Shipley College

Equality, Diversity and Inclusion Annual Report

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

Completed February 2022, based on Self Assessment Report, Learner Achievement Rates and Personnel Data for the academic year 2020/2021.

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

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1. Background Information

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. The College occupies 5 buildings within the village and offers offsite provision at community and commercial venues.

The local population is culturally and ethnically diverse and is reflected in the College's learner cohort. Although there are pockets of affluence, the area is one of significant social and economic deprivation.

A high proportion of adults have either no qualifications or qualifications at Foundation level only. 70% of Bradford residents have a qualification at Level 2 or above compared to the national figure of 78%. (ONS Jan 2020 - Dec 2020). Unemployment is 2.8% higher than the national average (by July 2020.)

For Attainment 8 measure, Bradford ranks amongst the bottom 10% of performers.

The College supports students in the most deprived quartile for FE Colleges nationally and 16.5% of Study Programme students attract Free College Meals.

At point of entry students at the College have lower levels of English and maths than the average GFE College. 39% of full time students have both maths and English at Grade 4 or above compared to an average of 48% in the GFE sector. 32% (+6% NA) of the College's full time students do not have both maths and English at Grade 4 or above, and a further 29% (+7%) have only one of maths or English at that level compared to national average of 22%.

The College offers a well considered range of provision for young people and adults, mainly from the site in Saltaire. Off site courses are offered across a smaller range of venues locally, and regionally for Rail Engineering. Full time and Part Time accredited and non-accredited courses range from Entry through to level 7 including: teacher education programmes, Apprenticeships, community learning, ESFA funded, full cost, Advanced Learner Loans and project funded provision.

Subject areas include Childcare, Health and Social Care, Computing and Business, Horticulture including Floristry, Art & Design, Media, Games, Sport, Travel & Tourism, English, Maths, ESOL, Foundation Learning with a significant number of High Needs students, Rail Engineering, Access to HE, PGCE & Cert Ed. and Leisure and Lifestyle courses

In February 2020, the College was inspected by Ofsted and graded as Good. The College achieved Matrix re-accreditation in May 2020 for the period of 3 years.

Covid-19 Pandemic

In 19/20, education across the United Kingdom was interrupted by the Covid-19 pandemic. This disruption continued into 20/21 with the country experiencing a nationwide lockdown January - March 2021. Significant restrictions were imposed on the College, in line with all other education providers, either side of the lockdown including requirements for social distancing and the use of "bubbles" to minimise interaction between individuals and groups of students to reduce transmission of the virus.

Nationally, adult participation in learning significantly reduced and the College experienced limited take up of short courses at the College and an overall reduction in the Adult

Education Budget spend to 73%.

The College delivered the full timetable online throughout the lockdown period and utilised a blended approach to delivery of the curriculum throughout the rest of the academic year. The College maintained a small onsite provision for the most vulnerable students during the lockdown.

Most assessments, including summer GCSE exams, were cancelled or adapted and students were awarded Teacher Assessed grades (TAGs). A small number of exams went ahead as usual with no adaptations, namely Functional Skills, AAT, one childcare exam and some End Point Assessments (EPAs) for apprentices, although many EPAs were delayed. Wherever possible, the College delivered the full curriculum and the use of TAGs was limited to GCSEs and a small number of other qualifications.

Work placement opportunities were extremely limited due to Covid restrictions: students on qualifications which included a compulsory work placement did complete their placement post lockdown.

An increased number of apprentices took breaks from learning or lost their jobs as unemployment rates rose nationally.

It should be noted that the published National Averages provided for comparisons are from 18/19 (pre Covid) and therefore data comparison "is not like for like".

2. Our 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 supportive 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 to equality, diversity and inclusion of all learners and staff, particularly with regard to 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.

The College employs and supports students from a wide range of cultures and backgrounds with diverse beliefs, values and abilities. The College values the diversity of our staff and student body and embraces this diversity in order to provide an equitable experience. We want to access the widest possible talent pool of staff and students and so add to 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 who identify with the specific Characteristics set out in the 2010 Equality Act.
- Publicity material positively promotes the diversity of the College.
- The workforce reflects the diverse student community.
- Staff have the opportunity for training and development to enhance their skills, knowledge and future prospects.
- Teaching and learning is inclusive to all and free from stereotyping.
- Learning opportunities are available to all, and in particular for learners identified as vulnerable, to help increase their life experiences, opportunities and aspirations.
- Any barriers to learning or participation are removed for learners with Special Educational Needs and Disabilities (SEND).

5. EDI extracts from Shipley College 2020/21 Self Assessment Report (SAR)

Overall strengths

- Leaders and managers work very effectively with employers to ensure that the curriculum meets the changing needs of students and of the local, regional and national economy to maximise opportunities for students to gain the skills and knowledge that employers are looking for.
- Leaders and managers keep abreast of changing priorities in the sector and the region and are incredibly agile in terms of adapting the curriculum to address identified needs. As a result, the curriculum offer remains exciting, ambitious and relevant.
- Very well established and well managed relationships with community providers support the successful delivery of a portfolio of projects that very effectively address social disadvantage and make a positive contribution towards building stronger communities.
- The College has developed an excellent reputation within the district for being a highly inclusive, safe college that has very high aspirations for all students resulting in an increase in recruitment of SEND students who achieve well.
- High levels of personalised support, including onsite learning for a minority during lockdown, resulted in very high achievement for students identified as vulnerable during the pandemic.
- Tutors have been highly effective in developing their skills in delivering online learning and as a result the majority of students have accessed the full

curriculum during the pandemic and have successfully acquired the necessary skills and knowledge to allow them to achieve very well and progress into further learning or work

- Support for young students to address gaps in their knowledge resulting from the pandemic is very effectively deployed through the full utilisation of the Tuition Fund, providing students with targeted, small group and 1:1 support that results in very good achievement rates.
- Staff encourage students to be ambitious and to set themselves aspirational targets.
- Progression is very good across the board with record numbers of students applying for and accepting places at University.
- The College is highly inclusive and provides excellent support for students with learning difficulties/disabilities and health issues enabling them to achieve well.
- Support for students with aspergers, hearing, visual and physical disabilities and medical issues is particularly effective with students from these groups achieving very well.

