

Equality & Diversity Annual Report and Data Pack 2015/2016

Note:

In April 2011, a new public sector equality duty, known as the **general duty**, came into force. It applied to the nine protected characteristics of the Equality Act 2010, and replaced previous and separate duties to promote race, disability and gender equality. The general duty meant that providers must have due regard to the need to:

- **Eliminate** unlawful discrimination, harassment and victimisation
- **Advance** equality of opportunity
- **Foster** good relations.

Two new **specific duties** came into force in September 2011:

1. To publish equality information by 31 January 2012 and then annually
2. To publish equality objectives by 6 April 2012 and then every 4 years

This document contributes towards the achievement of Specific Duty 1 under the Equality Act. It is comprised largely of information extracted from other college documents; these documents, and their authors, are referenced within in order that a trail back to the original analysis can be established, should this be required.

1. Introduction

- 1.1. Wakefield College is committed to helping achieve equality for all learners, staff and other College users, and aims to ensure that all learners, whatever their background, have the opportunity to benefit from excellent and inspirational educational opportunities.
- 1.2. This is reflected in the College's mission statement:

*"Transforming lives through learning ...
... by enabling young people, adults and employers to fulfil their potential"*
- 1.3. The College's published Corporate Values also underline an ongoing commitment to the continued embedding of a culture that embraces and celebrates diversity and promotes access to learning. The College's values are:
 - Responsiveness
 - Teamwork
 - Inclusiveness
 - Respect
 - Excellence
 - Responsibility
- 1.4. The College's Value of Inclusiveness states that:

We are a 'College for All' offering opportunities for all. We treat everyone with fairness and without bias. We celebrate diversity and work for the best outcome for all our learners. On those rare occasions when we are not the best solution for someone, we support them in finding one.
- 1.5. Wakefield College is committed to reducing gaps in attainment among people of all backgrounds, to promoting equality and diversity as an integral part of all that we do and ensuring that everyone has the opportunity to fulfil their potential.

2. The Current Wakefield E&D Context

- 2.1. Wakefield College is the only General Further Education College serving the Wakefield District and is the only inclusive provider of post-16 education offering a wide range of curriculum areas, levels and types of provision.
- 2.2. Wakefield district is located in West Yorkshire with the cities of Leeds to the north and Sheffield to the south whilst Doncaster sits on the eastern edge and Huddersfield on the west. The district covers around 350 square kilometres; almost three quarters of the district is rural.
- 2.3. The city of Wakefield is the district's administrative centre. In addition to Wakefield city, the district includes the "Five Towns" of Normanton, Pontefract, Featherstone, Castleford and Knottingley. Other towns include Ossett, Hemsworth, South Kirkby & Moorthorpe and South Elmsall.

- 2.4. The population of the district is almost 330,000; this is expected to grow to around 346,000 by 2023. The population is also ageing, with improved life expectancy resulting in a greater proportion of the population being made up of older people.
- 2.5. Wakefield is more deprived than the average area. 12.5% of the District's population live in neighbourhoods identified as being amongst the top 10% most deprived in the country. Wakefield is the 67th most deprived district in England (out of 326 districts) compared with 66th in 2007.
- 2.6. The demographic makeup of the District's residents alludes to the challenges faced by our communities and, additionally, offers a rationale for why the College includes deprivation as an equality characteristic in addition to those protected characteristics enshrined in legislation.

3. The Wakefield College E&D Context

3.1 In 2015/2016, the College enrolled 9025 students (compared with 9662 in 2014/2015), of whom:

- 81% (80%) of all students were from a Wakefield postcode
 - 85% (86%) of 16-18 year old students were from a Wakefield postcode
 - 48% (53%) were 19 or over
- 19% (16%) were non-White British (compared to local ethnic minority population of c.7%)
 - 16% (14%) of 16-18s were non-White British
 - 22% (18%) of 19+ students were non-White British

3.2 In 2015-16, the numerically most significant ethnic groups at the College in the 16-18 age group are:

- Any Other White (203)
- Pakistani (184)
- African (68)

3.3. Among adults they are:

- Any Other White (456)
- African (154)
- Pakistani (128)

