Shipley College

Equality, Diversity and Inclusion (EDI) Annual Report

Achievement Rates and People & Culture/HR data from the academic year 2023/24

Report compiled by Head of Student Experience
and Equality & 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 beacon of opportunity for individuals and businesses in the Bradford City Region, addressing the region's skills needs through strong partnerships with employers. As a leading provider of clinical skills training in West Yorkshire, the College also plays a significant national role as Local Skills Improvement Plan Leads in Health. A place of talent development, inspiration, and empowerment.

Committed to fostering talent and nurturing personal growth, we empower our students to dream big and reach their full potential. We pride ourselves on being a college of kindness - an attribute we believe is critical for success in the workplace and broader society. Visitors to the college, including employers, representatives from other institutions, and civic bodies, consistently praise the conduct of our students, noting their visible positive behaviour and respectful attitudes toward one another. Empathy, consideration for the needs of others, and tolerance are central to our ethos. When differences in perspective arise, students debate with mutual respect and understanding.

Our inspirational staff and the transformative power of their efforts have elevated the college to the position of West Yorkshire's highest achieving college for young people and apprentices, delivering incredible value to our city.

Our innovative approach to AI-enhanced learning creates realistic, high-pressure environments that build resilience and practical skills. By integrating real-world employer briefs into the classroom, students gain meaningful, engaging experiences that foster full commitment. A balanced curriculum of masterclasses, leadership programs, and cultural development nurtures well-rounded individuals, equipping them for modern society and empowering them to succeed.

The progression of our students is outstanding, with many alumni returning to inspire the next generation of talent. They support students in navigating a complex phase of development and instil confidence that higher education and high-value employment are genuinely attainable.

Our Careers Education, Information, Advice and Guidance Program and the opportunities we provide students broaden horizons and reveal new possibilities. Even experienced and mature workers begin to realise that their dreams are bigger. Our apprentices are increasingly motivated by these opportunities. Many are amazed to discover that, despite already being in the workforce, they are not confined by their current roles but empowered to consider what they could become.

Our partnership with schools and young people is impactful, as we share our inspiration and success stories. Collaborating with Bradford Council and the Careers and Technical Education Partnership, we are reaching traditionally underrepresented groups, motivating them to explore career paths they may not have previously considered.

We will keep working with individuals of all ages, helping them believe their futures are limitless. With hard work, commitment, and compassion as their guide, they can contribute to the health, happiness, and prosperity of their community and reach the highest levels of success in their chosen profession.

Shipley College plays a key role in Bradford's success and in shaping future leaders. We are committed to empowering individuals, uniting communities, strengthening businesses, and building a brighter future for the Bradford City Region.

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 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 Travel & Tourism qualifications.

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

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. 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 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 promoting equality, diversity, and inclusion for all students and staff, with particular regard to the nine protected characteristics outlined in the 2010 Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The College staff and student body are diverse in culture, background, beliefs, values, and abilities. The College prioritises diversity and embraces it to ensure an equitable experience for all. It is inclusive and values the richness of our communities' diversity.

The College considers all forms of prejudice and discrimination unacceptable and is committed to ensuring:

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

5. Summary of Key Findings from the 2023/24 Self Assessment Report (SAR)

Leadership and Management

Leaders and managers demonstrate a commitment to continuous improvement through accountability, performance reviews, and collaboration with Governors to address areas needing development. They champion sustainability, influencing others through effective delivery of Sustainable Development Fund (SDF) projects and incorporating sustainability education into Personal, Social, Health and Economic education (PSHE) lessons. They foster a culture of safeguarding and healthy relationships. Continuing Professional Development

(CPD) and industry updates, inspire staff engagement in training that enhances teaching quality. Governors play a pivotal role in supporting and challenging leadership, ensuring the strategic goals of the college are met effectively.

Ambition

Shipley College excels in equipping students with the skills demanded by employers through innovative, collaborative curriculum design and direct engagement with the workforce. The college fosters a culture of professionalism, inclusion, and ambition, providing tailored support and high-quality teaching by industry experts to help all students, including those with additional needs, succeed. Enrichment activities, work placements, and social initiatives enhance students' employability, resilience and community engagement. As a regional leader in health training, the college drives innovative partnerships and leverages technology to pioneer modern, transformative education in healthcare and beyond.

Co-designed curriculum

Leaders and managers at the college collaborate closely with employers to co-design curriculum that meets regional industry needs and equips students with essential knowledge, skills, and behaviours. As a key community institution, the college partners with civic and charitable groups to provide inclusive, transformative learning opportunities for underrepresented and under-resourced individuals, fostering access to work and further education. With a strong emphasis on safety and bold aspirations for all students, including those with High Needs (HN) and Special Educational Needs and Disabilities (SEND), the college delivers inclusive programs that promote independence and confidence. Additionally, leaders excel in creating opportunities for students to develop employability, citizenship, and leadership skills, enhancing community cohesion and readiness for the modern workplace.

Innovative Teaching, Industry Collaboration and Continuous Teacher Development

The implementation focuses on delivering high-quality, innovative teaching and learning activities (TLA) that inspire curiosity and drive exceptional student achievement. Teachers leverage their understanding of students' knowledge and abilities to set ambitious targets, provide constructive feedback, and create tailored learning plans for rapid and sustained progress. By regularly upskilling through industry experience, teachers ensure students acquire current and future skills demanded by employers. Additionally, employer co-delivery enriches learning by connecting students with industry experts and real-world projects, fostering practical skill application and industry readiness.

Leaders, managers, and teachers ensure inclusive opportunities for High Needs students, focusing on improving integration, independence, confidence, and work-ready skills. Teachers effectively assess and provide high-quality feedback to support skill development and progression. Additional learning support is tailored to students' needs, helping them overcome barriers to learning. Foundation Learning students benefit from well-planned work experience which enhances their skills in real-world settings. High Needs students engage in social action projects, fostering active citizenship.

