

## Equality and Diversity Annual Report and Data Pack 2018/19

### 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 largely contains 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 has grown to over 340,000 in the last year, largely as a result of a continuing increase in net internal migration – more people moving to

Wakefield from elsewhere in the UK than leaving. The population is also ageing, with improved life expectancy resulting in a greater proportion of the population being made up of older people. Population is predicted to grow to around 346,000 by 2023.

- 2.5 Wakefield is more deprived than the average area; 14.4% of the District's population live in neighbourhoods identified as being amongst the top 10% most deprived in the country. In 2019, Wakefield is the 64<sup>th</sup> most deprived district in England (out of 318 districts) compared with 67<sup>th</sup> in 2010 and 65<sup>th</sup> in 2015.
- 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 Students**

In 2018-19, the College enrolled 8317 students (compared with 8173 in 2017-18), of whom:

- 76% (82%) of all students were from a Wakefield postcode
- 87% (87%) of 16-18 year old students were from a Wakefield postcode
- 54% (49%) were 19 or over
- 20% (20%) were non-White British (compared to local ethnic minority population of c.7%)
- 17% (17%) of 16-18s were non-White British
- 23% (23%) of 19+ students were non-White British

In 2018-19, the numerically most significant ethnic groups at the College in the 16-18 age group were:

- Pakistani 205 (338)
- Any Other White 177 (543)
- African 68 (210)

Among adults they are:

- Any Other White 356 (334)
- Pakistani 167 (139)
- African 163 (140)

#### **3.2 Staff**

At 3 June 2019, the College employed 721 Staff (545.12 FTE), compared to 742 (541.82 FTE), in 2017/2018

- 60 (8.32 %) staff are from an ethnic minority background, compared to 52 (7%) in 2017/2018
- 66 % of staff are female and 34% male, which remains the same as 2017/2018

- 48 (6.66 %) of staff disclosed a disability compared to (6.19 %) staff who disclosed a disability in 2017/2018
- The average age of staff remains at 45

## 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 18/19, this figure has successfully been maintained in excess of 95% at 97% for full-time students, and 99% for part-time students.

**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:**

16-18

Five minority ethnic groups representing 207 enrolments performed >5% points below the College average in 2018/19. However, these are spread across a range of curriculum areas and no firm conclusion can be drawn as to trend. Thirteen ethnic groups performed at or above the College average.

There is no gap between disadvantaged and non-disadvantaged students

High Needs students achieve slightly better than their non-high needs peers

The gap between 16-18 Learners with Learning Difficulties or Disabilities (LLDD) and their non-LLDD counterparts has narrowed to 2% points

19+

Three minority ethnic groups representing 139 enrolments performed >5% points below the College average, again spread across curriculum areas.

There is no gap between disadvantaged and non-disadvantaged adults

High Needs adults achieve better than their non-high needs peers

The gap for LLDD adults remains within the 5% threshold.

Achievement rates for both age groups have improved. The most significant recent achievement gap was between 16-18s and 19+ and this has now reversed with adults and young people achieving the same.

**Objective 3:** To receive fewer than five complaints per year on a 3-year rolling average which relate to E&D issues.

**Status:** currently being achieved:

<b>Complaints Received Relating to E&amp;D Issues</b>						
	<b>2016/17 (received)</b>	<b>2016/17 (upheld)</b>	<b>2017/18 (received)</b>	<b>2017/18 (upheld)</b>	<b>2018/19 (received)</b>	<b>2018/19 (upheld)</b>
Total for year	3 (2 linked)	3	3	2	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.
- 98% of full and part-time students agree that Wakefield College is an LGBT-friendly college.
- 97% of full-time and 98% of part-time students agree that students from diverse backgrounds work well together. 96% of Apprentices also agree that this is the case.
- 94% of full-time and 100% of in-scope part-time students agree that they achieve more because of the additional support that they receive. 80% of Apprentices also agree with this.
- 97% of full-time and 100% of in-scope part-time students agree that assistive technologies or adaptations have helped them to achieve more. 100% of in-scope Apprentices agree that this is the case.

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 be reviewed and a further set published in the academic year 2020-21.

## **5 Key Strengths and Areas for Further Investigation/Action**

### **5.1 Key Strengths:**

- Achievement gaps between different groups are minimal
- Students feel they are treated fairly irrespective of race, gender, ability, sexual orientation or age
- Students agree that Wakefield College is an LGBT-friendly college.

### **5.2. Key areas for improvement:**

- Achievement gaps for some small minority groups