

# Equality & Diversity

Annual Report 2017/18



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## Our Commitment

Wigan & Leigh College is committed to creating an environment where learners, staff, governors, visitors and other stakeholders actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap. The College wants to ensure learners have excellent experiences so that they are well equipped for the next stage of their education, training and/or employment.

Our sentiment is for everyone at Wigan and Leigh College to have a duty to ensure equality and diversity is followed and implemented from both a legislative and moral perspective. Recognising, embracing and valuing difference ensures an inclusive environment through:

- a vibrant staff and learner population;
- a vibrant and better working and studying environment;
- attracting and retaining the very best staff and learners;
- achieving the goals set out in our Single Equality Scheme 2016-2020;
- improving the image of our College.

This report provides an overview of the College's activities in support of equality and diversity during the academic year 2017/18, including progress towards its agreed equality objectives and a summary of key staff and student data

The College seeks to provide a safe, supportive environment for all its staff and learners in which everyone is treated with dignity and respect. The College welcomes individuals and groups from local, regional and international communities. The promotion of equality and diversity enables learners to reach their potential. The College values difference and diversity and will strive to create positive working relationships so that everyone can work and study to the best of their abilities, free from discrimination, harassment or victimisation.

This commitment is underpinned by our vision, mission and strategic ambition.

## Our Vision:

To be a centre of educational excellence which transforms the lives of the individuals and the communities we serve

## Our Values:

1. **We are learner centred** – our students, their learning experience and their safety is our first priority
2. **We are ambitious** – we strive for excellence through creativity and innovation and believe we can always improve
3. **We are partners in the success of the organisation** – supporting each other to develop and to always be individually and collectively responsible for our results
4. **We believe in honest and open communication** - we treat each other with respect, trust and consideration. We listen to students and colleagues and celebrate their success
5. **We are collaborative and inclusive** – we work in partnership so we can positively contribute to local, regional and national economic development and we value equality and celebrate the diversity of our community

## Our Strategic Aims

Following consultation with internal and external stakeholders and in line with the transformative journey of the College over the last three years, the College has set new strategic ambitions for 2018-2021. These are:

1. Quality: to become an outstanding college by 2021 with:
  - Inspirational and innovative teaching, learning and training which raises attainment and the ambitions and aspirations of all our students
  - Exceptional levels of learner care with an emphasis on good citizenship and personal development, ensuring that all students are equipped for life
  - Individual and impartial career guidance and advice programmes which inspire students to make informed choices and lead to positive, sustained outcomes for their future
2. Place: to meet the needs of Wigan Borough, Greater Manchester and surrounding areas by:
  - Maximising participation rates in education and training creating a line of sight to work and independent living
  - Working in partnership with the business community and employers to deliver a coherent curriculum offer that supports ambition, social mobility and impacts positively on productivity
  - Creating a stronger, safer and healthier local community through partnership working with Wigan Council, partner schools, employers and the voluntary sector so engagement and attainment gaps are eliminated
3. Sustainability: to safeguard the future of the College through prudent financial management enabling investment in the creation of state of the art learning environments and resources by:
  - Realising growth through the promotion of technical, academic and vocational education pathways, raising awareness of their credibility and placing the College as the regional first choice provider of technical qualifications
  - Providing value for money with high levels of efficiency and effectiveness maintaining good financial health

- Creating learning environments which respond to the latest technical and digital advances, equipping our students for a seamless transition to the world of work and developing the talents needed for new opportunities

## **Our Responsibilities**

The Equality Act 2010 outlines our responsibilities to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

The Equality Act brings together several pieces of previous legislation and expands the number of protected groups which are now:

- Age
- Disability
- Sex
- Gender identity
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

We have a well-developed Single Equality Scheme and action plan which describe our unified approach and strong commitment to equality and diversity across the College community.

Since September 2015 the College has a duty to have due regard to the need to prevent people from being drawn into terrorism and extremism. It also has a duty to promote Fundamental British Values, which includes democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

## **Working in partnership**

Wigan and Leigh College has expanded its multi-agency links, referring learners internally to Topaz counselling, and externally to the Safeguarding Hub, and the Early Intervention Service, CAMHS and YPDAS. There is also a comprehensive Additional Learning Support service in College which includes two health and well-being mentors.

The College has worked extensively with the local community and has introduced a College Chaplaincy service in order to engage with and provide support for all learners. The College has a student liaison network which provides a further point of contact for learners.

# Our Progress and Achievements

## Our Improvements and Impact

Our main documents to drive improvements are:

- The College's Strategic Aims
- The Single Equality Scheme and Action Plan
- Self-assessment reports, Student Review Boards, and Quality Improvement Plans

The College was previously a Two Ticks Employer and has since been awarded the new Disability Confident Scheme at Level 2 meeting two key criteria:



## Getting the right people for your business.

This includes:

- Looking to employ and retain people with a disability through a commitment to the scheme in all recruitment material and advertisements.
- Work with Job Centre Plus on appointments, events and with other community partners on recruiting people with disabilities.
- Having a fully inclusive and accessible recruitment process.
- Offering an interview to candidates with a disability who meet the minimum criteria for the job.
- Having flexibility when assisting people so that job applicants with a disability have the best opportunity to demonstrate that they can do the job.
- Proactively offering and making reasonable adjustments as required.
- Encouraging our suppliers and partner firms to be disability confident.
- Ensuring employees have appropriate disability equality awareness.

## Keeping and developing your people.

This includes:

- Promoting a culture of being disability confident.
- Supporting employees to manage their disabilities or health conditions.
- Ensuring there are no barriers to the development and progression of staff with a disability.
- Ensuring managers are aware of how they can support staff who are sick or absent from work.
- Valuing and listening to feedback from staff with a disability.
- Reviewing the Disability Confident Employer self-assessment regularly.

## Progress against our Equality Objectives

The College has set a number of key Equality and Diversity objectives. Equality policy and practice is monitored by the Equality and Diversity Committee which is chaired by the Vice Principal. As part of the 2016/17 Annual Report, the College decided to add two additional equality and diversity objectives:

- **To further enhance learner voice pathways and support mechanisms for minority groups of learners**
- **To raise aspirations and narrow achievement gaps for learners from Widening Participation postcodes and disadvantaged backgrounds**

These have been included as objectives 5 and 6. A summary of progress against the objectives can be seen in the following table:

<b>PROGRESS - EQUALITY AND DIVERSITY OBJECTIVES</b>
<b>1: Create equality of opportunity for all learners by maintaining a positive College community</b>
<ul style="list-style-type: none"> <li>• The College has worked hard to create opportunity for all by narrowing achievement gaps. Ofsted in 2016 identified that “Managers identify underperformance of groups of learners and act quickly to tackle inequality in achievement.”</li> <li>• Inspirational guest speakers and external organisations, including a wide range of employers, public sector representatives and the voluntary and faith sector have supported the development of learners throughout the College and curriculum areas. For example: <ul style="list-style-type: none"> <li>- The College welcomed guest speaker John Williams who suffers from cerebral palsy and has overcome life-limiting obstacles. John shared his story with learners, challenging perceptions of disability and encouraging them to identify areas where personal circumstances have falsely defined them.</li> <li>- State of Mind Sport is a charity that raises awareness of the issues surrounding mental health and wellbeing. Guest speakers from the Charity visited the College and encouraged learners to ‘Accept Who You Are’, emphasising and celebrating the differences and similarities between us regardless of age, skills, personality and lifestyle.</li> <li>- The College welcomed guest speaker Luke Ambler, a former professional rugby league player to talk with our learners regarding Mental Health. Luke is a well-known aspirational sports star within our area, and so many of our learners had knowledge of Luke's rugby league career. Luke however shared his very personal story of the effect of young male suicide within his own family. Learners signed up to ‘It's okay to talk’ and took selfies and retweeted them – indeed the college has retweeted the selfies in order to promote awareness of importance of talking therapies in terms of suicide prevention.</li> </ul> </li> <li>• Learners at Leigh College have taken part in the Leigh Christmas Challenge to raise money for the regional campaign -Cash for Kids Mission Christmas. This charity aims to provide a Christmas gift for 16,000 disadvantaged children across our region. Learners and staff collected both gifts and raised money to buy presents for this charity. Learners shared they were not aware of the numbers of children living in poverty the North West region, and indeed were happy to contribute and raise awareness of the socioeconomic issues within our local community.</li> <li>• The Additional Learning Support Team held numerous promotional activities across the year to raise awareness of different disabilities and to help de-stigmatise support for these. These have included celebrating: ADH Awareness Week, National Eating Disorder Awareness Week and World Mental Health Week.</li> <li>• College Chaplaincy continues to offer pastoral and personal support for staff and learners of all faiths and none, giving precious time and space to contemplate, explore emotions and morality with an emphasis on personal wellbeing.</li> <li>• The Confucius Classroom provides free Mandarin lessons and Tai Chi classes which are available for staff and learners.</li> </ul>

## **2: Provide a supportive ethos and high levels of mutual respect where discrimination is not tolerated and barriers to learning are removed.**

- Equality and Diversity champions for each curriculum area lead and support the promotion and embedding of Equality and Diversity within the curriculum area making topics relevant, celebratory and open for discussion. Activities promote respect for diversity and interpersonal equality among learners fostering classrooms that are participatory, co-operative, and democratic.
- Equality and Diversity Champions shared that staff in their teams felt more confident when managing discussions around different protected characteristics.
- Friday morning Learning Community training sessions have promoted this objective to further develop Teaching and Learning.
- Equality and Diversity is included in the new staff induction process.
- Equality and Diversity has been built into the Assessor Handbook and Apprentice Induction Handbook and will be built more robustly into Employer & Apprentice Inductions. Reviews have been adapted to include Equality and Diversity.
- The impact can be demonstrated in the latest Ofsted report in 2016:

*“Staff at all levels skilfully promote the value of diversity, so that learners demonstrate mutual respect and tolerance towards each other.”*

*“Teachers and tutors promote equality and raise awareness of diversity skilfully during lessons. They use topical subjects, such as the recent Presidential election in America, to stimulate debates on the principles of democracy, tolerance and respect.”*

*“Apprentices show respect for, and value the opinion of, staff and their peers. They have a good understanding of equality and diversity and how these themes may affect their practice in the workplace.”*

## **3: Reinforce the importance of disclosing personal information such as specific learning difficulties/disabilities, sexual orientation, and ethnicity by promoting how this information is used to drive equality forward and foster good relations.**

- Enrolment form amended for 2017 and enrolment process reviewed to include late enrolees more effectively.
- A management information cross-referencing exercise has been completed. This has led to learners with difficulties and disabilities who may initially ‘have slipped through the net’ being contacted and offered support.
- All learners who had refused an initial offer of support have now been re-contacted twice and re-offered support. Parents of 16-18 year olds who have refused support have been contacted. As a result of these and other mechanisms, participation rates for ALS are extremely high with 97% of learners with learning difficulty/disability/mental ill health, (live disclosures) accessing some form of additional support.
- The Equality and Diversity data collection form is now included in application packs rather than just upon appointment of staff.



- A new HR and Payroll system tender process was completed with the specification including all Equality and Diversity data collection requirements. Staff training has now commenced.
- The College achieved the Level 2 Disability Confident in September 2017.
- Equality and Diversity champions have lead the way in promoting disclosure and liaising with the College Management Team to look at ways to enable staff to feel secure and supported. Factsheets and information will now replace the poster idea, and information disseminated through the staff newsletter.
- Stonewall leaflet was disseminated through ESS in March 2018 to further encourage staff to disclose information.
- Equal Opportunities data scorecard populated by HR on a monthly basis to capture staff information in relation to protected characteristics. In-year progress made in reducing non-disclosure – see Our Staff section.

