

EQUALITY & DIVERSITY

ANNUAL REPORT 2022 - 2023



F
AIRNESS



R
ESPECT



E
QUALITY



D
IVERSITY



I
NCLUSION



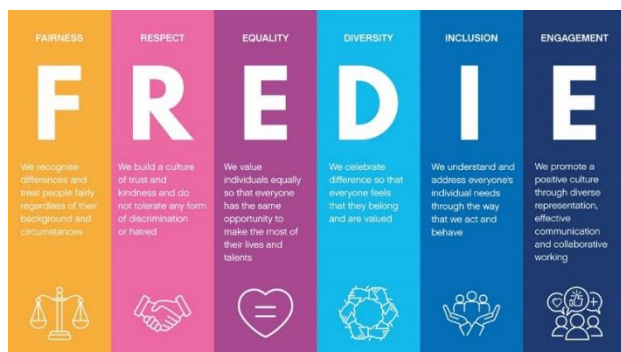
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Introduction

Welcome to our Equality & Diversity Report, where you will see what the College has achieved in 2022/23. This annual report explains how the College is addressing the requirements of the Public Sector Equality Duty. It will summarise the College's staff and learner demographics across a range of protected characteristics and the performance of different groups of learners. Findings from this analysis will continue to be used to inform the College's Equality and Diversity operational plans in future.

This annual report will be published by 31st January 2024 and subsequently at intervals of no more than one year from the date of last publication.



The College has introduced **FREDIE** values during 2022/23 which is a National Centre for Diversity initiative.

Fairness, Respect, Equality, Diversity, Inclusion and Engagement inform the values within a structured framework to continuously improve Equality, Diversity and Inclusion within the College

Staff were asked to rate their perceived performance against each of the values in comparison to their colleagues.

RATING SCORES (0 = Low, 10 = High)		Staff Rating	College Rating
F	FAIRNESS We recognise differences and treat people fairly regardless of their background and circumstances.	9.70	9.06
R	RESPECT We build a culture of trust and kindness and do not tolerate any form of discrimination or hatred.	9.78	9.22
E	EQUALITY We value individuals equally so that everyone has the same opportunity to make the most of their lives and talents.	9.79	9.28
D	DIVERSITY We celebrate difference so that everyone feels that they belong and are valued.	9.66	9.26
I	INCLUSION We understand and address everyone's individual needs through the way that we act and behave.	9.66	9.18
E	ENGAGEMENT We promote a positive culture through diverse representation, effective communication and collaborative working.	9.63	9.16

The survey produced valuable feedback on how the College can make further improvements; ongoing developments are taking place with learners to gather their views and embed the FREDIE framework into the College student experience.

Progress and Achievements

Our main documents to drive improvements in Equality, Diversity and Inclusion are:

- The College's Strategic Aims
- Self-assessment reports, Student Review Boards, and Quality Improvement Plans
- College Key Performance Indicator (KPIs) Reports

Progress against our Equality Objectives

The College set a new four year cycle of Equality objectives in 2020. The progress against the six objectives can be seen in the following table:

PROGRESS - EQUALITY AND DIVERSITY OBJECTIVES 2020-24

1: To reduce participation gaps in Higher Education by 75% for full-time entrants with a disability, part-time mature entrants, and full-time and part-time most deprived entrants

- A wider range of case studies have been designed to represent a broader spectrum of the current HE cohort and to attract entrants from under-represented groups of learners
- The Learning Mentor role is established to focus on areas with participation gaps in H.E. There has been a particular focus on supporting attendance and progress of learners at Pagefield who have disclosed a need and have an ALS plan. Interventions in place as appropriate.
- At risk students discussed at HE Course Reviews/Attendance meetings, monitored, and supported by teams and the mentor.
- New post established to address and manage the actions within the College's Access and Participation plan. Rolling action plan in place.
- On track to achieve targets outlined in the College's Access and Participation Plan. For example in Polar 4 Q1-Q2 (where progression into H.E is lowest nationally), 45.8% of full-time students are within this category compared to 27.8% nationally. In addition, students on full-time courses with a reported disability/learning difficulty are 10.6% higher than the sector. Part-time mature entrants are high at 77.4%.

