



Equality & Diversity Annual Report

Produced March 2017, based on Learner
Achievement Rates for academic year
2015/16 and HR Data for 2016.



**A diverse and inclusive college; raising standards of education
and training and supporting the skills needs of a business**

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Introduction

ShIPLEY College is a small general further education (GFE) college situated in a unique environment in the world heritage site of Saltaire, just a few miles from Bradford and with excellent transport links to Bradford, Leeds and the Aire Valley. Although there are pockets of affluence, the area is one of significant social and economic deprivation. Unemployment, especially among the young people is higher than the national average. The local population is culturally and ethnically diverse and this is reflected in the learner cohort. A high proportion of adults have either no qualifications or qualifications at foundation level only. The proportion of Bradford school pupils attaining five or more A* to C grades at GCSE, including English and mathematics, remains below the local and national averages.

ShIPLEY College's Mission Statement

To provide high quality, inspirational education and training that meets the ambitions of individuals, businesses and communities.

Our Core Values

- **Responsiveness** - to the needs of students, employers, government initiatives and our local community
- **Respect** - celebrating the diversity of our students and staff
- **Collaboration** - we are a team that works in a spirit of openness and integrity
- **Professionalism** - striving for excellence and sustainability in all that we do

Key Features of the ShIPLEY College Equality and Diversity Policy

ShIPLEY College is committed to equality of opportunity for all students and staff, particularly encompassing the nine protected Characteristics set out in the 2010 Equality Act, including; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Key Principles

The College considers all forms of prejudice and discrimination to be unacceptable, and will:

- Oppose any form of discrimination
- Continuously monitor practices and procedures to improve access to college services and implement improvements
- Ensure publicity material positively promotes the cultural diversity of the College

Equality Principles related to employment

The College will:

- Make all reasonable adjustments to ensure equality of access for employees or potential employees who have particular needs or who are disabled
- Offer training on equality and diversity
- Employ a workforce representative of the diverse community it serves and the student population

Equality Principles related to teaching and learning

The College will:

- Provide equal access to the highest quality of teaching and learning

- Make use of teaching and learning resources and delivery methods which are free from stereotyping and appropriate in language
- Encourage students with learning difficulties or disabilities to self-disclose and where support needs identified, provide appropriate help

Equality and diversity related extracts from Shipley College 2015/16 Self Assessment Report (SAR)

Overall strengths

1. Learners really enjoy coming to this highly inclusive college that enables those who have been previously unsuccessful to achieve good results and acquire essential employability and social skills.
2. There is a culture of respect which continues to be evident through the positive behaviour of learners and the strong relationships with staff.
3. Equality and diversity is embedded within the organisation through the range of provision offered and the diverse profile of learners recruited.
4. There are strong employer and community links and curriculum which meets local needs, prepares learners very well for employment, life in the local community and in British society.
5. There is excellent support and outcomes for High Needs Learners who achieve above national average.

Effectiveness of Leadership and Management

1. Leaders, managers and governors of the College are ambitious and work continually to consistently improve outcomes for all learners. They have high expectations of staff and learners and lead by example to create a culture of tolerance and respect and one which enables all parties to continually strive for excellence.
2. Governors hold senior leaders to account in regular meetings for all aspects of the College's performance across all groups of learners to ensure none is disadvantaged or underachieve.
3. The College enjoys an excellent reputation in the District, focussed on a key role of education in increasing social mobility and narrowing inequality by raising the attainment levels among our most disadvantaged adults and young people. The College currently manages the Home Office's Talk English project in Bradford developing English skills amongst new arrivals in communities.
4. The College continues to take a leading role in 14-19 developments in the district and proactively engages with employers to ensure responsiveness to business needs.
5. Leaders, managers and governors focus funding on people who are disadvantaged and least likely to participate in education and training, and work with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances.
6. Learning resources, including assistive technology, are regularly reviewed and to the required standard and specification to support learners very well to overcome their barriers to achieving their learning goals.
7. There has been considerable investment to maintain and enhance the quality of the College estate. The Jonathan Silver Building, which opened in September 2015, now facilitates provision for 75 high needs learners.
8. The College is a very inclusive, vibrant learning environment where equality and diversity are very well embedded within the values of the organisation. In addition, programmes are designed to ensure the inclusion of a wide group of hard to reach learners including work with the Cellar Trust for those with mental health issues.
9. The College was involved in two studies; Ofsted study in early 2016 to report on how well Colleges are implementing the PREVENT duty and government SEND review project. Both received very positive College feedback. Recommendations were actioned and continuous review takes place.

