



Equality and Diversity

Report and Data 2010/11

This is a summary of a detailed analysis of demographic performance data which Wakefield College collects annually.

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1. Introduction

As part of Wakefield College's commitment to equality and diversity, data is collected every year to monitor the College's achievement in maximising success for all learners regardless of ethnic or social background, gender, age or disability. This is designed to enable the College to develop benchmarks, standards and targets to promote equality and diversity more effectively across all aspects of the College's provision.

The monitoring report is set out in separate sections to cover provision funded by the Young People's Learning Agency / Skills Funding Agency, Work Based Learning, Higher Education and staffing statistics.

This is guided by the equality and diversity monitoring framework. Success is analysed by age, disability, ethnic group, gender and socio-economic factors.

Tables and spreadsheets have not been included in this report but are available at <http://staffinfo.wakefield.ac.uk/Aristotle/EqualityAndDiversity/Index.asp>

2. Executive Summary

2.1 Summary of Key Findings – YPLA / SFA Funded courses

2.1.1 Gender issues

- In the 16-18 age group, success for both male and female learners has improved. An improved success rate for female learners has led to a slight widening of the gender gap to 1.5%
- In the 19+ age group, success has improved for both male and female learners, leading to a narrowing of the gender gap; it is now 4.3%
- The gender gap has reversed for learners declaring a disability or learning difficulty. Female learners now outperform male learners by 1%.

2.1.2 Ethnicity

- The success rate for the Pakistani learners in the 16-18 age group has improved by 11%. This reverses the decline from last year and is almost equal to the 2008/9 figure.
- The number of "Other White background" learners has increased significantly for two successive years.
- Success rates for learners from nearly all ethnic groups represented in significant numbers, were above or almost equal to the figure for White British learners. The achievement gap of 2009/10 has therefore been closed in 2010/11.
- For the 19+ age group, success for all BME groups represented in significant numbers has increased by over 10%.

2.1.3 Students with Disabilities / Learning difficulties

- The number of learners in the 16-18 age group in 2010/11 declaring a disability or learning difficulty has increased significantly for the second successive year.
- Their success rate is higher than for learners without a learning difficulty / disability and has continued to improve.
- There has been a substantial increase in the percentage of learners from the Asian – Pakistani and White Other groups, in the 16-18 age bracket, declaring a disability or learning difficulty.
- The success rate for adults with learning difficulties or disabilities has improved for the second successive year.
- The achievement gap between adult learners with learning difficulties or disabilities and those with no disability has now reversed.

2.1.4 Socio – economic factors

- Learners on means tested benefits showed a high achievement rate but a low retention rate although retention has improved in the last year.
- The achievement gap between learners with ward uplift and those with no uplift has narrowed slightly at levels 2 and 3 but widened slightly at level 1.

2.2 Summary of key findings – Work-based Learning

2.2.1 Gender

There has been an increase both in the representation of female learners on apprenticeship courses and in their success rate.

2.2.2 Ethnicity

The number of BME learners enrolling on apprenticeship courses has increased slightly for the third year in succession. All successfully completed the full framework in 2010/11.

2.2.3 Disability

Numbers are too small to draw any meaningful conclusions.

2.3 Summary of Key Findings – Higher Education

- Success rate for male learners is still higher than for female learners but the gender gap has narrowed.
- The percentage of learners declaring a disability or learning difficulty has declined.

- Success for learners with a learning difficulty or disability has improved and is now above the success rate for all learners.
- The gap between success for learners with ward uplift and for those with no uplift remained at 2% for the second successive year.
- BME learners made up 5.1% of the total number. Small numbers make comparisons unreliable.

Monitoring by sexual orientation / transgender

Wakefield College does not currently monitor by sexual orientation. To advance equality of opportunity for LGBT students and staff the College has:

- Established an LGBT stakeholders' group, which includes representatives of senior management, staff and students.
- Liaised with local LGBT voluntary sector organisations, attended by Wakefield College students.
- Participated in a stakeholder event, gathering evidence from all public sector organisations on issues relating to all 9 protected characteristics, including sexual orientation and transgender.

The communication mechanisms are therefore in place to identify any concerns of LGBT learners and ensure that they are effectively addressed.

3. Staff profile

Gender

The gender mix has changed slightly. As at 17 August 2011, 65% of employees were female and 35 % male, compared to 67% female and 33% male as at 31 July 2010.

Ethnicity

The proportion of staff from a Black or Minority Ethnic background increased to 2.36% as at 17 August 2011 compared to 1.96% of staff as at 31 July 2010.

Age

The average age of staff at 17 August 2011 was 45.46 years, compared to 45.39 years as at July 2010.

Disability

29 individual staff declared a disability, equating to 4.44%. This is a slight increase on the previous year where the reported figures of staff declaring a disability were 3.38%.

Sexual Orientation

Currently no monitoring data is collected on sexual orientation. The communication mechanisms identified above also ensure than concerns of LGBT staff are identified and addressed.

