradford Council to achieve its Equality Plan 2020-25, through membership of the Systems Equality Group which support the Council's Wellbeing Board in implementing its commitment to equalities.

# Part 4 Student Equality Data

Further education demographics, all ages 2023-24.

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

**16-19 FE Learners with Free Meal Eligibility (FME) performed better than their peers by 3.6% points (vocational aims excluding English and maths qualifications).**

Is FME Hybrid End	Is FME						No FME					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
21-22	651	82.8%	95.1%	91.6%	87.1%	37.8%	3,015	82.0%	91.3%	87.7%	80.1%	35.0%
22-23	653	82.8%	94.0%	93.2%	87.6%	41.3%	3,155	81.6%	92.5%	90.0%	83.2%	36.3%
23-24	502	82.4%	96.6%	95.9%	92.6%	40.1%	3,534	81.3%	94.3%	94.3%	89.0%	35.7%

**FE learners with a special educational need or disability performed better than peers without SEND by 1.4% points (vocational aims excluding English and maths qualifications).**

Is SEND Hybrid End	Has SEND						No SEND					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
21-22	1,563	84.1%	93.3%	90.8%	84.7%	27.9%	5,203	82.6%	92.8%	89.1%	82.7%	29.7%
22-23	2,010	83.7%	95.2%	94.4%	89.8%	17.0%	6,312	81.4%	93.3%	91.7%	85.5%	20.2%
23-24	2,347	80.8%	94.5%	95.4%	90.2%	25.6%	6,546	81.4%	94.3%	94.1%	88.8%	30.3%

**Learners from a black or minority ethnic background had achievement 2.9% points higher than their white peers, although high grade attainment 1.3% points lower (vocational aims excluding English and maths qualifications).**

BAME/W Hybrid End	BAME						White					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
21-22	4,239	82.5%	93.1%	89.6%	83.5%	27.4%	2,812	83.6%	93.0%	90.6%	84.2%	32.9%
22-23	5,030	81.9%	94.5%	92.5%	87.4%	19.1%	2,874	82.4%	92.2%	91.5%	84.4%	20.2%
23-24	6,275	81.7%	95.2%	94.5%	89.9%	28.8%	2,406	80.2%	92.1%	94.4%	87.0%	30.1%

**Female students typically outperform male students but last year male student achievement was 1.9% point higher. Female students continued to have higher attainment of high grades by 2.1% points (vocational aims excluding English and maths qualifications).**

Sex Hybrid End	Female						Male					
	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade	# Starts	% Attend	% Retained	% Passed	% Achieved	% High Grade
21-22	3,594	86.3%	92.7%	93.7%	86.9%	33.3%	3,788	80.9%	93.7%	86.8%	81.4%	25.1%
22-23	3,949	84.0%	92.9%	93.8%	87.1%	20.3%	4,379	80.4%	94.5%	91.0%	86.0%	18.2%
23-24	4,103	81.9%	93.6%	94.1%	88.1%	30.1%	4,790	80.8%	94.9%	94.8%	90.0%	28.0%

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

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

# Attendance v achievement by demographic

Demographic Group	Average Attendance (%)	Achievement (%)	High Grade (%)
Female	81.9	88.1	30.1
Male	80.8	90.0	28.0
BAME	81.7	89.9	28.8
White	80.2	87.0	30.1
IMD Q1	81.1	89.6	28.4
IMD Q2+	81.9	87.9	31.3
FME	82.4	92.6	40.1
Not FME	81.3	89.0	35.7
LDD	80.8	90.2	25.6
No LDD	81.4	88.8	30.3
Has EHCP	83.9	93.9	16.7
No EHCP	81.1	88.8	30.1

## Sex (Female vs. Male)

**Attendance:** Female students (81.9%) attend more consistently than male students (80.8%), a 1.1% difference.

**Achievement:** Female students usually have higher achievement than male students but this year male achievement was higher. Female 88.1% vs Male 90.1%, a gap of 1.9% points.

