

Shipley College



Equality, Diversity and Inclusion (EDI) Annual Report

**Completed Dec 2023, based on Learner Achievement Rates
and Personnel Data for the Academic Year 2022/2023.**

**Report compiled by Head of Student Services; Equality and
Diversity Manager.**



A diverse and inclusive college: providing the highest quality, inspirational education and training that meets and exceeds the ambitions of individuals, businesses, and communities

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1. Background Information

Shipley College is a General FE College, positioned at the heart of our community, in the UNESCO World Heritage site of Saltaire, in the city of Bradford, West Yorkshire.

We are proud to both serve and reflect our local community and are active in celebrating our cultural and ethnic diversity through an inclusive and welcoming curriculum offer that broadens horizons, ignites ambition, and prepares our students for life in modern Britain.

We support those within our community that are the most under-resourced to take their first steps back into learning and we are driven by our commitment to be a transformative source of social value to our community - helping students to lead lives with greater happiness, improved mental health and developing the active citizenship skills they need to build a bright future for themselves, their families and their communities.

We work very closely with our stakeholders, including other education providers, the voluntary and community sector, employers and civic partners, to contribute to wider plans for the district and ensure that the local curriculum offer supports the current and future ambitions of the district and enables businesses and the local economy to flourish.

The College is committed to positively impacting the wellbeing of the wider community, including providing social and emotional support for students and staff. We are a resource to our community, providing training in English, maths, ESOL, and digital skills that enable individuals to become active citizens that enter, and progress within, the workplace. We provide employers with a workforce, filling roles within sectors that experience significant replacement demand.

We take seriously our impact on the environment and embed sustainability as part of our decision making processes, procedures, and ways of working. We develop positive behaviours, model positive actions, and use the scaffolding method for our students to support them to become the future leaders of industry, all the while embedding a strong 'people and place' ethic alongside their high level technical skills.

Shipley College became the first college in the world to sign up to the United Nations Sustainable Development Goals (SDG) Accord. This enables us to measure, track, and report our progress in aligning with the SDGs, and crucially, share best practices and train other employers to understand better how they could help build a more sustainable future.

The College delivers high quality and high value technical post-16 education and training to young people and adults. It raises aspirations and provides them with the technical skills, knowledge, behaviours, and experience they need to secure good, sustainable, productive employment. We develop clear career pathways for individuals to upskill and re-skill throughout their lives and ensure that individuals get the support they need to get great jobs and progress in their careers.

The College's activities are guided by the Strategic Plan, which is set, approved, and reviewed regularly by our Corporation to ensure that the implementation of the plan continues to meet local needs.

Our **Strategic Plan (2021 - 2024)** sets targets for each year, with the governing body holding senior management to account for progress against the four following key Objectives:

- To ensure student achievement and attainment rates are in the top 10% for education performance
- To meet local, regional, and national skills priorities through an innovative and highly responsive curriculum offer
- To ensure an exceptional learner experience leading to fulfilling lives and high value careers
- To maintain financial stability to invest in inspiring education and learning resources

We are guided in the way we achieve these objectives by our mission and values and the following principles which permeate our decisions, behaviours, and activities:

- Health and wellbeing support for staff and students
- The Corporation will be a listening Board
- Inspirational teaching and Learning
- Committed to equality, diversity and inclusion
- Providing additionality and active citizenship
- Maintain financial stability within a commitment to the United Nations Sustainable Development Goals (SDGs)

Provision

Our qualification pathways from Entry Level through to Higher Education, including maths, English, digital skills and ESOL, have further enhanced our reputation for being able to provide an access point for all, and in particular, for those students with high needs, that account for 18% of our total provision for Young People.

Students can choose from a wide range of subjects that are delivered by highly qualified industry professionals with the experience and teaching skills to bring learning to life. Our pathways include Childcare and Health and Social Care (including T-Level qualifications) that train and qualify individuals to work in areas that are needed in the NHS and local care providers in Bradford.

Computing, Accountancy and Business courses that train our future experts in Finance, Data Analytics and Cyber Security. Our Horticulture, Floristry and Greenkeeping provision prepare students for an active, outdoor career, Art & Design and Creative Media qualifications that support students to progress into careers in marketing and the arts and our Sports and Travel & Tourism qualifications.

We have an extensive Foundation Learning provision with a significant number of High Needs students.

There is Rail Engineering and significant project work to help the unemployed access work and fully funded courses. Our Access to HE, PGCE & Cert Ed. and Leisure and Lifestyle courses inspire lifelong learning, bring people together, and help build a stronger community.

2. Shipley College's Mission Statement

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

3. Our Core Values

- **Inspirational Culture of Collaboration and Partnership:** A team working closely with our stakeholders in a spirit of trust and integrity.
- **Aspiration, Professionalism and Achievement:** Striving for excellence in a safe, sustainable environment, while supporting all students to achieve their personal best and to progress to their next steps in work and life.
- **Responsiveness:** Meeting the needs and exceeding the expectations of students and employers, both locally and regionally, responding to government initiatives and our local community
- **Equality and Respect:** Celebrating the diversity and inclusion of our students and staff

4. Key Equality and Diversity Principles

Shipley College is committed to equality, diversity and inclusion for all students and staff, in particular concerning the nine protected characteristics set out in the 2010 Equality Act - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The College staff and student population are diverse in cultures, backgrounds, beliefs, values, and abilities. The College prioritises diversity of staff and students and embraces this to provide an equitable experience to all. The College accesses the widest possible talent pool of staff and is inclusive of the richness of our wider communities.