Personal Development Grade

- Leaders and managers take a highly flexible approach to successfully overcome the restrictions of the pandemic and maximise opportunities for essential work placements and experience of the world of work which provided invaluable experiences for students to put learning into practice and develop employability skills.
- Staff plan an extensive range of activities for FT students that very effectively builds cultural capital and develops their understanding of what it means to be a responsible, respectful and active citizen.
- Very high levels of personalised support for "at risk" students during lockdown (remote learning) resulted in the majority of students completing and achieving their qualification aim, including those who sought support for mental health issues, students with an EHCP, are a 'Looked After Child', supported by student services or on the safeguarding list.
- Staff very effectively develop students' confidence, resilience and knowledge so that they are able to keep themselves mentally and physically healthy, including during the Covid pandemic.
- Leaders and managers provided very strong and decisive leadership during Covid-19, prioritising the health and wellbeing of staff and learners and communicating regularly so that learners and staff were very well prepared to continue with teaching, learning and assessment in the most effective ways possible.

Effectiveness of Leadership and Management

- Extremely effective leadership and management with regards to the handling of the Covid pandemic and as a result the College continued to be and be perceived to be a safe place to study and work.
- Leaders and managers prioritised staff wellbeing during the pandemic, providing very high levels of tailored support for teams and individuals and as a result staff continue to feel valued and connected including during periods of remote working.
- Leaders and managers have established a culture of zero tolerance with regards to bullying and harassment and are extremely effective in managing safeguarding referrals with sensitivity, wisdom and timeliness and liaising with external agencies to put in place a personalised package of support that enables students to continue with their studies, to achieve very well and to progress to positive destinations.
- Leaders and managers maximise interactions with AoC boards, WYCC, employers and other external agencies and contribute to multiple boards and are quick to respond to the changing needs of students, employers and other stakeholders to provide a wide

range of opportunities for students to gain skills and knowledge that are needed to support the priorities of the local community.

- Leaders and managers share very high expectations and proactively promote the benefits of continued professional development (CPD) and invest in their staff's career development and as a result staff at all levels participate enthusiastically in training that impacts positively on the student experience.
- Leaders and managers lead very strong teams who pursue a shared vision with passion, energy, skill and commitment and act with autonomy to pursue shared goals within a culture of high expectations to achieve very good outcomes for students.
- Leaders and managers have brought the catering service in house and as a result provide very high quality, affordable facilities for staff and students.
- Active, involved, well trained and well supported governors engage very well with senior managers, staff and students and use their wealth of skills and experience to guide the performance of the College within a clear governing culture that focuses on students and learning.

Education Programmes for Young People

- Consistently very high quality teaching, learning and assessment (TLA), both online and face to face, within a culture of very high expectations resulted in outstanding achievement across the majority of programmes, all levels and all qualification types.
- Very timely and personalised support from college careers advice and guidance service and excellent collaboration with Connexions ensured that students were extremely clear about their next steps and as a result students, including those with SEND, achieved very positive destinations.
- Pioneering attitude towards curriculum development resulting in the College being one of the first organisations to offer the new T level qualification in digital and preparing for the introduction of T levels in Care and Education in 21/22.
- Staff are very proactive in engaging employers in the planning and delivery of the curriculum and as a result students benefit from interactions with employers and develop a good understanding of what skills, knowledge and behaviours employers are looking for.
- Students benefit from a wide range of activities that enhance the overall student experience, developing skills and confidence that can be applied in other aspects of life and which promote active citizenship.

Adult learning programmes

- Highly agile and responsive approach by leaders and managers resulted in maximising additional project income which supported work that contributed to building strong communities, met LEP priorities and addressed identified skills gaps in the district.
- Robust assessment procedures, clear communication between managers, staff and students, and high quality TLA resulted in very good High Grade achievement in GCSE and positioned students very well to gain essential qualifications that support career aspirations.
- Very successful induction of ESOL students to remote learning, use of innovative delivery methods and very high quality TLA resulted in high levels of achievement in class based assessments for hard to reach, disadvantaged ESOL students.
- Excellent online delivery for Access to HE aligned to the needs of students, planning delivery around these key workers' jobs, continues its strong three year upward trend for achievement and excellent progression to HE.
- Rapid response to the end of lockdown with good enrolment to the launch of new leisure courses and initiatives that reduced isolation and promoted wellbeing through activities.

Apprenticeships

- Highly responsive curriculum innovation delivered by specialist staff resulted in excellent recruitment and high grade achievement, including on newly introduced Level 5 apprenticeships.
- High quality online delivery, industrial contextualisation and pass rates of Functional Skills English and maths very effectively supported apprenticeship achievement.
- Well trained trainers, assessors, coaches and mentors communicate up-to-date vocational and technical knowledge that reflects expected industry practice and as a result most apprentices achieve extremely well, including those with declared learning difficulties and disabilities and positive progression into work, further study or another apprenticeship where this is known is very good.

Learners with high needs

- The College has developed an excellent reputation in the district for providing very high quality levels of personalised support for students with high needs resulting in increased numbers of enrolments, good achievement and excellent progression.
- A highly adaptive, creative and innovative approach to online TLA ensured that the majority of SEND students developed high levels of confidence in using technology to support learning, engaged very well throughout lockdown, isolation and extended periods of shielding and made very good progress.
- Support, advice and guidance is highly personalised and as a result positive destinations are very good and above their peers who do not have SEND.

6. Achievement Rates 2020/21

Achievement data refers to the number of enrolments and not head counts, and can include learners enrolled to multiple qualifications. Provider comparison compares data with other general further education colleges, whereas, national data compares with the full remit of education and training providers.

It should be noted that the Qualification Achievement Rate (QAR) for the College's 2020/21 data is provided here, whereas the Provider Group and National comparison data is for 2018/19. This is significant as College achievement data includes teaching, learning and assessment (TLA) taking place during the disruption of Covid19 and the national lockdown, whereas, the comparison data - "Provider Group and National" - is prior to pandemic.