**High Grades:** Females (30.1%) outperform males (28.0%) by 2.1% in obtaining high grades.

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

## Ethnicity (BAME vs. White)

**Attendance:** BAME students (81.7%) have slightly better attendance than White students (80.2%).

**Achievement:** BAME students outperform White students in achievement, with a 2.9% higher rate (89.9% vs. 87.0%).

**High Grades:** White students are 1.3% points more likely to attain high-grades (BAME: 28.8%, White: 30.1%).

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

## Deprivation (IMD Q1 vs. IMD Q2+)

**Attendance:** Students from less deprived areas (IMD Q2+) have higher attendance (81.9%) than those from the most deprived areas (IMD Q1) at 81.1%.

**Achievement:** IMD Q1 students achieve better results (89.6%) than their Q2+ peers (87.9%), indicating resilience among disadvantaged students.

**High Grades:** IMD Q2+ students perform better in high grades (31.3%) compared to IMD Q1 students (28.4%).

**Implication:** While disadvantaged students show strong achievement, additional support might be needed to close the high-grade gap.

## Free Meal Eligibility (FME vs. Not FME)

**Attendance:** Students eligible for free meals (FME) attend slightly more (82.4%) than their non-FME counterparts (81.3%).

**Achievement:** FME students (92.6%) outperform non-FME students (89.0%) in achievement by a significant 3.6%.

**High Grades:** FME students also achieve more high grades (40.1%) compared to non-FME students (35.7%).

**Implication:** FME students show resilience and outperform their peers, highlighting the importance of continued support programs.

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

**Attendance:** Students with SEND (80.8%) have slightly lower attendance than those without (81.4%).

**Achievement:** SEND students (90.2%) achieve slightly better than non-LDD students (88.8%).

**High Grades:** Students with SEND (25.6%) have significantly lower high-grade attainment than their peers (30.3%).

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

## Education, Health and Care Plan (EHCP)

**Attendance:** Students with EHCPs have the highest attendance (83.9%).

**Achievement:** They also achieve significantly better (93.9%) than their non-EHCP peers (88.8%).

**High Grades:** However, EHCP students have the lowest high-grade percentage (16.7%).

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

# HE outcomes



Overall	Count	% First pass	% High pass	% Non sub
20-21	1,455	71.1%	39.8%	3.7%
21-22	1,129	79.1%	43.5%	4.1%
22-23	1,105	74.3%	41.1%	3.3%
23-24	1,058	79.6%	45.2%	2.7%

Sex	Female				Male			
	Count	% First pass	% High pass	% Non sub	Count	% First pass	% High pass	% Non sub
20-21	961	73.7%	42.6%	3.4%	494	66.4%	34.6%	4.1%
21-22	765	81.2%	43.9%	3.4%	364	75.0%	42.8%	5.5%
22-23	722	75.8%	41.0%	3.2%	383	71.7%	41.4%	3.6%
23-24	701	79.3%	44.6%	2.7%	357	80.2%	46.3%	2.7%

Ethnicity	ABMO				White			
	Count	% First pass	% High pass	% Non sub	Count	% First pass	% High pass	% Non sub
20-21	826	69.4%	33.8%	3.8%	598	78.3%	51.7%	3.8%
21-22	623	76.3%	34.8%	4.4%	495	83.6%	55.8%	3.5%
22-23	621	71.4%	31.7%	3.6%	481	78.6%	54.6%	3.0%
23-24	606	78.8%	36.6%	2.5%	450	81.0%	58.8%	3.1%

IMD	IMD Q1				IMD Q2-Q5			
	Count	% First pass	% High pass	% Non sub	Count	% First pass	% High pass	% Non sub
20-21	802	67.7%	33.8%	3.7%	615	75.6%	48.1%	3.7%
21-22	613	76.7%	37.0%	4.8%	477	82.6%	52.7%	3.1%
22-23	581	70.9%	34.0%	3.5%	491	78.6%	50.0%	3.3%
23-24	555	77.7%	38.9%	2.7%	465	81.2%	52.5%	2.7%

