



**Warrington
& Vale Royal
College**

Annual Report 2020-21

Equality & Diversity

Contents

| | |
|--|----|
| 1. Introduction | 3 |
| 2. Student Equality and Diversity Statistics 2020 – 2021 | 4 |
| 3. Staff Equality and Diversity Statistics 2020 – 2021 | 7 |
| 4. Key Achievements 2020-21 | 12 |
| 5. Next Steps..... | 14 |

1. Introduction

1.1. The Annual Equality Report reviews our progress over the previous academic year in relation to equality and diversity and is one of the ways we make visible how we are meeting our obligations to recognise diversity and promote equality. The report reflects the work of the College within our diverse communities as well as reporting key equality data/information.

1.2. We have firm expectations of our staff and students and work with various internal and external groups to consult and develop how we can improve and maintain a coherent approach to equality and diversity, reflecting our organisational values:

- We put our students and customers first - prioritising students and their learning and progress, realising their potential, delighting our customers
- We recognise that people are our greatest asset – retain and recruit the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity
- We pursue excellence in all we do – a passion for high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy
- We are open to change – looking forward to the future, embracing new technologies, anticipating and responding to ongoing economic and social needs and demands (especially as a result of Covid-19), maintaining a growth mind-set, exploring new routes to partnership, collaboration and growth
- We operate ethically and responsibly - acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect

1.3. Our continual aspiration is to promote equality and social inclusion in all that we do. We will achieve this through eight key objectives, as stated in our Development Plan, detailed below:

- Undertake a strategic review of Foundation Learning, Entry and Level 1 provision to including SEND and the inclusion of MPLD and alternative education pathways.
- Rapidly develop the college's capacity to engage in educational technology and advanced digital pedagogy, assess its efficacy and impact – holistically – on learning.
- Ensure the college is able to invest in the rapid development of educational technology and advanced digital pedagogy.
- Further develop the college's approach to staff wellbeing and their good physical and mental health.
- Further develop the college's approach to learners' wellbeing and their good physical and mental health.

- Ensure no learner is left behind - a level playing field - with a particular focus on (broader categories of) vulnerable learners and social mobility.
- Implement the college's People Plan to recruit and retain a highly skilled workforce, ensuring that the college has the right mix of staff and staff capabilities - technical, pedagogic and leadership - to support growth and the aspirations of the curriculum plan.
- Develop strategies to improve the progress and achievement, to further narrow achievement gaps particularly for; adult females and adults with a learning difficulty or disability, female apprentices and apprentices with a learning difficulty or disability.

1.4. Arising from the College's Ofsted Inspection in October 2019, Ofsted commented:

"Students and apprentices told us that they benefit from a very caring and highly inclusive learning environment and inspectors agreed. Relationships between them and their teachers and assessors are excellent".

"Students who have high needs and/or special educational needs and/or disabilities receive early help and individual support. Teachers and assessors motivate students and apprentices to be successful in their learning. This helps them to develop their confidence and self-esteem".

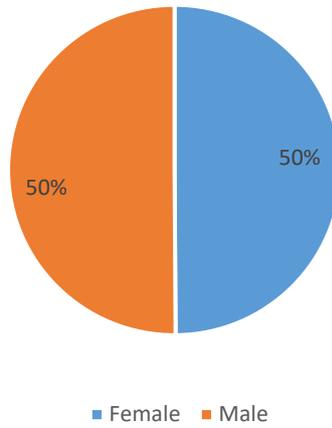
"Students who have high needs on vocational courses develop the skills they need for work and independence".

1.5. The College Management Team (CMT) are responsible for implementing, promoting, and embedding equality and diversity across the College, and monitoring and evaluating the impact. The behaviour of all members of the college community should demonstrate the principles of equality and diversity apply. The governing body leads the way in the promotion of equality and diversity and governors receive training and information on the statutory legislation and organisational / individual responsibilities.