Student Achievement

The college demonstrates outstanding achievement among 16-18 students, with the vast majority successfully completing qualifications and progressing to positive destinations. Staff employ effective strategies to support students' motivation, ensuring they remain

engaged and achieve success. Managers and staff adeptly assess students' skills, including those with disabilities or challenges, to tailor individual programs that drive achievement and access to quality opportunities. Additionally, the delivery of the Employability Skills Programme (WEX) and PSHE equips students with essential life and work skills, fostering safety, employability, and readiness for employment. All T-Level students gain hands-on experience through industry-specific placements, while Foundation Learning students develop employability skills via hybrid and simulated work environments that reflect their career aspirations.

Personal Development

The institution prioritises personal development, ensuring students attend regularly and benefit from interventions that cultivate essential employability skills. The curriculum goes beyond vocational training, fostering empathy, tolerance and respect while equipping all students to stay safe from radicalisation and extremism. Personalised Careers Education Information Advice and Guidance (CEIAG) effectively prepares students for future opportunities, enabling them to realise their potential. Students confidently discuss Fundamental British Values (FBV) and demonstrate a strong grasp of Equality, Diversity, and Inclusion (EDI), preparing them for life in modern Britain.

Student Behaviour and Attitude

Students demonstrate exemplary behaviours that foster a safe and respectful environment. Contributing to a calm, respectful atmosphere, practicing workplace-relevant behaviours for learning. Their consistently high-quality work earns external recognition, boosting their confidence, resilience, and pride. Students are deeply invested in their college, taking pride in and actively enhancing the overall college experience.

6. EDI Achievements: Celebrating student achievement, success and progress

Achievement by Overall Data

Overall, 16-18 students outperformed both the provider group and the national average, while 19+ students fell below these benchmarks. Apprentices aged 16-18 and 19-23 achieved results above the provider group and national average, whereas apprentices aged 24+ performed below both comparisons.

16-18 Education and Training Data	Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
	2021/22	2022/23	2023/24	2022/23	2022/23		
Leavers	1,455	1,488	1,755	1,006,970	1,325,690		
Achievement %	84 %	84 %	84 %	82 %	81 %	+2.4	+2.7

19+ Education and Training Data	Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
	2021/22	2022/23	2023/24	2022/23	2022/23		
Leavers	2,245	2,379	2,239	908,560	1,448,840		
Achievement %	85 %	82 %	80 %	87 %	87 %	-7.2	-7.0

16-18 Apprenticeship Data	Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
	2021/22	2022/23	2023/24	2022/23	2022/23		

| Leavers | 35 | 56 | 49 | 23,090 | 64,290 | | |
| Achievement % | 57 % | 68 % | 63 % | 56 % | 56 % | +7.2 | +7.0 |

19-23 Apprenticeship Data	Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
	2021/22	2022/23	2023/24	2022/23	2022/23		
Leavers	37	46	30	16,560	77,850		
Achievement %	68 %	63 %	80 %	61 %	59 %	+19	+21

24+ Apprenticeship Data	Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
	2021/22	2022/23	2023/24	2022/23	2022/23		
Leavers	35	57	33	17,970	151,220		
Achievement %	60 %	68 %	39 %	57 %	52 %	-18 %	-12 %

The College takes great pride in supporting the most under-resourced members of our community as they take their first steps from school or return to learning after a break. We strive to create social value by enhancing happiness, mental well-being, and active citizenship. As a "college of kindness," we place empathy, respect, and positive behaviour at the heart of everything we do, recognising them as essential for both personal growth and professional success. Our students are consistently praised for their conduct, and we embed these values into every aspect of education.

The inaugural Foundation to T Level Digital Technology program achieved exceptional results in 2023/24, with a 100% completion rate for its diverse cohort, including students with Special Educational Needs and Disabilities (SEND). This success was facilitated by the dedicated support provided by Learning Support Assistants (LSAs) and teachers. Following completion, students progressed to a variety of positive destinations, including full-time employment, enrollment in higher-level studies, or internal progression within the College.

BTEC IT Level 3 National Extended Diploma in Information Technology course achieved a 100% completion rate, with all students successfully finishing the two-year program. This diverse cohort, comprising students of mixed genders and those with Special Educational Needs and Disabilities (SEND), benefited from consistent support provided by Learning Support Assistants (LSAs) and teachers.

The Level 1 Personal Growth and Wellbeing course is designed for individuals experiencing extreme anxiety, which can become a significant barrier to learning. Last year, two of my students won 'Learner of the Year' at the Bradford Skills House Awards - an incredible achievement, especially considering that both had been out of school for two years before joining Shipley. Now, both learners are in college, with attendance above 90%. The message we share is: Regardless of your circumstances and the challenges you face, you can achieve. With the right support, aim high, and you will fly! (Level one Tutor)

The ESOL team organised a successful careers fair for adult learners, with 98 attendees and 8 external organisations, including Bradford Volunteering and Hays Recruitment. The event provided students with the chance to explore job opportunities, receive career advice, and get support with CV writing. Many students applied for jobs, while others explored further study options.

Students from the Meridian Centre participated in guided nature walks led by their tutors, helping them develop their English skills while raising awareness of environmental issues and wellbeing. This initiative aligned with the college's commitment to sustainable

development goals. Additionally, a successful ESOL photography competition provided students with the opportunity to showcase their creativity and artistic talents.

STRIDES for ESOL and deaf students was offered this year and played a crucial role in developing the skills and confidence of our students with hearing impairments and English as an additional language.

Achievement by Gender

In summary, males slightly outperformed females in 16-18 Education and Training, with male achievement rates above both the provider group and national average, while female rates were marginally lower. In 19+ Education and Training, both genders performed equally, but their achievement rates were below both the provider group and national average. In 16-18 and 19-23 Apprenticeships, females performed better than males, with both achieving above the provider group and national average, except for 16-18 apprentices, whose performance was 2% below the national average. For 24+ Apprenticeships, both genders performed equally, but their achievement rates were below the provider group and national average.