Learning difficulty or disability	Count	Has LDD			No LDD			
		% First pass	% High pass	% Non sub	Count	% First pass	% High pass	% Non sub
20-21	253	77.4%	43.0%	4.9%	1,183	70.0%	39.2%	3.3%
21-22	230	77.9%	42.5%	3.8%	883	79.6%	43.9%	4.1%
22-23	211	71.1%	39.7%	3.6%	829	74.7%	40.9%	3.2%
23-24	185	77.3%	44.6%	3.0%	825	79.8%	44.6%	2.8%

Intersections	23-24			
	Count	% First pass	% High pass	% Non sub
Female + ABMO + IMD Q1	269	80.0%	33.3%	2.2%
Female + ABMO + IMD Q2-5	112	77.0%	38.2%	1.9%
Female + White + IMD Q1	100	67.4%	49.2%	4.8%
Female + White + IMD Q2-5	191	85.9%	64.4%	2.6%
Male + ABMO + IMD Q1	146	78.5%	39.5%	2.0%
Male + ABMO + IMD Q2-5	61	74.7%	37.2%	4.9%
Male + White + IMD Q1	39	84.2%	53.1%	4.0%
Male + White + IMD Q2-5	100	82.9%	59.8%	2.2%



**The data highlights the impact of cumulative disadvantage on student outcomes. Disadvantages are associated with characteristics historically linked to lower achievement rates. Previous analyses have shown that these gaps tend to be more pronounced for more challenging academic targets.**

The key disadvantaged groups identified are males, students from ABMO (Asian, Black, Mixed, and Other ethnicities) backgrounds, students from the most deprived areas (IMD Q1), and students with learning difficulties or disabilities (LDD).

For the 2023-24 academic year, several improvements are evident:

- ▶ The gap between male and female outcomes has been successfully closed.
- ▶ The gap between ABMO and white student outcomes has significantly narrowed. While ABMO students' pass rates are only slightly lower than their white peers, they remain much less likely to achieve high grades (-22.2 percentage points).
- ▶ IMD Q1 students continue to face challenges, being less likely to achieve a first-pass or a high grade.
- ▶ Students with learning difficulties or disabilities maintain outcomes comparable to those without LDD.

Examining intersections of disadvantage reveals nuanced trends. Female white students from IMD Q1 areas experienced the most notable decline in first-pass rates this year, with roughly two-thirds of assessments passed on the first attempt, compared to the College average of 79.2%. Conversely, male ABMO students from IMD Q1 areas demonstrated consistent improvement over recent years and now closely align with the College average.

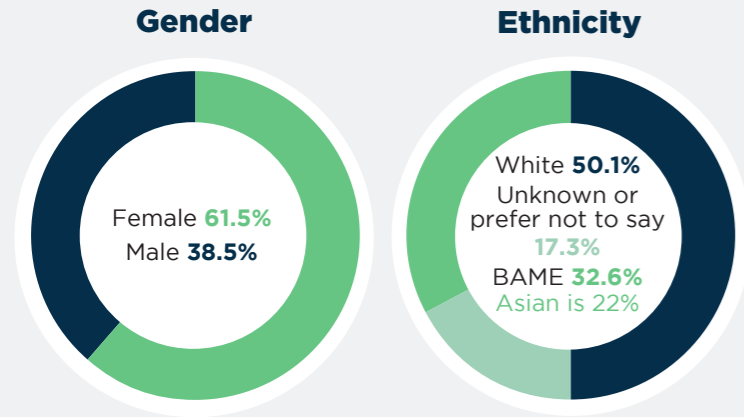
Despite these encouraging trends, the effects of cumulative disadvantage remain evident. Students without any identified disadvantages are still more likely to pass assessments on their first attempt and significantly more likely to achieve high grades. Addressing these persistent gaps will remain a priority moving forward.