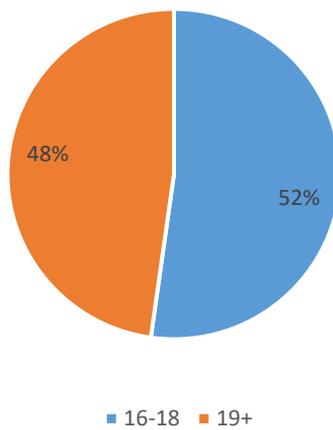
2. Student Equality and Diversity Statistics 2020 – 2021

2.1 These figures demonstrate how diverse - or otherwise - our student population is and the types of monitoring that we undertake. Equality and diversity monitoring is carried out on an annual basis, enabling us to track progression of our students and to take positive action in dealing with inequalities faced by disadvantaged groups. We identify and monitor any equality, diversity and other socio-economic factors that may impact on our students so as to inform future admissions policy and curriculum development.

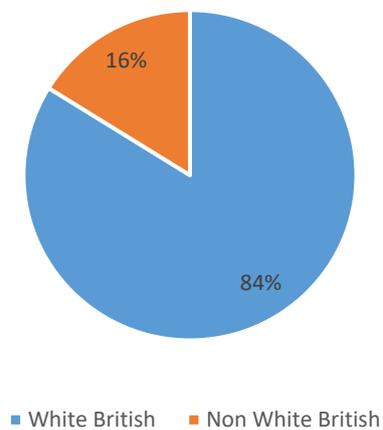
Student Gender Profile



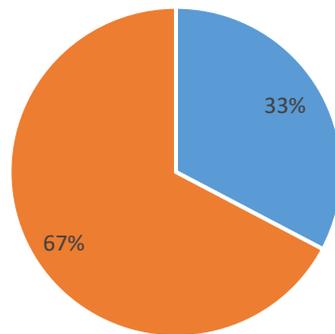
Student Age Profile



Student Ethnicity Profile

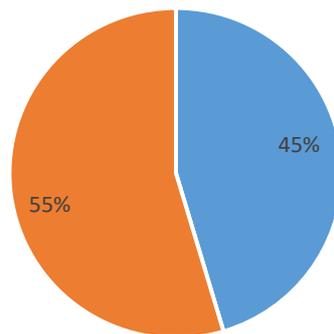


Student Disability/Learning Disability Profile



■ Declared disability/learning disability ■ Non declared

Student Disadvantaged Postcode Profile



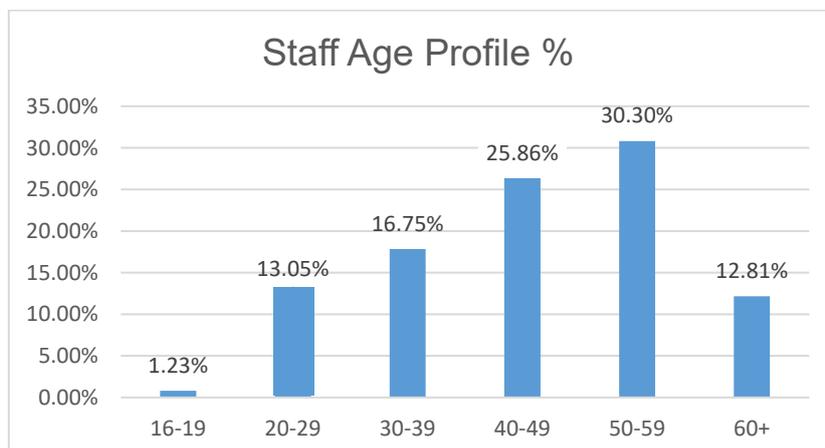
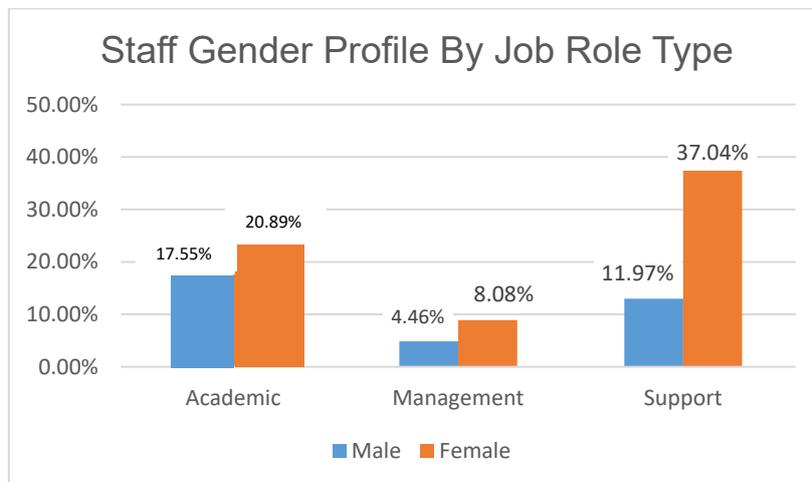
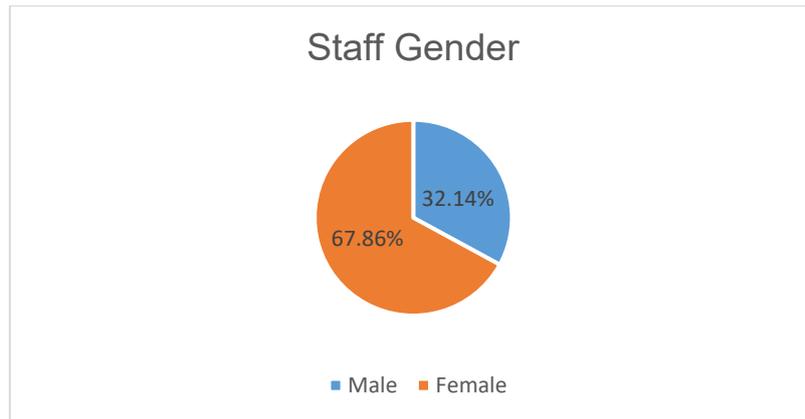
■ Disadvantaged postcode ■ Non-disadvantaged postcode