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

- Fair treatment and opportunities for all.
- Continuous monitoring of its practices and procedures to eliminate any prejudice and discrimination.
- Reasonable adjustments are made to ensure equality of access and opportunity for all.
- Promotional and marketing material is inclusive and promotes the diversity of the College and communities.
- The workforce reflects the diverse student community.
- Staff opportunity for training and development to enhance their skills, knowledge and prospects.
- Teaching and learning is inclusive to all students and free from stereotyping.
- Enrichment is available to all, particularly vulnerable students, to enhance life experiences, opportunities and aspirations.
- Barriers to learning or participation are removed for students with Special Educational Needs and Disabilities (SEND).

5. EDI Extracts from Shipley College 2022/23 Self Assessment Report (SAR)

Shipley College is an anchor institution within our community, serving the needs of local businesses and individuals within the world heritage site of Saltaire, and supports those living within the wider Bradford City Region to make progress in life and work.

In 2022/23, the college leadership team was instrumental in influencing the Local Skills Improvement Plan, collaborating with employers, civic partners, and community groups to develop a skills pathway for our region to achieve its economic ambitions, putting people and place at the heart of our decision-making.

Our strategic intent has, in that time, become operational action, which sees our students develop high-value skills and positive behaviours through an inclusive curriculum offer that promotes curiosity and a genuine passion for their future profession that prepares them well for their next steps and lifelong learning.

We deliver high-quality vocational education that opens the doors to sustainable employment, and in doing so, we make a substantial contribution to meeting the needs of local businesses by providing a pipeline of talented students and apprentices who are industry-ready and able to contribute to the workplace.

Our work to support businesses in retraining and upskilling their current workforce, particularly within Health and Social Care and Digital, has helped the local economy grow and has created new and

stronger relationships between employers and the college. In many cases, our shared successes have created clearer lines of sight to new employment opportunities for our students, with many Bradford employers choosing Shipley College as their provider of choice.

As a wave one T-Level provider, we are proud to see our alumni from Health, Education and Digital pathways progress through their university studies and become our region's future leaders of industry, with feedback from our employer partners confirming the transformative effect our highly skilled students have had in their workplaces. When coupled with the contribution our foundation-level students make to our community through their social action and enterprise, and the achievements of our community-based provision which reframes and lifts our ESOL students' expectations of themselves, it is clear to see that there is a route map to success for all.

We celebrate that each of our students is unique and understand that for some the journey to achieving their education and employment goals may be longer than for others. We are proud of the life-changing learning that we deliver and understand that we must personalise our offer, adapt and respond to our student's needs, and have the courage to innovate in order to reach further and deeper into our community.

We are energised by the outcomes of our work to engage those most under-resourced to take their first steps back into learning. We are driven by our commitment to be a transformative source of social value to our community by helping students lead lives with greater happiness, improved mental health, and the active citizenship skills they need to build a bright future for themselves and their families.

Although our immediate locality presents pockets of affluence, our district sees one out of every five children below the poverty line, and more than one in ten adults identified as being low-skilled. This clear need means that in parallel to our technical skills development programmes, we provide a broad personal enrichment offer and focussed Careers Education Information Advice Guidance (CEIAG) that is open to all ages - to support student's individual growth, building resilience and confidence needed to gain employment.

We have a strong reputation for providing an access point for all, and in particular for those students with high needs, which account for around a fifth of our total Provision for Young People. It is this local need that is encapsulated by our strategic mission to provide the highest quality, inspirational education and training that meets and exceeds the ambitions of individuals, businesses, and communities.

Overall Strengths:

- The college is an established institution within the community and is highly effective at connecting with those seldom heard and under-resourced, working with civic and charitable groups to shape and deliver inclusive, life-changing learning that enables access to work or further learning.
- The college has a strong focus on meeting the needs of employers, delivering the skills, knowledge and workplace behaviours through a collaboratively designed curriculum that enables our students to achieve well and access their next steps with confidence.
- Leaders and Managers are highly effective in connecting students with opportunities to develop their employability, active citizenship, and leadership skills that build community cohesion and prepare students for the modern workplace.
- Governors, leaders and managers and colleagues at all levels model professional behaviours that promote a culture of respect, purpose, and ambition that resonates throughout the college.
- Staff feel valued and are proud to deliver the college's mission and provide the community with the skills training and opportunities for growth they need.
- Students are quick to develop positive behaviours, approaching their studies diligently and producing work of a consistently high quality that helps them develop confidence and self-belief in their abilities. As a result, the majority of students make positive progress in learning and are well prepared to enter the modern workplace and contribute to their community.

- Students use their voice to drive positive changes throughout the college and their community, this includes matters such as EDI, sustainability, active citizenship and advocates for change.
- Shipley College is an inclusive and safe college with staff that are highly skilled at connecting with those most under-resourced within its community, such as the unemployed or adults taking their first steps in education. Staff implement scaffolding for all students to perform to their best, they provide the wrap-around care and transformative personalised learning that enables all students, especially those with additional and high needs or with low levels of wellbeing, to stay on their course and achieve their personal goals.
- Well-qualified, industry expert teachers provide a creative and inspirational high-quality student learning experience. Teaching, learning and assessment at Shipley ignite ambition and inspire the majority of students, including those with SEND, to overcome challenges, become experts and gain wider transferable skills that can be taken into future life, be that work or independent living.
- The curriculum extends beyond the vocational, and as such, the majority of students develop the skills they need for adulthood, employment and contributing to the community
- students benefit from excellent enrichment, work placement and social action experiences that broaden their horizons and understanding of themselves, provides them with the opportunity to apply their new skills and develop their resilience, teamwork and employability; preparing them well to contribute to their communities as active citizens in modern Britain.
- Leaders and Managers are highly effective in connecting students with opportunities to develop their employability, active citizenship and leadership skills that build community cohesion and prepare students for the modern workplace.
- The overwhelming majority of students contribute to a calm environment and a culture of respect, and as such, can practise and demonstrate appropriate behaviours for learning that translate to the workplace.
- Students use their voice to drive positive changes throughout the college and their community, including on matters such as EDI and sustainability, becoming more active citizens and advocates for change.
- The curriculum extends beyond the vocational, and as such, the majority of students develop the skills they need for adulthood, employment and contributing to the community.
- Leaders and managers create an environment in which harassment and discrimination are not tolerated; with students learning how to conduct themselves in a professional environment, build positive relationships with others, report concerns and stay safe.
- All students can talk confidently about British Values and have a good understanding of EDI that prepares them well for life in modern Britain.
- Leaders and managers promote a visible culture of safeguarding and healthy relationships and ensure that those in their care have easy access to the support they need, helping retain both students and staff at college.
- Leaders and managers are relentless in taking learning to those that need it the most, with a far reaching ESOL provision enabling those most under-resourced to build community, learn about others and access further learning and work.
- Leaders and Managers provide inclusive opportunities within “high needs pathways” that help improve student's integration, independence, confidence and high value skills for work.
- High Needs students play a vital role in the community through their social action and learning projects, helping them to develop active citizenship behaviours and skills.