Quality of teaching, learning and assessment

1. Staff are quick to challenge stereotypes and the use of derogatory language and instil a culture of respect.
2. Resources and teaching, learning & assessment strategies reflect and value the diversity of learners' experiences and provide learners with a very good understanding of people and of life in a wider sense than their learning.
3. Relationships between tutors and learners are mutually respectful in the learning environment.
4. Resources are free from stereotyping and appropriate in style and language for the group and the subject. This continues to be demonstrated during learning walks and formal lesson observations.

Personal development, behaviour and welfare of learners

1. Overall attendance for study programmes remains good at 88%. Overall attendance for apprentices remains high at over 92% There is no significant difference between ethnic groups. There is no significant variation between age groups or male and female attendance. Attendance for learners with special educational needs and disability (SEND) is slightly higher than other learners.
2. Staff promote clear messages, from induction onwards, about the impact of bullying, use of derogatory or aggressive language and prejudiced behaviour on learners' well being.
3. Active citizenship is promoted, for example working with the National Citizenship Service whose mission is to connect and inspire people to strengthen their communities and bring together local people across all generations, ethnic groups and incomes to build a stronger society.
4. British values are actively promoted. The enrichment programme engages learners with sensitive issues and raises their awareness of maintaining well being and keeping safe.
5. Learners on community learning programmes develop skills and confidence to help participate effectively in their local community, including social interaction, communication, health and well being.
6. Delivery of high quality impartial careers guidance through Student Services and Connexions, as well as guidance from Business Development Team (for apprentices) and course coordinators, help learners make informed choices about which courses suit their needs and aspirations and about the next stage of their education, employment, self-employment or training. Learners with high needs have clear transition plans and meetings with the learning support team, appropriate agencies and parents/carers.

Classroom Learning Achievement Rates 2015/16

It is to be noted that where 16-18 and 19+ data refers to number of enrolments, these can include learners enrolled to multiple qualifications, and not to individual learners. The commentary includes analysis by sub group from the College's 'Proachieve Data' and the Government published 'Qualification achievement rate 2015 to 2016'.

Overall Achievement - Government published 'Qualification achievement rate 2015 to 2016'

16 - 18 Achievement rate by Gender

- a. Achievement rate for 16-18 females is just below the 'provider type' rate and slightly below national average.
- b. Achievement rate for 16-18 males is higher in comparison to the 'provider type' and national average.

19+ Achievement rate by Gender

- c. Achievement rate for 19+ females is similar to both 'provider type' rate and national average.
- d. Achievement rate for 19+ males is slightly higher in comparison to both the 'provider type' and national average.

16 - 18 Achievement rate by Ethnicity

- e. Achievement rate for all 16-18 learners; Asian, Black, Mixed Heritage, Other and White, are either equal to or better in comparison to provider type' rate and national average.

19+ Achievement rate by Ethnicity

- f. Achievement rate for all 19+ learners; Asian, Black, Mixed Heritage, Other and White, are either equal to or better in comparison to provider type' rate and national average.

16 - 18 Achievement rate by learners with Special Educational Needs and Disability (SEND)

Learners with SEND have a slightly higher Achievement rate to other learners.

- g. Learners with SEND have a better Achievement rate than the 'provider type' rate and national average.

19+ Achievement rate by learners with Special Educational Needs and Disability (SEND)

- h. Learners with SEND achieve as well as other learners.
- i. Learners with SEND have a similar achievement rate to 'provider type' rate and national average.