#### 4: Actively promote non-stereotypical recruitment and support attainment

- Ofsted identified how well the College addresses the diverse needs of learners. *“The integration of learners with high needs into mainstream college life is highly effective.”*
- Case studies developed for 5 female engineers launched on Women in Engineering day on 23 June 2017.




**LAUREN CLARKSON**

**Course:** HND Mechanical Engineering

“I studied A Levels after leaving school and was initially unsure of a career pathway but my passion for engineering was my inspiration to apply for the apprenticeship scheme. As a woman in engineering I find my role empowering. I’ve been provided with the opportunities, knowledge and inspiration to succeed”.

**Currently employed by:** Sellafield Ltd

- Other case studies developed for prospectus included: male florist, male hairdresser and male health & social care



**SARAH WEST**

**Former School:** Bedford High School

**Course:** Level 1 Carpentry & Joinery

“I enjoy the course because I’m learning how to use the tools properly and I get shown instead of being told by people there is no point because I was a girl and I don’t need to know.

“I don’t mind being older and back in the classroom. We all get on really well and I’d advise to take yourself out of your comfort zone as it could be worth it.”

- Photographer has updated images from all curriculum areas. These were used on the website and in the new 2018-19 marketing materials.



- Consultants have been appointed, as part of a College project to re-develop the dashboard to include Equality and Diversity related data.



**KIRSTY WRIGHT**

**Former School:** Southlands High School

**Course:** Level 2 City & Guilds Automotive

"I like the course as I enjoy working with my hands and there are lots of practical tasks."

"We are always doing something new and the work is interesting. I don't mind being the only girl on the course as we all just get along and I have been made to feel welcome."

### 5: To further enhance learner voice pathways and support mechanisms for minority groups of learners

- Student Council was launched in Wigan in 2017 and provides an opportunity for students to discuss key items and share ideas for development direct with an Assistant Principal. Leigh group launched in December 2018.
- Student Council and Heads of Studies have introduced three new groups:
  - Young Carers
  - LGBTQ / BeYOURSELF group.
  - Young Professionals (a group designed to link with Youth Chamber, gather key information from all groups and promote opportunities, key issues and activities for all)
- New in September 2018:
  - Sustainability and H&S group (group name to be confirmed)
  - Promoting good mental health and inclusive practice (group name to be confirmed)
  - Entertainment and marketing (group name to be confirmed)
  - BME group (group name to be confirmed)
- New strategies and activities introduced to encourage quieter students to make friends and engage in new activities, for example the 'Yu-Gi-Oh' group, Let Love Grow event, 8 Days of Christmas and the Chaplaincy group: with over 40 completing the ALPHA programme, this is for all faiths and none but is a safe space to be faithful.
- Let Love Live campaign was launched in February 2018 as a cross college/all campus event which was a celebration of difference, kindness and respect to each other; this week also embedded LGBT month activities. Let Love Grow is planned for Feb 2019
- Democracy day event held in term 1 (2017); planned for term 2 in 2019
- More regular and diverse events have taken place in common spaces such as the refectory in the Parsons Walk campus, which has seen an increase in engagement and interaction between student groups. At the Student Conference, attended by students from all Wigan and Leigh sites, guest speakers included Wigan Council Young Carers team, The Brick homelessness project, Maxine Mealey, Assistant Principal (learner voice and empowerment) and key note speaker Ray Douglas – 'Gangology' and Equality & Diversity lead.

- The ESOL study programme students have attended more external trips this year. A significant number of adult ESOL students have been pro-active in supporting and planning a range of celebration/raising awareness events such as 'A Right Royal Wedding', The World Cup diversity challenge, Let Love Live etc.
- Bespoke tutorial presentations/activities have been added to enhance knowledge and to create a safe space to question and discuss daily practices in the U.K.
- The Tackling Activity team deliver weekly sports and healthy activity sessions which have been a success with ESOL students, plus interaction with other students in terms of lunchtime activities provided by the team has been positive.
- Adult learner voice approaches added to college quality calendar.
- Planned Personal Tutor rep meetings for Discrete Adult courses (Access) once each term. Planned Head of Study led meetings with Personal Tutor reps once each term. Commenced new academic year 2018.
- Planned Head of Studies led programme focus groups once each term for adult learners infilling into study programmes. Commenced in new academic year 2018.
- Planned targeted focus groups for Discrete Adult Courses (with no personal tutor) agreed with Heads of Department. Once each term

#### **6: To raise aspirations and narrow achievement gaps for learners from Widening Participation postcodes and disadvantaged backgrounds**

- A support group for learners with Autistic Spectrum Disorder difficulties, has been set up as an enrichment offer ('Comic Capers')
- An ALS autism specific newsletter has been created which learners can contribute to. This has led to opportunities for students to network with each other and builds supportive peer relationships as well as providing advice and guidance to students.
- Student Review Board class information lists have been enhanced to clearly identify High Needs learners. An overall report has also been produced to monitor all High Needs learners in one report
- Head of Studies are leading on a project with Wigan Borough Council focused on Looked after Children and Care Leavers – advocacy and understanding project.
- Plan in place for Virtual School to attend to provide training for all personal tutors
- A new system trigger via MIS has been set up to alert Heads of Study when a Looked After Child is about to become an external care leaver. Achievement rates now exceeding College average achievement rates which are significantly above national rates
- The College's Aspire strategy and careers programme has been used to inform, inspire and engage students to raise aspirations. National Careers Week & National Apprenticeship Week took place in March 2018 and students attended employer talks with a range of employers including Aldi, Vodafone, NHS and TUI. In addition the FAB Futures team have delivered tutorials around next steps and progression opportunities during the spring term.

# Our Community

The last census took place on 27 March 2011 with the results creating a snapshot of the Borough's population.

Male/Female ratio	Approximately 50%/50%
Average Age	40 years
Born in England	95.0%
English as a first language	98.1%
Other languages (Polish)	0.4%
Religion - Christian	77.8%
Religion - Muslim	0.7%
Religion - other	0.5%
No Religion	15.0%
Married	46.6%
Cohabit – opposite sex	12.9%
Cohabit – same sex	0.7%
Single	23.5%
Separated/Divorced	9.0%
Ethnicity - White British	95.5%
Ethnicity - Other White	1.3%
Ethnicity - Asian/Asian British	1.1%
Ethnicity - Other	2.1%

## Our Learners – Headline data

We serve a local area which is predominately White British (95.5%). Some people in our communities experience disadvantage and deprivation due to social and economic hardship. During 2017/18, 55% of 16-18 learners and 57% of adult learners came from disadvantaged areas. The College continues to grow in size despite a demographic downturn for 16-18 learners and the following sections identify the volume of learners from different groups.

Provision is divided into three areas of provision:

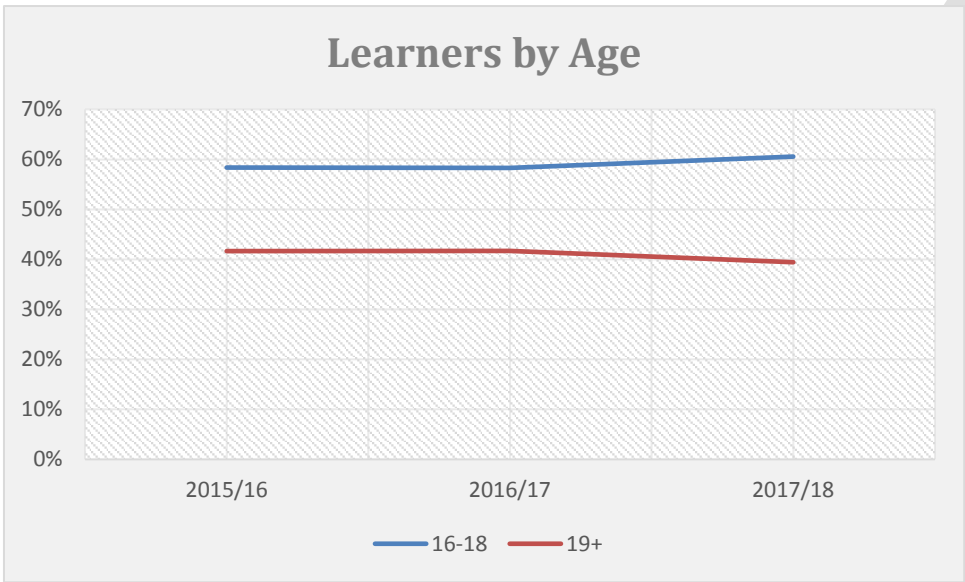
1. Education and Training: this is the largest area accounting for the vast majority of the College's provision. It includes classroom based provision for 16-18 and adult learners
2. Apprenticeships: this includes direct College apprenticeship provision and provision managed through a sub-contractor
3. H.E: this includes learners on Pearson HNC/HND provision and learners completing provision at College in partnership with UCLan.

The volume of provision identified in the tables below is determined by the number of courses taken by cohorts of learners rather than the actual number of learners.

# Our Learners – Education & Training participation rates and performance

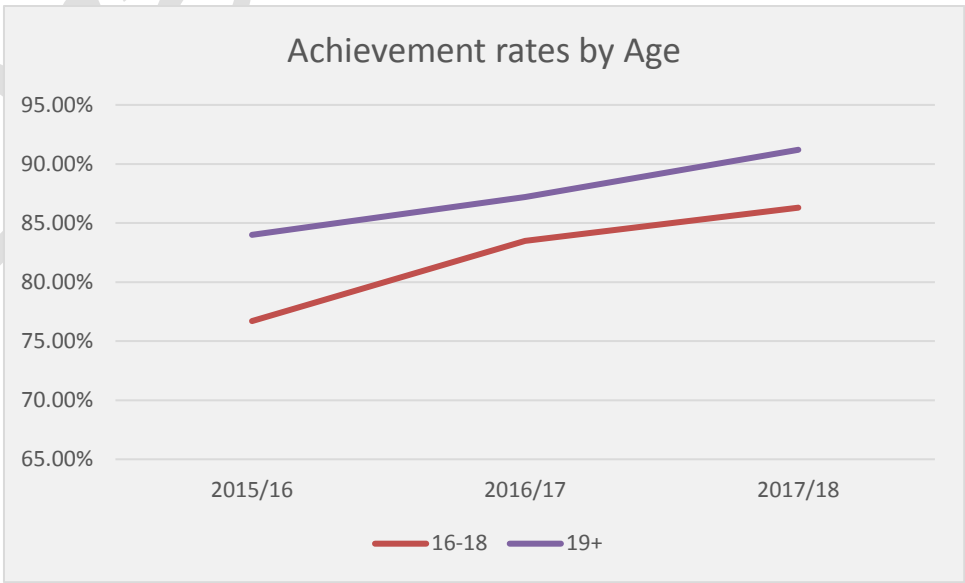
## Learner participation by Age Group

The largest cohort of learners attending College provision is the 16-18 age group.