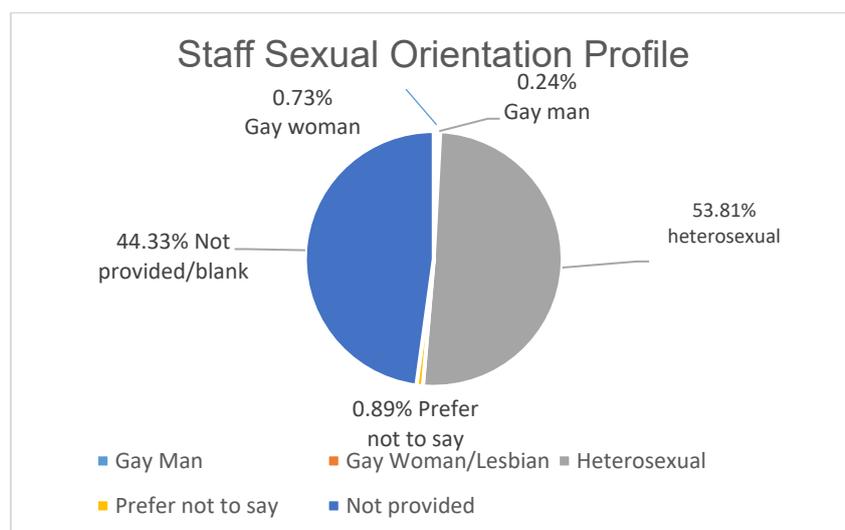
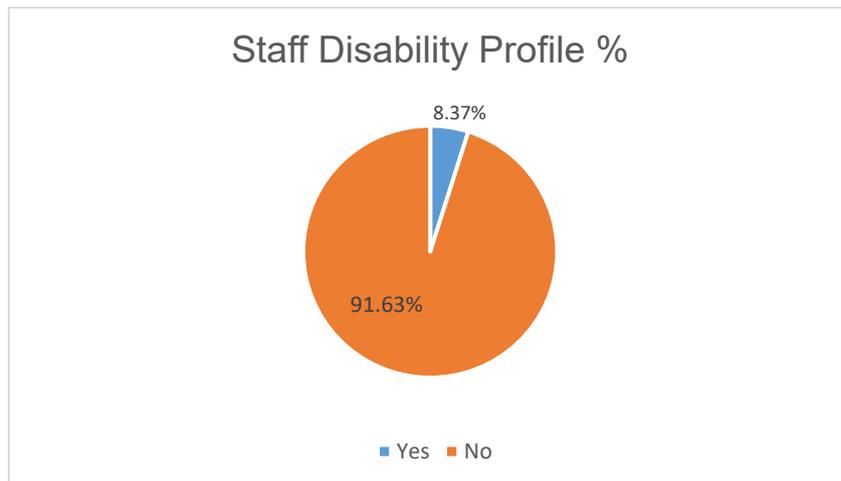
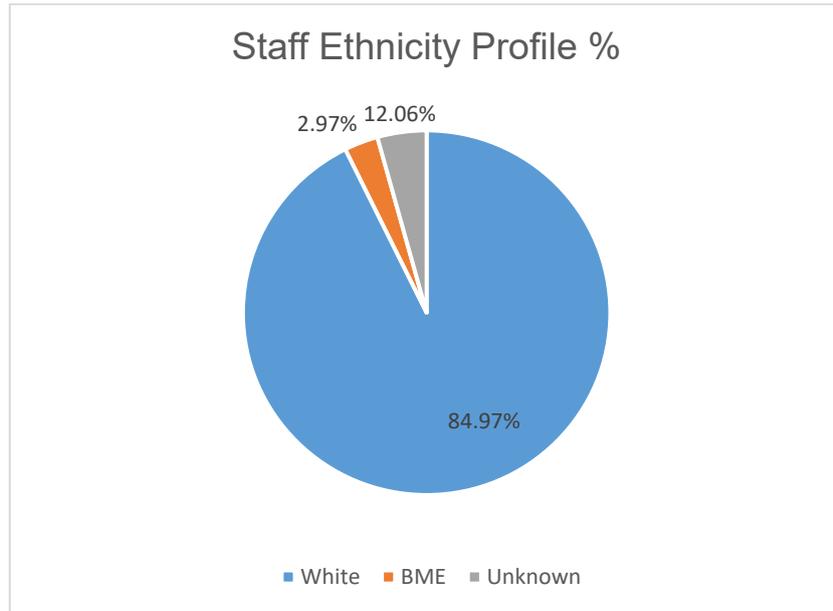
- 2.2 Within the context of improving progress and achievement and reducing achievement gaps, the achievement gap for adult female students was reversed in 2020/21 to +0.4% points, from -2.9% point gap the previous academic year. Adult female students surpassed male enrolments in 2020/21 and equate to 59% of the cohort.
- 2.3 23% of adult students declared a learning difficulty or disability. They do not achieve as well as their peers (-4.7% point gap), however their achievement at 85.6% remains high and the gap is reducing (-1.2% points from 2019/20).
- 2.4 14% of apprentices declared a learning difficulty or disability. They are not retained as well as their peers resulting in an achievement gap of -5.5% points, however the gap is reducing (-3.7% points from 2019/20).

2.5 Female apprentices in 2020/21 equate to 48% of the cohort (+12% points from 2019/20). The achievement gap between females and males has increased by 3.8% points from the previous year, standing at -7.2% points in 2020/21.

3. Staff Equality and Diversity Statistics 2020 – 2021

3.1 Data is obtained as part of the recruitment and selection process and current staff can check and amend their personal information to ensure its accuracy via the HR portal.