Provision for Learners with High Needs

Leaders and managers use funding for high needs learners very effectively. The provision is planned, managed and evaluated, including qualification choices, so that learners undertake very individualised and challenging learning that builds on their prior attainment and prepares them very well for future employment and/or greater independence in their everyday lives.

Since the introduction of the new Special Educational Needs and Disability (SEND) reforms, the College converted learners with Statement of Special Educational Need/Learning Disability Assessments to new Education Health Care Plans (EHCPs) and has started to review these annually. High needs learners continue to get the most appropriate support within college to allow them to achieve their personal outcomes and prepare for adulthood and life. For example, the Supported Internship Programme helps many learners with high needs into work.

- a. Across 7 ethnic groups there was 100% success for Caribbean and Other White. The next largest group was Pakistani learners with 90% success.
- b. Very high levels (94.6%) of high needs learners achieved their vocational programme aim.
- c. Special Educational Needs and Disability (SEND) learners gain good skills and make very good progress to become more independent in their everyday life and/or progress to positive destinations such as employment.

16-18 Study Programmes

In summary:

- a. Level 1 and 2 are above national average at 88.4% and 87.6% excluding English and maths provision.
- b. Level 3 is in line with national average at 84.3%.
- c. The majority of ethnic groups succeed at or above national average.
- d. Achievement for learners with SEND remains good at 82.5%; 3.1% above national average and 1.7% above other learners
- e. Achievement for high needs learners remains good at 87.6% overall and very good at 94.5% for the vocational programme aim.
- f. Achievement for 274 enrolments for learners eligible for free school meals is 79% (2% below overall 16-18) and 86% of these full time students achieved their vocational programme aim (2% below the 16-18 equivalent). Note that for females on free college meals there was no significant difference compared to 'all' females; for males the difference is 2% below 'all' males.

16-18 Maths and English:

- a. New Department for Education Progress Measures indicate that the College makes progress in English well in line with national average (-.22 versus national figure of -.27) and much better than national average for maths (-.08 versus national figure of -.28).
- b. Overall achievement for Basic Skills English and maths for 16-18 learners on Study Programmes is 69.3%, in line with national average.
- c. Achievement for Entry and Level 1 is at national average though the achievement rate for the low numbers of Level 2 enrolments is poor.
- d. The number of GCSE learners nearly trebled in comparison to 14/15 with an achievement rate of 85.3%, just above national average and 2% above the previous year. Of those that completed the course 18.3% achieved a Grade A*-C. Though in need of improvement, this means that 57 students achieved English or maths at Grade C or above compared to 23 in 14/15.

Adult Learning Programmes

In summary:

- a. Achievement of 86.1% and timely achievement at 84.8%, including English and maths provision, are in line with 13/14 national average for the Provider Group for decreased enrolment numbers where the proportion of substantive courses are increasing. Both retention and achievement are in line with national average at 93.3/92.3%.
- b. Long vocational courses are good with achievement rates 3% above national average.
- c. Overall males and females continue to perform around national average, females slightly below that of males and both have decreased compared to 14/15.
- d. The majority of ethnic groups are above national average. African, Pakistani and Bangladeshi learners continue to achieve higher than national average. Those White British, Other White, Indian and Caribbean learners just below national average are caused mainly by enrolments on mandated unemployed courses.
- e. Success for adult SEND learners remains steady at 85.5%, 1% improvement on 14/15 at around national average and just 0.9% below other learners.

Adult Maths and English:

- a. Pass rates on adult GCSEs are in line with national average.
- b. Achievement of Functional Skills (FS) is at national average of 67%.
- c. Entry level Functional Skills English at 63.4% is 3% below national average due to very poor retention on a community based adult English class.
- d. Excellent achievement for FS English Level 1 at 80% and 14% above national average.
- e. Poor achievement for FS maths Level 1.

Apprenticeships

Overall Achievement - Government published 'Qualification achievement rate 2015 to 2016'

Achievement rate by Gender

Achievement rate for females is better than males and 'provider type' rate and national average.

j. Achievement rate for males is better than the 'provider type' and national average.