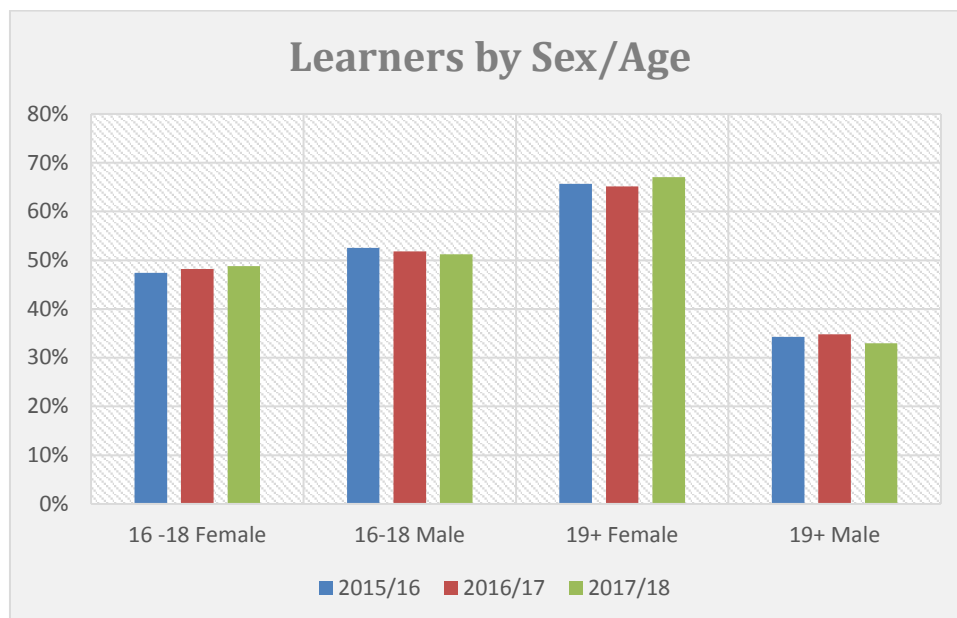
## Achievement rates by Age Group

On a national basis, adults achieve at a higher rate than 16-18 years by approximately 7% points and this trend is mirrored within College Achievement rates. Both 16-18 and adult achievement rates have continued to improve and remain considerably higher than national averages.



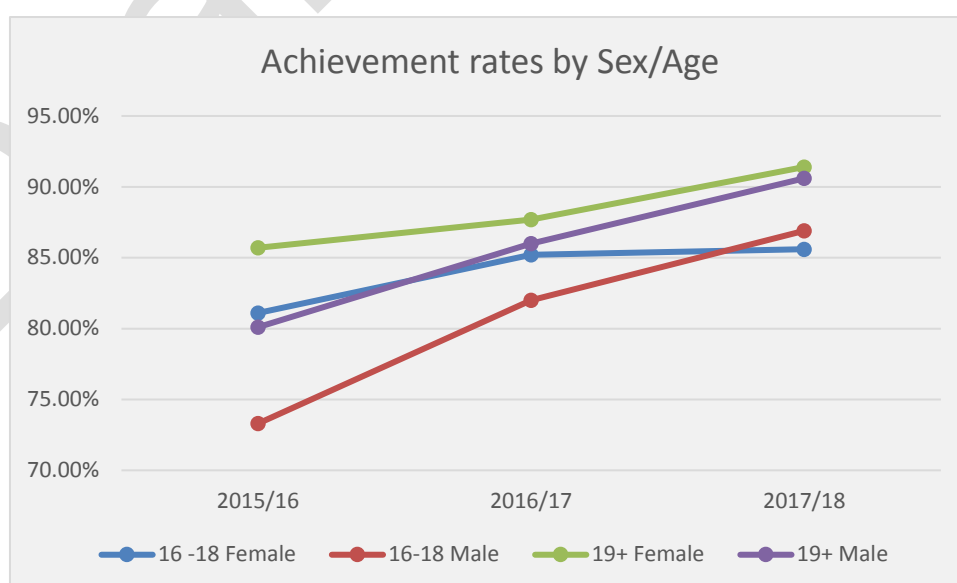
## Learner participation by Sex

For 16-18 learners, the participation gap is closing between male and female learners. Adult participation rates at College remain high for female learners at 67%. The spread of recruitment demonstrates that males are under-represented with the current adult offer.

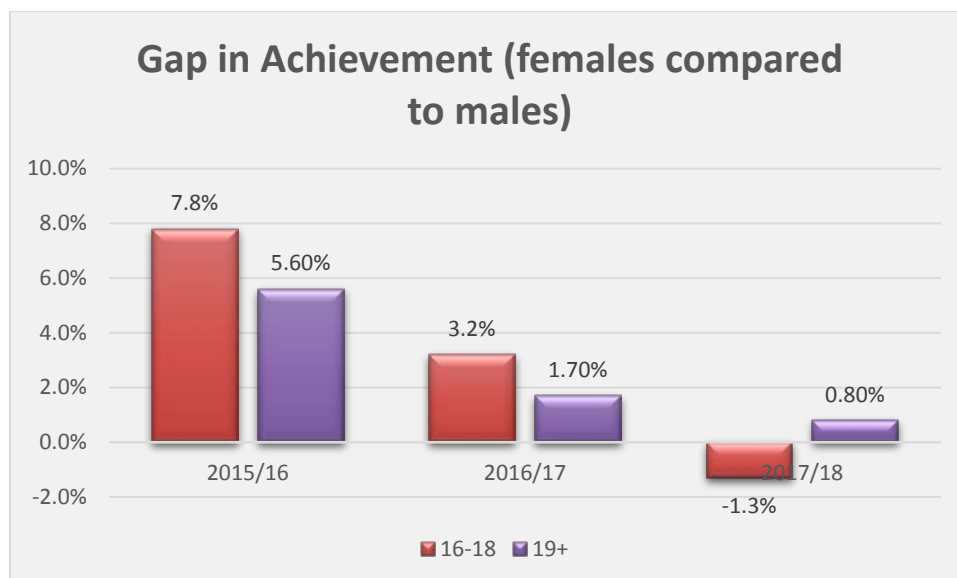


## Achievement rates by Sex

Achievement rates have improved for all cohorts of learners with the exception of 16-18 females where achievement rates have remained static. These still exceed national rates. There has been a swing of nearly 14% points in the achievement rates for 16-18 males over the three year period compared to an increase of just over 4% points for 16-18 females. The achievement rates for male adult learners has also improved significantly by over 10% points over the same three year period; this compares to nearly 6% points for female adults.

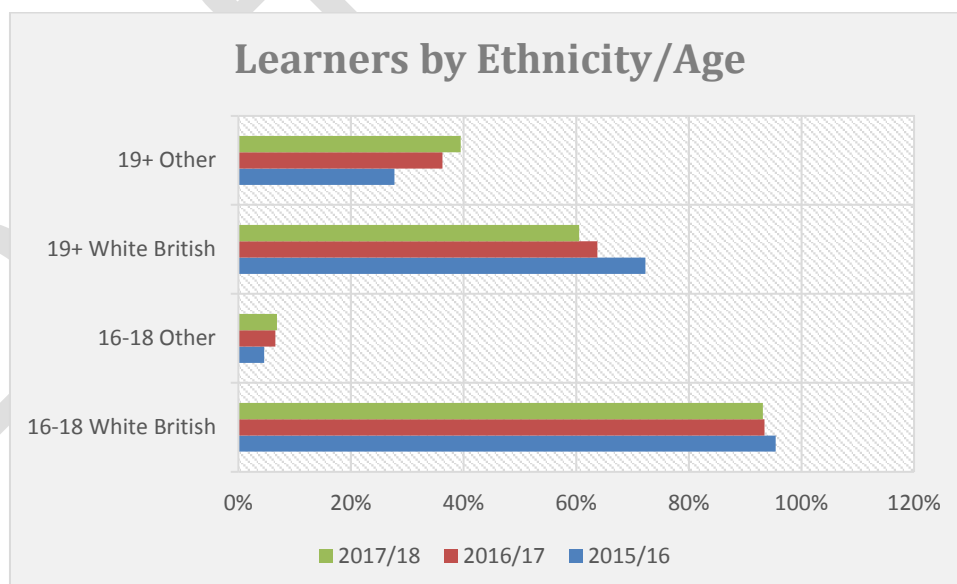


The gap between male and female learners has narrowed for both 16-18 and 19+ learners with the gap now closed for 16-18 male learners. In line with static growth in achievement rates for 16-18 female learners, this now needs to be monitored closely although the gap still remains small at 1.3% point when compared to males.



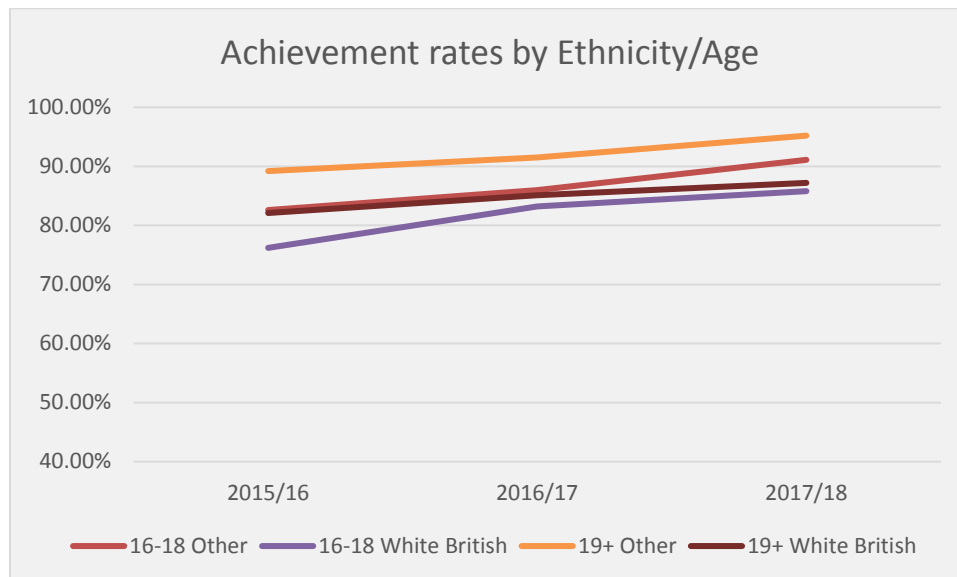
### Learner participation by Ethnicity

The proportion of learners completing qualifications at College that do not identify as White British is increasing for adult learners (28% in 2015-16 to 38% in 2017-18). This is mainly a result of an increase in participation on ESOL courses (English as a Second Language). 16-18 participation rates are slightly higher than the local population (as compared to the last census) with regards to participation of learners that do not identify as White/British.