Achievement rates for Education and Training Data 2020/21

16-18 Education and Training Achievement - Overall Data

16-18 Education and Training Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
16-18	Leavers	1,384	2,160	1,703	1,023,390	1,506,600		
	Achievement %	87.4 %	86.9 %	88.8 %	83.4 %	82.6 %	+5.4	+6.2
Total	**Leavers**	**1,384**	**2,160**	**1,703**				
	Achievement %	**87.4 %**	**86.9 %**	**88.8 %**				

16-18 Education and Training Achievement Data by Level

16-18 Education and Training Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Level 1 (including Entry)	Leavers	333	313	273	316,690	410,870		
	Achievement %	90.7 %	80.5 %	87.5 %	82.3 %	80.7 %	+5.2	+6.8
Level 2	Leavers	595	1,408	851	402,890	521,350		
	Achievement %	83.2 %	86.8 %	86.8 %	82.8 %	81.9 %	+4.0	+4.9
Level 3	Leavers	456	439	579	303,170	571,930		
	Achievement %	90.4 %	92.0 %	92.2 %	85.5 %	84.7 %	+6.7	+7.5
Total	**Leavers**	**1,384**	**2,160**	**1,703**				
	Achievement %	**87.4 %**	**86.9 %**	**88.8 %**				

19+ Education and Training Achievement - Overall Data

19+ Education and Training Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
19+	Leavers	2,352	1,990	1,521	1,048,340	1,621,290		
	Achievement %	90.1 %	82.8 %	85.3 %	89.9 %	89.1 %	-4.6	-3.8
Total	**Leavers**	**2,352**	**1,990**	**1,521**				
	Achievement %	**90.1 %**	**82.8 %**	**85.3 %**				

19+ Education and Training Achievement Data by Level

19+ Education and Training Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Level 1 (including Entry)	Leavers	1,248	1,000	650	596,170	957,880		
	Achievement %	91.1 %	83.2 %	88.6 %	92.0 %	91.0 %	-3.4	-2.4
Level 2	Leavers	936	795	701	391,340	567,120		
	Achievement %	90.8 %	86.0 %	83.0 %	88.1 %	87.9 %	-5.1	-4.9
Level 3	Leavers	167	183	166	56,170	88,620		
	Achievement %	79.0 %	70.5 %	83.1 %	80.9 %	78.5 %	+2.2	+4.6
Level 4 and above	Leavers	1	12	4	3,660	6,520		
	Achievement %	100.0 %	16.7 %	50.0 %	69.7 %	67.7 %	-19.7	-17.7
Total	**Leavers**	**2,352**	**1,990**	**1,521**				
	Achievement %	**90.1 %**	**82.8 %**	**85.3 %**				

16-18 Apprenticeship Achievement - Overall Data

16 -18 Apprenticeship Data	Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
	2017/18	2018/19	2019/20				
Leavers	54	45	42	34,940	86,260		
Achievement %	90.7 %	62.2 %	59.5 %	68.0 %	68.2 %	-8.5	-8.7
Total	**54**	**45**	**42**				
	90.7 %	**62.2 %**	**59.5 %**				

16-18 Apprenticeship Achievement Data by Level

16-18 Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Advanced Level Apprenticeship	Leavers	10	3	1	11,950	27,240		
	Achievement %	100.0 %	66.7 %	100.0 %	72.7 %	74.8 %	+27.3	+25.2
Apprenticeship standard	Leavers	14	13	20	2,680	12,260		
	Achievement %	71.4 %	23.1 %	40.0 %	48.4 %	50.6 %	-8.4	-10.6
Intermediate Level Apprenticeship	Leavers	30	29	21	20,110	45,890		
	Achievement %	96.7 %	79.3 %	76.2 %	67.8 %	68.9 %	+8.4	+7.3
Total	**Leavers**	**54**	**45**	**42**				
	Achievement %	**90.7 %**	**62.2 %**	**59.5 %**				

19-23 Apprenticeship Achievement - Overall Data

19-23 Apprenticeship Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
	Leavers	45	41	55	26,310	79,950		
	Achievement %	77.8 %	63.4 %	81.8 %	69.6 %	67.7 %	+12.2	+14.1
Total	Leavers	45	41	55				
	Achievement %	77.8 %	63.4 %	81.8 %				

19-23 Apprenticeship Achievement Data by Level

19-23 Apprenticeship Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Advanced Level Apprenticeship	Leavers	17	11	5	12,770	32,410		
	Achievement %	76.5 %	63.6 %	100.0 %	72.3 %	73.6 %	+27.7	+26.4
Apprenticeship standard	Leavers	10	14	21	2,350	15,650		
	Achievement %	70.0 %	57.1 %	71.4 %	57.0 %	51.3 %	+14.4	+20.1
Intermediate Level Apprenticeship	Leavers	18	16	29	10,340	28,810		
	Achievement %	83.3 %	68.8 %	86.2 %	69.6 %	70.2 %	+16.6	+16.0
Total	Leavers	45	41	55				
	Achievement %	77.8 %	63.4 %	81.8 %				

24+ Apprenticeship Achievement - Overall Data

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
	Leavers	14	52	62	37,130	130,050		
	Achievement %	78.6 %	40.4 %	62.9 %	63.5 %	60.4 %	-0.6	+2.5
Total	Leavers	14	52	62				
	Achievement %	78.6 %	40.4 %	62.9 %				

24+ Apprenticeship Achievement Data by Level

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Advanced Level Apprenticeship	Leavers	6	4	4	16,400	47,940		
	Achievement %	83.3 %	75.0 %	75.0 %	65.0 %	65.8 %	+10.0	+9.2
Apprenticeship standard	Leavers	2	41	50	2,670	26,690		
	Achievement %	100.0 %	31.7 %	60.0 %	50.2 %	42.0 %	+9.8	+18.0
Intermediate Level Apprenticeship	Leavers	6	7	8	13,410	41,440		
	Achievement %	66.7 %	71.4 %	75.0 %	65.8 %	65.6 %	+9.2	+9.4
Total	Leavers	14	52	62				
	Achievement %	78.6 %	40.4 %	62.9 %				

Commentary on overall achievement rate in comparison to provider and national average.

- Achievement rate for 16-18 learners remains above provider and national average.
- Achievement rate for 19+ learners is below provider and national average. This reduction from 18/19 is in some part due to disruption to learning caused by the Covid-19 pandemic and national lockdown.
- Achievement rate for 16-18 apprentices is below provider and national average.
- Achievement rate for 19-23 apprentices is above provider and national average.
- Achievement rate for 24+ apprentices is just below provider average, but above national average.