3.2 The report of the Further Education Workforce Data for England (2019-20), provides the latest sector analysis of the diversity profile of the further education and skills sector workforce in England. The main diversity challenges are

associated with the under-representation of race, gender and disability at various levels in the workforce, and these remain. Improving data quality by reducing the number of “unknowns” across ethnicity and disability protected characteristics also remains an issue to be addressed by FE colleges. In addition, there are further challenges associated with monitoring sensitive workforce diversity characteristics such as sexual orientation and gender reassignment.

- 3.3 The workforce diversity profile for FE Colleges, states that female staff continue to dominate numerically across the sector (64%), that the sector workforce continues to have an older profile with 55% of the workforce in Colleges being aged 45 and over and data in relation to disability showing that 5% of the workforce declare that they have a disability. (last reported by et-foundation, in their 2019 workforce data survey, published March 2020.)
- 3.4 The comparative data for the College’s workforce profile is that female colleagues account for 67.85% of the College’s workforce, with 56.04% of the workforce being aged 45 and over, and 8.37% of the workforce stating they have a disability.
- 3.5 The FE Sector is dominated numerically by women with, for example 58% of teaching positions being occupied by female colleagues, their representation in management and leadership roles remains above that of male colleagues, with 57% of female colleagues in management positions. The comparative workforce profile data for the College shows a slightly different local position with 54.35% of teaching positions being occupied by female colleagues, and 64.44% of college management positions being held by female colleagues.
- 3.6 The ethnic workforce profile of the FE College Sector (last reported by et-foundation, in their 2019 workforce data survey, published March 2020.) remains predominately White British at 85% of the total workforce. The comparative data for the College’s work force profile is that 82.5% of the College’s workforce state their ethnicity as White British, with 12.06% of colleagues not stating their ethnic origin. The College continually aims for the ethnic profile of its staff to reflect the ethnic profile of its students and the local community, which continues to be a challenge with 2.97% of our staff stating that they are members of the BAME community.
- 3.7 Within the FE sector, (last reported by et-foundation, in their 2019 workforce data survey, published March 2020.) 2% of employees identified as gay, lesbian or bisexual, with 81% of employees identifying as heterosexual, and 17% of employees not providing information in relation to their sexual orientation. The comparative data for the College’s workforce is that 1.96% of employees identified as gay, lesbian or bisexual, with 53.81% of employees identifying as heterosexual and 44.22% of employees not providing information in relation to their sexual orientation.
- 3.8 An EDI review of our staff recruitment and selection

The College has a Recruitment and Selection Policy, and all recruitment and selection activity are undertaken in accordance with the procedures relating to this policy.

The College welcomes applications from individuals regardless of race, religion, gender, gender reassignment, sexual orientation, age, caring responsibilities, religion or belief, socio-economic background or disability, and endeavours to ensure that each and every applicant receives equitable and fair treatment throughout the recruitment and selection process.

The College is a proud member of the Disability Confident Employer Scheme, progressing to level 2 status within 2021 and as such, offers an interview to any disabled candidate who meets the essential criteria of the post.

Applicants are asked to complete an Equal Opportunities Monitoring form when applying for a post. This form is voluntary, but completion of the form enables us to better understand the composition of our workforce and examine our recruitment and selection practices.

The data is then compiled and analysed in an annual report which is presented to the Equality and Diversity Committee. All applicant data is compared with starter applicant data, and an analysis is also carried out comparing applicant data to the local area census data.

The College moved to an online application form in January 2021, and analysis of the data from January 2021 to December 2021 shows:

- 66% of the applicants who completed the equal opps monitoring at the application stage were female (61%)
- There was a fairly even distribution of applicants from age 25 – 54:

| | |
|---------|-----|
| 16 – 24 | 19% |
| 25 – 34 | 26% |
| 35 – 44 | 24% |
| 45 – 54 | 20% |
| 55 – 64 | 10% |
| 65+ | 1% |
- 83% of applicants were White English/British (85%)
- 5.5% declared a disability (5%)
- 9% of applicants identified as gay, lesbian or bisexual (2%)

Comparative figures from the FE Workforce data are shown in the brackets above.