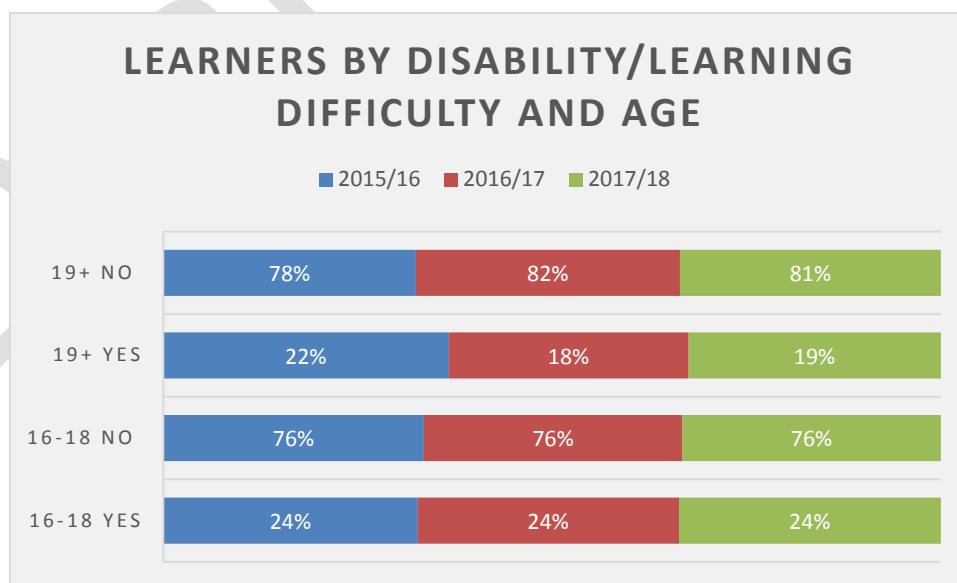
## Achievement rates by Ethnicity

Achievement rates for all groups are above national rates. Learner who do not identify as White/British continue to have higher achievement rates for both 16-18 and adult cohorts. Although there is an improvement between 2016/17 and 2017/18, the rate of achievement rate progress has slowed for White/British learners.



## Learner participation by Disability/Learning Difficulty/Health Problem

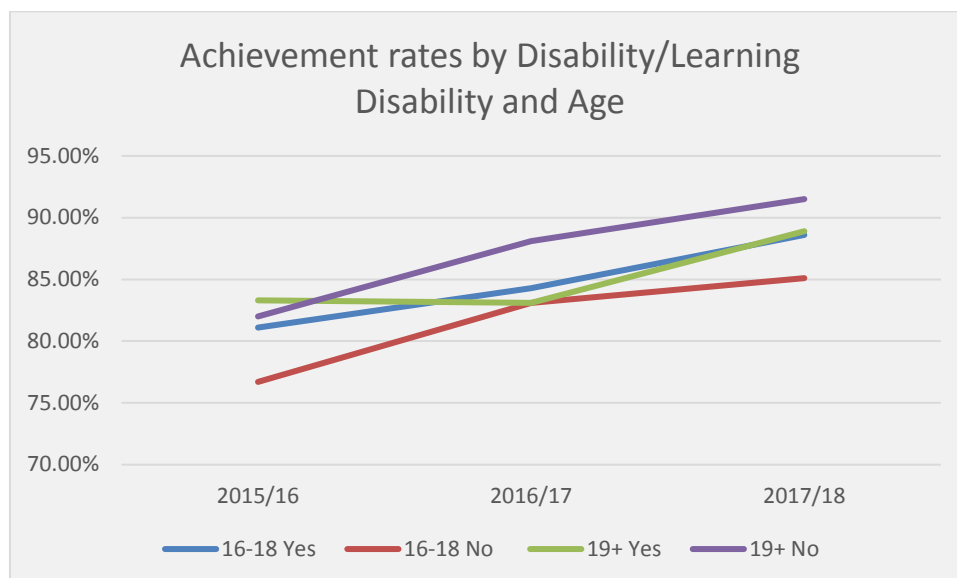
The College has comprehensive mechanisms to encourage learners to disclose any disability, learning difficulty or health problem. The proportion of 16-18 learners with a disability/learning difficulty or health problem remains consistent at 24% with a slight decline for adult learners since 2015-16.



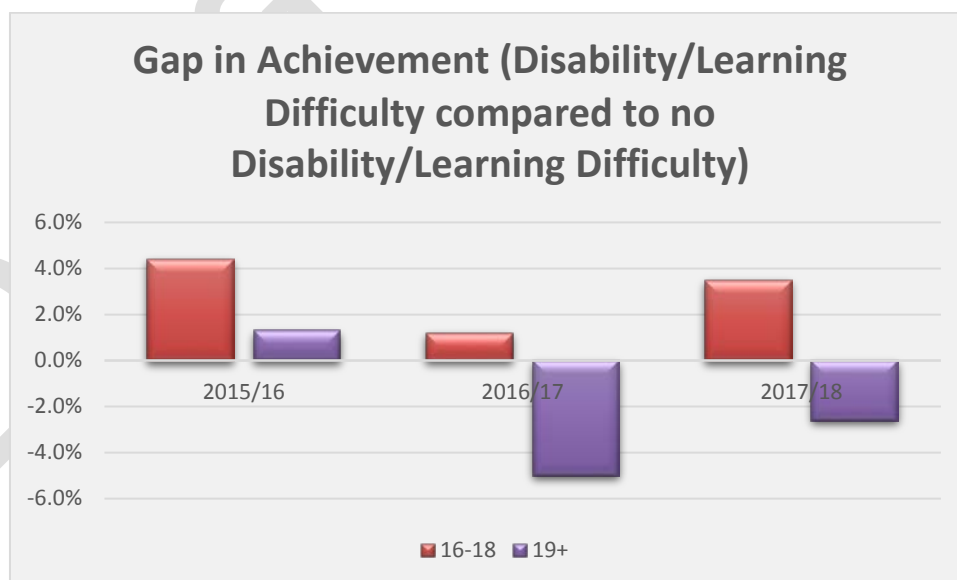


## Achievement rates by Disability/ Learning Difficulty

For 16-18 learners, learners declaring a disability/learning difficulty perform particularly well with achievement rates higher than for those learners that do not declare a disability/learning difficulty. For adult learners, achievement rates have improved for learners declaring a disability/learning difficulty but these remain lower than for learners that do not declare a disability/learning difficulty. All groups perform better than national rates.

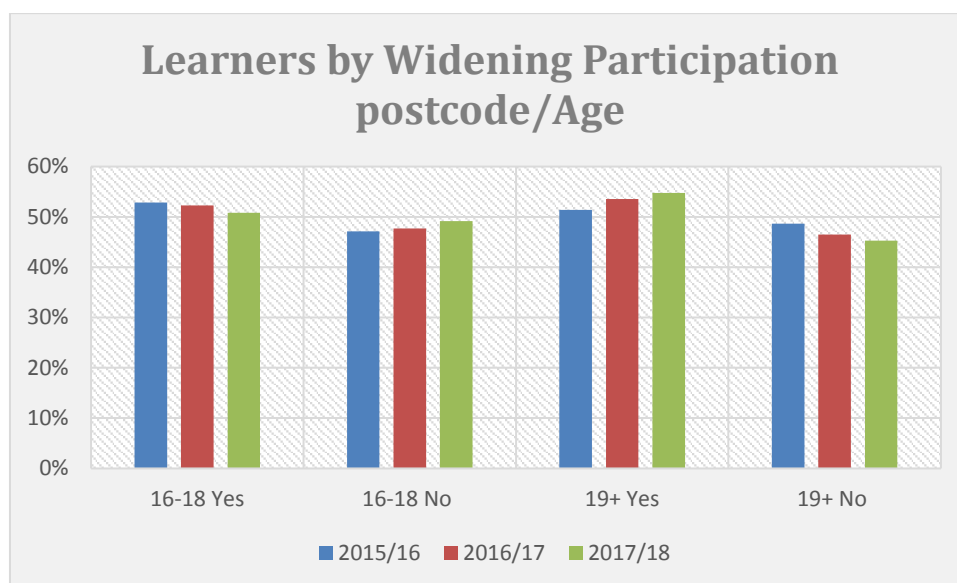


For 19+ learners, the achievement gap is narrowing from 5% points to 2.6% points. For 16-18 learners, achievement rates are now over 3% points higher for learners declaring a disability/learning difficulty.



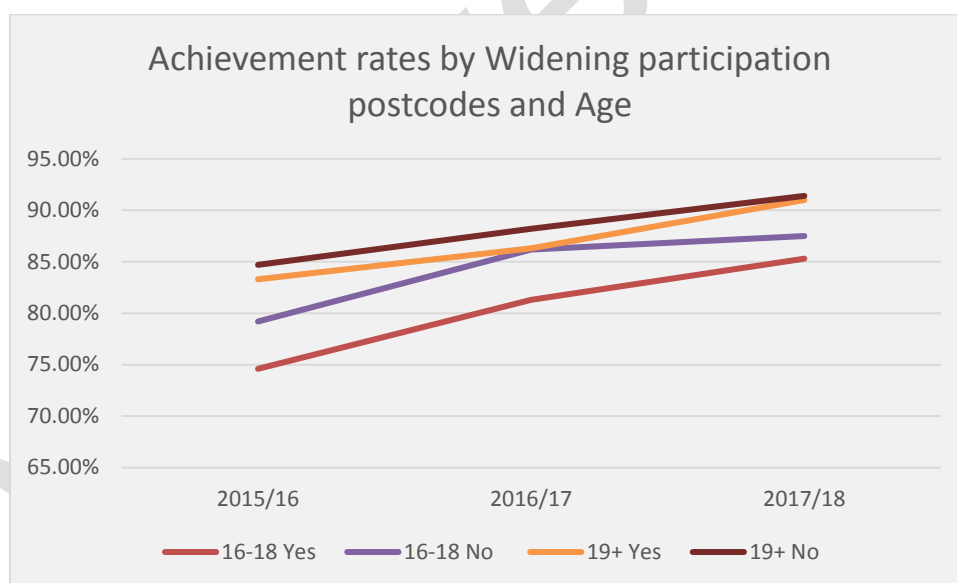
## Learner participation by Widening Participation Postcodes

Deprivation due to social and economic hardship can be measured by postcode analysis and the data shows that the majority of our learners attend College from widening participation postcodes. The proportion of 16-18 learners from a Widening Participation postcode is decreasing whilst this is increasing for adult learners.

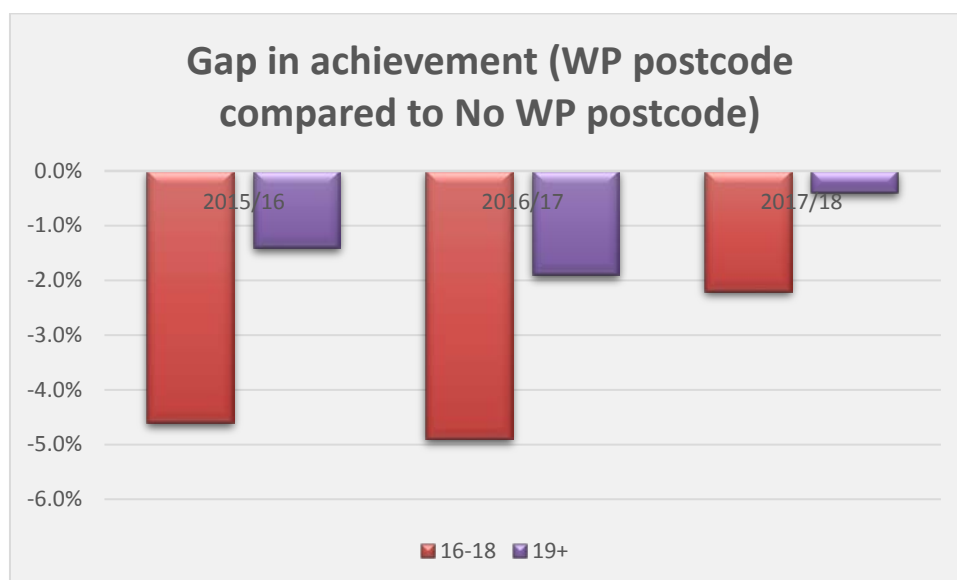


### Achievement rates by Widening Participation postcodes

Learners living in an area of social deprivation (Ward Uplift) have improved achievement rates over the last two years for both 16-18 and adult learners.