Education and Training Achievement rate by Gender

16-18 Education and Training Achievement Rate by Gender

16-18 Education and Training Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Female	Leavers	697	1,104	882	459,620	709,030		
	Achievement %	84.4 %	87.3 %	88.8 %	84.0 %	83.3 %	+4.8	+5.5
Male	Leavers	687	1,056	821	563,770	797,570		
	Achievement %	90.4 %	86.6 %	88.8 %	83.0 %	82.0 %	+5.8	+6.8
Total	**Leavers**	**1,384**	**2,160**	**1,703**				
	Achievement %	**87.4 %**	**86.9 %**	**88.8 %**				

19+ Education and Training Achievement Rate by Gender

19 + Education and Training Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Female	Leavers	1,619	1,340	1,059	613,710	945,650		
	Achievement %	90.1 %	82.5 %	86.2 %	89.5 %	88.6 %	-3.3	-2.4
Male	Leavers	733	650	462	434,630	675,640		
	Achievement %	90.3 %	83.2 %	83.3 %	90.4 %	89.9 %	-7.1	-6.6
Total	**Leavers**	**2,352**	**1,990**	**1,521**				
	Achievement %	**90.1 %**	**82.8 %**	**85.3 %**				

16-18 Apprenticeship Achievement Rate by Gender

16-18 Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2017/18	2018/19	2019/20				
Female	Leavers	38	30	25	12,850	36,280		
	Achievement %	94.7 %	73.3 %	80.0 %	70.6 %	69.3 %	+9.4	+10.7
Male	Leavers	16	15	17	22,100	49,990		
	Achievement %	81.3 %	40.0 %	29.4 %	66.4 %	67.4 %	-37.0	-38.0
Total	**Leavers**	**54**	**45**	**42**				
	Achievement %	**90.7 %**	**62.2 %**	**59.5 %**				

19-23 Apprenticeship Achievement Rate by Gender

19-23 Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Female	Leavers	23	29	36	10,650	35,920		
	Achievement %	78.3 %	79.3 %	91.7 %	70.1 %	66.4 %	+21.6	+25.3
Male	Leavers	22	12	19	15,660	44,030		
	Achievement %	77.3 %	25.0 %	63.2 %	69.2 %	68.9 %	-6.0	-5.7
Total	Leavers	45	41	55				
	Achievement %	77.8 %	63.4 %	81.8 %				

24+ Apprenticeship Achievement Rate by Gender

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Female	Leavers	12	33	39	22,080	77,470		
	Achievement %	75.0 %	51.5 %	76.9 %	64.5 %	61.1 %	+12.4	+15.8
Male	Leavers	2	19	23	15,050	52,580		
	Achievement %	100.0 %	21.1 %	39.1 %	62.1 %	59.4 %	-23.0	-20.3
Total	Leavers	14	52	62				
	Achievement %	78.6 %	40.4 %	62.9 %				

Commentary on Gender achievement rate in comparison to provider and national average.

- Achievement rate for 16-18 females in education is the same as males. Achievement rates for both females and males is above provider and national average.
- Achievement rates for 19+ females in education is slightly higher in comparison to males. Both females and males achievement is below provider and national average.
- 16-18, 19-23 and 24+ female apprentices achieved significantly better than males. Whilst the achievement rate for females is above provider and national average, males achieved below provider and national average.

Education and Training Achievement rates by Ethnicity

16-18 Education and Training Achievement Rate by Ethnicity

16-18 Education and Training Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Asian	Leavers	550	970	738	1,023,390	1,506,600		
	Achievement %	88.4 %	90.9 %	93.1 %	83.4 %	82.6 %	+9.7	+10.5
Black	Leavers	37	44	31	1,023,390	1,506,600		
	Achievement %	94.6 %	95.5 %	77.4 %	83.4 %	82.6 %	-6.0	-5.2
Mixed	Leavers	45	59	62	1,023,390	1,506,600		
	Achievement %	80.0 %	84.7 %	77.4 %	83.4 %	82.6 %	-6.0	-5.2
Not App/Known	Leavers	6	10	10	1,023,390	1,506,600		
	Achievement %	66.7 %	40.0 %	70.0 %	83.4 %	82.6 %	-13.4	-12.6
Other	Leavers	37	54	34	1,023,390	1,506,600		
	Achievement %	86.5 %	85.2 %	82.4 %	83.4 %	82.6 %	-1.0	-0.2
White	Leavers	709	1,023	828	1,023,390	1,506,600		
	Achievement %	86.9 %	83.5 %	86.7 %	83.4 %	82.6 %	+3.3	+4.1
Total	**Leavers**	**1,384**	**2,160**	**1,703**				
	Achievement %	**87.4 %**	**86.9 %**	**88.8 %**				

19+ Education and Training Achievement Rate by Ethnicity

19 + Education and Training Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Asian	Leavers	791	704	522	1,048,340	1,621,290		
	Achievement %	88.1 %	80.1 %	83.1 %	89.9 %	89.1 %	-6.8	-6.0
Black	Leavers	101	78	72	1,048,340	1,621,290		
	Achievement %	89.1 %	78.2 %	84.7 %	89.9 %	89.1 %	-5.2	-4.4
Mixed	Leavers	40	42	50	1,048,340	1,621,290		
	Achievement %	77.5 %	73.8 %	80.0 %	89.9 %	89.1 %	-9.9	-9.1
Not App/Known	Leavers	20	23	7	1,048,340	1,621,290		
	Achievement %	90.0 %	91.3 %	100.0 %	89.9 %	89.1 %	+10.1	+10.9
Other	Leavers	99	95	63	1,048,340	1,621,290		
	Achievement %	90.9 %	73.7 %	87.3 %	89.9 %	89.1 %	-2.6	-1.8
White	Leavers	1,301	1,048	807	1,048,340	1,621,290		
	Achievement %	91.8 %	85.9 %	86.9 %	89.9 %	89.1 %	-3.0	-2.2
Total	**Leavers**	**2,352**	**1,990**	**1,521**				
	Achievement %	**90.1 %**	**82.8 %**	**85.3 %**				

16-18 Apprenticeship Achievement Rate by Ethnicity

16-18 Apprenticeship Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Asian	Leavers	11	13	18	870	2,600		
	Achievement %	90.9 %	69.2 %	72.2 %	66.8 %	67.0 %	+5.4	+5.2
Mixed	Leavers	0	2	1	790	2,150		
	Achievement %		0.0 %	100.0 %	61.1 %	61.7 %	+38.9	+38.3
Other	Leavers	1	0	0	90	320		
	Achievement %	100			64.1 %	60.8 %	-	-
White	Leavers	42	30	23	32,490	79,120		
	Achievement %	90.5 %	63.3 %	47.8 %	68.4 %	68.6 %	-20.6	-20.8
Total	Leavers	54	45	42				
	Achievement %	90.7 %	62.2 %	59.5 %				