6. Achievement Rates 2021/22 For Education and Apprenticeships

Please note: Achievement data refers to the number of enrolments and not head counts. Provider group comparison compares data with other general further education colleges, whereas, national data compares with the full remit of education and training providers.

Achievement Rates for Education and Training 2022/23 - Overall Data

16-18 Education and Training Achievement - Overall Data					
	Provider Full Year			Prov Grp	National
	2020/21	2021/22	2022/23	2021/22	2021/22
Leavers	1,703	1,455	1,488	972,160	1,301,180
Achievement %	88.8 %	84.3 %	84.1 %	81.1 %	80.7 %

19+ Education and Training Achievement - Overall Data					
	Provider Full Year			Prov Grp	National
	2020/21	2021/22	2022/23	2021/22	2021/22
Leavers	1,521	2,245	2,379	896,290	1,426,520
Achievement %	85.3 %	85.1 %	82.4 %	86.7 %	86.2 %

16-18 Apprenticeship Achievement - Overall Data					
	Provider Full Year			Prov Grp	National
	2020/21	2021/22	2022/23	2021/22	2021/22
Leavers	42	35	54	23,740	58,560
Achievement %	59.5 %	57.1 %	68.5 %	54.8 %	55.2 %

19+ Apprenticeship Achievement - Overall Data					
	Provider Full Year			Prov Grp	National
	2020/21	2021/22	2022/23	2021/22	2021/22
Leavers	118	73	102	-	-
Achievement %	71.2 %	63.0 %	64.7 %	-	-

Summary of Achievement by Overall Data

- Achievement rate for 16-18 students perform better than the provider group and national average.
- Achievement rate for 19+ students is below provider group and national average.
- Achievement rate for 16-18 apprentices perform better than provider group and national average.
- There is no comparison data for 19+ apprenticeships however, NA for apprentices overall is 53.4% and 49% at aim level so data shows this is well above. It should be noted the government target for apprentices was to achieve 67% by 2025. Our overall apprenticeship achievement rates are 67% and therefore have met the 2025 target already.

Education and Training Achievement by Gender

		16-18 Education and Training Achievement Rate by Gender				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	882	706	732	441,330	613,460
	Achievement %	88.8 %	83.4 %	83.9 %	81.4 %	81.3 %
Male	Leavers	821	749	756	530,830	687,710
	Achievement %	88.8 %	85.0 %	84.4 %	80.8 %	80.2 %
Total	Leavers	1,703	1,455	1,488		
	Achievement %	88.8 %	84.3 %	84.1 %		

		19+ Education and Training Achievement Rate by Gender				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	1,059	1,501	1,566	540,920	862,310
	Achievement %	86.2 %	84.6 %	81.2 %	86.3 %	85.7 %
Male	Leavers	462	744	813	355,380	564,210
	Achievement %	83.3 %	86.2 %	84.7 %	87.4 %	86.9 %
Total	Leavers	1,521	2,245	2,379		
	Achievement %	85.3 %	85.1 %	82.4 %		

		16-18 Apprenticeship Achievement Rate by Gender				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	25	23	29	7,040	23,510
	Achievement %	80.0 %	52.2 %	86.2 %	57.0 %	55.7 %
Male	Leavers	17	12	25	16,710	35,050
	Achievement %	29.4 %	66.7 %	48.0 %	53.9 %	54.8 %
Total	Leavers	42	35	54		
	Achievement %	59.5 %	57.1 %	68.5 %		

		19+ Apprenticeship Achievement Rate by Gender				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	75	47	68	-	-
	Achievement %	84.0 %	59.6 %	64.7 %	-	-
Male	Leavers	43	26	34	-	-
	Achievement %	48.8 %	69.2 %	64.7 %	-	-
Total	Leavers	118	73	102		
	Achievement %	71.2 %	63.0 %	64.7 %		

Summary of Achievement by Gender

16-18 Education and Training Achievement

- Males and females achieve equally well.
- Achievement rates for both females and males are above the provider group and national average.

19+ Education and Training Achievement

- Males performed slightly better in comparison to females.
- Achievement rates for both females and males are below the provider group and national average.

16-18 Apprenticeship Achievement

- Female apprentices performed significantly better in comparison to males for similar enrolment numbers.
- Achievement rates for females are significantly above the provider group and national average.
- Achievement rates for males are below the provider group average.

Supporting evidence

From a total of 25 male leavers (these are apprentices who remained on programme beyond the qualifying period), 12 achieved their qualification. The main reason for the discrepancy in achievement between males and females is due to 7 (from a total of 10) early leavers on the Horticulture / Landscape apprenticeship. They left for various reasons, including finding other employment, career change, health reasons, failure to pass the probationary period, etc.