16-18 Education and Training Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Female	Leavers	706	732	882	458,600	623,660		
	Achievement %	83 %	84 %	81 %	82 %	82 %	-0.6	-0.6
Male	Leavers	749	756	873	548,370	702,020		
	Achievement %	85 %	84 %	87 %	82 %	81 %	+5.4	+6.0
Total	Leavers	1,455	1,488	1,755				
	Achievement %	84 %	84 %	84 %				

19 + Education and Training Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Female	Leavers	1,501	1,566	1,596	548,310	886,220		
	Achievement %	85 %	81 %	80 %	87 %	86 %	-6.7	-6.4
Male	Leavers	744	813	643	360,250	562,630		
	Achievement %	86 %	85 %	80 %	88 %	88 %	-7.9	-7.8
Total	Leavers	2,245	2,379	2,239				
	Achievement %	85 %	82 %	80 %				

16-18 Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Female	Leavers	23	31	25	7,830	28,110		
	Achievement %	52 %	84 %	72 %	60 %	57 %	+12.4	+15.3
Male	Leavers	12	25	24	15,260	36,180		
	Achievement %	67 %	48 %	54 %	54 %	56 %	-0.1	-1.8
Total	Leavers	35	56	49				
	Achievement %	57 %	68 %	63 %				

19-23 Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Female	Leavers	20	28	20	6,290	36,040		
	Achievement %	60 %	68 %	85 %	62 %	58 %	+22.9	+27.1
Male	Leavers	17	18	10	10,270	41,810		
	Achievement %	76 %	56 %	70 %	60 %	60 %	+10.0	+10.3
Total	Leavers	37	46	30				
	Achievement %	68 %	63 %	80 %				

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Female	Leavers	27	41	20	10,320	87,660		
	Achievement %	59 %	66 %	40 %	58 %	52 %	-18.0	-11.6
Male	Leavers	8	16	13	7,650	63,560		
	Achievement %	63 %	75 %	38 %	56 %	52 %	-17.5	-13.2
Total	Leavers	35	57	33				
	Achievement %	60 %	68 %	39 %				

Shipley College is dedicated to promoting equality and tackling poverty by ensuring female students have access to free sanitary products. These are available in all college toilets, and the Red Box Project provides tampons, pads, underwear, and spare clothing to students in need. Additionally, students can take home period products during half-term breaks, ensuring they are supported at home. The college also promotes sustainable period products such as menstrual cups and reusable pads. To raise awareness, the college has hosted stalls and drop-in sessions, and students created posters to educate peers on period poverty. A £2000 budget is allocated annually for these initiatives.

T Level Administration and Level 3 Tourism students attended a Leeds Beckett University event at the Park Plaza Hotel, gaining insights into university courses and presenting their own event designs. The experience promoted gender equality by providing equal access to higher education opportunities and challenging stereotypes in administration, tourism, and event management. Engaging with industry professionals and role models encouraged students to pursue careers based on their interests rather than societal expectations or

gender stereotypes. Reflecting on the day, one student shared, 'It really made me rethink the idea of going to university and explore the choices available to me.'

Students gained valuable insights into the financial sector through their industrial placement with Lloyds Banking Group, challenging gender stereotypes in a traditionally male-dominated field. Exposure to diverse talent further inspired students of all genders to pursue careers in banking and finance with confidence. This experience promoted gender equality by ensuring all students had equal access to high-quality industry placements and career pathways.

Horticulture and Floristry students attended the Institute of Horticulture Northern Branch Industry Day at Harewood House, an inspiring event that showcased career opportunities in the horticulture industry. Level 3 Floristry students contributed by creating floral displays for the event, working to a professional design brief. By participating, students of all genders gained equal exposure to diverse career paths, challenging stereotypes and encouraging greater involvement in both horticulture and floristry.

One of our female Access students faced numerous personal challenges, social issues, financial difficulties, and struggled with anxiety while studying the Access to HE course. Despite these obstacles, with the support of the College, she achieved outstanding grades and went on to pursue a degree in Social Work

In March, Diana, the Principal, attended an International Women's Day event at the Queen's Hotel in Leeds, representing Shipley College. She was inspired by the many female leaders who are making a difference in their communities by empowering other women. The keynote speaker, Tracy Brabin, Mayor of West Yorkshire, shared her vision for making the region the best place for women and girls. Diana reflected on the progress made for women's equality, highlighting the importance of teaching students not just vocational skills, but life lessons that will shape them into future advocates for social change.

Education and Training Achievement by Ethnicity

In 16-18 Education and Training, Black (89%) and Other (88%) students had the highest achievement rates, while White and Asian students (both 84%) followed closely. All groups met or exceeded the provider and national averages, except for the 'Not Appropriate/Known' group, which was 3% below.

In 19+ Education and Training, the 'Not Appropriate/Known' group had a 100% achievement rate, followed by Black students (87%). White (83%) and Asian (77%) students, the largest groups, performed below the provider and national averages. The lowest achievement rates were among Mixed (71%) and Other (72%) students.

Apprenticeship achievement data shows that for the 16-18 age group, Asian and White apprentices performed similarly (65% vs 60%), both above the provider group and national average. In the 19-23 age group, both Asian and White apprentices outperformed the provider group and national average, with White apprentices performing better than Asian apprentices. However, in the 24+ age group, Asian apprentices (44%) outperformed White apprentices (29%), although both groups fell below the provider group and national average.