19-23 Apprenticeship Achievement Rate by Ethnicity

19-23 Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2017/18	2018/19	2019/20				
Asian	Leavers	7	12	24	1,050	3,820		
	Achievement %	85.7 %	50.0 %	87.5 %	64.4 %	65.9 %	+23.1	+21.6
Black	Leavers	0	0	0	540	1,850		
	Achievement %				51.1 %	53.1 %	-51.1	-53.1
Mixed	Leavers	0	0	1	610	2,020		
	Achievement %			100.0 %	63.3 %	62.4 %	+36.7	+37.6
Other	Leavers	0	1	0	120	430		
	Achievement %		0.0 %		68.6 %	64.2 %	-	-
White	Leavers	38	28	30	23,820	71,030		
	Achievement %	76.3 %	71.4 %	76.7 %	70.5 %	68.5 %	+6.2	+8.2
Total	Leavers	45	41	55				
	Achievement %	77.8 %	63.4 %	81.8 %				

24+ Apprenticeship Achievement Rate by Ethnicity

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2017/18	2018/19	2019/20				
Asian	Leavers	0	9	11	1,770	6,380		
	Achievement %		33.3 %	54.5 %	61.3 %	61.1 %	-6.8	-6.6
Black	Leavers	0	1	3	1,960	7,090		
	Achievement %		100	66.7 %	62.8 %	61.1 %	+3.9	+5.6
Mixed	Leavers	0	1	0	740	2,800		
	Achievement %		0		59.8 %	57.4 %	-	-
Other	Leavers	0	0	1	370	1,250		
	Achievement %				63.8 %	57.2 %	-	-
White	Leavers	14	41	47	32,030	110,790		
	Achievement %	78.6 %	41.5 %	66.0 %	63.8 %	60.6 %	+2.2	+5.4
Total	Leavers	14	52	62				
	Achievement %	78.6 %	40.4 %	62.9 %				

Commentary on Ethnicity achievement rate in comparison to provider and national average.

- 16-18 Asian and White learners both perform higher than the provider group and national average.
- Achievement rates for 16-18 Black, Mixed and Other learners are below provider and national average (significantly small numbers in comparison to White and Asian students).
- 16-18 Asian learners perform better than White learners.
- 16-18 Asian apprentices perform higher than the provider group and national average.
- 16-18 White apprentices performed less well than Asian apprentices and achieved below the provider group and national average.
- All 19-23 apprentices achieved above the provider group and national average.
- 24+ White and Black apprentices achieved above the provider group and national average. However, 24+ Asian apprentices achieved less well than White and Black apprentices and achieved below the provider group and national average.

Education and Training Achievement rates by Difficulty/Disability/Health Problems

16-18 Education and Training Achievement Rate by Difficulty/Disability/Health Problems

16-18 Education and Training Data		Provider Full Year			Provider	National	Plus/minus in comparison to Prov & Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Has difficulty/disability/ health problem	Leavers	428	777	657	290,320	420,740		
	Achievement %	90.7 %	83.1 %	85.1 %	82.0 %	81.0 %	+3.1	+4.1
No difficulty/disability/ health problem	Leavers	956	1,383	1,046	708,100	1,036,320		
	Achievement %	85.9 %	89.1 %	91.1 %	84.1 %	83.3 %	+7.0	+7.8
Total	**Leavers**	**1,384**	**2,160**	**1,703**				
	Achievement %	**87.4 %**	**86.9 %**	**88.8 %**				

19+ Education and Training Achievement Rate by Difficulty/Disability/Health Problems

19 + Education and Training Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Has difficulty/disability/ health problem	Leavers	676	549	367	210,850	351,260		
	Achievement %	90.5 %	84.3 %	84.5 %	88.5 %	87.8 %	-4.0	-3.3
No difficulty/disability/ health problem	Leavers	1,676	1,441	1,154	809,980	1,231,370		
	Achievement %	90.0 %	82.2 %	85.6 %	90.3 %	89.6 %	-4.7	-4.0
Total	**Leavers**	**2,352**	**1,990**	**1,521**				
	Achievement %	**90.1 %**	**82.8 %**	**85.3 %**				

16-18 Apprenticeship Achievement Rate by Difficulty/Disability/Health Problems

16-18 Apprenticeship Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Has difficulty/disability/ health problem	Leavers	10	7	5	5,190	11,370		
	Achievement %	80.0 %	85.7 %	60.0 %	62.4 %	63.8 %	-2.4	-3.8
No difficulty/disability/ health problem	Leavers	44	38	37	29,110	73,020		
	Achievement %	93.2 %	57.9 %	59.5 %	69.0 %	68.7 %	-9.5	-9.2
Total	**Leavers**	**54**	**45**	**42**				
	Achievement %	**90.7 %**	**62.2 %**	**59.5 %**				

19-23 Apprenticeship Achievement Rate by Difficulty/Disability/Health Problems

19-23 Apprenticeship Data		Provider Full Year			Provider	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Has difficulty/disability/ health problem	Leavers	9	8	13	3,510	9,500		
	Achievement %	55.6 %	50.0 %	84.6 %	67.0 %	65.2 %	+17.6	+19.4
No difficulty/disability/ health problem	Leavers	36	33	42	22,280	69,270		
	Achievement %	83.3 %	66.7 %	81.0 %	70.0 %	68.2 %	+11.0	+12.8
Total	**Leavers**	**45**	**41**	**55**				
	Achievement %	**77.8 %**	**63.4 %**	**81.8 %**				

24+ Apprenticeship Achievement Rate by Difficulty/Disability/Health Problems

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2018/19	2019/20	2020/21	2018/19	2018/19		
Has difficulty/disability/ health problem	Leavers	3	4	12	3,860	12,360		
	Achievement %	66.7 %	25.0 %	58.3 %	54.5 %	57.3 %	+3.8	+1.0
No difficulty/disability/ health problem	Leavers	11	48	50	32,710	115,900		
	Achievement %	81.8 %	41.7 %	64.0 %	64.5 %	60.9 %	-0.5	+3.1
Total	**Leavers**	**14**	**52**	**62**				
	Achievement %	**78.6 %**	**40.4 %**	**62.9 %**				

Commentary on Difficulty/Disability/Health Problems achievement rate in comparison to provider and national average.

- 16-18 students with Difficulty/Disability/Health Problems performed less well than students without Difficulty/Disability/Health Problems. However, they performed higher than the provider group and national average.
- 19+ students with Difficulty/Disability/Health Problems perform equally well as students without Difficulty/Disability/Health Problems. However, they performed below the provider group and national average.
- 16-18 apprentices with Difficulty/Disability/Health Problems perform equally well as students without Difficulty/Disability/Health Problems. However, they performed below the provider group and national average.
- 19-23 apprentices with Difficulty/Disability/Health Problems performed better than students without Difficulty/Disability/Health Problems, and performed higher than the provider group and national average.
- 24+ students with Difficulty/Disability/Health Problems perform less well than students without Difficulty/Disability/Health Problems. However, they performed equal to or higher than the provider group and national average.