19-23 Apprenticeship Achievement by Gender

- Male and female apprentices performed the same.
- No provider or national average data available.

Education and Training Achievement by Ethnicity

		16-18 Education and Training Achievement Rate by Ethnicity				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	738	548	580	972,160	1,301,180
	Achievement %	93.1 %	87.4 %	82.8 %	81.1 %	80.7 %
Black	Leavers	31	32	29	972,160	1,301,180
	Achievement %	77.4 %	84.4 %	86.2 %	81.1 %	80.7 %
Mixed	Leavers	62	67	94	972,160	1,301,180
	Achievement %	77.4 %	80.6 %	87.2 %	81.1 %	80.7 %
Not App/Known	Leavers	10	5	9	972,160	1,301,180
	Achievement %	70.0 %	60.0 %	100.0 %	81.1 %	80.7 %
Other	Leavers	34	30	31	972,160	1,301,180
	Achievement %	82.4 %	76.7 %	87.1 %	81.1 %	80.7 %
White	Leavers	828	773	745	972,160	1,301,180
	Achievement %	86.7 %	82.8 %	84.4 %	81.1 %	80.7 %
Total	Leavers	1,703	1,455	1,488		
	Achievement %	88.8 %	84.3 %	84.1 %		

		19+ Education and Training Achievement Rate by Ethnicity				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	522	729	893	896,290	1,426,520
	Achievement %	83.1 %	83.8 %	78.1 %	86.7 %	86.2 %
Black	Leavers	72	103	109	896,290	1,426,520
	Achievement %	84.7 %	85.4 %	75.2 %	86.7 %	86.2 %
Mixed	Leavers	50	77	50	896,290	1,426,520
	Achievement %	80.0 %	80.5 %	84.0 %	86.7 %	86.2 %
Not App/Known	Leavers	7	1	9	896,290	1,426,520
	Achievement %	100.0 %	100.0 %	88.9 %	86.7 %	86.2 %
Other	Leavers	63	106	125	896,290	1,426,520
	Achievement %	87.3 %	84.9 %	80.8 %	86.7 %	86.2 %
White	Leavers	807	1,229	1,193	896,290	1,426,520
	Achievement %	86.9 %	86.2 %	86.3 %	86.7 %	86.2 %
Total	Leavers	1,521	2,245	2,379		
	Achievement %	85.3 %	85.1 %	82.4 %		

		Overall 16-18 Apprenticeship Achievement Rate by Ethnicity				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	18	7	14	510	1,760
	Achievement %	72.2 %	71.4 %	85.7 %	58.2 %	54.6 %
Black	Leavers	0	0	2	170	830
	Achievement %			50.0 %	37.1 %	48.4 %
Mixed	Leavers	1	1	1	520	1,590
	Achievement %	100.0 %	100.0 %	100.0 %	46.8 %	48.4 %
Other	Leavers	0	1	1	80	240
	Achievement %		100.0 %	0.0 %	38.5 %	41.9 %
White	Leavers	23	26	36	22,330	53,640
	Achievement %	47.8 %	50.0 %	63.9 %	55.1 %	55.6 %
Total	Leavers	42	35	54		
	Achievement %	59.5 %	57.1 %	68.5 %		

		Overall 19+ Apprenticeship Achievement Rate by Ethnicity				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	36	11	19	-	-
	Achievement %	75.0 %	81.8 %	63.2 %	-	-
Black	Leavers	3	6	3	-	-
	Achievement %	66.7 %	50.0 %	66.7 %	-	-
Mixed	Leavers	1	2	10	-	-
	Achievement %	100.0 %	0.0 %	80.0 %	-	-
Not App/Known	Leavers	0	0	1	-	-
	Achievement %			100.0 %	-	-
Other	Leavers	1	1	1	-	-
	Achievement %	0.0 %	0.0 %	100.0 %	-	-
White	Leavers	77	53	68	-	-
	Achievement %	70.1 %	64.2 %	61.8 %	-	-
Total	Leavers	118	73	102		
	Achievement %	71.2 %	63.0 %	64.7 %		

Summary of Achievement by Ethnicity

There are two substantial ethnicity groups - white is the largest ethnicity group followed by Asian across all learner types.

16-18 Education and Training Achievement

Apart from the 9 students who did not disclose their ethnicity

- students who identified themselves as “Mixed” and “Other” recorded the highest achievement at 87%, closely followed by Black students (86%), White students (84%) and Asian students at (83%).
- All students grouped by their ethnicity performed above the provider group and national average.
- White and Asian are the two largest groups - there is no significant difference in achievement between these two groups.

19+ Education and Training Achievement

Apart from the 9 students who did not disclose their ethnicity

- White students have the highest achievement rate (86%), followed closely by Mixed (84%), Other (81%), Asian (78%) and Black (75%).

- The achievement rate for White students is equal to the provider group and national average. However, achievement rates for Asian, Black and Mixed students are below the provider group and national average

Supporting evidence

There is no discernable pattern for the difference in achievement rate between 19+ Asian students and White students. Early leavers are placed on various courses - AAT (2), English (7), Maths (26), World Host Customer Service (5), and other short courses (8).

There is no discernable pattern for the difference in achievement rate between 19+ Black students and White students. Early leavers are placed on various courses - ESOL (4), AAT (1), Maths (2), and World Host Customer Service (4).

16-18 Apprenticeship Achievement

For the two groups with significant enrolments

- Asian apprentices performed much better than White apprentices (85.7 vs 63.9%)
- Except for Other (1 apprentice), the achievement rates for all apprentices are above the provider group and national average.

19+ Apprenticeship Achievement

- Black, Mixed and Asian apprentices performed slightly better than White apprentices.
- Data for the provider group and national average were not available.