2: To improve Higher Education data collection, reporting and analysis in relation to access to courses, continuation* and progression by September 2020, evaluating the data in relation to deprivation, disability, ethnically diverse learners and care leavers, and to take action if any gaps arise by 2024;

*'Continuation' relates to full-time undergraduate students one year and 14 days after the start of their studies. Study activities are grouped into one of the following:

- continuing with or have completed their studies
 - have transferred to a different higher education provider to continue their studies
 - are no longer in higher education and have not completed a qualification
-
- Consultant appointed on a short term basis to align data reporting to H.E requirements. Work was completed by December 2020 to provide a reporting system.
 - Growth in the College's MIS department to support improvements to H.E data management and targets as set out in the College's Access and Participation Plan.

- New HE data dashboard in place in line with OfS requirements; training has been rolled out to Heads of Department and Course Leaders. Emphasis within Course Reviews also highlights utilisation of the data within the dashboards.
- A disclosure request for care leavers has been added to enrolment forms. Head of Studies 19+ also receives lists of care leavers progressing to H.E via head of studies 16-18.
- Equality and Diversity Committee analyse the data with actions and strategies to address gaps following the establishment of baseline figures. The College is on track to achieve these targets. For example, students with a disability/learning difficulty have higher continuation rates whilst continuation rates for full-time students from the most deprived postcodes exceed targets by 20% points. Strategies are in place to increase graduate outcome responses from students after they complete their courses so that data can be analysed and used more effectively.

3: Improve satisfaction rating for how confident teaching staff feel in relation to advancing equality and diversity and inclusion into their teaching practice (in excess of 90% in 2022 and over 95% in 2024);

- The College has worked with a range of networks that supports staff training:
 - The College is a member of the North West Equality and Diversity group and activities and information from these meetings are disseminated in College.
 - An Assistant Principal is a member of the following groups which support staff training; the AOC Northwest Mental Health Steering group, Greater Manchester Health & Wellbeing Forum, GM FE Safeguarding leads group and WSCP/WSAB Exploitation Sub Group.
 - AoC funding and partnership work has resulted in the introduction of a series of Mental Health Market Place events which are held each term catering for over 500+ students. In addition to this, a bank of Podcasts has been created and are in use to cover a wide range of subjects linked to mental health, lived experiences and student support: includes Young Carers, the Ethically Diverse experience, LGBT+, the inclusive culture.
 - We work with 42nd Street, CWMT, Luke Ambler, Ray Douglas, Gendered Intelligence, Reg Amohah and Wigan Family Welfare Services; in relation to training, projects, events and support for staff and students in college.
 - Steve Wright (Routes Puppets), delivered a range of assemblies focusing on gender, equality and respect. He is returning to college to work with students to create some resources and videos documenting lived experiences and to challenging unhealthy views whilst educating in a positive way and inclusive way.
 - Jackie Williams from Charlie Waller Memorial Trust working with Head of Studies and Student Council to create a Mental Health Blog.
 - External guest speakers delivering staff development sessions on an inclusive curriculum, mental health and LGBT+.
- Regular CPD activity supports staff in developing their confidence with training including:
 - Focused whole College CPD days assigned during this period
 - Regular BiteSize training events throughout this period
 - All Head of Studies Managers and Assistant Principals have completed the 2 day Youth Mental Health First Aid training which was funded via the AoC Mental Health Programme. One member of wellbeing team has also been trained to deliver Mental Health First Aid training and a new programme is being delivered to new staff. In

addition to this, the Head of Studies manager is now qualified to deliver the training programme for Suicidal Prevention to staff with 8 staff already completing this training