16-18 Education and Training Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Asian	Leavers	548	580	665	1,006,970	1,325,690		
	Achievement %	87 %	83 %	84 %	82 %	81 %	+2.7	+3.0
Black	Leavers	32	29	45	1,006,970	1,325,690		
	Achievement %	84 %	86 %	89 %	82 %	81 %	+7.2	+7.5
Mixed	Leavers	67	94	128	1,006,970	1,325,690		
	Achievement %	81 %	87 %	81 %	82 %	81 %	-0.5	-0.2
Not Appropriate /Known	Leavers	5	9	14	1,006,970	1,325,690		
	Achievement %	60 %	100 %	79 %	82 %	81 %	-3.1	-2.8
Other	Leavers	30	31	50	1,006,970	1,325,690		
	Achievement %	77 %	87 %	88 %	82 %	81 %	+6.3	+6.6
White	Leavers	773	745	853	1,006,970	1,325,690		
	Achievement %	83 %	84 %	84 %	82 %	81 %	+2.2	+2.5
Total	Leavers	1,455	1,488	1,755				
	Achievement %	84 %	84 %	84 %				

19 + Education and Training Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Asian	Leavers	729	893	975	908,560	1,448,840		
	Achievement %	84 %	78 %	77 %	87 %	87 %	-9.8	-9.6
Black	Leavers	103	109	100	908,560	1,448,840		
	Achievement %	85 %	75 %	87 %	87 %	87 %	+0.0	+0.2
Mixed	Leavers	77	50	53	908,560	1,448,840		
	Achievement %	81 %	84 %	72 %	87 %	87 %	-15.3	-15.1
Not Appropriate /Known	Leavers	1	9	9	908,560	1,448,840		
	Achievement %	100 %	89 %	100 %	87 %	87 %	+13.0	+13.2
Other	Leavers	106	125	124	908,560	1,448,840		
	Achievement %	85 %	81 %	71 %	87 %	87 %	-16.0	-15.8
White	Leavers	1,229	1,193	978	908,560	1,448,840		
	Achievement %	86 %	86 %	83 %	87 %	87 %	-4.0	-3.8
Total	Leavers	2,245	2,379	2,239				
	Achievement %	85 %	82 %	80 %				

16-18 Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Asian	Leavers	7	14	17	590	2,300		
	Achievement %	71 %	86 %	65 %	57 %	55 %	+7.3	+9.6
Black	Leavers	0	2	0	190	1,000		
	Achievement %		50 %		39 %	50 %	-39.2	-49.7
Mixed	Leavers	1	1	1	520	1,930		
	Achievement %	100 %	100 %	100 %	49 %	50 %	+51.4	+49.9
Other	Leavers	1	1	1	70	290		
	Achievement %	100 %	0 %	100 %	49 %	47 %	+50.7	+53.1
White	Leavers	26	38	30	21,540	58,240		
	Achievement %	50 %	63 %	60 %	57 %	57 %	+3.5	+3.2
Total	Leavers	35	56	49				
	Achievement %	57 %	68 %	63 %				

19-23 Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Asian	Leavers	8	14	13	710	5,250		
	Achievement %	75 %	50 %	77 %	56 %	54 %	+21.2	+22.6
Black	Leavers	3	0	0	280	2,160		
	Achievement %	33%			43%	46%	-0.4	-0.5
Mixed	Leavers	1	5	0	400	2,600		
	Achievement %	0	1		55	52	-55.0	-52.2
Other	Leavers	0	1	0	120	960		
	Achievement %		100 %		55 %	51 %	-54.5	-51.3
White	Leavers	25	26	17	14,970	66,360		
	Achievement %	72 %	62 %	82 %	62 %	60 %	+20.8	+22.3
Total	Leavers	37	46	30				
	Achievement %	68 %	63 %	80 %				

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Plus / Minus in comparison to Prov and Nat data	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Asian	Leavers	3	6	9	800	10,010		
	Achievement %	100 %	100 %	44 %	54 %	49 %	-9.4	-4.1
Black	Leavers	3	3	2	580	7,820		
	Achievement %	67 %	67 %	100 %	49 %	45 %	+51.5	+55.2
Mixed	Leavers	0	5	1	410	4,460		
	Achievement %		60 %	100 %	53 %	47 %	+46.9	+52.8
Other	Leavers	1	1	0	120	1,600		
	Achievement %	0 %	100 %					
White	Leavers	28	42	21	15,900	123,890		
	Achievement %	57 %	64 %	29 %	58 %	53 %	-29.2	-24.2
Total	Leavers	35	57	33				
	Achievement %	60 %	68 %	39 %				

In the introduction to the annual report, 'Life at Shipley College', the Principal clearly stated our commitment to helping our community take their first steps back into learning. Our aim is to create social value by supporting students in leading happier lives, improving their mental health, and developing the skills needed for active citizenship, ultimately empowering them to build a brighter future for themselves, their families, and their communities.

To promote T Levels to all students, including those from diverse ethnic minority backgrounds, during National T Levels Week in December, the College showcased success stories and the incredible achievements of T Level students, highlighting the valuable skills they are gaining for their future careers. The College also ensured inclusive representation in promotional materials and emphasised employer partnerships to demonstrate the practical, real-world value of T Levels in building successful careers.

T Level student Mohammed Bin Aamir has been on an exceptional journey at Shipley College on his Digital Production, Design, and Development course. He was named Computing, Science, and Environmental Technologies Learner of the Year at the CTE Awards in June and later received the Student of the Year award at Shipley College's Awards Ceremony. He is now a first-year undergraduate student.

The Health T Level students had the opportunity to experience what a real career is like by becoming T Level Cadets at Bradford Royal Infirmary. This is a vital opportunity for students, particularly in a city like Bradford, with its diverse ethnic population and areas of deprivation with low achievement rates. By providing hands-on experience in a real healthcare setting, this initiative enhances employability, boosts social mobility, and inspires students to succeed. It also helps address local NHS staffing needs, creating a skilled workforce from within the community while giving students a direct pathway into meaningful careers.

As part of Industry Skills Week in December, our students had an incredible opportunity to connect with top employers, including Interflora, Jet2, CTM, and Be At One. They gained real-world insights into these businesses. Ayesha, a Travel and Tourism student, commented, 'The mock interviews were nerve-wracking but helpful. The feedback we received was invaluable.'