Education and Training Achievement by Difficulty/Disability/Health Problems

		Overall 16-18 Education				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	657	633	729	296,940	398,050
	Achievement %	85.1 %	86.3 %	84.6 %	79.3 %	78.2 %
No difficulty/disability/health problem	Leavers	1,046	822	759	649,510	867,660
	Achievement %	91.1 %	82.7 %	83.7 %	81.9 %	81.9 %
Total	Leavers	1,703	1,455	1,488		
	Achievement %	88.8 %	84.3 %	84.1 %		

		19+ Education and Training Achievement Rate by Difficulty/Disability/Health Problems				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	367	547	652	184,280	303,590
	Achievement %	84.5 %	87.9 %	82.2 %	84.8 %	84.3 %
No difficulty/disability/health problem	Leavers	1,154	1,698	1,727	690,460	1,088,120
	Achievement %	85.6 %	84.2 %	82.5 %	87.2 %	86.7 %
Total	Leavers	1,521	2,245	2,379		
	Achievement %	85.3 %	85.1 %	82.4 %		

		16-18 Apprenticeship Achievement Rate by Difficulty/Disability/Health Problems				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	5	11	4	4,230	8,960
	Achievement %	60.0 %	54.5 %	50.0 %	51.2 %	51.1 %
No difficulty/disability/health problem	Leavers	37	24	50	19,140	48,010
	Achievement %	59.5 %	58.3 %	70.0 %	55.7 %	55.8 %
Total	Leavers	42	35	54		
	Achievement %	59.5 %	57.1 %	68.5 %		

		19+ Apprenticeship Achievement Rate by Difficulty/Disability/Health Problems				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	25	14	7	-	-
	Achievement %	72.0 %	35.7 %	57.1 %	-	-
No difficulty/disability/health problem	Leavers	93	59	95	-	-
	Achievement %	71.0 %	69.5 %	65.3 %	-	-
Total	Leavers	118	73	102		
	Achievement %	71.2 %	63.0 %	64.7 %		

Summary of Achievement by Difficulty/Disability/Health Problems

16-18 Education and Training Achievement

- 16-18 students with difficulty/disability/health problems performed very slightly better than students without. The student population is almost evenly split between those with and those without a difficulty/disability.
- All students performed above the provider group and national average.

19+ Education and Training Achievement

- Achievement rates for 19+ students with difficulty/disability/health problems and students without are equal.
- Achievement rates for both groups are below the provider group and national average.

16-18 Apprenticeship Achievement

- 16-18 apprentices with difficulty/disability/health problems performed less well than apprentices without difficulty/disability/health problems.
- Whilst apprentices with difficulty/disability/health problems performed slightly below the provider group and national average, apprentices without performed above the provider group and national average.

Supporting evidence

The discrepancy in achievement between apprentices with difficulty/disability/health problems and those without is due to the very small numbers of 16-18 apprentices with difficulty/disability/health problems (4 apprentices). Of the 4, two L2 Horticulture apprentices were early leavers.

19+ Apprenticeship Achievement

- 19+ apprentices with difficulty/disability/health problems performed less well than apprentices without difficulty/disability/health problems. Very small numbers of apprentices with declared difficulty/disability/health problems (7 apprentices.)
- No achievement data available for the Provider group or National average

Supporting evidence

The discrepancy in achievement between apprentices with difficulty/disability/health problems and those without is due to the very small number of 19+ apprentices with difficulty/disability/health problems (7 apprentices). Of the 7, 3 were early leavers - 2 apprentices on L3 Teaching Assistant and 1 apprentice on L2 Early Years.

7. Employee Annual Equality & Diversity Monitoring Report for 2022/2023

Workforce Profile by Role

Commentary:

The number of staff employed by the College remains around the same. The majority of staff are in part-time roles and this has been the trend for some years. When comparing FTE in post, these figures remain stable.

Table 1 - All staff

	Sept 2020		Sept 2021		Sept 2022		Sept 2023	
FT Lecturers	36	12%	45	13.4%	38	11%	48	14%
Proportional Lecturers	46	15%	45	13.4%	46	13.3%	37	11%
PT Lecturers	40	13%	33	9.9%	49	14.2%	35	10.4%
FT Support Staff	51	16%	50	14.9%	51	14.7%	51	15%
PT Support Staff	119	38%	140	41.8%	140	40.5%	145	43%
Directors/Head of Sector/Service	18	6%	18	5.4%	18	5.2%	18	5.4%
SMT/Clerk	4	1%	4	1.2%	4	1.1%	4	1.2%
Total	314		335		346		338	

Workforce profile by Gender

Commentary:

Shipley College remains in line with the General FE Workforce in that there are more women than men employed. The average age split in UK Colleges is 64% women and 36% men*. Within College, 44% of female employees are in part-time roles compared to 19% of males. Although there has been a slight decrease in women in part-time roles and a slight increase in males working part-time in comparison to last year. The part-time split of men and women is typical of general UK employment rates with significantly more female employees working part-time compared to male employees**.