- Online motivational talks have taken place with a range of prominent members of the political and media world providing valuable insights for both staff and students. These included Alistair Campbell, Lord David Blunkett, Sir Lindsay Hoyle MP, Krishnan Guru-Murthy, Evan Davis and John Simpson. Topics included equality and diversity related topics supporting staff awareness.
- Learner Voice feedback gathered in Curriculum Reviews demonstrates high awareness levels of Equality and Diversity for both classroom based learners and apprentices in the workplace. You Said, We Did is the mechanism for providing feedback on the actions taken
- The College gathers staff feedback every two years as part of an externally administered staff survey with other providers within the Further Education (F.E) sector. Two questions relating to equality and inclusion can be seen in the table below:

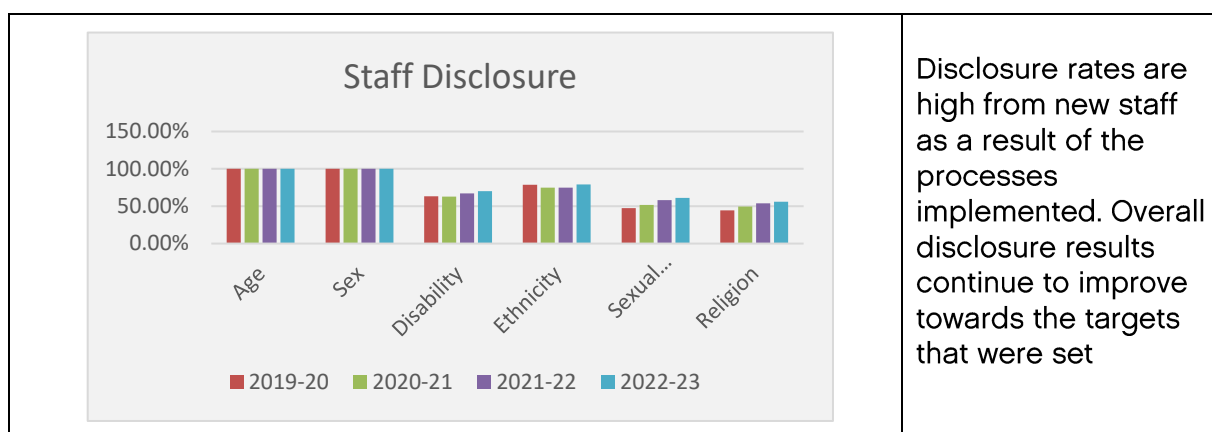
Question	2019 Survey (39 Colleges)	2021 Survey (48 Colleges)	2023 Survey (46 Colleges)
Staff feel Valued	+5.4% points higher than the average	+11.0% points higher than the average	9.2% points higher than the average
Equality of Opportunity is embedded into the culture of the College	+6.7% points higher than the average (93.0%)	+6.4% points higher than the average (94.1%)	7.4% points higher than the national average (93.0%)

4: Increase female enrolments in Construction and Engineering at Pagefield and STEM subjects to at least 10%;

- The Centre of Excellence video has been updated with a wider representation of engineering students <https://www.wigan-leigh.ac.uk/centres-of-excellence/engineering>
- Increased social media and press coverage shows success stories of female learners.
- STEM virtual masterclasses have been planned and promoted within schools via the Go Beyond programme.
- GM Higher offer to local schools includes STEM activities.
- Learner Voice activities have taken place for female learners at Pagefield. Ground floor single toilets now have new signage and with have been updated.
- There has been an increase in the number of female student ambassadors for open evenings
- Self-assessment processes have reviewed female performance and to address any actions for improvement; for example, there have been significant improvement in Automobile

- The Women in Construction and Engineering group was set up in the 2020/21 academic year with the aim of creating a sense of community for female students at the Pagefield Campus, as well as promoting opportunities for women within these fields.
- The Primary School competition was a huge success with our entries winning all available prizes within the competition (Key Stage 1 winner and runner up and Key Stage 2 winner and runner up). Based on this achievement and group discussions, the group identified that Primary schools were key in changing the face of engineering and so, in the 2022/23 academic year, the group plan to deliver Crest Awards in local primary schools to encourage girls to think about and enjoy STEM.
- Base line figures were established from enrolments in 2021 showing female recruitment by academic year. There has been an increase in female participation in STEM subjects during this period. For 16-18 and Adult classes, participation has increased by 45.7% and for Apprenticeship provision, female participation has increased by 442.9%.