To bring a global perspective to learning at Shipley College, our Level 2 Garden Design adult students had the opportunity to join a virtual design session with Bernd Trasberger, a globally acclaimed architectural and open space artist. They teamed up with Bernd on an exciting planter project for the brand-new Darley Street Market in Bradford city centre. Bernd is creating a sculptural planter that will serve as a landmark feature in the market's food hall. Meanwhile, our talented students learned about designing the planting scheme for this centrepiece and curating plans for additional satellite planters throughout the venue. It was an amazing experience for the students and a fantastic collaboration!

All the T-Level Education and Childcare learners visited The Big Swing, an outdoor play centre working with community organisations to deliver play sessions, where students gained valuable insights into promoting inclusivity, understanding diverse community needs, and applying EDI principles in education and childcare settings.

Music Technology students took part in several performances, including Saltaire World Heritage Day on the bandstand in Roberts Park, a live music event at Caroline Street Club, and an end-of-year celebration in the gardens of the Salt Building.

The ESOL Team successfully delivered Better Start-funded ESOL projects, including the 'ESOL for Pregnancy' and 'ESOL with Infants' programs, which supported pregnant women and parents with young children in improving their language skills. Both projects saw 100% pass rates and high participant satisfaction. We also continued the Lottery-funded 'Bridging the Gap' project, which trains volunteers to teach introductory ESOL classes in Bradford and Keighley, helping individuals improve English skills for better independence, confidence, and employment opportunities.

These programs have transformed lives, as seen in the journey of an adult student who overcame significant challenges, including visual impairment and a new cultural environment. Her determination, work ethic, and commitment to learning English have empowered her and opened opportunities for her son's future. Passing the 'Life in the UK test' and aspiring to attend college highlight her ambition and drive. This inspiring story showcases the transformative power of ESOL programs in changing lives.

Education and Training Achievement by Difficulty/Disability/Health Problems

Students aged 16-18 with difficulties, disabilities, or health problems generally performed better than their peers 'without' across both education and training and apprenticeships, with all groups exceeding the provider and national averages.

For students aged 19 and over, achievement rates for students with difficulties, disabilities, or health problems were similar to their peers 'without' in education and training, but both groups performed below the provider and national averages.

For apprenticeships, those aged 16-18 and 19-23 with difficulties or health problems outperformed those 'without', with the 19-23 age group achieving 100% success, while both groups again exceeded the provider and national averages. Apprentices aged 24+ with difficulties or health problems outperformed both their peers 'without' and the provider and national averages.

16-18 Education and Training Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Has difficulty/disability/ health problem	Leavers	633	729	904	322,980	423,400		
	Achievement %	86 %	85 %	85 %	80 %	79 %	+4.4	+5.4
No difficulty/disability/ health problem	Leavers	822	759	851	662,120	863,190		
	Achievement %	83 %	84 %	83 %	82 %	82 %	+0.9	+0.9
Total	Leavers	1,455	1,488	1,755				
	Achievement %	84.3 %	84.1 %	84.1 %				

19 + Education and Training Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Has difficulty/disability/ health problem	Leavers	547	652	531	185,060	312,020		
	Achievement %	88 %	82 %	79 %	85 %	85 %	-5.4	-5.1
No difficulty/disability/ health problem	Leavers	1,698	1,727	1,708	702,850	1,102,380		
	Achievement %	84 %	82 %	80 %	88 %	87 %	-7.7	-7.5
Total	Leavers	2,245	2,379	2,239				
	Achievement %	85 %	82 %	80 %				

16-18 Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Has difficulty/disability/ health problem	Leavers	11	4	4	4,270	10,370		
	Achievement %	55 %	50 %	75 %	52 %	52 %	+23.4	+23.4
No difficulty/disability/ health problem	Leavers	24	52	45	18,500	52,110		
	Achievement %	58 %	69 %	62 %	57 %	57 %	+5.0	+5.2
Total	Leavers	35	56	49				
	Achievement %	57 %	68 %	63 %				

19-23 Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Has difficulty/disability/ health problem	Leavers	7	6	7	2,730	10,930		
	Achievement %	71 %	67 %	100 %	57 %	54 %	+43.3	+45.7
No difficulty/disability/ health problem	Leavers	30	40	23	13,560	65,210		
	Achievement %	67 %	63 %	74 %	62 %	60 %	+12.4	+14.1
Total	Leavers	37	46	30				
	Achievement %	68 %	63 %	80 %				

24+ Apprenticeship Data		Provider Full Year			Provider Group	National	Comparison with Provider Group and National Average	
		2021/22	2022/23	2023/24	2022/23	2022/23		
Has difficulty/disability/health problem	Leavers	6	1	2	2,330	17,130		
	Achievement %	0 %	0 %	100 %	55 %	49 %	+45.3	+51.5
No difficulty/disability/health problem	Leavers	29	56	31	15,360	129,950		
	Achievement %	72 %	70 %	35 %	58 %	52 %	-22.1	-16.8
Total	Leavers	35	57	33				
	Achievement %	60 %	68 %	39 %				

In October, our deaf students embarked on a project to win a funding bid from the Skills & Education Group. The project centered around a karting trip aimed at raising deaf awareness. The project worker commented that the students did an amazing job, acting as role models and supporting other students on future projects.

Mohammed B.A., who enrolled in the T Level in Digital Production, Design & Development (Programming) Level 3, did not let his disability stop him from achieving a Distinction in his course. He has since progressed to university to study Computer Science and is taking on a leadership role in group projects. He was also awarded the Principal's Award for Resilience and Perseverance at the student awards

The Entry Level, Next Steps course arranged a visit to the Cenotaph in Saltaire which was important for students with learning difficulties and disabilities as it provided a hands-on way to understand Remembrance Day. Wearing poppies was a symbolise of respect, the Remembrance service reinforced the importance of honouring those who served, and the wreath-laying ceremony deepened their understanding of community tribute. Experiencing these first hand made learning more meaningful and memorable.