*Further Education Workforce Data for England 2021 - Published November 2022

**Office for National Statistics Jan 2023

Table 2 - Gender - All Staff

	Sep 2020				Sep 2021				Sep 2022				Sep 2023			
	Male		Female		Male		Female		Male		Female		Male		Female	
	No.	% of males by role against whole workforce	No.	% of females by role against whole workforce	No.	% of males by role against whole workforce	No.	% of females by role against whole workforce	No.	% of males by role against whole workforce	No.	% of females by role against whole workforce	No.	% of males by role against whole workforce	No.	% of females by role against whole workforce
FT Lecturers	16	5%	20	6%	21	6.2%	24	7.1%	21	6%	17	4.9%	23	6.80%	25	7.40%
Proportional Lecturers	12	4%	34	11%	9	2.7%	36	10.7%	11	3.2%	35	10.1%	11	3.25%	26	7.69%
PT Lecturers	9	3%	31	10%	7	2.1%	26	7.7%	7	2%	42	12.1%	18	5.33%	17	5.03%
FT Support Staff	24	8%	27	9%	22	6.6%	28	8.4%	21	6.1%	30	8.7%	24	7.10%	27	7.99%
PT Support Staff	28	9%	91	29%	41	12.3%	99	29.6%	39	11.3%	101	29.2%	38	11.24%	107	31.66%
Head of Sector/Service	5	2%	13	4%	5	1.5%	13	3.9%	5	1.4%	13	3.8%	6	1.78%	12	3.55%
SMT & Clerk	2	1%	2	1%	2	0.6%	2	0.6%	1	0.3%	3	0.9%	1	0.30%	3	0.89%
Total	96	31%	218	69%	107	32%	228	68%	106	30%	240	70%	121	35%	217	65%

Workforce profile by Ethnicity

Commentary:

The majority of Shipley College employees declare themselves to be White (British) (73%), a slight reduction from the previous year, however, it is noted there has been an increase in staff who prefer not to state their ethnicity. The largest proportion of Bradford district's population (61.1%) identifies themselves as White British. The district has the 2nd largest proportion of people of Pakistani ethnic origin (25.5%) in England, with those identifying as Asian/Asian British at 31.1%***. This is reflective of College statistics with Asian/Asian British being the second highest ethnicity employed (11.1%).

***bradford.gov.uk census data 2021

Table 3 - Ethnicity (all staff)

	Sept 2020		Sept 2021		Sept 2022		Sept 2023	
White (British)	194	62%	263	79%	272	78.6%	236	74.9%
White (European/other)	11	3%	8	2%	12	3.5%	10	3.2%
Asian	33	11%	35	11%	38	11%	35	11.1%
Black	4	1%	7	2%	6	1.7%	3	1.0%
Chinese	0	0%	0	0%	0	0%	1	0.3%
Mixed	4	1%	6	1%	5	1.5%	5	1.6%
Not declared/prefer not to say	68	22%	16	5%	13	3.7%	25	7.9%
Total	314		335		346		315	

Workforce Profile by Disability

Commentary:

The Equality Act (2010) defines disability as “a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.” With “long term” being defined as over 12 months in duration****.

There continues to be staff who prefer not to declare their disability status, either by selecting prefer not to say or by leaving their disability status blank. We will continue to work with all staff to ensure they feel supported in disclosing their disability status.

****gov.uk

Table 4 Disability - All Staff

	Yes	%	No	%	Prefer not to say	%	Not Stated / Blank	%
Sept-20	17	5%	137	44%	6	2%	154	49%
Sept-21	25	8%	262	78%	14	4%	34	10%
Sept-22	24	7%	262	81%	32	10%	5	2%
Sept-23	20	6%	239	76%	26	8%	30	10%

Workforce profile by Age

Commentary:

The age band in which most of the FE workforce* remains the 50-59 year-old band and this is mirrored at Shipley College.

*Further Education Workforce Data for England 2021 - Published November 2022

The majority of the workforce at Shipley College are over the age of 40 (29% below 40 yrs; 71% over 40 yrs); see table below:

Table 5 - Age - All Staff

	Sept 20		Sept 21		Sept 22		Sept 23	
<20	2	0%	2	0.6%	0	0%	2	0.59%
20-29	28	9%	39	11.6%	41	12%	34	10.06%
30-39	53	17%	56	16.7%	60	17%	64	18.93%
40-49	77	25%	73	21.8%	79	23%	77	22.78%
50-59	101	32%	109	32.5%	111	32%	106	31.36%
60-65	36	12%	36	10.8%	37	11%	38	11.24%
65+	17	5%	20	6%	18	5%	17	5.03%
Total	314		335		346		338	

Recruitment

Commentary:

The number of applications almost doubled in the academic year 22/23. We used some different recruitment methods to attempt to increase the number of applicants from ethnic minority groups. This resulted in more applications overall but also resulted in more applicants from ethnic minority groups and more applications from young people. There has also been a notable increase in the number of candidates getting shortlisted from ethnic minority groups and a small increase in those appointed.

There continues to be a large proportion of young people applying for roles within the College. This reflects the increase in the number of young people currently job seeking and reflects the population makeup in the Bradford district, with the rise in the demographic of young people being a trend across the UK. ***