5: Increase the volume of staff who have declared their ethnicity to 90% and decrease the proportion of staff who have not specified whether they have a disability to less than 10%



A range of strategies have been implemented supported including:

- Information campaign regarding reasons for collecting data, undertaken through virtual posters, leaflets and information cascaded through team meetings by managers. Information made available on Stribe survey as to reasons for collecting data.
- Information also added to HR induction slot to encourage new starters to review their information.
- Equality and Diversity Training, with further updates in 2022 explaining the reasons for collating the data.
- Targeted programme of updating protected characteristics information with staff who have not previously declared providing information as to the reasons we collect data
- Provision of information in recruitment packs and as part of pre-employment check to increase disclosure at this early stage.
- Stribe survey to gain feedback on the reasons for non-disclosure to enable processes to be adjusted in response.
- Campaign to all staff to update personal and sensitive information in line with a number of strategies including to continue to collate this information.

6: To increase the proportion of males accessing College Support Services to support their Mental Health by 5% on a yearly basis.

- A range of strategies have been implemented over this period using male role models
 - Male students and staff have recorded and shared a number of videos which have been shared via social media, tutorials and MS Teams addressing mental health.
 - Guest speakers discussing mental health (e.g professional rugby players such as Danny Scunthorpe and Luke Amber)
- 42nd Street worked with Wigan and Leigh College to host a student consultation programme. This is aimed at identifying what students would like to see and how they would like to access information about positive mental health and for when immediate support is needed. A consultation session was aimed at male students and student council members helped to support this engagement.
- The College has utilised funding from the AoC Transition Programme to support apprentices and vulnerable groups in their transition between College and employment/higher education with the aim of raising awareness of support available and to ensure staff spot the signs and symptoms of poor mental health. Case studies showing the impact of the initiative for students were made available to AoC for sharing of best practice within the Greater Manchester group. The College are also active members of the Greater Manchester Mentally Healthy Schools and Colleges scheme.
- There has been an increase in numbers of apprentices contacting the safeguarding team for support and advice. As these apprentices are predominantly working off site, it is encouraging to see that the support offered is being communicated well and that apprentices are aware of who to contact with safeguarding concerns. Training needs analysis with the apprenticeship team regarding mental health issues has resulted in the development of resources to support assessors and employers.
- The College hosted a Faith and Mental Health Question Time. Identity, culture and acceptance are key to good mental health and both of these events provided a safe space to ask questions and enhance knowledge. A panel of professionals were questioned via Zoom by a live student audience and the final recordings were edited and shared via tutorials.
- Introduced podcasts with external experts and partners shared via Personal Tutor alerts and the Student Newsletter. Student Governor that has lead in this area (who has progressed from the College) has now been replaced by a new male international student.
- Increase in males being referred to ALS and engaging with the Chaplaincy. 18 more males referred to ALS over the last year. For chaplaincy, 30% increase in males in Wigan, similar profile to previous years at Leigh.
- External Report completed by 42nd Street – an impartial report identifying the excellent support provided by College both in and out of lockdown (following panels with 8 groups of students). Compared favourably with another College who completed the same activity
- Mental Health market places have been delivered over a number of years and continues to be hugely successful with learners and staff. Large scale events held twice per year include stands with Navigate, Kooth, We Are With You, Spectrum, NHS and local support groups. Smaller pop up events also taken place on request and throughout the academic

year to ensure the promotion of internal and external services, this included adult evening events.