Achievement rate by Ethnicity

k. There are two significant ethnic groups; predominantly White and Asian. Achievement rate for Asian apprentices is slightly lower than 'provider type, but higher than the national average.

l. Whereas, achievement rate for White apprentices is better than 'provider type' and national average.

Achievement rate for apprentices with Special Educational Needs and Disability (SEND)

m. Learners with SEND achieve slightly better than other learners.

n. Learners with SEND have a better achievement rate in comparison to 'provider type' rate and national average.

Functional Skills

a. Overall achievement for Apprenticeship Functional Skills maths, English and ICT has increased at 78% (59% in 14/15).

Shipley College Employee Annual Equality and Diversity Monitoring Report for Year 2016

Workforce Profile

Table 1 - All staff

	Sep 2014		Sep 2015		Sep 2016	
FT Lecturers	23	7.9%	21	7.6%	16	6.1%
Proportional Lecturers	38	13.1%	42	15.2%	42	15.9%
PT Lecturers	49	16.9%	42	15.2%	31	11.8%
FT Support Staff	45	15.5%	35	12.7%	32	12.1%
PT Support Staff	114	39.3%	114	41.3%	122	46.2%
Head of Sector/Service	17	5.9%	18	6.6%	18	6.8%
SMT	4	1.4%	4	1.4%	3	1.1%
Total	290		276		264	

Workforce profile by Gender

Commentary:

Shipley College remains in line with the General FE Workforce in that there are more women than men employed (68% and 32% respectively). Within the general UK workforce just under half of workers are female.

Table 2 - Gender - All Staff

	Sep 2014				Sep 2015				Sep 2016			
	Male		Female		Male		Female		Male		Female	
	No.	% of males by sector against whole workforce	No.	% of females by sector against whole workforce	No.	% of males by sector against whole workforce	No.	% of females by sector against whole workforce	No.	% of males by sector against whole workforce	No.	% of females by sector against whole workforce
FT Lecturers	9	3.2%	14	5.0%	8	2.9%	13	4.6%	8	3.0%	8	3.0%
Proportional Lecturers	12	4.3%	26	9.3%	13	4.6%	29	10.4%	12	4.5%	30	11.2%
PT Lecturers	13	4.6%	36	12.9%	10	3.6%	32	11.4%	7	2.6%	27	10.1%
FT Support Staff	21	7.5%	24	8.6%	18	6.4%	17	6.1%	16	6.0%	16	6.0%
PT Support Staff	27	9.6%	77	27.5%	34	12.1%	80	28.6%	35	13.1%	87	32.6%
Head of Sector/Service	9	3.2%	8	2.9%	9	3.2%	9	3.2%	7	2.6%	11	4.1%
SMT	2	0.7%	2	0.7%	2	0.7%	2	0.7%	1	0.4%	2	0.7%
Total	93	33.1%	187	66.9%	94	33.5%	182	65.0%	86	32.2%	181	67.7%