In comparison, new starter data for January 2021 to December 2021 shows:

- 62% of the new starters were female
- The majority of the new starters were in the age category 16 – 34:

| | |
|---------|-----|
| 16 – 24 | 22% |
| 25 – 34 | 24% |
| 35 – 44 | 15% |
| 45 – 54 | 19% |
| 55 – 64 | 17% |
| 65+ | 3% |

- 93% of the new starters were White British (Only 66% completed this field)
- 9% declared a disability
- 3% of applicants identified as gay, lesbian or bisexual (Only 63% completed this field)

When compared to the local census statistics for Warrington and Winsford:

- The College receives a higher proportion of female applicants than in the local area (66% vs 50.4%)
- The College receives a relatively high proportion of applications from ethnic minority groups (17% vs 7%)

3.9 Staff Survey data – July 2021 - Equality of opportunity is embedded into the culture of the College 92% (+7% vs benchmark) and I am treated fairly and with dignity and respect in this organisation 94% (+18% vs benchmark).

3.10 The gender pay gap is the percentage difference between average hourly earnings for men and women.

On 31 March 2021, Warrington & Vale Royal College employed 364 members of staff, comprising 117 male staff and 247 female staff. Analysis of our data shows:

- Mean gender pay gap was 11.36 %

The mean gender pay gap is the difference in average hourly rates of pay that male and female employees receive.

- Median gender pay gap was 18.64%

The median gender pay gap shows the differences at the midpoints of the ranges of hourly pay rates of men and women by ordering rates from lowest to highest, and comparing the midpoint.

- The College compared very favourably to the UK pay gap of 15.4% in 2020 (Office for National Statistics).

Actions to reduce the gender pay gap include:

- Continually review our recruitment processes and career progression opportunities, and adapt where appropriate.
- Provide opportunities for all staff to attend leadership development programmes.
- Continually review our flexible working policies, where appropriate, encourage both men and women to consider options for shared parental leave, for full time vacancies, consider the possibility of part time or job share opportunities
- Offer mentor and sponsorship opportunities.

3.11 An EDI review of the Governing Body

The Corporation aims to exceed its statutory responsibility for equality and diversity through its own actions and behaviours in all aspects of its affairs. Equality and diversity are embedded in College values which are endorsed by the Governing Body. The Corporation appointed a Link Governor and Deputy with a clear remit for Equality and Diversity, and these Members attended the Equality and Diversity Committee.

The Search and Governance Committee considered equality and diversity when recommending the appointment of new Governors, having full regard to the College's Equality and Diversity Policy.

The AoC Board Composition Survey 2015 reported that within the FE Sector 60% of Governors were male compared to 40% female. The comparative data for the College for 2019/20 was a composition of 66.7% male Governors and 33.3% female.

In terms of age profile, the AoC Board Composition Survey found that 21% of External Governors were aged 65 or older. In terms of the College, 26.7% of External Governors were aged 65 or older and 66.7% were within the age range of 45 to 65.

It is a clear priority for the Search and Governance Committee, looking ahead, to continue to improve diversity in the Composition of the Governing Body. Updated AoC Benchmarking data for FE Board Composition is expected in 2021.

4. Key Achievements 2020-21

4.1 Every year the College reviews and sets targets within its action plans to improve the equality of opportunity across our College community. The review for 2020/21 shows that there has been significant progress in the achievement of the key targets as outlined below.

- The college has continued to rapidly develop the capacity to engage in educational technology and advanced digital pedagogy. Staff have developed their skills to deliver a greater proportion of synchronous learning remotely when required, with high quality resources developed to support asynchronous learning. Students engage well, supported by laptop loans, which has closed the digital divide and enabled students to maximise their progress and develop their digital skills.
- Investment in the Teaching & Learning team with the appointment of a Learning Technologist supports the college's long-term strategy and vision for Ed-Tech. Additional laptops were purchased to add to the DfE Get Help with Technology Scheme, enabling the loan of over 600 digital devices.