3.4 Staff

At 28 June 2016, the College employed 753 staff (513.84 FTE), compared to 754 (541.5 FTE), in 2014-15

- 42 (5.57%) are from an ethnic minority, compared to 20 (2.7%) in 2014-15

- 69% are female and 31% male compared to 67% female in the academic year 2014-15
- 43 (5.7%) staff disclosed a disability compared to 37 (4.9%) in the academic year 2014-15
- The average age is 45, compared to 44 in the academic year 2014-15
- Students who received counselling in College achieved an excellent retention rate of 98%
- Introduction of Braille to all vending machines in College as part of disabilities awareness campaign.
- 82% success rate for Early College Transfer students – a 30% increase on the previous year.
- 95% of students on the ESOL bridging course (features in last year's E&D report) progressed onto a College course the following year. 3% gained employment.
- 100% of 19+ ESOL students had a pass rate above benchmark.
- Achievement gap between males and females in A levels reduced from 10% to 4%
- The debating society's debates included, "Should the UK apologise for slavery?". The Wakefield College team was put through to the next round.
- Media students participated in a live project with local TV company British Muslim TV which included work placements and student experience.
- Inclusive policy introduced for enrolment of students who wear hijab.
- 85% achievement on Step Up To Work Programme for unemployed adults.
- In 2015-16, the College undertook a programme of development to raise staff's awareness of radicalisation and to increase staff's confidence in dealing with this very challenging subject

4. Equality Objectives

- 4.1. In line with the Public Sector Equality Duty, the College published Equality Objectives for the College for the period 2016 - 2020. The agreed objectives, and progress against these, are outlined below:

Objective 1:

To maintain an average satisfaction rate among students in excess of 95% in relation to perceptions that they are treated fairly whilst at College, irrespective of race, gender, religion, ability, sexual orientation or age.

Status:

For 15/16, this figure has successfully been maintained in excess of 95% at 97%.

Objective 2:

To reduce gaps in achievement to an average of less than 5% across all provision including Study Programmes, Apprenticeships, Adult Provision and HE, for all monitored characteristics

Status:

An analysis of achievement gaps is undertaken in the College SAR and the relevant section is appended to this document. Areas identified in this analysis which have an achievement gap of 5% or more include:

- 16-18 year old females compared with 16-18 year old males on Level 1 provision
- 16-18 year old Other White students compared with 16-18 year old White British students
- 16-18 year old disadvantaged students compared with 16-18 year old non-disadvantaged students
- Adult disadvantaged students compared with adult non-disadvantaged students including on HEFCE funded provision
- Adults with learning difficulties/disabilities compared with adults without learning difficulties/disabilities
- Females on HEFCE funded provision

Objective 3:

To receive fewer than 5 complaints per year on a 3-year rolling average which relate to E&D issues

Status:

Currently being achieved:

Complaints Received Relating to E&D Issues				
	2013/2014	2014/2015	2015/2016 (received)	2015/2016 (upheld)
Autumn	3	0	0	0
Spring	1	0	0	0
Summer	2	0	1	0
Total for year	6	0	1	0

- 4.2. In line with our statutory duties, the equality objectives are published at <http://www.wakefield.ac.uk/about-us/equality-and-diversity> . These equality objectives will need to be reviewed again by the academic year 2019/2020 at the latest.

5. Key Strengths, Progress and Areas for Further Investigation/Action

5.1.1. Feedback from students

- 97% of full-time and 99% of part-time students agree that they are treated fairly irrespective of race, gender, ability, sexual orientation or age. 95% of Apprentices also agree with these statements.
- 97% of students agreed that Wakefield College is an LGBT-friendly college
- almost all full-time students (97%) and part-time students (98%) agree that students from diverse backgrounds work well together
- 95.6% of in-scope students agreeing that they achieve more because of the additional support that they receive, a 1.6% increase on 2014-15
- 97% agreeing that assistive technologies or adaptations have helped them to achieve more.