The gap in performance has closed considerably between 2016/17 and 2017/18; this was included as a new Equality Objective last year and the actions taken demonstrate positive impact.



### Success by learners receiving Additional Learning Support

Learners who require Additional Learning Support continue to perform well with the support provided helping them to achieve in line with learners that do not require such support. The following case study demonstrates the continuous high level of performance in this area.

#### Case Study - Jonny

Jonny joined the college in 2013 on a two year Level 3 Diploma in IT. Jonny has a diagnosis of Autistic Spectrum Disorder, (ASD). Prior to joining the college, the Additional Learning Support Team worked closely with Jonny to help support his transition from school and prepare him for college life.

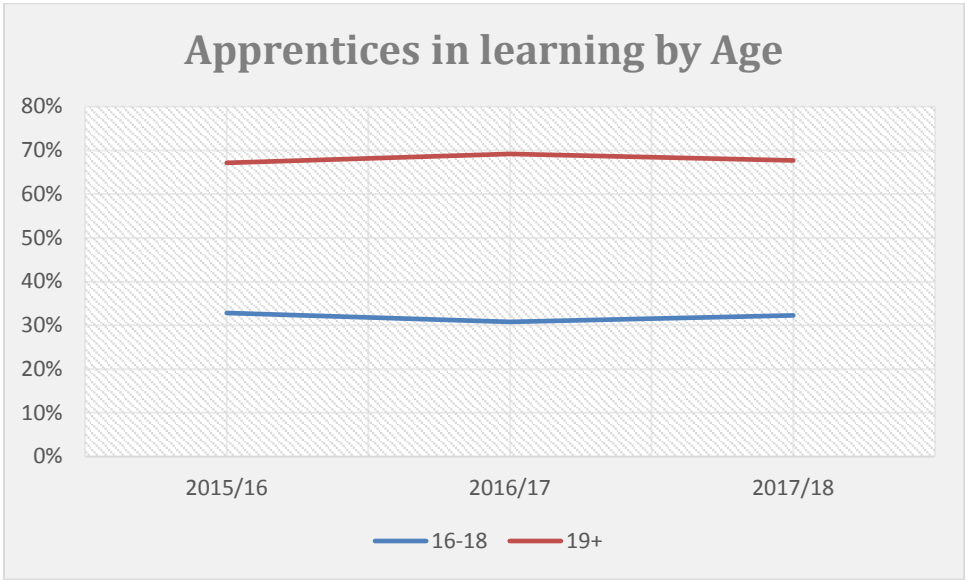
During the first year of his programme, Jonny had one to one support at all times to ensure he had understood verbal and written information and instructions and to help him manage his anxiety levels, which at times could be high due to the nature of his ASD difficulties. By working closely with Jonny around his anxieties, the Additional Support Team were able to significantly reduce the level of support Jonny received during the second year of his programme, enabling him to work far more independently.

With appropriate support, Jonny made incredible strides in his learning, developing both his academic and social skills. In 2015, Jonny progressed to Higher Education at Wigan and Leigh College, successfully completing a HND in IT 2017. During this time Jonny secured temporary employment as a Games Tester for Sony. He was offered a permanent position but turned this down to continue his studies. Jonny completed his BSc (Hon) Computing Degree at the University Centre, Wigan and Leigh College gaining a 2i; he has subsequently progressed to Edge Hill University and is now completing his Masters.

# Our Learners – Apprenticeship participation rates and performance

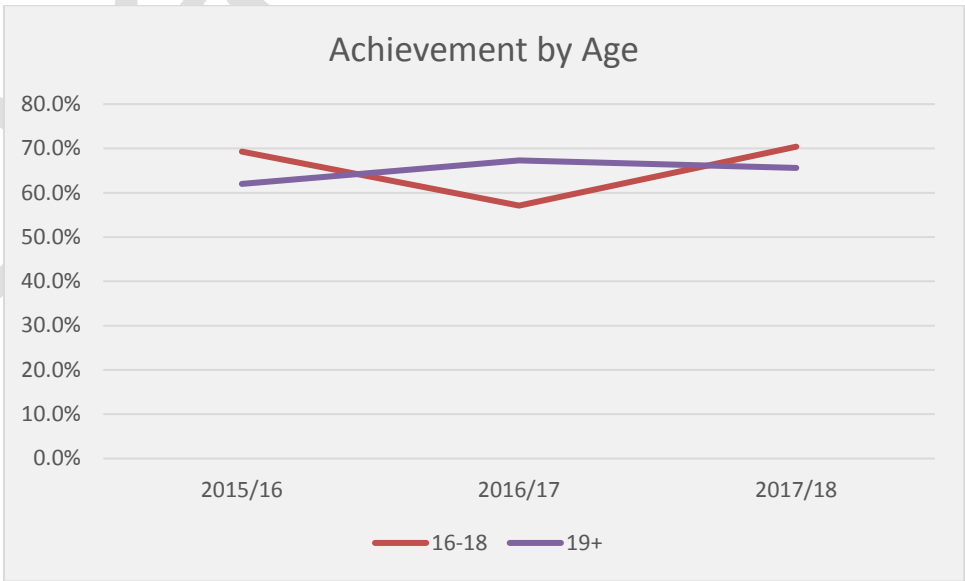
## Learner participation by Age Group

Participation rates by age group have remained relatively consistent since 2015-16.



## Achievement rates by Age Group

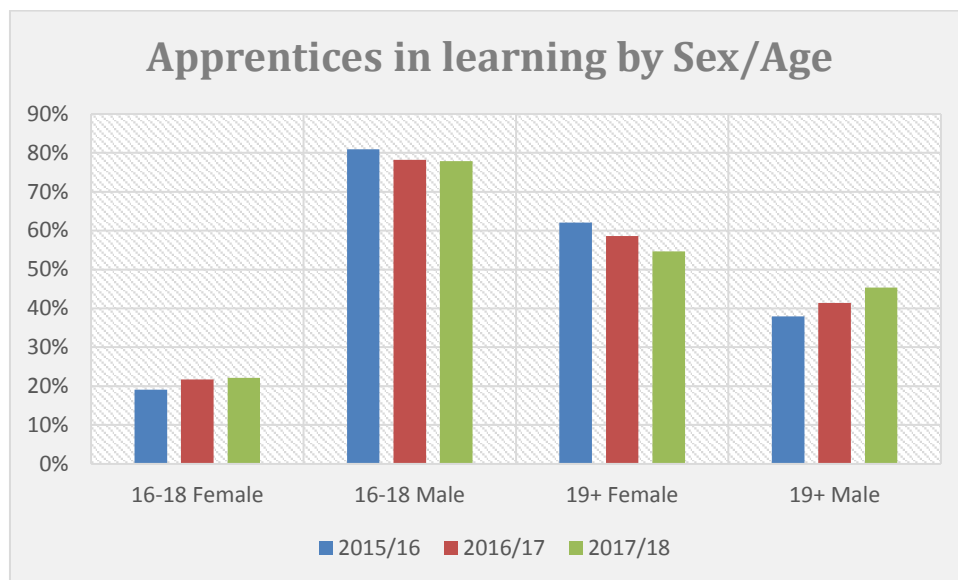
Following a decline in 2016/17, achievement rates have improved to above national average for 16-18 learners in 2017/18. There has been a slight decline for adult learners.



16-18 and 19+ achievement rates are closing and are now within 5% points

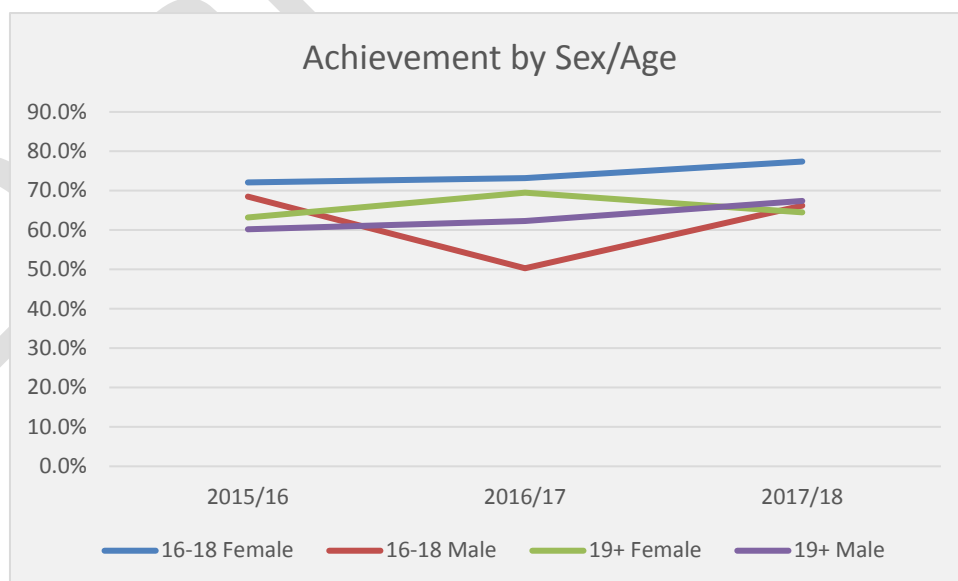
## Learner participation by Sex

There continues to be significantly higher numbers of 16-18 male apprentices as a result of STEM provision at the Pagefield campus. There is a narrowing in participation rates for adult male apprentices although sub-contracted provision is significantly weighted to frameworks that attract female apprentices.



## Achievement rates by Sex

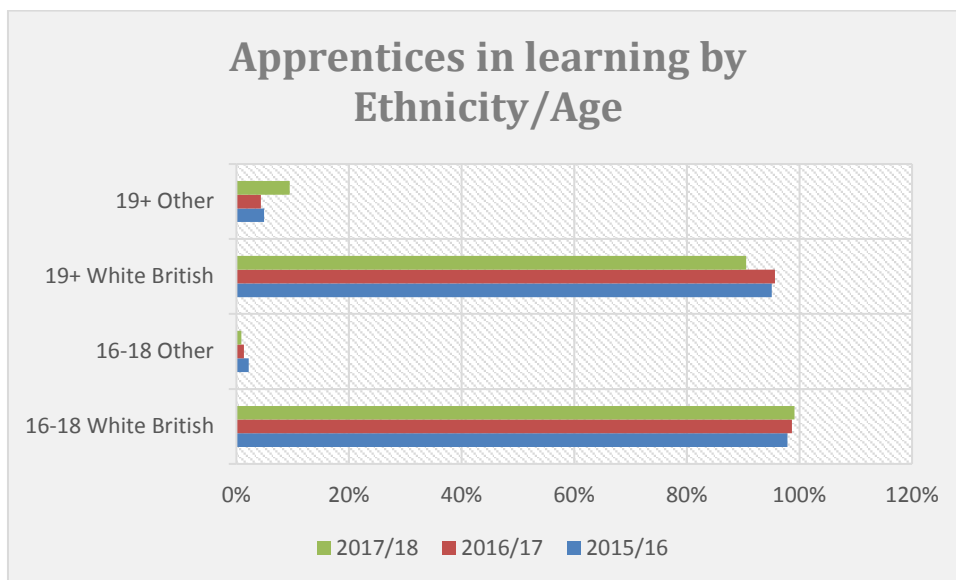
16-18 male apprenticeship achievement rates have improved significantly although 16-18 females continue to perform better with a three year trend of improvement. Adult male achievement rates also demonstrate an improving trend although there has been a decline in adult female achievement rates, mainly within the Health and Social Care sector.