- The College is now working with MIST, NHS Mental health Support Team in Wigan who are offering 6 weeks of 1:1 support sessions for students under 18, group workshops and co-delivery of mental health promotions / events for all.
- There continues to be a healthy engagement with internal mental health support services with 349 learners currently engaged and events attracting over 2000 learners alongside the continuous promotion of external services such as KOOTH and Qwell. The Student Newsletter issued termly included an extensive list of external support services, contact numbers and 24 hr helplines for learners and vulnerable groups; including Victims of Abuse, LGBT, Ethnically Diverse, Substance Abuse and Financial Crisis/Cost of Living Impact on mental health. 349 learners are currently accessing support for low mood, trauma or anxiety in college. Wellbeing support to develop Coping Strategies with a focus on EHCP students, Wigan Family Welfare Counselling Services, Head of Studies low mood, friendship and confidence building or emotionally available adult support or Chaplaincy. FE and HE, all ages engage.
- The college has invested in a tackling InActivity post which encourages individuals and groups of learners to move more now and feel better now.
- Male learners both 16-18, FE, Apprentices and Adult engage with the services offered; in January 2024 these figures stand at 122 males engaging with Wellbeing including students with EHCP Plans, 27 currently attending 1:1 appointments with Chaplaincy and 17 accessing Counselling and over 300 accessing Head of Studies support
- A new Mental Health Strategy for students has been established to pull together the vision values and approaches
- The College is working with 'Happy Smiles' and 'All Things Human Rights' to further enhance our work with vulnerable groups to tackle stigma and unconscious bias whilst promoting friendships and the support available
- CPD training in relation to trauma informed practices and the impact of negative adolescent experiences through bite-size for staff and students including external contributions from Navigator training and 42nd Street
- Recruitment of a new Chaplain to support learners with a targeted approach to supporting male learners at the College's Pagefield campus
- Introduced new online safety resources and platform for staff, students, apprentices and parents/guardians through National On-line Safety

Our Learners

The following section identifies participation rates.

Classroom Based 16-18 and Adults:

AGE

	2020/21	2021/22	2022/23
16-18	57%	51%	53%
19+	43%	49%	47%

SEX

	2020/21	2021/22	2022/23
16 -18 Female	46%	45%	46%
16-18 Male	54%	55%	54%
19+ Female	73%	70%	67%
19+ Male	27%	30%	33%

DISABILITY/LEARNING DIFFICULTY

	2020/21	2021/22	2022/23
16-18 Yes	34%	37%	37%
16-18 No	66%	63%	63%
19+ Yes	19%	23%	26%
19+ No	81%	77%	74%

ETHNICITY

	2020/21	2021/22	2022/23
16-18 White British	93%	94%	93%
16-18 Other	7%	6%	7%
19+ White British	72%	76%	70%
19+ Other	28%	24%	30%

Higher Education:

AGE

	2020/21	2021/22	2022/23
<21	44%	41%	43%
21+	56%	59%	57%

SEX

	2020/21	2021/22	2022/23
<21 Female	36%	43%	34%
<21 Male	64%	57%	66%
21+ Female	43%	43%	40%
21+ Male	57%	57%	60%

DISABILITY/LEARNING DIFFICULTY

	2020/21	2021/22	2022/23
<21 Yes	23%	28%	24%
<21 No	77%	72%	76%
21+ Yes	23%	18%	17%
21+ No	77%	82%	83%

ETHNICITY

	2020/21	2021/22	2022/23
<21 White British	96%	98%	95%
<21 Other	4%	2%	5%
21+ White British	94%	97%	97%
21+ Other	6%	3%	3%

Apprenticeships:

AGE

	2020/21	2021/22	2022/23
16-18	46%	44%	44%
19+	54%	56%	56%

SEX

	2020/21	2021/22	2022/23
16-18 Female	23%	23%	35%
16-18 Male	77%	77%	65%
19+ Female	40%	38%	38%
19+ Male	60%	62%	62%