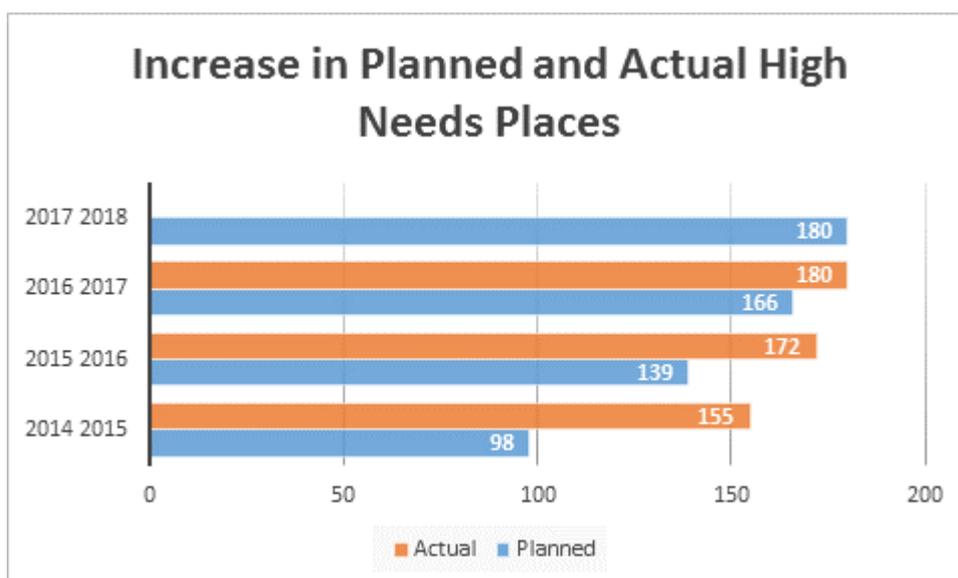
5.1.2. Provision for High Needs Students

The ALS Service supported 175 high needs students¹ in 2015-16, an increase of 16% compared with 2014-15. There was an increase in EHCP transitions from 61 in 2014-15 to 125, all of which had successful and effective outcomes. We held 114 EHCP annual reviews for high needs students and 34 EHCP transition meetings for delegated funded students, which represents a significant increase of 142% on 2014/15 that the ALS Service managed efficiently and successfully, gaining a high level of praise from the Local Authorities involved.

Wakefield as a whole has seen a reducing trend of 16-19 year olds with High Needs not in education, employment or training over the last three years (14.9% in April 2013 to 11.7% in March 2016). This correlates with our own increase in High Needs students below.

High needs students (16-18 and 19-24) outperformed non-high needs students by 12% and 11% respectively.

¹ High Needs Students are defined as those whose support costs are in excess of £10,000 per annum.



6.1.3 Curriculum development

- Expansion of Get Set Supported Employment programme to offer new 'Ready Get Set' programme for those students who need a longer preparation time for supported employment readiness
- Tutorial provision is based on common schemes of work which include opportunities to consider what it means to be a citizen of the United Kingdom today. Behaviours which infringe Fundamental British Values are covered by the Student Disciplinary Procedure and the Learner Agreement and are challenged. During the tutorial programme, students take part in a 'What Makes Britain Great' project and this allows students to take an in-depth look at social and ethical issues.
- Introduction of an adult programme for learners with severe learning difficulties 'Practical Creativity, Employability and Enterprise' to provide adult students with the skills to have a meaningful and productive life outside of employment.

6.1.4 Complaints relating to E&D issues

Only one complaint was received during 15/16 which related to E&D and this complaint was not upheld.

6.1.5 Progress against actions from E&D Strategy

The following actions, which were identified in the E&D Strategy earlier this year, have been implemented:

- To agree whole-college equality objectives (statutory duty)
- To establish departmental equality objectives (beyond statutory duty)
- To identify unheard voices

- To provide appropriate staff learning and development activities to support our objectives, particularly around Prevent and FBV

5.2. Key areas for improvement

Take action to ensure that all students are able to articulate Fundamental British Values, understand and recognise radicalisation, and see how these link with their studies (in QIP)

Outcomes for all demographic groups, particularly adults with Learning Difficulties/Disabilities to at least national rates (QIP)

Appendices

Appendix One: Data Summary from Self Assessment

Appendix Two: Staff Profile Monitoring

Appendix Three: FE Data

Appendix Four: HE Data

Appendix One: Achievement Gap Summary from College SAR

Gender

At headline level, there were no achievement rate gaps between the genders with both genders achieving the same rates in both age groups. However, the achievement rate gap for 16-18 year olds at Level 1 increased with males out-performing females (66% to 58%) which represents an increase in the performance gap from 4% points to 8% points, primarily due to a significant decline in the female pass rate from 83% in 2014-15 to 72% in 2015-16.