The gap in achievement rates for 16-18 males has narrowed.

### Learner participation by Ethnicity

There is an under-representation of 16-18 BAME apprentices in line with the national picture with 1% of apprentices from this background compared to a population of approximately 5%). This accounts for 11 apprentices in 2015/16, 7 apprentices in 2016/17 and 6 apprentices in 2017/18. The increase in adult participation (9%) is a result of the wider catchment area for sub-contracted provision.

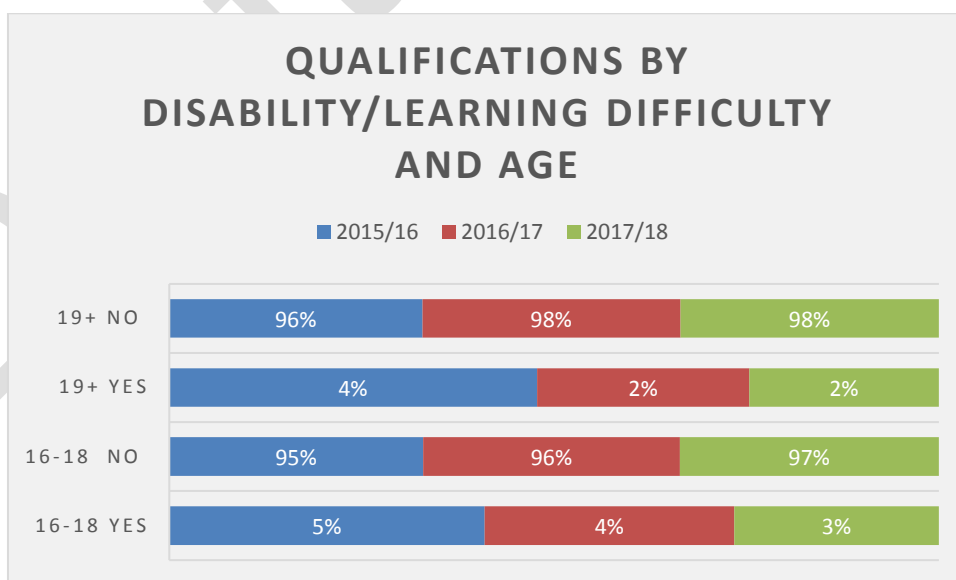


### Achievement rates by Ethnicity

Low numbers of apprentices from a BAME background provides unreliable data sets for comparison.

### Learner participation by Disability/Learning Difficulty/Health Problem

Participation rates of learners with a disability/learning difficulty are very low for both 16-18 and 19+ apprentice cohorts.



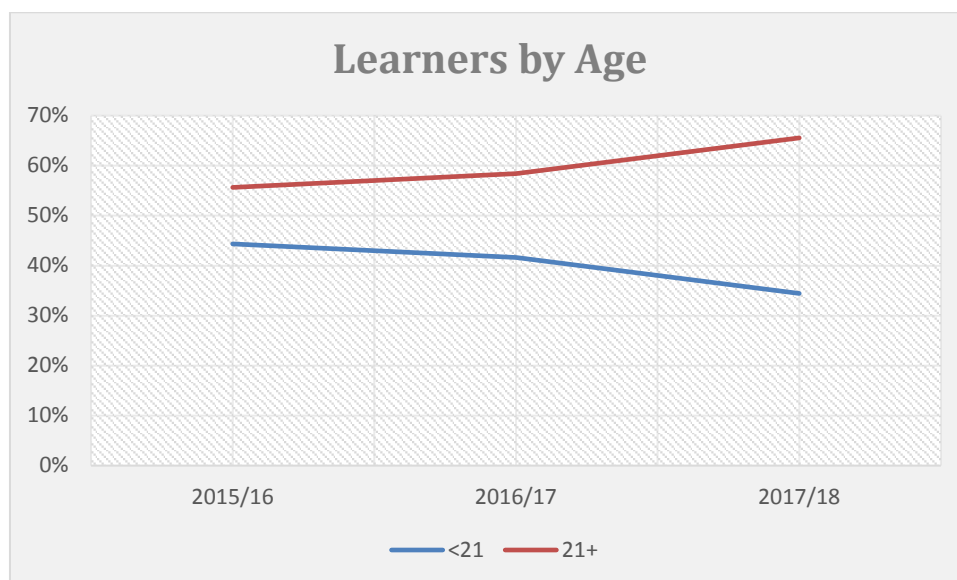
### Achievement rates by Disability/ Learning Difficulty

Low numbers of apprentices with a disability/learning difficulty provides unreliable data sets for comparison.

# Our Learners – Higher Education participation rates and performance

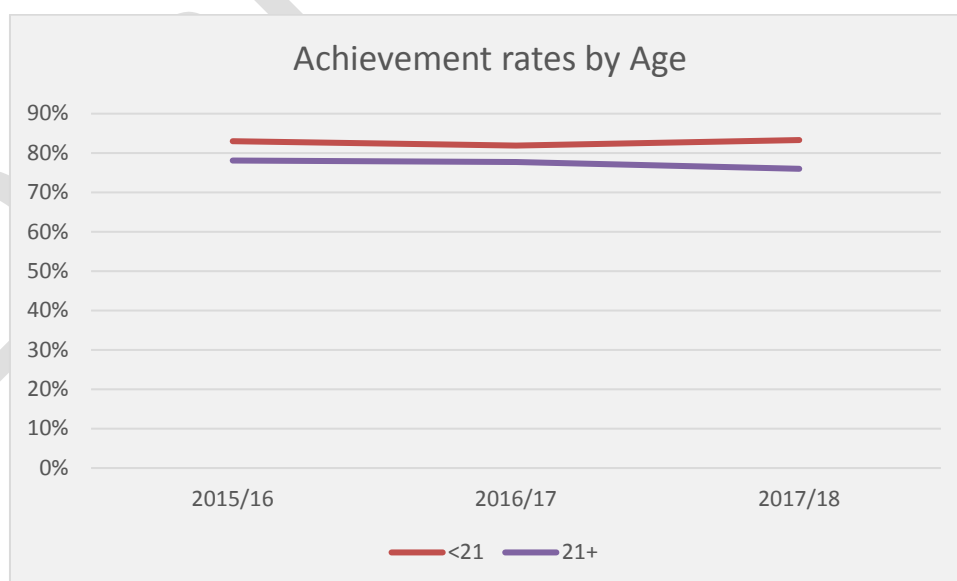
## Learner participation by Age Group

Mature learner (21+) participation rates have been higher than under 21 participation rates for three years with the gap widening in 2017/18.



## Achievement rates by Age Group

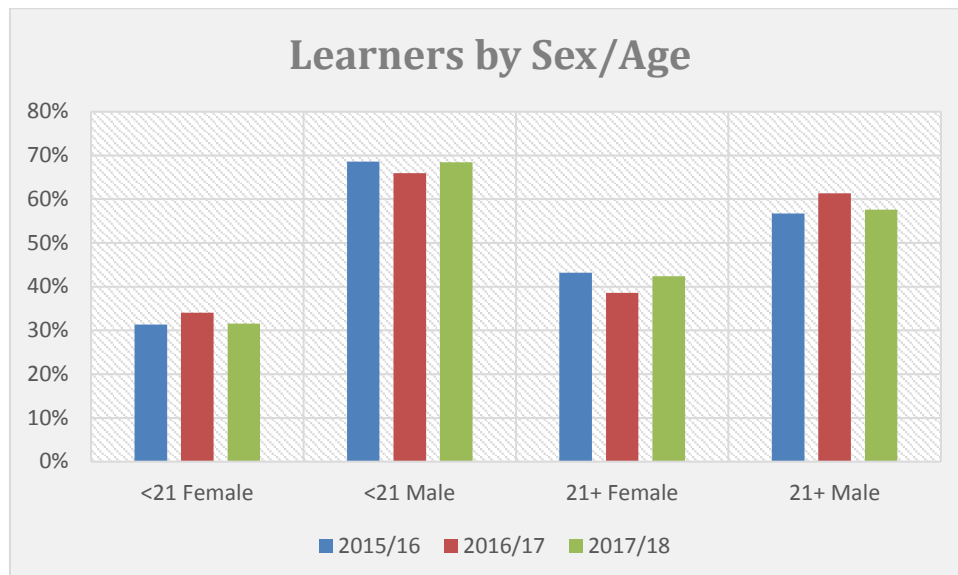
Achievement rates have improved for younger HE learners with a decline in achievement rates for mature learners.





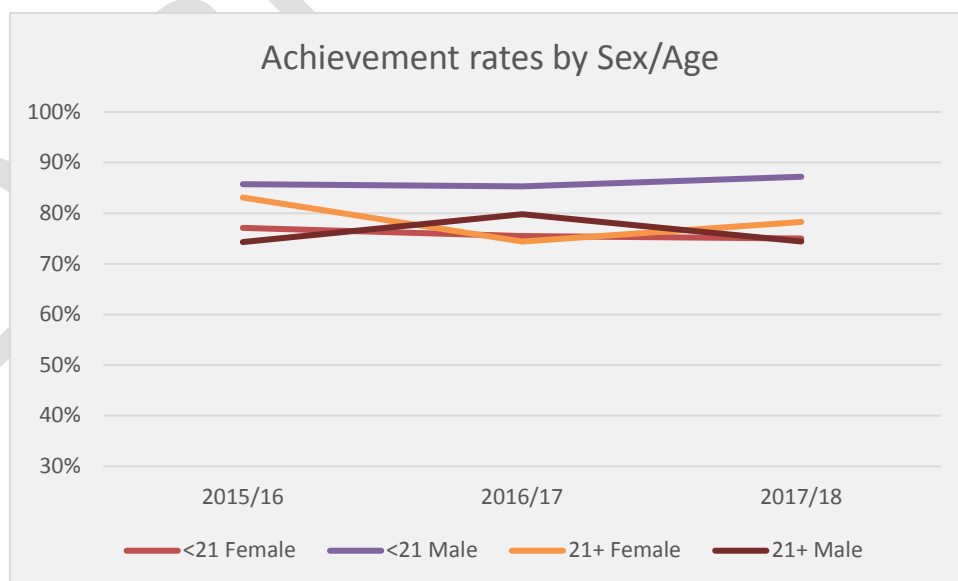
## Learner participation by Sex

Participation rates are highest in the mature category where the participation gap between males and females is closing although still dominated by male learners. In the younger cohort, male participation rates are significantly higher. This is a result of high concentration of male learners at the Pagefield campus studying Engineering and Civil Engineering courses.