7. Student and staff Mental Health and Wellbeing during COVID-19

It is important to recognise that some students and their families have experienced exceptionally hard times with the pandemic and the impact on their mental health and wellbeing. The College ensures that experiencing mental health difficulties does not disadvantage anyone from either participating or succeeding at Shipley College. For example, for the 165 students supported by Student Services, 76% requested support for their mental health and wellbeing. 34 were supported to access external agencies including Child and Adolescent Mental Health Services, Social Services, Early Help and Prevention Team, GP, Youth Services Breaking the Cycle, Looked After Children Services, Leaving Care Team, Morley Street Resource Centre, Bradford Rape Crises, Housing Support, Drug and Alcohol Services, etc. Of the 165 students supported, 90% achieved their qualification.

205 students were monitored on the Risk Register during lockdown, of which 91% achieved their qualification. The QDP survey indicates that students' participation in enrichment activities reduced significantly in 20/21. This was due to the Covid pandemic, lockdown and restrictions on mixing groups and maintaining class "bubbles" on return to College. This is not considered to be a limiting factor on the grade for Personal Development as the range of activities we did offer within the restrictions is considered to be good and a greater focus was directed at online group sessions and one to activities with students to review their mental health and wellbeing. Although the College recognises that students have had limited experiences over the last 2 years, using online technology and maintaining Covid 19 measures, students continue to benefit from a wide, rich set of enrichment experiences, including the development of employability skills and promotion of active citizenship which prepare students extremely well for the next stage of their education, training and employment and to make a positive contribution to society. The College continues to work with the Youth Service who deliver their Youth In Mind Provision and MYMUP which is a digital self-help App for young people to support their mental health and wellbeing. Plans are in place to offer a much enhanced enrichment offer in 2021/22.

The Vice Principal Curriculum attends the AoC national mental health policy group, and the HR Manager attends the AoC mental health group. College is a Charter Signatory of the AoC Mental Health Charter and has gained Mindful Employer Status. The College has produced a new Mental Health and Wellbeing Policy and appraisal documents have been updated with questions to prompt discussions about wellbeing and offer staff the option to develop confidential wellbeing action plans. Wellbeing resources are regularly updated on the student and staff portals and wellbeing sessions, "Let's Talk About…" are organised to enable staff to speak and be supported by other colleagues. Where appropriate, staff were referred for Cognitive Behavioural Therapy (CBT).

The College also trained an extra 8 staff in Mental Health First Aid. The support offered to staff included daily / weekly online meetings, wellbeing activities and social catch ups to support mental health and improve attendance.

Further to this, for staff, wellbeing and mental health support is offered for home and work related issues. There is a dedicated wellbeing page on the staff portal that includes practical tips, signposting and support helpline numbers. Regular HR emails are sent to all staff with wellbeing related content, and a Wellbeing Team has been established which includes volunteers from both academic and service staff. Wellbeing sessions are offered on QI days and further plans are in place to arrange additional online wellbeing activities to help staff manage day to day stresses. A staff wellbeing blog for sharing wellbeing messages and promoting communication and connection is available for staff members to use.

8. The Black Further Education Leadership Group (BFELG) Research Pilot; 'Making the most of Bradford's Ethnicities'.

About the BFELG

The BFELG was formed in July 2020 and exists to challenge systemic racism in Further Education (FE) for the benefit of all Black communities, to be the authoritative voice of Anti-racism in the FE sector, and to further the interests of Black students, staff and leaders. Their mission is to eradicate all forms of racism in FE. Their vision is an anti-racist culture at the core of all aspects of FE life and work and equity of access to the employment market. Central to this is BFELG's support to enable colleges to build their capacity and contribution in developing an anti-racist culture in everything they do. Their 10 Point Plan provides a framework to achieve this. For the purpose of the study, 'Black' referred to all people from ethnically diverse backgrounds, who share a lived experience of the effects of racism.

Research Pilot

The Black Further Education Leadership Group (BFELG) undertook a Research Pilot, 'Making the most of Bradford's Ethnicities', commissioned by Bradford College and Shipley College, and funded by the Education & Training Foundation (ETF).

The core objective of the research, conducted between April and July 2021, was to raise awareness of the increasing ethnic diversity of Bradford, and to place this at the centre of local considerations to reshape future FE planning and provision, ensuring that all of Bradford's diverse constituent communities can reach their full potential.

Bradford is the UK's youngest district (a quarter of Bradford's population is under the age of 16), and one of the most concentrated in terms of its south Asian population. It is already identified as one of ten UK cities/towns that are set to comprise 'majority minority' ethnic working populations by the end this decade.

Staff and student research participants at the College were asked to reflect on their experiences of working and studying at the College.

The findings of the report will assist the leadership at both colleges and Corporation members to initiate action leading to positive and sustainable change in their organisation.

Pilot Research Findings

The research set out five key themes: contribution, disadvantage, skills levels, segregation and representation. Each of these themes bring into focus the opportunities and challenges for Bradford's FE colleges in relation to: their local leadership roles; growth; sustainability; composition of their future student base; curricula and the interface with their communities and employers.

As part of the study, BFELG reviewed the composition of both college's own workforces, and reported that they do not currently reflect the changing nature of local demographics.

The research comprised both quantitative and qualitative elements:

The quantitative element involved a desktop review of key local and regional socio-economic data and reports, alongside empirical data analysis supported by the colleges. Meetings were also held with officers from Bradford Council and the University of Bradford.

The qualitative element explored the lived experiences of 99 students and staff, all drawn from Bradford College and Shipley College. Confidential interviews were conducted through online, face to face meetings between April – June 2021.

Given that the predominant themes of this research are presented from the Black perspective, it is inevitable that the issues of race and racism surface through the Pilot. Individuals shared their lived experiences in the safety of confidentiality/ anonymity/ independence, and most importantly, by taking an inclusive approach. For instance, all participants were asked to share their perspectives on race and ethnicity, and to identify possible solutions needed to address the challenges they raised. This provided the researchers with unique insights drawn from students and staff, from both colleges.