Shipley College once again entered a team in the 'Ability Counts' football which is a football tournament for people with disabilities. It's open to people of all ages and abilities, including those with physical, sensory, neurological, and learning disabilities. The team showed spirit and excellence on the national stage. In April, they competed in the AoC National Championships at Nottingham University, securing an impressive fourth-place finish against top-tier competition. Their journey continued in June at St. George's Park—England Football Team's elite training facility—where they proudly donned the official England kit for the National Cup. The experience was nothing short of extraordinary, as their passion and determination shone through every match. While they didn't take home the trophy, their exceptional performance, resilience, and camaraderie made the college immensely proud. Year after year, students with SEND continue to exemplify dedication and sporting excellence, leaving a lasting impact on the college community. Through their achievements, they have created lifelong memories and personal milestones that will stay with them forever.

As part of their 'Difference and Disability Project' in English GCSE, learners read *My Left Foot* by Christy Brown. The project was highly successful in promoting empathy and awareness by allowing students to experience the challenges faced by individuals with disabilities. Attempting to paint with their feet provided a hands-on approach that deepened their appreciation of Christy Brown's perseverance, challenged stereotypes, encouraged discussions on inclusion, and made the themes of resilience and determination more tangible and meaningful.

The John Muir Award encourages people from all backgrounds to connect with, enjoy, and care for wild places. A total of 84 students, including our SEND learners, successfully completed the award. They had a fantastic time discovering the outdoors through activities such as nature walks and litter picking. As part of their experience, they created artwork using natural resources and produced some excellent pieces. Their adventure also included a walking expedition and an evening barbecue to celebrate their achievements. Both students and staff described it as a memorable experience - especially since, for many students, this was their first time camping. A group of 25 learners then went on to spend the night camping, embracing the thrill of sleeping outdoors and creating memories that will last a lifetime.

The tailored support provided by the Business Development Team is essential for SEND (Special Educational Needs and Disabilities) college students, ensuring they can access placements and succeed in the workplace. By offering personalised assistance, such as BSL support and staff involvement in pre-placement meetings, the team helped remove barriers to communication and understanding. This support facilitated a smooth transition, promoted inclusion, and enabled students to gain valuable work experience, enhancing their chances of success and career development. Ultimately, it creates opportunities for SEND students to succeed in real-world environments.

The Robin Hood Pantomime, organised by Alyson Thornton and her team of staff and created with her amazing Entry Level Performing Arts learners, was one of the highlights of the calendar year. The performance was rocking, filled with singing and dancing. Students gave their all in each of their six performances, and at the end of every show, the cast received a standing ovation. Their passion and enthusiasm were infectious, perfectly reflecting the brilliance of the Jonathan Building's students and staff.

At the end of the term, the department held its first disco for our Entry 3 and 2 learners. It was a fantastic team effort, with Alyson, Michelle, Aliya, and James as the DJs, booming out the tunes. A special mention goes to Rachel Hoyland, who brought everything together to create an unforgettable experience for our learners. The students danced late into the night and had a wonderful time.

The Level 1 Nurture group successfully secured funding from the Skills and Education Group Foundation. This enabled a trip to Blackpool for learners who had been out of education, with some having never left Bradford. For many, particularly those with anxiety, the trip was a major achievement. Lisa, the Course Leader, also arranged for the 'Falling Stars' theatre company to facilitate a workshop focused on empowerment and confidence-building. The students stepped out of their comfort zones, participating in engaging games while reflecting on their strengths. This experience was particularly valuable for students who struggle with self-belief. By the end of the workshop, everyone left feeling more confident, empowered and uplifted.

Two students won 'Learner of the Year' at the 'Skills House' awards in Bradford after overcoming significant barriers to education. Both had been out of school for three years but showed remarkable resilience, achieving over 95% attendance and earning a Level 1 qualification, including Maths and English. Their success highlights the impact of dedicated staff and the importance of providing support to students.

Art and Design students once again took part in the Saltaire Arts Trail Makers Fair this year, showcasing and selling their handmade creations alongside professional artists. They demonstrated exceptional professionalism and achieved great success.

''The tutors are very experienced in delivering the apprenticeship programmes and are always available to offer support to our learners as required. Many of the learners who

undertake apprenticeship
programmes at college often progress to further study e.g. nurse associate programmes or are successful in promotion in the workplace". Education & Training Facilitator, Bradford District Care NHS Foundation Trust (BDCFT)

"College has been amazing for me from the moment I joined as an apprentice. My course has challenged me in ways I never expected, pushing me to think on the spot and expand my knowledge. I've gained a deep understanding of my role and each lesson has helped me develop skills that will serve me well in the future as well as my current role. My tutor has truly been of great support and inspiration throughout my college journey. From the very first meeting, it was clear that she was deeply invested in my success, not only as a student but also as an individual".

"We've really enjoyed working with Shipley College's T Level students. They've been fantastic - hardworking, eager to learn, and a pleasure to be around. We've been impressed by their skills and dedication, and we're excited to announce that one of them will be joining us permanently as they've
exceeded all expectations during their placement. We believe in investing in the next generation of skilled professionals, and it's been a pleasure to be a part of that journey with Shipley College." Technical Support Manager - EXA networks.

"The HE to Social Science Team and staff at Shipley College have been incredibly helpful throughout. I have made lots of new friends. All students, particularly mature students, should sign up for a course here because of the encouragement and guidance available." An Access to Higher Education student.

Shipley College hosted a vibrant 'Culture Day' in the Exhibition Hall, celebrating the rich diversity within its community. Students from 21 different countries shared their heritage through language, music, dance, and food. The atmosphere was lively as students dressed in traditional attire, taught each other new dances, and exchanged phrases in different languages. Culture Day was a resounding success, fostering global citizenship and deepening appreciation for diversity among students and staff alike.

The college celebrated a vibrant Pride Event, where students helped run activity stalls, including face painting, Pride Pong, and badge-making. They also contributed to creating colorful displays. The catering team provided a variety of delicious rainbow-themed foods, including an amazing cake kindly made by a staff member. Music from famous LGBTQ+ icons added to the lively atmosphere. LOCALA, MESMAC, TransLeeds, and Hale joined the event, offering students valuable information on staying safe in relationships. The day was filled with fun and unity as everyone came together to celebrate the LGBTQ+ community.