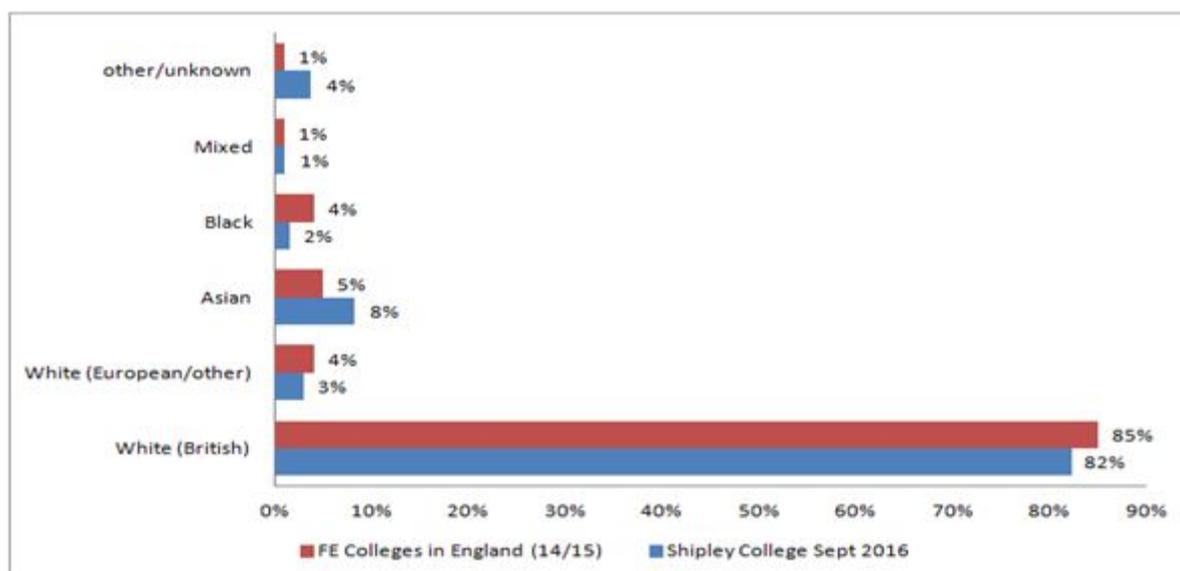
Workforce profile by Ethnicity

Commentary:

There is no significance change in the percentage of staff declaring their ethnicity as White British or Asian.

Table 3 - Ethnicity (all staff)

	Sep 2014		Sep 2015		Sep 2016	
	Count	Percentage	Count	Percentage	Count	Percentage
White (British)	245	84.5 %	229	83.0%	217	82.2 %
White (European/other)	14	4.8%	13	4.7%	8	3.0%
Asian	24	8.3%	26	9.4%	22	8.4%
Black	2	0.7%	2	0.7%	4	1.5%
Chinese	0	0.0%	0	0.0%	0	0.0%
Mixed	2	0.7%	3	1.1%	3	1.1%
Not declared/prefer not to say	3	1.0%	3	1.1%	10	3.8%
Total	290		276		264	



The largest proportion of Bradford district's population (63.9%) identifies themselves as White British. The district has the largest proportion of people of Pakistani ethnic origin (20.3%) in England. (*Bradford District population update conducted by Datamill North 3rd Oct 2016*)