Through interviews conducted as part of our study, students and staff at both colleges expressed a strong sense of community, belonging and 'investment' in Bradford's future prosperity. Students from all ethnicities were positive about the extensive support provided by both colleges during the Pandemic, in particular, ensuring continuity of learning and ensuring mental health and well-being, they expressed a desire for greater levels of support to enable them to access 'A Good Job/Career'.

Students and staff within both colleges expressed a strong sense of belonging to the college which was in contrast to the 'segregation' they perceived within their wider communities.

In relation to representation, the research found that at both Bradford College and Shipley College, all areas of the workforce (teaching and support staff, middle management, senior leadership and board of governors), do not reflect either their student bodies, or the local population. The research identified, that whilst Black staff acknowledged high levels of support for job-related training, they were less positive about any support received for their career development, including their confidence in formal recruitment processes.

RECOMMENDATIONS

Recommendations:

1. Harness the strong sense of 'student belonging' prevalent in both colleges, so that it levers up into a local and regional competitive asset.
2. Address low educational attainment at school to positively affect individual and community aspiration.
3. Ensure all learning and training has a clear line of sight to 'A good job/career.'
4. Recognise and remove institutional barriers that hinder the progress of Black people.
5. Both colleges, and all key players in Bradford, need to accelerate their progress towards reflecting their communities, through 'Place-based leadership and governance'.

In addition, the pilot research provided possible options relating to the four aspects that the two colleges specifically asked to consider, namely: Curriculum review and change; Revised selection and recruitment processes (especially at management level); Review of the influence of 'key gatekeepers', and Workforce development plans focused on developing a representative 'talent pipeline'.

The findings from this research are being addressed by the College through the Equality and Diversity Action plan - Academic Year 2021/22.

9. Employee Annual Equality & Diversity Monitoring Report for 2020/2021

Workforce profile by Role

Commentary:
The previous 3 years saw an increase in full time roles, however this has stabilised, with only a slight increase over the last academic year. The majority of staff are still in part time roles 65.1% (65.2% in 2020).

Table 1 - All staff

	Sep 2018		Sep 2019		Sept 2020		Sept 2021	
FT Lecturers	33	12%	37	12%	36	12%	45	13.4%
Proportional Lecturers	43	16%	44	14%	46	15%	45	13.4%
PT Lecturers	26	10%	34	11%	40	13%	33	9.9%
FT Support Staff	34	13%	49	16%	51	16%	50	14.9%
PT Support Staff	114	42%	120	39%	119	38%	140	41.8%
Directors/Head of Sector/Service	18	7%	18	6%	18	6%	18	5.4%
SMT/Clerk	4	2%	4	1%	4	1%	4	1.2%
Total	272		306		314		335	

Workforce profile by Gender

Commentary:
Shipley College remains in line with the General FE Workforce in that there are more women than men employed (Shipley College 68% women and 32% men; ***GFE 61% women and 39% men*). Within College, 48% of female employees are in part time roles compared to 17% of males. This is also typical of general UK employment rates with significantly more female employees working part time compared to male employees**** .

***Further Education Workforce Data for England 2020
****Office for National Statistics Jan 2021

Table 2 – Gender – All Staff

	Sep 2018				Sep 2019				Sep 2020				Sep 2021			
	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	13	45%	20	7%	19	6%	18	6%	16	5%	20	6%	21	6.2%	24	7.1%
Proportional Lecturers	11	4%	32	12%	10	3%	34	11%	12	4%	34	11%	9	2.7%	36	10.7%
PT Lecturers	7	3%	19	7%	5	2%	29	9%	9	3%	31	10%	7	2.1%	26	7.7%
FT Support Staff	19	7%	15	6%	23	8%	26	9%	24	8%	27	9%	22	6.6%	28	8.4%
PT Support Staff	31	11%	83	31%	35	14%	85	28%	28	9%	91	29%	41	12.3%	99	29.6%
Head of Sector/Service	6	2%	12	4%	6	2%	12	4%	5	2%	13	4%	5	1.5%	13	3.9%
SMT & Clerk	2	1%	2	1%	2	1%	2	1%	2	1%	2	1%	2	0.6%	2	0.6%
Total	91	34%	181	67%	100	33%	206	67%	96	31%	218	69%	107	32%	228	68%

Workforce profile by Ethnicity

Commentary:
The majority of Shipley College employees declare themselves to be White (British) (79%). 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, with those identifying as Asain/Asian British at 27%***. This is reflective of College statistics with Asian/Asian British being the second highest ethnicity employed (11%).

Within the last academic year the College encouraged all staff to declare ethnicity and disability and successfully reduced the number of staff who have not declared their ethnicity down from 22% to 5%. This gives us a more accurate figure when assessing the ethnic makeup of the staff team. Although this resulted in a rise in those staff considering themselves as being White (British) we also saw a slight rise in other areas.

***bradford.gov.uk

Table 3 - Ethnicity (all staff)

	Sept 2018		Sept 2019		Sept 2020		Sept 2021	
White (British)	169	62%	195	64%	194	62%	263	79%
White (European/other)	12	4%	10	3%	11	3%	8	2%
Asian	23	8%	26	9%	33	11%	35	11%
Black	4	2%	4	1%	4	1%	7	2%
Chinese	0	0%	0	0%	0	0%	0	0%
Mixed	3	1%	4	1%	4	1%	6	1%
Not declared/prefer not to say	61	22%	67	22%	68	22%	16	5%
Total	272		306		314		335	

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****.

As discussed above, the College encouraged staff to update their equality monitoring information and this allowed us to gain a more accurate representation of the disability status of staff. The number of staff not completing this information reduced from 49% to just 10%.   As a result, this saw our disability figures rise slightly from 5% to 8% and an increase in those staff who have disclosed that they do not have a disability from 44% to 78%.   We continue to encourage staff to complete and update this information.
****gov.uk

Table 4 Disability - All Staff

	Yes	%	No	%	Prefer not to say	%	Not Stated / Blank	%
Sept-18	13	5%	107	39%	2	1%	150	55%
Sept-19	17	6%	134	44%	3	1%	152	50%
Sept-20	17	5%	137	44%	6	2%	154	49%
Sept-21	25	8%	262	78%	14	4%	34	10%

Workforce profile by Age

Commentary:

The age band in which most of the FE workforce fall remains the 50-59 year-old band and this is mirrored at Shipley College. The average age employee at colleges in England is 47, again mirrored by Shipley College with the average age of 47 years old*.