DISABILITY/LEARNING DIFFICULTY

	2020/21	2021/22	2022/23
16-18 Yes	13%	16%	10%
16-18 No	87%	84%	90%
19+ Yes	8%	11%	9%
19+ No	92%	89%	91%

ETHNICITY

	2020/21	2021/22	2022/23
16-18 White British	100%	99%	100%
16-18 Other	0%	1%	0%
19+ White British	95%	94%	96%
19+ Other	5%	6%	4%

The following section identifies performance based on 'Achievement rates' for the academic year 2022/23. This is the proportion of learners who complete and then pass their programme of study.

Performance can be compared to national performance rates (where they are available) and by also comparing internal College performance between different groups of learners. The data below compares College performance and only identifies areas where there is an achievement gap of more than 3% points with action taking place to address this gap.

Achievement Gap larger than 3% points:

AGE	SEX	DISABILITY/LEARNING DIFFICULTY	ETHNICITY
	Male compared to Female	Disability/ Learning Difficulty compared to No Disability/ Learning Difficulty	Ethnically Diverse compared to White British
CLASSROOM BASED			
16-18	No	No	No
19+	Yes*	Yes**	No
*Females higher than males; male achievement slightly lower on Preparation for Life and Work courses where there is high volume of participation			
**mainly the impact of mental health related issues although the gap is narrowing since the pandemic			
HIGHER EDUCATION			
<21	Yes*	No	No
21+	No	No	Yes**
*Females lower – no emerging pattern. Relates to small number of learners (8)			
**relates to 2 learners			
APPRENTICESHIPS			
16-18	No	Yes**	n/a
19-23	No	No	Yes***
24+	Yes*	No	No
*Both male and female learners achieving well (considerably higher than national rates) with males exceeding females			
**main issue relates to 4 learners with dyslexia who have left their apprenticeship			
*** relates to 4 learners			

The following section provides information regarding our learners based on the Index of Multiple Deprivation (IMD); this is a measure of relative deprivation in England. Local areas are placed in order and divided into equal parts called percentiles ranging from the most deprived to the least deprived.

16-18 and Adults:

16-18 and Adults	20/21	21/22	22/23	23/24 to date*
0% - 10% (Most Deprived)	26.79%	26.67%	25.63%	28.49%
10% - 20%	20.12%	21.42%	21.31%	19.09%
20% - 30%	11.07%	10.78%	11.24%	8.83%
Total 0% - 30%(Most Deprived)	57.97%	58.87%	58.19%	56.41%
30% - 40%	6.02%	6.51%	7.93%	5.70%
40% - 50%	8.21%	8.37%	7.89%	7.12%
50% - 60%	5.97%	5.75%	6.07%	5.70%
60% - 70%	4.82%	4.72%	4.59%	5.41%
Total 30%-70%	25.03%	25.36%	26.48%	23.93%
70% - 80%	7.71%	7.24%	6.59%	9.40%
80% - 90%	5.87%	5.84%	6.18%	7.98%
90% - 100% (Least Deprived)	3.26%	2.52%	2.48%	2.28%
Total 70%-100% (Least Deprived)	16.84%	15.60%	15.24%	19.66%

*Not all learners are yet enrolled for 23/24 (December 23) with learners starting courses throughout the year

Apprentices:

Apprentices	20/21	21/22	22/23	23/24
0% - 10% (Most Deprived)	11.19%	11.77%	14.97%	10.18%
10% - 20%	15.78%	17.73%	17.67%	16.00%
20% - 30%	10.28%	9.45%	9.77%	9.09%
0% - 30% (Most Deprived)	37.25%	38.95%	42.41%	35.27%
30% - 40%	9.36%	7.99%	4.99%	4.00%
40% - 50%	9.36%	8.58%	9.15%	8.73%
50% - 60%	8.07%	7.12%	5.61%	10.91%
60% - 70%	5.87%	8.43%	4.78%	10.55%
30% - 70%	32.66%	32.12%	24.53%	34.18%
70% - 80%	11.56%	10.90%	13.51%	16.00%
80% - 90%	13.76%	11.19%	11.43%	9.09%
90% - 100% (Least Deprived)	4.40%	6.69%	7.69%	5.45%
70% - 100% (Least Deprived)	29.72%	28.78%	32.64%	30.55%