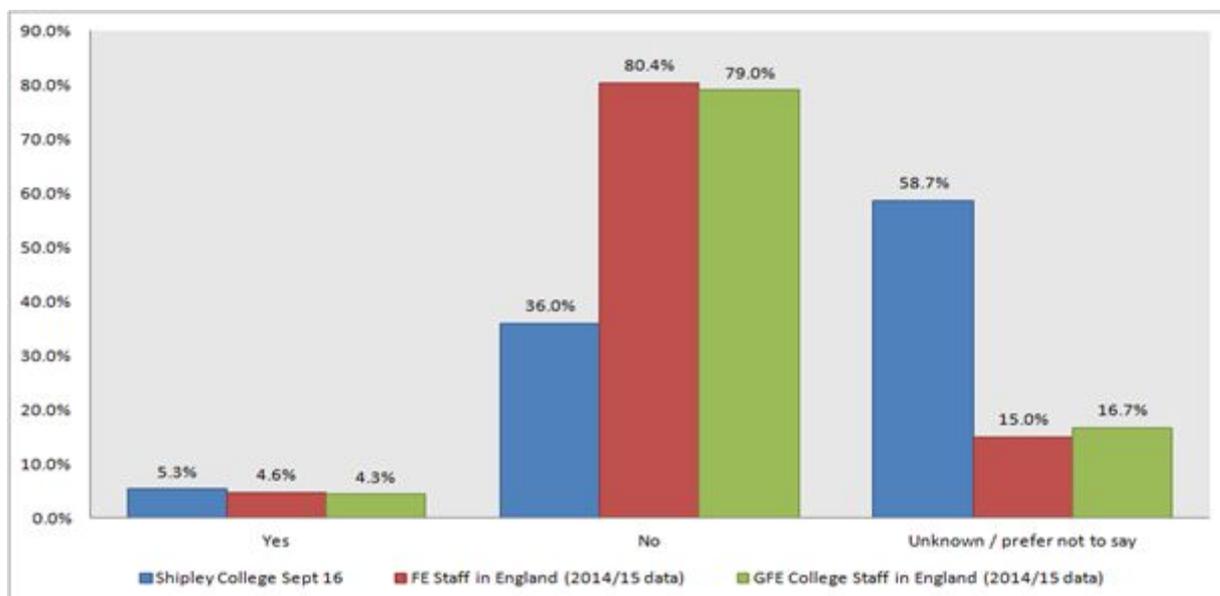
Workforce profile by Disability

Commentary:

This report includes disability in more detail than previous years. Staff with declared disabilities remains in line with previous figures however those who have declared “no” has significantly reduced, with 151 staff (57.2%) currently selecting to not provide this information. Following the move to Cintra Self Service, staff have been asked to complete this information and keep it up to date.

Table 4 Disability - All Staff

	Yes	%	No	%	Prefer not to say	%	Not Stated / Blank	%
Sep-14	16	5.5%	274	94.5%				
Sep-15	16	5.5%	261	90.0%				
Sep-16	14	5.3%	95	36.0%	4	1.5%	151	57.2%



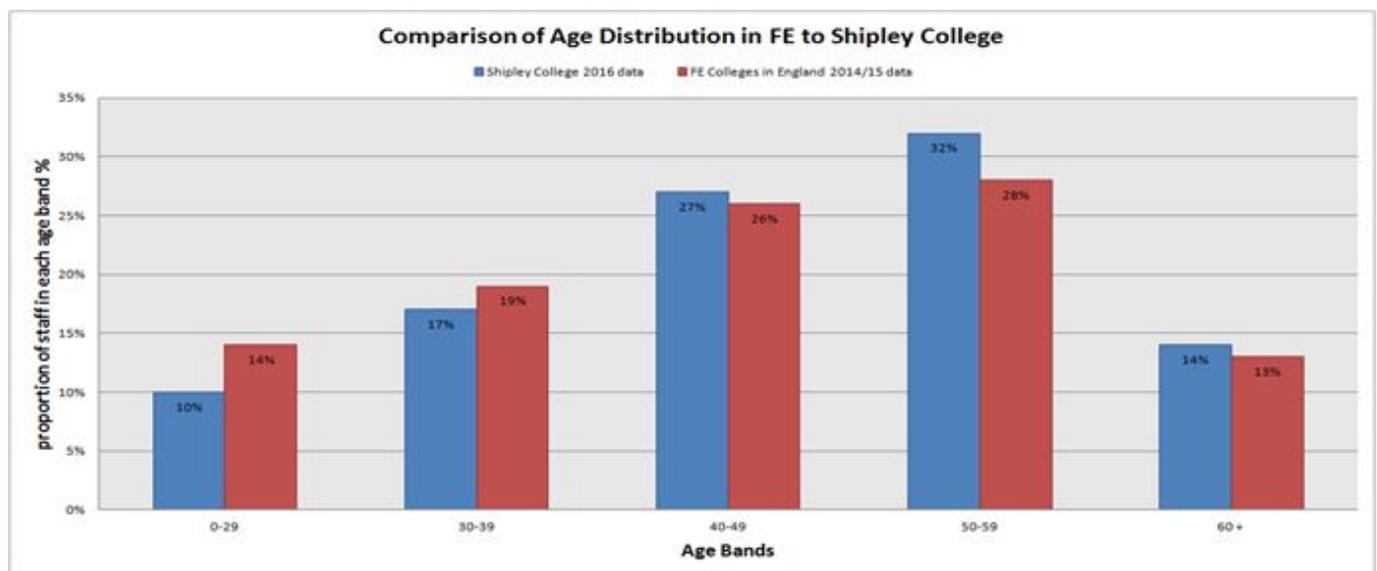
Workforce profile by Age

Commentary:

The majority of the workforce at Shipley College are over the age of 40; 6% higher compared to FE Colleges in England (2014/15 data). See table below.