# Part 5 Staff Equality Data

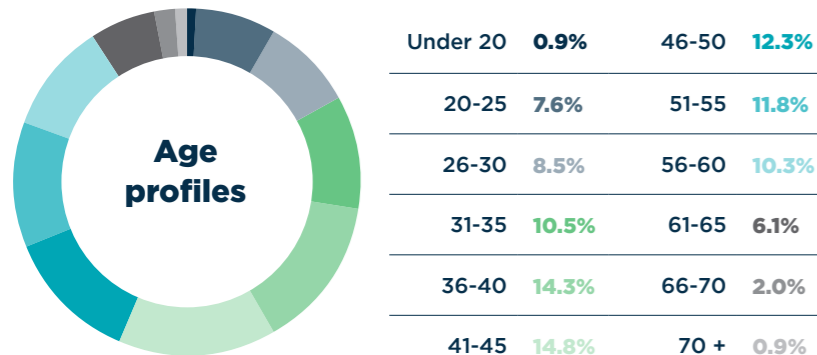
## College staff demographics

Total workforce: 1055 staff:

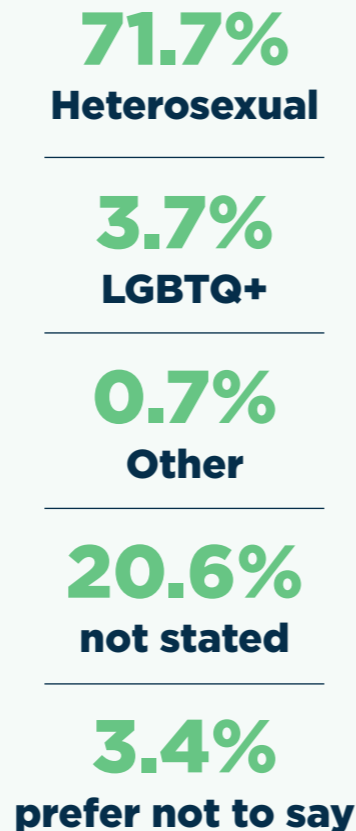


We are a Disability Confident employer and 9.4% of our staff have shared that they have a disability or learning difficulty (e.g., dyslexia).

In terms of age profile, 31.1% of our staff are over 50 years old.



In terms of sexual orientation, the data is as follows



## Staff turnover

Staff turnover in 2023-24 was 11.86% which was below the sector average for large FE Colleges.

## College staff disciplinary data

Data was collected in this area from August 2023 to July 2024. There was a total of 23 management investigations that took place over this period. This consisted of 7 staff who were of ethnic minority backgrounds and 8 were white. These led to a total of 14 disciplinarys during that period. 5 were cases of gross misconduct (3 white, 2 prefer not to say).

Gender	Disability	Religion
Female	Yes	Agnostic
Male	No	Christian/CofE Catholic/Protestant
	Not stated/ prefer not to say	Christian - other denomination
		Islam
		No religion
		Prefer not to say
Age	Ethnicity/Race	Sexual Orientation
20-25	Asian or British Asian	Heterosexual
26-30	Black or Black British	LGBT
31-35	Mixed - White and Caribbean	Prefer not to say/ not stated
36-40	White - English Welsh/Scot	
41-45	Prefer not to say/ Not stated	
46-50		
51-55		
56-60		
61-65		



# Bradford College gender pay gap report 2023-24

## 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

This is our annual gender pay gap report for the snapshot date of 31 March 2023.

In Bradford College, women earn 94p for every £1 that men earn when comparing median hourly wages. Their median hourly wage is 5.5% lower than men's. This is a 0.1% increase compared with the previous year. The mean gender pay gap has also increased from 3.0% compared with 2.6% the previous year.