*Further Education Workforce Data for England 2020

The majority of the workforce at Shipley College are over the age of 40 (28.9% below 40 yrs; 71.1% over 40 yrs); see table below:

Table 5 - Age - All Staff

	Sept 18		Sept 19		Sept 20		Sept 21	
<20	1	0%	0	0%	2	0%	2	0.6%
20-29	33	12%	35	11%	28	9%	39	11.6%
30-39	47	17%	53	17%	53	17%	56	16.7%
40-49	70	26%	72	24%	77	25%	73	21.8%
50-59	87	32%	97	32%	101	32%	109	32.5%
60-65	25	9%	31	10%	36	12%	36	10.8%
65+	9	3%	18	6%	17	5%	20	6%
Total	272		306		314		335	

Recruitment

Commentary:
The number of applications to work at Shipley College has maintained a high level over the last 3 years. Improvements made to our recruitment advertising processes, including amending adverts, advertising flexible working options and job titles used has increased interest in job vacancies. It is increasingly important that we consider how candidates apply for roles as unemployment rates within the Bradford district has fallen from 9.5% in 2020 to 7.6% in 2021***.

We have noted that there has been an increase in the number 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. ***

There is a recurring theme over the last three years of applications increasing but less candidates being shortlisted. We have developed more stringent shortlisting methods as part of our Safer Recruitment processes. The trend of applicants choosing not to submit an equality monitoring form or choosing not to disclose part or all of the information requested continues.

***bradford.gov.uk, numbers claiming unemployment benefit.

Table 6 - Recruitment

	Application stage 18/19		Application stage 19/20		Application stage 20/21		Shortlist stage 18/19		Shortlist stage 19/20		Shortlist stage 20/21		Appointments 18/19		Appointments 19/20		Appointments 20/21	
Total	539		636		635		125		104		98		62		46		53	
Gender:	No.	%	No	%			No.	%	No	%			No.	%	No	%		
Male	120	22	130	20	166	26	22	18	27	26	23	23	13	21	8	17	13	25
Female	365	68	447	70	418	66	98	78	63	61	63	64	40	65	30	65	33	62
Not declared	54	10	59	9	48	8	5	4	14	13	9	13	9	15	8	17	7	13
Disability:																		
Yes	31	6	29	5	54	9	9	7	4	4	10	10	1	2	1	2	4	8
No	418	78	476	75	491	77	102	82	72	69	72	74	48	77	30	65	38	72
Not declared	90	17	131	21	87	14	14	11	28	27	16	16	13	21	15	33	11	20
Ethnicity:																		
Asian	100	19	91	14	97	16	21	17	13	13	16	16	3	5	3	7	3	6
Black	9	2	16	3	16	3	4	3	3	3	1	1	0	0	1	2	2	4
Chinese	2	0	1	0	2	1	0	0	0	0	1	1	0	0	0	0	0	0
Mixed	10	2	12	2	22	3	3	2	2	2	1	1	3	5	1	2	2	4
White (British)	331	61	366	58	395	62	84	67	56	54	63	64	45	73	27	59	35	66
White (European)	13	2	28	4	22	3	3	2	4	4	2	2	1	2	1	2	0	0
Not declared	74	14	122	19	72	12	10	8	26	25	14	15	10	16	13	28	11	20
Age:																		
<20	9	2	5	1	8	1	2	2	2	2	1	1	0	0	2	4	0	0
20-29	115	21	172	27	215	34	20	16	22	21	28	29	11	18	12	26	9	17
30-39	112	21	140	22	145	23	31	25	17	16	22	23	7	11	3	6	10	19
40-49	84	16	95	15	84	13	22	18	11	11	13	13	13	21	2	4	10	19
50-59	112	21	86	14	64	10	33	26	22	21	13	13	11	18	10	22	7	13
60-65	20	4	23	4	23	4	4	3	5	5	4	4	3	5	4	9	2	4
66+	5	1	0	0	2	1	3	2	0	0	1	1	3	5	0	0	1	2
Not declared	82	15	115	18	86	14	10	8	25	24	16	16	14	23	13	28	14	26

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

18/19, 19/20 and 20/21
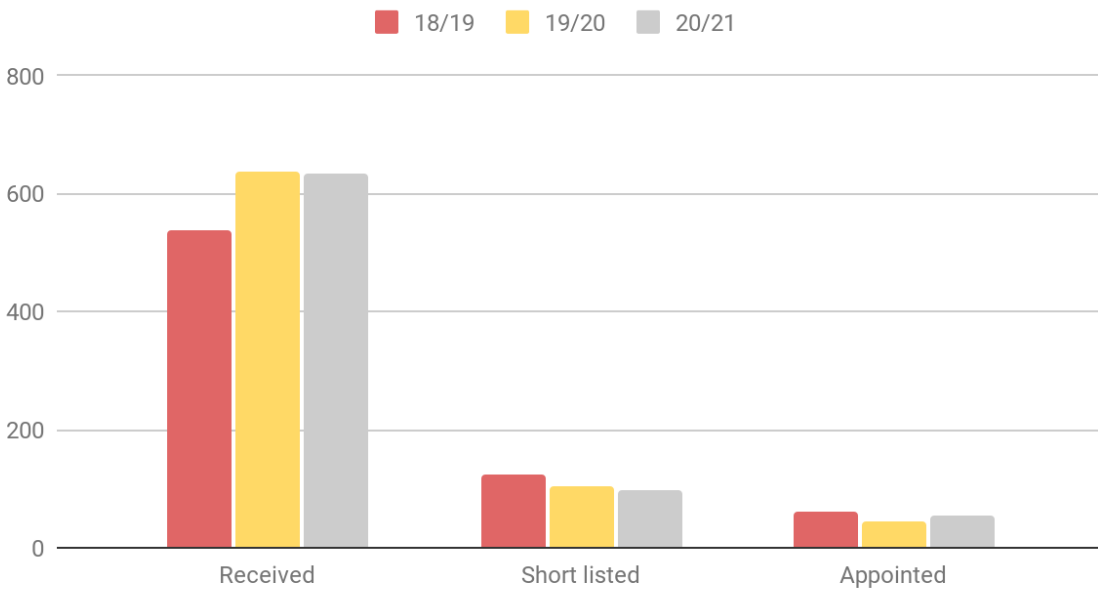
Workforce - Summary of findings

The majority of Shipley College workforce declare themselves to be White (British), with the next largest group declaring their ethnicity as Asian. Following an exercise where the College encouraged its staff to update their equality monitoring information, the number of staff disclosing their disability has increased over the last academic year and now only 10% of the workforce opt not to provide information about disability.

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