Table 5 - Age - All Staff

	Sep 14		Sep 15		Sep 16	
	Count	Percentage	Count	Percentage	Count	Percentage
<20	1	0.3%	4	1.4%	2	0.8%
20-29	26	9.0%	20	7.2%	25	9.5%
30-39	59	20.3%	54	19.6%	45	17.0%
40-49	80	27.6%	75	27.2%	70	26.5%
50-59	90	31.0%	91	33.0%	84	31.8%
60-65	28	9.7%	26	9.4%	31	11.7%
65+	6	2.1%	6	2.2%	7	2.7%
Total	290		276		264	



Recruitment

Commentary:

The number of males applying for and appointed to posts at Shipley College has fallen from 2014/15 to 2015/16.

The number of applicants who declare themselves as having a disability and the number going on to be successfully appointed has remained consistent over the last 2 years.

There have been fractional changes in the breakdown of ethnic groups applying to work at Shipley College.

Applications received from those declaring Asian ethnicity have slightly reduced, however we have seen an increase in applications from White European ethnic group. For this group the number shortlisted and successfully appointed has also increased.

Table 6 - Recruitment 14/15 compared 15/16

	Application stage 14/15		* Application stage 15/16		Short List stage 14/15		Short List stage 15/16		Appointments 14/15		Appointments 15/16	
Total	147		151		62		68		12		26	
Gender:												
Male	45	30.6%	27	17.9%	23	37.1%	15	22.1%	5	41.7%	5	19.2%
Female	85	57.8%	102	67.5%	36	58.1%	45	66.2%	7	58.3%	19	73.1%
Not declared	17	11.6%	22	14.6%	3	4.8%	8	11.8%	0	0.0%	2	7.7%
Disability:												
Yes	2	1.4%	6	4.0%	2	3.2%	3	4.4%	1	8.3%	2	7.7%
No	114	77.6%	114	75.5%	47	75.8%	53	77.9%	10	83.3%	21	80.8%
Not declared	31	21.1%	31	20.5%	13	21.0%	12	17.6%	1	8.3%	3	11.5%
Ethnicity:												
Asian	30	20.4%	25	16.6%	11	17.7%	8	11.8%	2	16.7%	2	7.7%
Black	7	4.8%	6	4.0%	2	3.2%	1	1.5%	1	8.3%	0	0.0%
Chinese	0	0.0%	3	2.0%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
Mixed	2	1.4%	3	2.0%	0	0.0%	3	4.4%	0	0.0%	0	0.0%
White (British)	77	52.4%	75	49.7%	34	54.8%	34	50.0%	8	66.7%	16	61.5%
White (European)	6	4.1%	14	9.3%	1	1.6%	10	14.7%	0	0.0%	5	19.2%
Not declared	25	17.0%	25	16.6%	14	22.6%	11	16.2%	1	8.3%	3	11.5%
Age:												
<20	13	8.8%	0	0.0%	5	8.1%	0	0.0%	3	25.0%	0	0.0%
20-29	11	7.5%	29	19.2%	8	12.9%	12	17.6%	2	16.7%	3	11.5%
30-39	32	21.8%	29	19.2%	12	19.4%	17	25.0%	3	25.0%	11	42.3%
40-49	35	23.8%	38	25.2%	13	21.0%	18	26.5%	1	8.3%	7	26.9%
50-59	16	10.9%	21	13.9%	7	11.3%	6	8.8%	2	16.7%	1	3.8%
60-65	3	2.0%	3	2.0%	2	3.2%	3	4.4%	1	8.3%	0	0.0%
66+	0	0.0%	0	0.0%	1	1.6%	0	0.0%	0	0.0%	0	0.0%
Not declared	37	25.2%	31	20.5%	14	22.6%	12	17.6%	0	0.0%	4	15.4%

*Recruitment Between 01/09/15 - 01/08/16