

Equality and Diversity Annual Report and Data Pack 2017/18

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 Students

In 2017-18, the College enrolled 8173 students (compared with 8608 in 2016-17), of whom:

- 82% (82%) of all students were from a Wakefield postcode
- 87% (87%) of 16-18 year old students were from a Wakefield postcode
- 49% (50%) were 19 or over
- 20% (19%) were non-White British (compared to local ethnic minority population of c.7%)
- 17% (17%) of 16-18s were non-White British
- 23% (21%) of 19+ students were non-White British

In 2017-18, the numerically most significant ethnic groups at the College in the 16-18 age group were:

- Any Other White 543 (551)
- Pakistani 338 (365)
- African 210 (209)

Among adults they are:

- Any Other White 334 (353)
- African 140 (143)
- Pakistani 139 (143)

3.2 Staff

At 3 July 2018, the College employed 742 Staff (541.82 FTE), compared to 727 (525.96 FTE), in 2016-17

- 52 (7.00%) staff are from an ethnic minority background, compared to 45 (6.18%) in 2016/2017
- 66 % of staff are female and 34% male compared to 67% female and 33% male in 2016/2017

- 45 (6.19%) of staff disclosed a disability compared to (6.74%) staff who disclosed a disability in 2016/2017
- 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 17/18, this figure has successfully been maintained in excess of 95% at 97.9% for full-time students, a slight improvement on 2016-17, and 97.2% 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:

There is now no gap between disadvantaged and non-disadvantaged students
High Needs students now achieve slightly better than their non-high needs peers
The gap between Learners with Learning Difficulties or Disabilities (LLDD) students and their non-LLDD counterparts has narrowed to 3% points from 5.
There is an emerging achievement gap for ethnic groups of “Not Provided” (33 enrolments), White/Black African (21 enrolments) and White/Black Caribbean (47 enrolments).

19+

There is now no gap between disadvantaged and non-disadvantaged students
High needs students now achieve in line with their non-high needs peers representing a significant improvement on performance in 2016-17.
No achievement gap between LLDD and non-LLDD adults
There is an achievement gap of 7% points for “Not Provided” and 16% points for White/Black African. The gap between Other White adults and all adults has closed.

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 achieving slightly higher than young people.

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:

Complaints Received Relating to E&D Issues						
	2015/16 (received)	2015/16 (upheld)	2016/17 (received)	2016/17 (upheld)	2017/18 (received)	2017/18 (upheld)
Total for year	1	0	3 (2 linked)	3	3	2

Feedback from students

- 97% of full-time and 97% of part-time students agree that they are treated fairly irrespective of race, gender, ability, sexual orientation or age.
- 97% of full-time students, 95% of part-time students, and 95% of Apprentices agreed that Wakefield College is an LGBT-friendly college.
- 98% of full-time and 97% of part-time students agree that students from diverse backgrounds work well together. 96% of Apprentices also agree that this is the case.
- 95% 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.
- 98% of full-time and 82% 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 need to be reviewed again by the academic year 2019/20 at the latest.

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
- Satisfaction of Apprentices with additional support
- Satisfaction of part-time students with assistive technology.