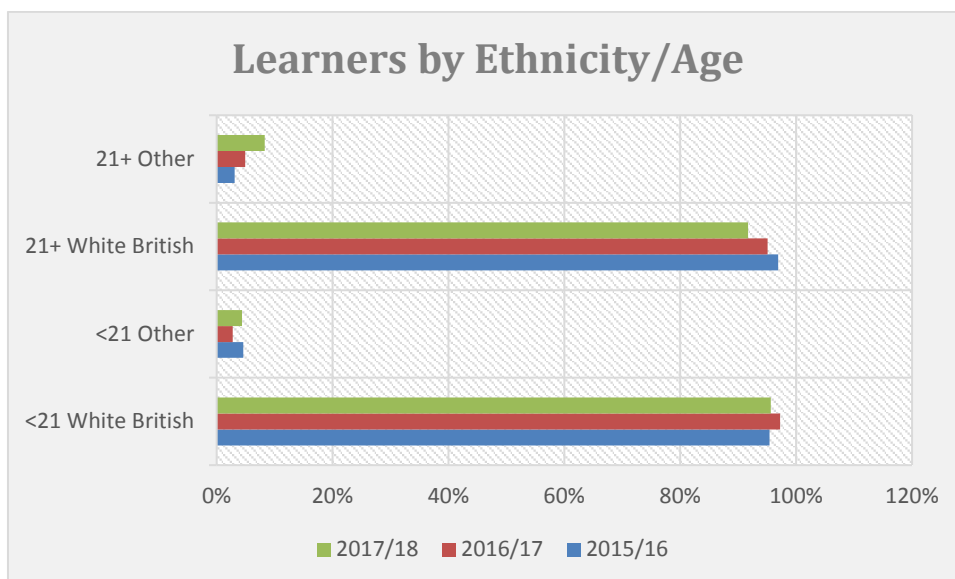
## Achievement rates by Sex

Younger males below the age of 21 perform particularly well compared to younger females where there is a decline in achievement rates since 2015/16. Achievement rates for mature male and female learners is inconsistent with a decline in mature male learners having most impact on overall achievement rates in 2017/18.



### Learner participation by Ethnicity

Participation rates for BAME learners is exceeding local population rates for BAME learners and is increasing particularly in the mature market. Overall numbers of learners are small at 13, 14 and 23 learners over the last three years.

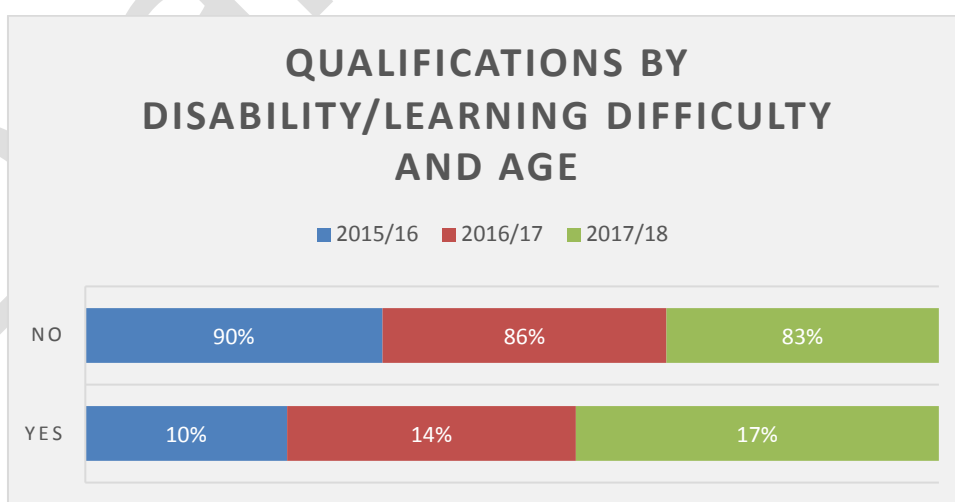


### Achievement rates by Ethnicity

Low numbers of learners from a BAME background provides unreliable data sets for comparison

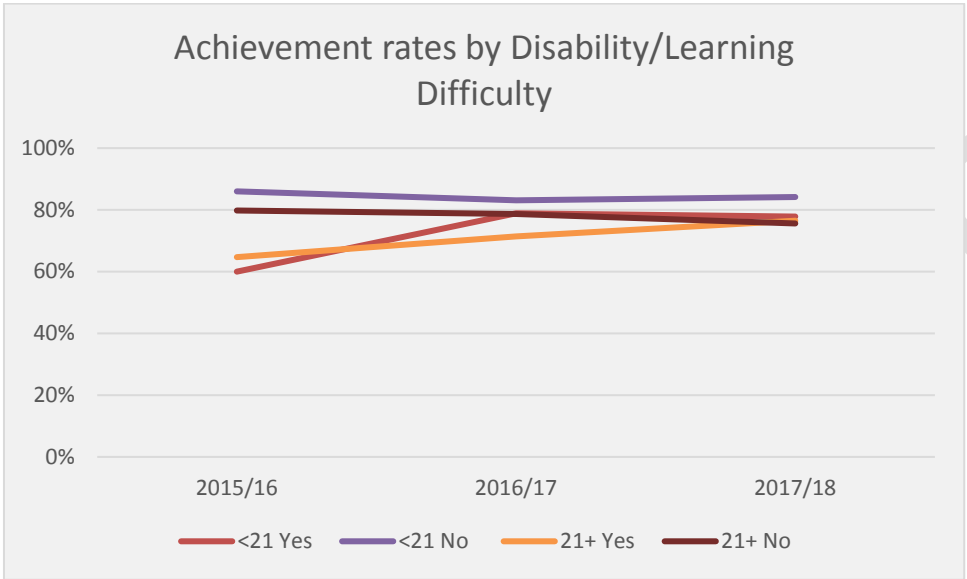
### Learner participation by Disability/Learning Difficulty/Health Problem

There has been an increase in the proportion of learners identifying that they have a disability/learning difficulty. This figure is now 17% compared to 10% in 2015-16.



**Achievement rates by Disability/ Learning Difficulty**

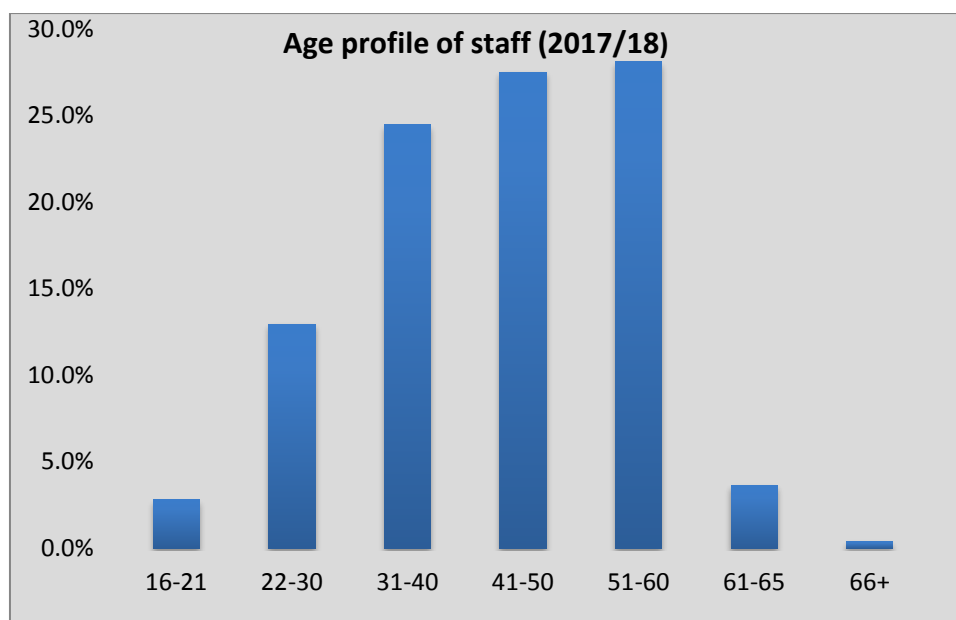
For those learners declaring a disability/learning disability, achievement rates improved significantly between 2015-16 and 2017-18. As such, the gap in performance has improved significantly for both cohorts since 2015/16.



# Our Staff

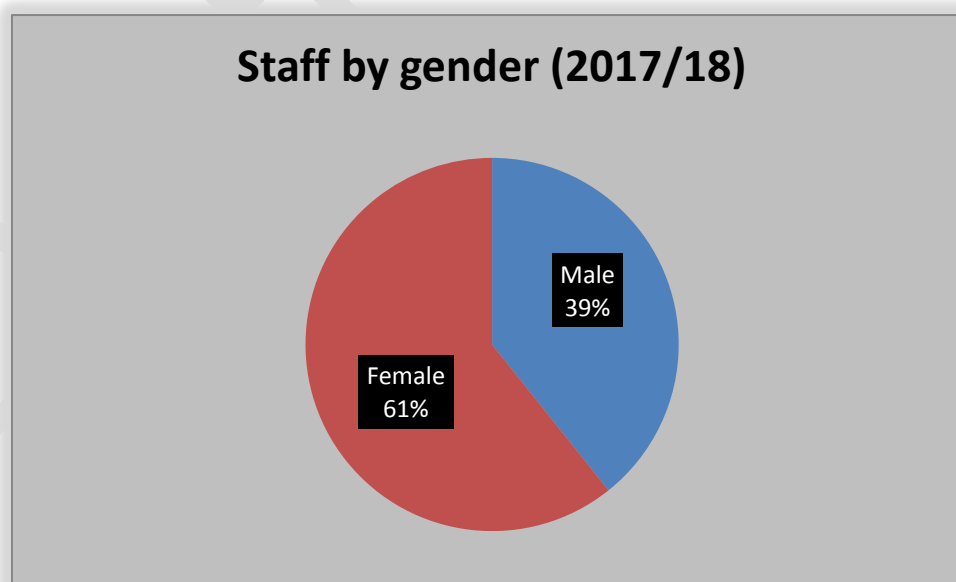
## Staff Age Profile

The College employed 494 staff at the end of the academic year 2017/18, including hourly paid staff. The age of Wigan and Leigh College staff ranges from 17 to 71 with the highest proportion of staff between 51-60 years.



## Staff Gender Profile

We currently employ more females (300) than males (194) at Wigan and Leigh College.



The gender profile for Wigan & Leigh College is slightly lower than the FE sector average which is 64% female. We actively promote non-stereotypical gender recruitment in our internal and external recruitment adverts as we endeavour to challenge the stereotypical recruitment cycle.

## Gender Pay Reporting

The gender pay gap is the difference between male and female earnings expressed as a percentage of male earnings. The publication for the first Gender Pay Gap Report was 30<sup>th</sup> March 2018.

The gender pay gap differs from equal pay. Equal pay deals with the pay differences between men and women who carry out the same jobs, similar jobs or work of equal value. The College pays on a grade system for job types so equal pay for a role is offered to all successful candidates regardless of their gender.

The College data prepared in line with the requirements of the report are detailed below.

GENDER PAY CALCULATION	COLLEGE DATA
Average gender pay gap as a mean average	6.05%
Average gender pay gap as a median average	25.48%
Average bonus gender pay gap as a mean average	0% variance
Average bonus gender pay gap as a median average	0% variance
% of Females who received a bonus	2.34%
% of Males who received a bonus	4.12%

The mean calculation for the College is 6.05%; this is below the national figure of 18% as calculated by the Office of National Statistics and well below that of the education sector as a whole which is reported as 25% with FE standing at around 10% (FE Week 2016).

The College figure also falls within the region of most UK organisations in that it reports a gender pay gap toward men, *"74% of organisations across the UK report a gender pay gap towards men"*. ([www.gov.uk](http://www.gov.uk))

The College median figure is 25.48% which reflects the high numbers of females within the organisation as well as the concentration of female workers in the part-time and term time roles at the lower part of the pay range. This is indicative of other education providers and reflected in the national picture with *"Seventy-three per cent of part-time workers are women, and 41% of women work part-time compared with 12% of men"*. (CIPD 2017)

The middle and upper quartile figures show even distribution of male and female (50/50 in Q3) and the upper quartile shows we have more women than men in our management roles. The College has a high number of females in management and senior management roles with 67% of its management team being female and 33% male. Of the Executive Team, similar proportions apply with 60% of the most senior roles in the organisation held by females. This shows that the College promotes and attracts women into these more senior roles successfully.

