

## Equality and Diversity Annual Report and Data Pack 2016/17

### 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 67<sup>th</sup> most deprived district in England (out of 326 districts) compared with 66<sup>th</sup> 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 2016/17, the College enrolled 8608 students (compared with 9025 in 2015/16), of whom:

82% (81%) of all students were from a Wakefield postcode

87% (85%) of 16-18 year old students were from a Wakefield postcode

50% (48%) were 19 or over

19% (19%) were non-White British (compared to local ethnic minority population of c.7%)

17% (16%) of 16-18s were non-White British

21% (22%) of 19+ students were non-White British

In 2016/17, the numerically most significant ethnic groups at the College in the 16-18 age group are:

Other White 551

Pakistani 365

African 209

Among adults they are:

Other White 353

African 143

Pakistani 143

#### **3.2 Staff**

At 28 June 2017, the College employed 727 Staff (526.0 FTE), compared to 753 (513.8 FTE), in 2015/16

- 45 (6.2%) staff are from an ethnic minority background, compared to 42 (5.6%) in 2015/16
- 67% of staff are female and 33% male compared to 69% female and 31% male in 2015/16

- 49 (6.7%) of staff disclosed a disability compared to (5.7%) staff who disclosed a disability in 2015/16
- 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 16/17, 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:** Achievement gaps of 7% for LLDD adults and Other White adults. No other significant achievement gaps.

### Disadvantage

The College recognises disadvantage as a key causal factor in achievement gaps. However, achievement gaps between disadvantaged and non-disadvantaged young people have remained static at 3% points and this has narrowed since 2014/15.

For adults, achievement rates are the same for disadvantaged and non-disadvantaged students.

### Ethnicity

The largest ethnic groups in College are White British, Other White, and Pakistani. Amongst 16-18s, the Other White students out-perform all others due to high retention in particular. Between Pakistani and White British students, there is no significant gap although the performance of Pakistani students has remained static for the last three years whilst the performance of White British students improved in 2016/17.

The performance profile of adults is more complex. Whilst the performance of White British adults has remained constant, the achievement rates of Other White students have declined over the three-year period and there is now a 7% point gap. Pakistani adults have secured improved achievement rates in 2016/17 and the gap has narrowed from 9% points in 2015/16 to 4% points in 2016/17.

### Gender

There are no significant achievement gaps between genders in any age group.

## Learning Difficulty/Disability

### 16-18

The gap between those with learning difficulties and disabilities and those without widened slightly in 2016/17. Rates for both groups improved but the improvement was larger for those without learning difficulties or disabilities. The gap now stands at 4% points cf. 2% points in 2015/16. This is not a significant gap.

### 19+

The gap between adults with and without learning difficulties narrowed in 2016/17 from 8% points to 7% points. However, this remains a significant gap.

### Age

16-18 performance improved significantly in 2016/17. Outcomes for adults also improved, but remain below national averages.

**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					
	2014/15	2015/16 (received)	2015/16 (upheld)	2016/17 (received)	2016/17 (upheld)
Total for year	0	1	0	3 (2 linked)	3

## Feedback from students

- 97% of full-time and 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.
- 96% of full-time students, 97% of part-time students and 94% of Apprentices agreed that Wakefield College is an LGBT-friendly college.
- almost all full and part-time students (96%) agree that students from diverse backgrounds work well together. 94% of Apprentices also agree that this is the case.
- 94% of full and part-time students agree that they achieve more because of the additional support that they receive, and 100% of Apprentices also agree this.
- 97% of full and part-time students agree that assistive technologies or adaptations have helped them to achieve more. 83% of 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:

- Minor achievement gaps for LLDD and Other White adults
- Outcomes for all adults are below national rates.