There was no significant gap for adults at Level 1.

At Level 2, females out-performed males primarily due to a stronger pass rate (91% for females cf. 83% for males). There was no significant gap for adults. At Level 3, a performance gap emerged for 16-18 year olds with males out-performing females (80% cf. 76%) primarily due to a stronger pass rate (91% male to 87% female). There was no significant gap at this level for adults.

Ethnicity

At Level 1, 16-18 groups with significant numbers performed in line with or in excess of their White British counterparts. For example, the biggest ethnic group is Other White where students achieved a success rate 14% points above the White British rate. At Level 2, this picture was replicated with the biggest ethnic group being Other White and achieving 11% points ahead of their White British counterparts. At Level 3, all other ethnic groups performed better than their White British counterparts.

For adults at Level 1, the biggest ethnic group after White British was other White who performed 4% points ahead. At Level 2, African, Pakistani and Other White adults under-performed relative to White British students. Although retention was a factor here, there is significant under-achievement by Pakistani and African students.

Disadvantage

The success rate gap between disadvantaged and non-disadvantaged males at Level 1 has now reversed with disadvantaged males out-performing non-disadvantaged. At Level 2 in 2015-16, in contrast to last year, non-disadvantaged students out-performed disadvantaged students by 7% points, primarily as a result of lower retention. There was no performance gap for 16-18 year olds at Level 3.

At Level 2, there was a 6% point performance gap between disadvantaged and non-disadvantaged adults, an increase of 5% points on 2014-15. The gap at Level 3 for adults has decreased by 1% point with disadvantaged students under-performing.

Learning Difficulty/Disability

16-18 year old students with Learning Difficulties/Disabilities achieved in line with those without. Adults with Learning Difficulties/Disabilities under-performed by 7% points. This represents an increase of 6% points on 2014-15.

At Entry Level, both 16-18 year olds and adults with Learning Difficulties/Disabilities perform better than those without.

At Level 1, a significant gap has emerged for adults with a Learning Difficulty/Disability. They under-performed by 23% points compared with 6% in 2014-15.
At Level 2, this picture is replicated as adults with a Learning Difficulty/Disability under-performed by 16% points compared with 4% points in 2014-15.
At Level 3, 16-18 year olds with a Learning Difficulty/Disability out-performed those without by 6% points.

High needs students in both age groups out-performed non-high needs students in both 16-18 and 19+ provision by 12% points and 11% points respectively.

Appendix Two: Staff Profile Monitoring

1.1 As at 31 July 2016 the College employed 741 staff (512 FTE) compared with 726 staff (523 FTE) at end of the previous academic year. This represents a 2% decrease in FTE's at the year end.

1.2 As at 31 July 2016 the reported demographic breakdown of staff was as follows:

- 53 (7.3%) members of staff are from an ethnic minority background:
 - 4 Managers;
 - 15 Teaching and Learning;
 - 21 Teaching and Learning Support;
 - 13 Business Support.
 - Wakefield District BME population - 7.2% (Census 2011).
- 68% of staff were female, a slight increase as at the end of the previous year. Breakdown of male/female by staffing category:
 - 6% Female, 4% Male - Managers,
 - 15% Female, 14 % Male - Teaching and Learning,
 - 22% Female, 7 % Male - Teaching and Learning Support
 - 25% Female, 7% Male - Business Support
- 42 (5.67%) of Wakefield College staff have disclosed a disability. Disability data is not available at district level, however, it is known that approximately 8.1% of working age residents claim Incapacity Benefit or Employment and Support Allowance (WMDC 2015)
- The breakdown of staff disclosing a disability by staffing category:
 - 3 Managers
 - 10 Teaching and Learning
 - 13 Teaching and Learning Support
 - 16 Business Support.
- The average age of staff as of 31 July 2016 was 45.53.
- 43% of staff work part time.