For the College, the median gap can be attributed to the range of flexible working arrangements offered by the College (i.e. term time roles) that work with the business needs of education.

The strategies in place to address the gap are as follows:

- The College continues to work on strategies to attract more males into part-time and term time roles through promotion of the opportunity to work in this way more flexibly.
- Support for women returning to work through further promotion of job sharing, compressed hours, part-time and term time opportunities, parental leave, shared parental leave and paternity leave which are all already options within the College.
- Encouraging men to take advantage of the policies and procedures already in place at the College around caring responsibilities.

- Consideration of the promotion of case studies of those who have already taken advantage of these policies.
- Further development of our working from home arrangements which are currently in place for academic staff during holiday periods that may influence male take up of more flexible working options in the long term.
- Development of strategies and induction for those returning to the workforce following a career break or maternity leave

### **Staff Disability Profile**

We currently have 26.52% staff who have not specified whether they have a disability. This figure has reduced from 31.9% last year. The percentage of staff who disclosed a disability during 2017/18 is 1.62% which remains similar to last year's figure of 1.6%. We have made increased efforts in 2017/18 to request and record this data from staff via survey activity rather than relying solely on return of paper based forms.

We continue to be a Disability Confident Employer in line with the national scheme and have worked with the scheme to ensure that we are compliant with their requirements. We prominently display and promote the Disability Confident symbol on our letterheads and corporate information and state that we particularly welcome applicants with a disability. We continue to work with Access to Work, Occupational Health and other specialist organisations to ensure the best support is provided. Free counselling support is also available. We can provide BSL Interpreters, large print, audio, colour contrasted or braille documentation both in the recruitment process and throughout staff time at College where it is required.

We ensure that all members of staff have the opportunity to develop and progress in their role. We monitor this through annual individual staff performance development reviews and staff satisfaction surveys.

We have delivered training to key managers in spotting the signs of mental ill health and we have a range of guidance documents to support managers and staff. These have included recent updates to ensure mental ill health is considered and supported. Reasonable adjustments are embedded in our policies and practice to ensure effective support for those with a disability, including mental ill health.

### **Staff Ethnicity Profile**

Wigan and Leigh College has a predominantly White British workforce (95.6% compared to 96.6% last year). This is in line with the last available census in 2011 at 95.5%. The proportion of staff who have not identified their ethnicity is 22.06% compared to 29% last year. As with other criteria, steps are being taken to encourage a climate where staff feel able to disclose and identify their characteristics. This has been undertaken for current staff through promotion of the reasons for collecting the information through the iTrent system. Staff can also confidentially update their information via iTrent. In addition staff are encouraged to provide this information on appointment through a confidential process as part of the collection of personal information. Information is also requested at application stage and the team are developing processes to analyse this information moving forward.

### **Staff Sexual Orientation Profile**

We currently have 63.56% staff who have not specified their sexual orientation. This has declined considerably from 82.5% last year. Further efforts are currently being made to improve this data in the same way strategies are being explored for encouraging disability disclosure in order to create a

climate where staff feel secure to disclose. Of the staff that have disclosed information, 2.01% have identified as LGBT compared to 4% last year.

### **Staff Religion/Belief Profile**

The majority of staff at the College have not specified their religion (62.55%) although this has declined from 83.8% last year. Of the staff that have disclosed information, 53% are Christian (compared to 61% last year), 8.1% follow another religion (compared to 14% last year) and 39% have identified as having no religion, are atheist or agnostic (compared to 18% last year). The College provides a chaplaincy service across all sites which are available to staff and learners. We continue to promote key religious dates and flexible working for prayer and religious celebrations. The College supports staff as much as possible to take leave for religious observance

### **Staff profile against other protected characteristics**

In relation to the following protected characteristics, disclosure is encouraged from initial application through to successful appointment and beyond. For current staff, we have introduced a new HR system that will enable individuals to input this information for themselves; this will work alongside a campaign to encourage staff to disclose personal data.

### **Staff Survey**

There were high levels of staff engagement and satisfaction reflected in the 76% return rate from the Staff Survey carried out in the summer of 2017. The Communication Strategy including all staff briefings continues to be successful and informative for staff with excellent feedback on a regular basis. In addition communication was identified as a positive through the Staff Survey with an 81% positive response rate in the communication category. The Staff Survey results for the College were above the benchmark results in all sections of the York College Survey group. The Staff Survey will be undertaken again in the summer of 2019.

### **Case Study**

The College works with the national Disability Confident Scheme and are an accredited Disability Confident Employer. In addition the College provides a range of services for all staff to support any staff with a disability or health condition including a monthly occupational health clinic and Employee Assistance Programme.

The College has supported a number of staff with existing conditions or conditions developed during their employment at the College.

One example that shows the range of support and adjustments that have been utilised for staff is in individual with a diagnosed medical condition which is classed as a disability due to its long term impact on day to day living. The condition impacts through increased vulnerability to viruses as well as having a debilitating and tiring effect. In order to support this member of staff a range of flexible working arrangements have been put in place and regularly reviewed as they require adjustments as the impact of the condition changes. This has included working from home, flexible days and reduction in particular duties that impact on the condition at particular times of the year. The employee is supported by their line manager and the HR Team through regular update meetings as well as regular reviews with the occupational health adviser. This has ensured that the employee has remained in work and is able to carry out the duties of their role with this support.



## Equality and Diversity in the news

Here are just a few of the stories we have captured which show the range of activity taking place at the College to foster good relations, drive equality forward and to celebrate diversity.

### Future scientists and engineers prepare for take-off



Students looking to launch careers in STEM subjects

Rocket launches, drones and robotic arms took centre stage for Year 10 pupils at a STEM (science, technology, engineering and maths) event held at the Centre of Excellence in Engineering at Pagefield.

The event was funded by Greater Manchester Higher with sessions led by the College's tutors.

Head of Engineering,

evening classes to learn how to make skirts and trousers. When our tutor, Dawn Cunningham, saw Jacob's work she said he could be doing so much more. Within

Phil Collier, said: "The event was designed to raise aspirations and show young people the vast range of career opportunities in STEM subjects, as well as different routes towards working in industry.

*"It was great to see so many girls attending. Traditionally these sectors tend to be dominated by men, so there is a very high demand for women in the industry."*

started the top-up degree - BA (Hons) Fashion Design at the University of Central Lancashire where they continue their classmate collaboration.

Workshops included a projectile motion rocket launch, an electrical engineering session with a robotic arm and how to fly a drone.

Pupils also had a go at construction and civil engineering tasks, from building and designing a bridge capable of supporting weights, to a plumbing matrix challenge.

## Kirsty makes her mark in Motor Vehicle



Student of the Year Kirsty Wright is making her mark in what has long been considered to be a man's world of work.

As a school links student, the 16-year-old from Blackrod started the Motor Vehicle Engineering course attending College one day a week throughout year 11 at Southlands High School. She has now progressed to Level 2 and is well on the way to a career in the motor vehicle industry.

"I enjoy working with my hands on practical tasks. We are always doing something new and the work is really interesting," said Kirsty. "I love working on engines and the garage is well organised which makes it easy to locate equipment and tools."

Despite the fact that women only make up 17% of those employed in retail and repair of motor vehicles, Kirsty hasn't been put off her career choice.

***"I don't mind being the only girl on the course - we all get along and I have been made to feel very welcome."***

Kirsty is keen to learn more about bodyworks, as well as mechanics.

### NEWS IN BRIEF

Painting, decorating and

# Adult student sets sights on genetic research



Jeni Kongolo is on an adult learning journey

Returning to learning is paying off for Jeni Kongolo, 23, from Bolton, as she settles in to degree study at the University of Manchester.

Jeni started her adult learning journey at Wigan & Leigh College, without any qualifications.

Originally from Lisbon in Portugal, Jeni came to the UK four years ago.

Having left school without completing her exams, she joined the College to take up maths and English functional skills, alongside a Pre-Access to Science course. She followed this with the Access to Higher Education in Science, based at Leigh College.

Jeni, who worked as a cleaner in Manchester, around her three days a week study commitment, said:

***"I'm really glad I decided to go back to college. The tutors are fantastic and the facilities are great. And now I really like physics!"***

Her long-term career plan is to research genetic diseases, when she graduates from the MSci in Genetics at the University of Manchester.



# Manchester United Women First team players at Leigh College

Leigh College welcomed two Manchester United Women first team players to take up the BTEC Level 3 Extended Diploma course.

Winger, Ella Toone and goalkeeper, Fran Bentley will balance their studies with playing for the newly formed elite team.

The College is conveniently placed for the young footballers who train at Leigh Sports Village and play their home matches for the Red Devils at the stadium on the complex. Ella recently played in the first home match at the stadium since the relaunch

of the team in front of a record crowd of 4,835. She said: "The tutors are really supportive and the College is in a perfect location which means I can go straight to training after classes."

The former Fred Longworth High School pupil was thrilled to have played in the teams' first home match and despite the 2-0 loss to Reading Women, she added: "Playing in front of that crowd was amazing – the fans were brilliant." Leigh College's Head of Sport, Paul Heald, said:

***"We are delighted to have attracted professional footballers, Ella and Fran to the College."***

We understand that playing for the first team will be priority for the girls, but our staff are very supportive and are making their transition smooth."

Ella is hoping to gain the skills for a possible coaching career in the future, while team mate, Fran has an interest in business.



Footballers L-R Ella Toone and Fran Bentley



**Wigan & Leigh College**

Published by Danny McCann (?) · 7 November at 13:56 ·

Thanks to Lauren Jones, Project Manager for The Great North Rail Project who visited the Pagefield Centre today to talk to a mixture of our engineering students about her role at Network Rail and her background into the industry. Lauren also gave a great insight into the large scale projects she's been involved in. [#greatnorthrailprojects](#)



You Retweeted

**Wigan & Leigh Sport** @wlc\_sport · 13m

Our Level 3 second years have completed an Autism awareness course @Autism\_Friendly and also disability games training with @LaticsCommunity #progress #development #employability







Leigh College

...

Published by Danny Mccann [?] · 14 November at 16:35 · 🌐

Great session today for sports students who worked well to organise and run an over 50's badminton competition at Leigh Sports Village. The regular players play each week as part of Wigan Council's Inspiring Healthy Lifestyles scheme *Inspired Wigan* and they enjoyed the student led tournament.

It was also a great opportunity for the learners to develop their officiating skills as well as scoring and planning the format of the tournament.







Huge thanks to British Athletics coach Shelley Holroyd, who delivered a great talk to sports students about inclusivity and equality in sport. She also led a brilliant workshop on how coaches may need to adapt sessions for disabled athletes with recent The Invictus Games Foundation double gold medal winner Dave Watson.

Students took turns to work with the discus and shot put thrower to learn how not to assume the athlete can do certain things and had to think how to modify different elements in order to improve performance. A fantastic and interesting lesson.







To celebrate the 10th anniversary of the Confucius Classroom at Wigan & Leigh College, the team put on a dynamic Chinese traditional fashion show, Kung Fu dance and Taichi performances at Grand Arcade Shopping Centre, Wigan on 10th Nov.

Students from Fashion, Dance and Media also performed at the event.