- Our mean gender pay gap is 3.0%.
- Our median gender pay gap is 5.5%.
- No employees receive a bonus.

It is important to put the figures into context for both employees, governors and stakeholders, and set out the action plan to take to address the gap. Any gender pay gap

is likely to reflect a combination of internal and external factors that need to be examined.

Bradford College's overall median gender pay gap at April 2024 was 5.5%. This means that on average women were paid 94p for every £1 men were paid. Our mean gender pay gap was 3.0%. We take our gender pay gap seriously and have reviewed our commitments to address the issue and despite improvements made in 2022-23, the improving trend did not continue in 2023-24.

As an organisation, we are determined to build a fairer, 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.

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. We are reviewing the College's pay bands, including lecturer pay bands, to look at any potential disparities and opportunities for improvement.

At April 2024, 50% of the Senior Leadership roles were held by females. At the Head of Department Level, 54% of the roles were filled by women. This is an increase on the 50% in 2023 and 45% in 2022.

One of the main factors contributing to our gender pay gap was the difference in the female representation at different levels within the College, particularly in the quartiles, where the balance of men and women is skewed away from the workforce profile with more females in the lower quartiles.

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

- Have the strategic objective 'to be a fully inclusive College'.
- Having detailed workforce data at a departmental level that highlights any equality gaps.
- Achieving Great Place to Work accreditation.
- Training in fair recruitment and selection and ensuring there are no barriers to selection, development and promotion at any level.
  - Include multiple women in shortlists for recruitment and promotions.
  - Guaranteeing all women that meet the essential criteria an interview in areas where there is low representation.
  - Using structured interviews for recruitment and promotions.
- Reviewing all the College's Family Friendly policies and procedures.
- Launch of a new Menopause Policy and working to menopause friendly workplace accreditation.
- Encourage the recruitment of returners (people who have taken an extended career break for caring or other reasons, and who are either not currently employed or are working in roles for which they are over-qualified).
- Investing in line management and leadership development programmes, including an aspiring leader's course and management essentials programme.
- A coaching programme for women to develop a talent pipeline.
- Analysing the workforce data and determining how we can address disproportionate representation within the workforce through our recruitment and talent development strategies.
- Achieving Investors in Diversity status and ensuring that EDI is embedded in the Employer of Choice strategic priority.
- Respective departmental actions, such as positive action recruitment targets where disparities exist.

## Gender pay gap 2023-24

### Mean pay:

Mean male hourly pay	Mean female hourly pay
£18.94	£18.37

### Median pay:

Median male hourly pay	Median female hourly pay
£17.96	£16.97

## Historical gender pay gap data trends

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Mean hourly rate men		£16.90	£17.04	£17.30	£17.03	£18.94
Mean hourly rate women		£15.70	£15.76	£15.94	£16.58	£18.37
Mean gender pay gap	8.6%	7.1%	7.5%	7.9%	2.6%	3.0%



## Pay quartiles by gender

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

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Upper quartile men	48.7%	52.0%	42.7%	43.1%	40.1%	41.8%
Upper quartile women	51.3%	48.0%	57.3%	56.9%	59.9%	58.2%
Upper middle men	48.2%	48.3%	44.7%	42.5%	43.2%	41.7%
Upper middle women	51.8%	51.7%	55.3%	57.5%	56.8%	58.3%
Lower middle men	36.7%	38.4%	38.7%	36.0%	35.1%	36.9%
Lower middle women	63.4%	61.6%	61.3%	64.0%	64.9%	63.1%
Lower quartile men	31.9%	26.3%	31.7%	34.9%	39.5%	35.7%
Lower quartile women	68.1%	73.7%	68.3%	65.1%	60.5%	64.3%