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- The College Health and Wellbeing Committee have implemented a staff action plan, which has been devised from staff feedback, and provides a range of support strategies and training. Monthly bulletins and resources are provided to staff along with the Employee Assistance programme and a revised Reward and Recognition Policy. The approach aligns to the AoC Mental Health Charter and has been supported by the Charlie Waller Trust.
 - The Health and Wellbeing Committee have reviewed the Mental Health and Wellbeing Strategy and have signed up to the AoC Mental Health Charter. Additional staff resource has increased the Safeguarding and Welfare Team to address the increase in referrals and also enable preventative work with students. Training for student facing staff has enabled greater support for students and physical activities have recommenced as enrichment to promote positive mental health. FIKA a positive mental health app is being integrated into tutorials in 2021/22
 - The College has implemented a Disability Action Plan, which included a review of all paperwork, a Focus on Disability page on the website, training sessions for line managers, annual disability questionnaire and membership of the Manchester Ability Network. In December 2021 the College completed a Disability self- assessment and has progressed from Level 1 Disability Confident Committed to Level 2 Disability Confident Employer.
 - The focus on the level playing field, with no learner left behind, particularly focussing on vulnerable learners and social mobility has enabled access to over 600 digital devices during the year and ensured individualised transition events for EHCP learners. A Flight Path programme that prioritises a greater focus on learners' destinations and career aspirations is being implemented in September 2021/22 following a successful pilot with Public Services students. Adult students and apprentices now benefit from the high-quality tutorial resources, such as mental health and money matters and study skills sessions were provided online and face to face. A number of adult learners were offered free additional qualifications, such as Mental Health, to enhance their employability skills.
 - The college People Plan has been updated in line with growth strategies, projects and curriculum plans to support recruitment and retainment of a highly skilled workforce. Similarly, in governance, a Governor Recruitment, Retention and Succession Planning Policy has been adopted, supported by the Training and Development Plan that is augmented by the ETF Governor Development Programme. Staffing has been enhanced through placements provided via the Taking Teaching Further and Talent to Teach programmes which support individuals from industry who are interested in a teaching career.
 - Work continues with the strategic review of Foundation Learning, Entry and Level 1 provision. Additional resource within the Safeguarding and Welfare
-

Team is enhancing transition for learners with an EHCP and learners with mental health and anxiety. With support from the Princes Trust and social workers, a Virtual College offer for NEET and school refuser leavers is being developed.

5. Next Steps

Our Equality Objectives are cross college objectives which have been set to drive forward equality and diversity meet public sector duties in this regard. The key areas for continued improvement in 2021-22 and onwards are detailed below:

- Working with partner local authorities, undertake a strategic review of Foundation Learning, Entry and Level 1 provision including SEND and the inclusion of MPLD and alternative education pathways.
- Build on the high-quality teaching, learning and assessment practices to further improve the quality of the learning experience for all learners. Ensure that gaps in learning or lost learning are swiftly addressed to enable all learners to maximise their potential.
- Continue to enhance the curriculum and develop the college's enrichment programme such that they support learners' confidence and personal development – addressing any personal, social and emotional skills that have been lost as a result of the pandemic – and enhances their career aspirations.
- Ensure the college's apprenticeship outcomes continue to improve to exceed Provider Group Averages and the quality of apprenticeship provision receives a positive endorsement from Ofsted, learners and employers.
- Ensure the college has the financial wherewithal to continue to invest in the rapid development of educational technology and advanced digital pedagogy as identified in strategic aim 2.
- Further develop the college's approach to staff wellbeing and their good physical and mental health.
- Through a trauma informed approach, further develop the college's approach to learners' wellbeing and their good physical and mental health.
- Implement the college's People Plan to recruit and retain a highly skilled workforce, including governors, ensuring that the college has the right mix of staff and staff capabilities - technical, pedagogic and leadership - to support growth and the aspirations of the curriculum plan.