Shipley College hosted a special Iftar meal during Ramadan, bringing together students, staff, and families to celebrate the breaking of the fast. The event was open to everyone - whether fasting or simply wanting to experience the spirit of Ramadan. Guests enjoyed a delicious meal lovingly prepared by our dedicated catering team, fostering a sense of unity, reflection, and community within Shipley College's warm and inclusive environment.

7. Student Mental Health and Wellbeing Support

Student Services Wellbeing and Safeguarding Team supported 166 students during the academic year 2023/24, compared to 171 in the previous year. Of the 166 students, 107 (64%) self-identified mental health as a concern (previous year; 80%). Of the 41 (previous year; 34) students supported by external agencies, the majority received support from Children's Social Services, the Leaving Care Team, the Early Intervention Team, the Child and Adolescent Mental Health Service (CAMHS), the Youth Service, and Barnardo's.

The students supported were enrolled across all full-time departments, plus four care student apprentices. Support was evenly spread across departments, roughly reflecting the size of each department. The largest number of supported students were studying at Level 3, while the smallest number were from Level 2. Of the 166 students who received support, 88% (previous year; 90%) completed their course.

The College has a Mental Health and Wellbeing Policy and Action Plan in place. Staff appraisals include valuable discussions on supporting mental health and overall wellbeing. To further enhance staff wellbeing, Quality Improvement (QI) days offer opportunities to participate in engaging activities. These activities are well attended and enjoyed by staff, providing a valuable chance to meet and connect with colleagues they may not typically encounter in their usual roles at the College.

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

8. Employee Annual Equality & Diversity Monitoring Report for 2023/2024

Workforce Profile by Role

Commentary:
The number of staff employed by the College increased slightly in the last academic year. The majority of staff are in part-time roles and this has been the trend for some years. When comparing full time equivalent in post, these figures remain stable. There has been an increase in support roles.

Table 1 – All staff

	Sept 2020		Sept 2021		Sept 2022		Sept 2023		Sept 2024	
FT Lecturers	36	12%	45	13.4%	38	11%	48	14%	52	13.33%
Proportional Lecturers	46	15%	45	13.4%	46	13.3%	37	11%	26	6.66%
PT Lecturers	40	13%	33	9.9%	49	14.2%	35	10.4%	50	12.8%
FT Support Staff	51	16%	50	14.9%	51	14.7%	51	15%	67	17.17%
PT Support Staff	119	38%	140	41.8%	140	40.5%	145	43%	172	44.10%
Directors/Head of Sector/Service	18	6%	18	5.4%	18	5.2%	18	5.4%	19	4.87%
SMT/Clerk	4	1%	4	1.2%	4	1.1%	4	1.2%	4	1.2%
Total	314		335		346		338		390	

Workforce profile by Gender

Commentary:
Gender pay gap (GPG) reporting requires employers with 250 or more employees to publish statutory calculations every year showing the pay gap between male and female employees.

"Gender Pay Gap" is not the same as "Equal Pay". Unequal pay is the unlawful practice of paying men and women differently for performing the same or similar work or work of equal value; whereas the gender pay gap relates to the difference calculated between average earnings, irrespective of their roles in any given sector, and is a way of measuring gender equality in respect of equal access to, and take up of, all types and levels of roles within an organisation. All calculations and headcount have been made as at the 31st March 2024. This is in line with Government requirements for Public Sector bodies. For Shipley College, please see the calculations below:

23/24		
Quartile	Percentage of Men	Percentage of Women
Upper	36.0%	64.0%
Upper Middle	28.0%	72.0%
Lower Middle	36.0%	64.0%
Lower	25.0%	76.0%
Mean GPG	**Mean Hrly Pay for Men**	**Mean Hrly Pay for Women**
6.6%	£16.78	£15.68
Median GPG	**Median Hrly Pay for Men**	**Median Hrly Pay for Women**
0.1%	£14.89	£14.88
Head Count	94	207

| 22/23		
Quartile	% of Men	% of Women
Upper	33.0%	67.0%
Upper Middle	30.0%	70.0%
Lower Middle	30.0%	70.0%
Lower	33.0%	68.0%
Mean GPG	**Mean £ for Men**	**Mean £ for Women**
4.9%	£15.45	£14.69
Median GPG	**Median £ for Men**	**Median £ for Women**
-0.2%	£14.02	£14.05
Head Count	101	220

* **Mean** hourly pay = all the hourly rates paid divided by the total paid | **Median** hourly pay = the middle point of the hourly rates listed from lowest to highest

Gender Pay Gap (GPG) report for the period ending 31st March 2024 - In the upper quartile, where the highest earners are, women still still hold the majority (64%). However, the lower quartile has the highest percentage of women (76%). Most of our variable posts (PTLs) are female. PTLs are on a lower rate than proportional rate lecturers. The GPG has slightly increased from last year, partly driven by female resignations and retirements in Leadership & Management team.

Our Results for 2024

Mean Average   Shipley College Mean Gender Pay Gap is: 6.6%

Median Average   Shipley College Median Gender Pay Gap is: 0.1%
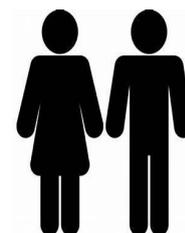
Definitions:

Mean: The mean calculation shows the difference between the mean average hourly rate of pay that male and female employees receive. Mean averages are useful because they place the same value on every number they use, giving a good overall indication of the GPG

Median: The median calculation shows the difference between the median hourly rate of pay that male and female full-pay relevant employees receive. This is a useful calculation as it indicates what the "typical" situation is i.e. in the middle of an organisation, and is not distorted by very large or small pay rates.

How do we compare nationally:-
Median:
Compared to the College measurement of 0.1%, the Office Of National Statistics has reported that the gender pay gap for the UK (full time employees only) is substantially higher at 7.0% (April 2024).