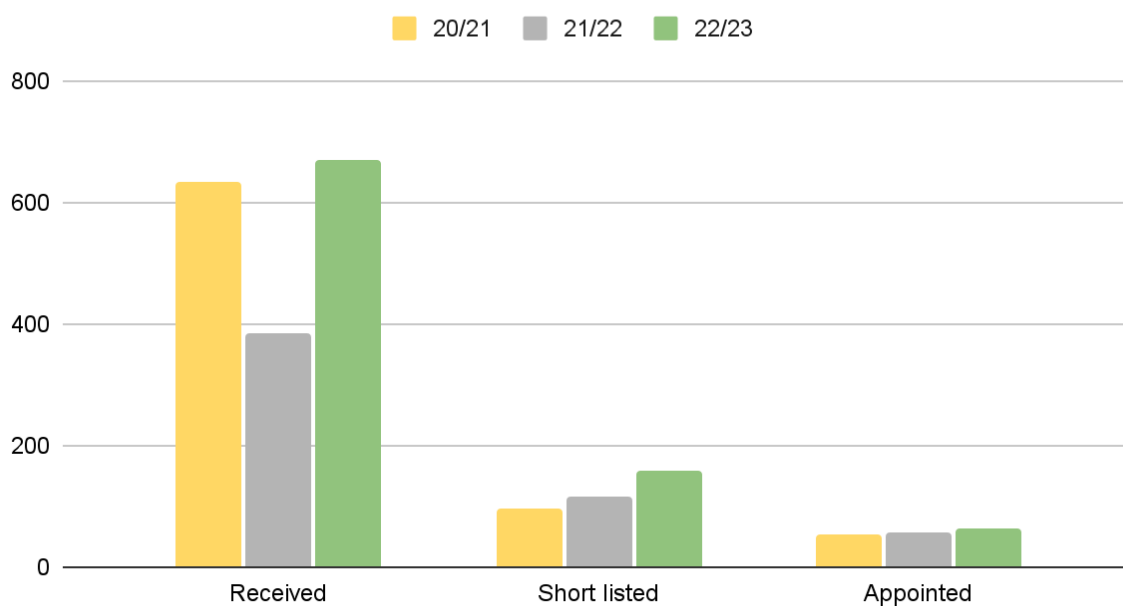
***bradford.gov.uk

Table 6 - Recruitment

	Application stage 20/21		Application stage 21/22		Application 22/23		Shortlist stage 20/21		Shortlist stage 21/22		Shortlist stage 22/23		Appointments 20/21		Appointments 21/22		Appointments 22/23	
Total	635		384		671		98		116		160		53		57		65	
Gender:	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Male	166	26	114	30	198	29.51%	23	23	33	28	32	20.00%	13	25	15	26	14	21.54%
Female	418	66	247	64	390	58.12%	63	64	76	66	112	70.00%	33	62	41	72	46	70.77%
Not declared /prefer not to say (inc. non-binary)	48	8	23	6	83	12.37%	9	13	7	6	16	10.00%	7	13	1	2	5	7.69%
Disability:																		
Yes	54	9	37	10	57	8.49%	10	10	16	14	13	8.13%	4	8	8	14	8	12.31%
No	491	77	289	75	505	75.26%	72	74	84	72	125	78.13%	38	72	44	77	48	73.85%
Not declared	87	14	58	15	109	16.24%	16	16	16	14	22	13.75%	11	20	5	9	9	13.85%
Ethnicity:																		
Asian	97	16	102	26	161	23.99%	16	16	19	16	29	18.13%	3	6	7	12	8	12.31%
Black	16	3	9	2	33	4.92%	1	1	1	1	6	3.75%	2	4	1	2	3	4.62%
Chinese	2	1	3	1	1	0.15%	1	1	0	0	1	0.63%	0	0	0	0	1	1.54%
Mixed	22	3	6	2	22	3.28%	1	1	1	1	2	1.25%	2	4	0	0	1	1.54%
White (British)	395	62	199	52	315	46.94%	63	64	79	68	90	56.25%	35	66	43	75	38	58.46%
White (European)	22	3	12	3	38	5.66%	2	2	2	2	8	5.00%	0	0	2	4	3	4.62%
Not declared	72	12	53	14	101	15.05%	14	15	14	12	32	20.00%	11	20	4	7	11	16.92%
Age:																		
<20	8	1	8	2	22	3.28%	1	1	1	1	0	0.00%	0	0	0	0	0	0.00%
20-29	215	34	116	30	191	28.46%	28	29	25	22	42	26.25%	9	17	13	23	17	26.15%
30-39	145	23	110	29	174	25.93%	22	23	33	28	42	26.25%	10	19	15	26	15	23.08%
40-49	84	13	47	12	93	13.86%	13	13	19	16	24	15.00%	10	19	14	24	12	18.46%
50-59	64	10	31	8	55	8.20%	13	13	14	12	19	11.88%	7	13	5	9	10	15.38%
60-65	23	4	14	4	20	2.98%	4	4	4	3	4	2.50%	2	4	1	2	1	1.54%
66+	2	1	4	1	4	0.60%	1	1	2	2	3	1.88%	1	2	2	4	1	1.54%
Not declared	86	14	54	14	112	16.69%	16	16	18	16	26	16.25%	14	26	7	12	9	13.85%

Table 7 - Application, Shortlisting and Appointment Figures by Academic Year

20/21, 21/22 and 22/23



Workforce - Summary of findings

The majority of Shipley College's workforce declare themselves to be White (British), with the next largest group declaring their ethnicity as Asian.

The average age of the workforce at Shipley College is 47, with the highest number of staff in the age group 50-59. Concerning the gender split, Shipley College remains in line with general FE in that there are significantly more women than men employed.

8. EDI success stories and celebrations

- The Supported Internship students celebrated LGBTQ+ History Month as part of this year's art theme by creating their art pieces. The artwork was proudly displayed in the Jonathan Silver Building showing that we welcome and respect everyone.
- *"Education has always been a struggle for me. Before coming to Shipley College, I wasn't able to stay on a course longer than 6 months. Being at Shipley has really changed my outlook on the education system. The support I have received from the college has really helped me stay on track.. My tutors have worked with me to help me feel supported in and out of class. I have gone from not having any full qualifications past high school, to starting my degree with the Open University this October".*
- Travel and Tourism students visited Huddersfield University to get a taste of what higher education can offer. The learners took part in 1:1 discussions with student ambassadors where they asked a range of questions relating to university life. The day ended by exploring student accommodation and what it is like living away from home. This was an essential experience for students with no family history of attending university.
- The Level One Childcare team was successful in their bid to the Skills and Education group foundation, this funding enabled them to take their students to the theatre. *"We travelled by train to the 'Bradford Alhambra' and then caught the train back to College. This was an inspiring experience for students who had never been to the theatre previously. "*
- *"I joined Shipley College doubting myself that I would never have a chance of passing English as I didn't go to school previously. My time at college was far from easy with my mum getting really poorly. As much as I doubted myself that I was going to fail, I pushed myself forward to prove if you put your mind to it you can accomplish anything. I passed my English GCSE!"*
- For the majority of students on the course, the experience of being in a classroom before coming to college hasn't been great. This has meant that they often find learning in a classroom environment a challenge. Due to the nature of the group, I decided to introduce enrichment activities such as quizzes and a kick around in Roberts Park during lesson time. By embedding English in these activities the students found that learning can be fun in and out of the classroom.
- I have used storyboards in both my Foundation GCSE and Functional Skills English lessons. Often my students find it difficult to explain or describe what they have read. By using storyboards to visually show what they have read, students can then use the pictures to write down a story, breaking it down into several scenes.
- Sam Shepherd and Esther Derbyshire both led workshops at the National NATECLA conference in Birmingham. This was a great opportunity to showcase the innovative provision of the Shipley College ESOL department to colleagues from all over the UK. Sam's workshop was about developing an Emergent Curriculum and Esther's workshop focused on our ESOL for pregnancy and ESOL with infants programmes.
- The Level One Childcare and T level Health and Social Care students were extremely lucky to have a visit from "The Falling Stars theatre group". The session was focused on developing group skills of communication, awareness of others and feelings, awareness of self, and developing drama skills, both vocal and physical. "The students had lots of fun and all walked out of the session a little bit taller and a little bit stronger!"