On H.E courses, a similar methodology is used with Quintile 1 relating to most deprived and Quintile 5 the least deprived.

Row Labels	20/21	21/22	22/23	23/24
Quintile 1 (Most Deprived)	30.10%	33.44%	31.52%	36.56%
2	16.83%	19.16%	15.56%	18.06%
3	18.45%	16.56%	17.12%	13.66%
4	20.06%	15.26%	20.23%	19.38%
Quintile 5 (Least Deprived)	14.56%	15.58%	15.56%	12.33%

Our Staff

Our College Community is central to the quality of the service we provide, the learner experience and our student achievements. Investment in our workforce development and well-being is prioritised in the College's strategic vision. The following tables identify the volume of staff declaring a range of protected characteristics.

Staff Protected Characteristics – Age

Age	17-21	22-30	31-40	41-50	51-60	61-65	66+
% of staff in 20/21	3%	11%	25%	24%	39%	6%	2%
% of staff in 21/22	2%	12%	23%	24%	29%	8%	2%
% of staff in 22/23	3%	12%	22%	25%	27%	10%	2%

Staff Protected Characteristics – Sex

Sex	Male %	Female %
% of staff in 20/21	37%	63%
% of staff in 21/22	34%	66%
% of staff in 22/23	36%	64%

Staff Protected Characteristics – Disability

Disability/Learning Difficulty	Yes%	No %
% of staff in 20/21	3.0%	97.0%
% of staff in 21/22	5.5%	94.5%
% of staff in 22/23	7.0%	93.0%



Staff Protected Characteristics – Sexual Orientation

Identified as LGBT+	%
% of staff in 20/21	4.2%
% of staff in 21/22	6.0%
% of staff in 22/23	5.1%

Staff Protected Characteristics – Ethnicity

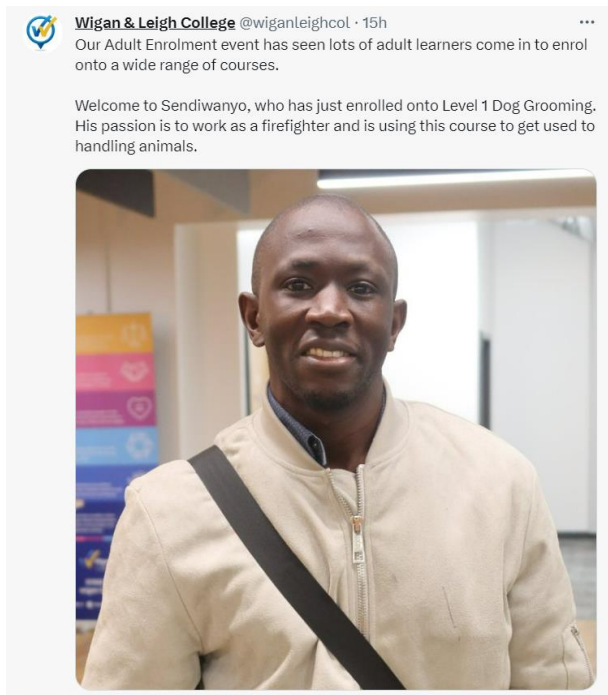
Ethnicity	Ethnically Diverse %
% of staff in 20/21	6.1%
% of staff in 21/22	4.9%
% of staff in 22/23	5.3%

Staff Protected Characteristics – Religion/No Belief

Ethnicity	No Religion %	Christian %	Other Religion %
% of staff in 20/21	36%	38%	26%
% of staff in 21/22	41%	51%	8%
% of staff in 22/23	43%	50%	7%

8 Equality and Diversity in the news

Here are just a few of the stories/case studies, in addition to the main body of the report, that show the range of recent activity taking place at the College to foster good relations, drive equality forward and to celebrate diversity.