By Quartile:-
In line with regulations, employers need to report on the proportion of male and female employees in each of four pay bands, where Lower Quartile represents lowest salaries Upper Quartile represents the highest salaries.The proportions of males/females in each quartile pay band is as follows:

% of Staff per Quartile
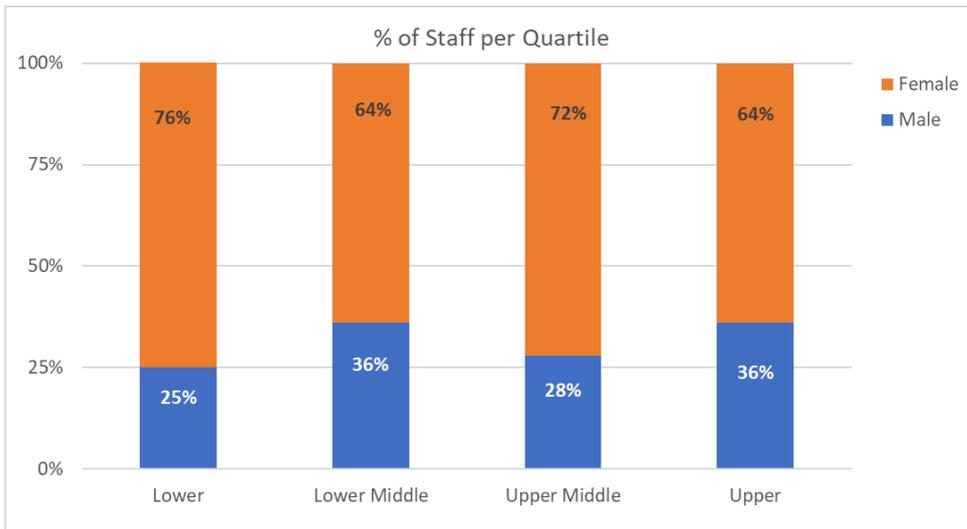
Further breakdown of the Mean and Median within the quartiles reveals a very positive position:

	Lower Quartile	Lower-Middle Quartile	Middle - Upper Quartile	Upper Quartile
Mean Gender Gap	0.2%	1.1%	7.1%	4.0%
Median Gender Gap	0.0%	0.5%	10.5%	0.0%

Context:
Shipley College has a high proportion (69%) of female staff. Over 50% of all roles are part-time which traditionally have been more popular with females than males. Part-time roles exist across the organisation and at a variety of levels, including management posts.

7% of the positions in College fall within the management spine with a female to male gender split of 60% female and 40% male. The Senior Leadership Team is a small group of higher paid individuals (3). As at March 2024, the gender split was 67% male; 33% female.

Workforce profile by Ethnicity

Commentary:
The majority of Shipley College employees declare themselves to be White (British) (70.2%), 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 (11.8%).

***bradford.gov.uk census data 2021, same as of March 2025.**

Table 3 - Ethnicity (all staff)

	Sept 2020		Sept 2021		Sept 2022		Sept 2023		Sept 2024	
White (British)	194	62%	263	79%	272	78.6%	236	74.9%	274	70.2%
White (European/other)	11	3%	8	2%	12	3.5%	10	3.2%	16	4.1%
Asian	33	11%	35	11%	38	11%	35	11.1%	46	11.8%
Black	4	1%	7	2%	6	1.7%	3	1%	4	1%
Chinese	0	0%	0	0%	0	0%	1	0.3%	1	0.3%
Mixed	4	1%	6	1%	5	1.5%	5	1.6%	7	1.8%
Not declared/prefer not to say	68	22%	16	5%	13	3.7%	25	7.9%	42	10.7%
Total	314		335		346		315		390	

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 ******gov.uk**

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, however this can't be forced.

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%
Sept-24	24	6%	287	74%	25	6%	54	13%

Workforce profile by Age

Commentary:
The age band in which most of the FE workforce* remains the 50-59 year-old band. The top of the band remains largely true.

*Further Education Workforce Data for England 2021 - Published November 2022 (no further analysis carried out by the Government for 2024)

While the 50-59 age group remains the largest, the workforce at Shipley College has grown among those aged under 20 to 49 compared to the previous year. This indicates a slightly younger demographic than in previous years. See the table below:

Table 5 - Age - All Staff

	Sept 20		Sept 21		Sept 22		Sept 23		Sept 24	
<20	2	0%	2	0.6%	0	0%	2	0.6%	1	0.3%
20-29	28	9%	39	11.6%	41	12%	34	10%	47	12%
30-39	53	17%	56	16.7%	60	17%	64	19%	86	22%
40-49	77	25%	73	21.8%	79	23%	77	23%	80	21%
50-59	101	32%	109	32.5%	111	32%	106	31%	110	28%
60-65	36	12%	36	10.8%	37	11%	38	11%	47	12%
65+	17	5%	20	6%	18	5%	17	5%	19	5%
Total	314		335		346		338		390	

Recruitment

Commentary:
Shipley College is a community based employer at the heart of Bradford. Bradford has high levels of deprivation and unemployment. The city is made up of a diverse population with multiple ethnicities, backgrounds and talents. This means that the College is able to recruit from a diverse and talented pool of candidates across the region. In the last academic year (1st September 2023 to 31st August 2024), the College recruited 75 individuals. 37 (50%) of these individuals were from non-White British backgrounds and 9 declared they had a disability.

The College's ratio between males and females is 31% and 69% respectively. This is primarily due to the proportionately larger number of females taking part-time roles such as administration, learning support, part-time lecturer (PTL) and assessors.

Staff Wellbeing

Commentary:
There has been a significant focus on wellbeing initiatives, including wellbeing check-ins with staff, signposting to support services, counselling, and wellbeing surveys. Throughout the year, various staff wellbeing activities are organised, including Wellbeing Wednesdays, where staff take part in activities such as arts and crafts, lino printing, singing, and watercolour painting. These initiatives provide opportunities for staff to connect with colleagues across the wider College community.