## Anti-racist College

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

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



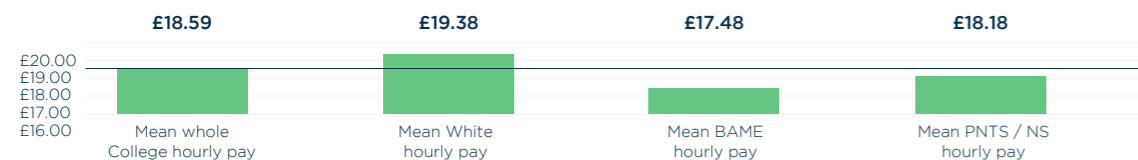
# Bradford College ethnicity pay gap report 2023-24

## Representation of groups

White	BAME	PNTS / NS
51.0%	29.6%	19.4%

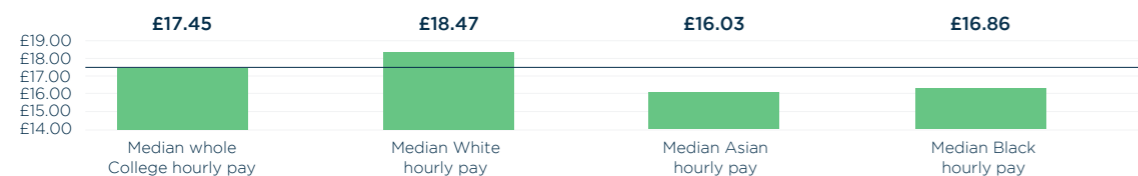
	Mean Whole College Hourly Pay	Mean White Hourly Pay	Mean BAME Hourly Pay	Mean PNTS / NS Hourly Pay
Mean	£18.59	£19.38	£17.48	£18.18
Target Line (Based on Whole College Average)	£18.59	£18.59	£18.59	£18.59

## Mean ethnicity pay gap



	Median Whole College Hourly Pay	Median White Hourly Pay	Median Asian Hourly Pay	Median Black Hourly Pay
Median	£17.45	£18.47	£16.03	£16.86
Target Line (Based on Whole College Average)	£17.45	£17.45	£17.45	£17.45

## Median ethnicity pay gap



The median gap has been referenced, as this follows the same standard as the gender pay gap reporting requirements. It is also worth noting that it is not yet a requirement to collect, analyse or report on our ethnicity pay gap. However, it is considered best practice to do so.

## Median hourly gender pay gap %

Median White / BAME pay gap for hourly pay %	Median White / PNTS NS pay gap for hourly pay %
13.2%	8.7%

## % of Ethnic categories in each Quartile

Quartile	White	BAME	Prefer not to say / Not stated	Total
A (Upper)	149 (59.4%)	59 (23.5%)	43 (17.1%)	251
B (Upper middle)	141 (56.0%)	70 (27.8%)	41 (16.3%)	252
C (Lower middle)	122 (48.4%)	78 (31.0%)	52 (20.6%)	252
D (Lower)	107 (42.5%)	88 (34.9%)	57 (22.6%)	252

The data is evidencing that the biggest disparity gaps lie between Asian staff compare to their White counterparts.

On average, White staff are paid £18.47 per hour at the College. Whereas staff from Black heritage backgrounds are paid an average of £16.86 per hour. Staff from Asian backgrounds are paid an average of £16.03 per hour. However, whilst we know that 52% of our staff identify as White, and 26.9% identify as being from a Black, Asian or Minority Ethnic (BAME) background, 19.4% of our staff still choose not to share details of their ethnicity.

The data therefore indicates that the ethnicity pay gap for BAME staff is 13.2% and 8.7% for staff who prefer not to say in comparison to their white counterparts.