ENGINEERING BEST FRIENDS RECEIVE TOP AWARD

Oct 17, 2023

Two Higher Education students studying at our University Centre have been awarded Sellafield Ltd Degree Apprentice of the Year.

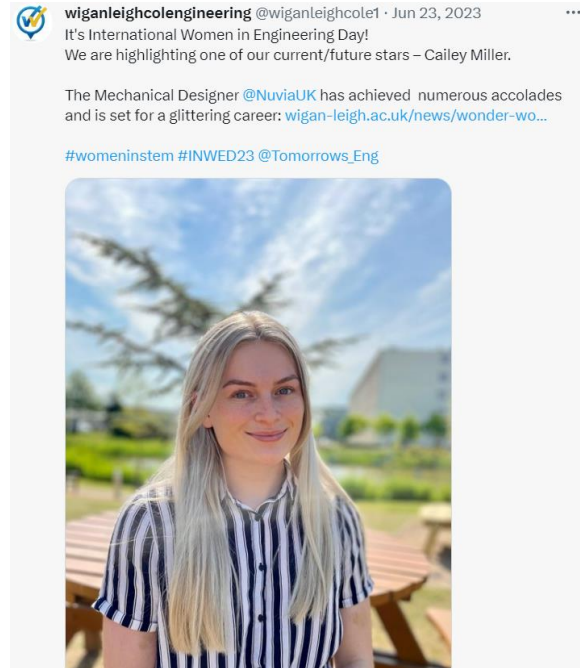
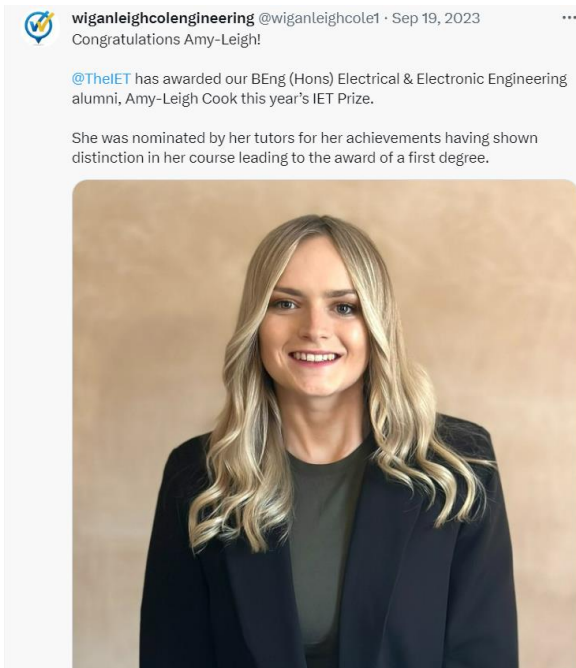


Moneka Duffy and Mollie German, who are in their final year of the BEng (Hons) Mechanical & Manufacturing Engineering, were delighted to receive the award, which included nominations from all sections of the degree apprenticeship programme within Sellafield Ltd.

Moneka said: "I am proud of us both winning this award, I feel it really encourages and validates the hard work we have put into our early careers so far."

Both Moneka and Mollie currently work as Mechanical Designers for the nuclear company, at their Warrington site, while studying the Nuclear

<https://www.wigan-leigh.ac.uk/news/engineering-best-friends-receive-top-award>



<https://www.wigan-leigh.ac.uk/news/wonder-woman>



As the group are learning more about inequality and oppression in society, this was a great way to increase their awareness of issues that disabled individuals face.