Community Engagement Projects are wide ranging, transformative and include activities such as:

- Ability Counts Football and Sports - the college participates to empower differently abled young people to participate in national football tournaments. The students benefit immensely from participating in and pride themselves in representing the College.
- The Health and Social Care students won £1,000 funding for Cancer Charities after competing against other colleges. The students rolled out their wellbeing project via the First Give organisation.

- John Muir Project that supports students (50) to adopt an area of nature to conserve and manage - so they can learn about their impact on the environment.
- Over 70 students engaged in the Duke of Edinburgh Bronze Award.
- Yorkshire Dales National Park - 20 students nurtured saplings at college that they then transplanted to the National Park to learn about reforestation and decarbonisation of the planet. They learned outdoor skills, communication and teamwork.
- Foundation learning students made and decorated a Christmas tree to raise funds for other community projects and learn about the importance of charity.
- Working with Warm Spaces, students helped feed homeless and lonely people by cooking food and delivering it to the venue, with some students helping in the creche/nursery setting to help parents relax.
- E-Sports, Digital and Creative Media students created promotional material for the Guide Dogs Association.
- 30 students helped maintain the local garden at Hirst Wood Community Garden which supports community integration and cohesion as an outdoor space.
- The College as part of the ESOL project for pregnancy/infants delivered training to new parents with ESOL needs.

Employer co-design and co-delivery have brought learning to life, enabling level 3 students to learn from external industry experts and practice their skills by working on real-life industry projects.

- Art students worked with the creators of the Bradford Lantern Parade in conjunction with the Arts Council and Cecil Green Arts - the art students were set a brief to design and manufacture lanterns which were included in the Community Cohesion at Lister Park parade in late October.
- Creative Media students worked on a script, working with professional videographers and editors to create an actual film screened in Bradford Cinemas after completing a one-week masterclass education programme with the British Film Institute to develop their film industry specific work readiness.
- Working with Yorkshire Survivors, creative media students created videos and content to signpost the survivors of child sexual exploitation, sexual abuse and rape to services within West Yorkshire.
- Working with Airedale and Wharfedale Autism Support, Creative Media students created content to help parents and carers of children and vulnerable adults with autism to services within the region.
- Creative Media students created promotional content for the Swans Ballet Company encouraging participation of young people in Ballet and the Expressive Arts.
- Early Years Education staff have worked with schools across the district that host our placements to determine the sequencing of the T-Level curriculum - for example - teaching bias and EDI at the beginning of the "Placement Readiness Modules" to ensure workplace practice is inclusive.

Raising awareness, increased understanding and inclusion of LGBTQIA+

Four sessions delivered on LGBTQIA+ by an external trainer over two QI days to academic and service staff. In total 169 staff attended the training and found it informative.

As part of PSHE students received training on LGBTQIA+, and in collaboration with the student LGBTQ+ Club who meet on Tuesday lunchtimes, the [Glossary of LGBTQIA+ terms](#) was created.

9. Mental Health and Wellbeing Support

Student Services wellbeing and safeguarding staff had a caseload of 171 students during the academic year 2022/23, an increase of 29% from the previous year. Of the 171, 136 (80%) students self-identified mental health as a concern. Of the 34 students supported by external agencies, the majority of the support was received from Children's Social Services, Leaving Care Team, Early Intervention Team, Child and Adolescent Mental Health Service (CAMHS), Youth Service, and Barnardos.

The students supported were enrolled across all full time sectors and some apprenticeships. Students were evenly spread across sectors, roughly reflecting the size of the sector. The largest number of students supported were studying at Level 3 and the smallest number of students offered help were from Foundation Level. This is in part because Foundation Level students, due to their complex needs, are more likely to have wrap-around care on their course from the curriculum team, Student Services, Learning coach, SEND Team Leader and, if appropriate, external agencies. Of the 171 students who were supported by Student Services, 90% achieved positive destinations.

The College has a Mental Health and Wellbeing Policy, and staff appraisals include discussions on supporting staff mental health and wellbeing. There are wellbeing sessions organised on QI days and online resources updated on the student and staff portals.

The College has staff trained in Mental Health First Aid to support students and staff. The College has a long running working relationship with the Youth Service and other external agencies, such as the Cellar Trust, Locala, Hale, Prevention and Early Help Team to support students and staff.

10. Equality, Diversity & Inclusion Action Plans

Action plan for 22/23 - **Equality, Diversity & Inclusion (EDI) Action plan - 2022/23**

Action plan for 23/24 - **Equality, Diversity & Inclusion (EDI) Action plan - 2023/24**