### Key observations

- White employee representation decreases steadily from the upper quartile (59.4%) to the lower quartile (42.5%). This suggests they are more concentrated in higher-paying roles.
- BAME representation increases as you move down the pay quartiles.
- Proportional Decrease of White Employees.
- The median hourly pay for White employees is 8.7% higher than for those who have chosen not to disclose or did not state their ethnicity.
  - This group might include individuals hesitant to disclose their ethnicity, potentially skewing the data slightly. However, the pay gap still reflects inequity for this cohort, possibly aligning with barriers similar to those faced by BAME employees.
- Intersectionality between ethnicity and gender could amplify disparities. For example:
  - BAME women may experience compounded disadvantages compared to White men or women, as they may face both racial and gender biases in pay and career progression.
  - The impact of ethnicity on pay is compounded by gender and potentially other factors like contract type (e.g., full-time vs. part-time).
  - The PNTS/NS group highlights the importance of fostering an environment where employees feel comfortable disclosing their ethnicity.

### Staff learning and development

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

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

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

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

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

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

### Governance

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



# Part 6 Summary and Actions

## FE student equality data all ages 2023-24

- ▶ Learners with access to Free Meal Eligibility (FME) perform better than their peers by 4.3%. 78.1% FME vs 73.8% not FME.
- ▶ Learners with a disability perform better than peers without by 1%, but they do tend to lag behind on high grade pass rates.
- ▶ Learners from a Black or Minority Ethnic background perform 6.1% points above their white peers, although high grades tend to be similar.
- ▶ Female students outperformed male students by 4.1%.
- ▶ Investigate barriers to attendance and academic performance for males, such as engagement strategies or tailored teaching approaches.
- ▶ Focus on high-grade attainment for BAME students to complement their strong achievement rates.
- ▶ Provide targeted high-grade strategies for disadvantaged students to capitalise on their achievement resilience.
- ▶ Develop strategies to specifically address high-grade attainment for LDD and EHCP students, such as personalised learning support and skill development programs.

## HE outcomes

- ▶ The key disadvantaged groups identified are males, students from ABMO (Asian, Black, Mixed, and Other ethnicities) backgrounds, students from the most deprived areas (IMD Q1), and students with learning difficulties or disabilities (LDD).
- ▶ The gap between male and female outcomes has been successfully closed.
- ▶ The gap between ABMO and White student outcomes has significantly narrowed. While ABMO students' pass rates are only slightly lower than their White peers, they remain much less likely to achieve high grades (-22.2 percentage points).
- ▶ IMD Q1 students continue to face challenges, being less likely to achieve a first-pass or a high grade.
- ▶ Students with learning difficulties or disabilities maintain outcomes comparable to those without LDD.

## Safeguarding and wellbeing

- ▶ Slightly more males 52% than females 48% accessed the service.
- ▶ The two largest ethnicity groups accessing the service remain White (35%) and Asian Pakistani (29%), showing consistency with previous years.
- ▶ 30% of the students accessing the service declared as having one or more disability or learning difficulty, this has been a slight decrease since last year from 32%.
- ▶ The team worked with over 147 CLA students, 65 of whom were Unaccompanied Asylum-Seeking Children.
- ▶ The team supported 95 care leavers, ensuring that vulnerable students remain in education and work towards their educational goals.
- ▶ There has been a significant increase in students seeking mental health support.

## OFSTED

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

## Staff equality data

- ▶ Our median gender pay gap is 5.5%, a 0.1% increase from the year before.
- ▶ Our highest disparity in pay between staff from different ethnicities is between White and Ethnic Minority staff and staff, who prefer not to share this information.
- ▶ Targeted development programs for BAME employees are needed to support career progression into higher-paying roles.
- ▶ Review recruitment and promotion practices to ensure equity and eliminate potential biases.
- ▶ A further break down the pay gap further by gender and ethnicity to identify the most affected groups (e.g., BAME women).
- ▶ Build trust and emphasise the confidentiality of ethnicity data collection to reduce the PNTS/NS group.
- ▶ Regularly review pay gap trends and quartile distributions to measure the impact of interventions.
- ▶ Implement regular unconscious bias training for managers involved in hiring, promotions, and pay reviews, and programme of Cultural Competency training for the whole workforce.



## Actions:


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


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





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