



# Equality, Diversity and Inclusion

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Annual Report 2020/21 – Students, Apprentices and Workforce

City of Wolverhampton College

Publication Date: Jan 2022

| Version No. 1

**City of Wolverhampton College is a diverse College serving a diverse City. The College is proud of the way that it enables learners from such a wide range of backgrounds to make progress in their lives as individuals; and celebrate the way that the College contributes to social inclusion and cohesion, and to the economic development of Wolverhampton and the wider region.**

This Equality and Diversity Annual Report provides a snapshot of student and staff numbers by category. The actions we identify in the report reflect the College's commitment to act on all three elements of the Public Sector Equality Duty, namely:

- to eliminate discrimination, harassment and victimisation
- to advance equality of opportunity
- to foster good relations

As an employer, the College is committed to ensuring that our employment policies and practices promote equality of opportunity, and that action is taken to address inequalities. Alongside this, the Governing Body is committed to ensuring that everyone at the College is valued for their contribution and individuality and that we do not compromise in our pursuit of a College culture that is free from discrimination, where people from different backgrounds and abilities work and learn together with mutual respect.

# Principal and Chief Executive Overview

**At City of Wolverhampton College, inclusivity underpins everything.**

**The College serves an incredibly vibrant and diverse student community, of which we are extremely proud, transforming lives through learning.**

The College is committed to creating a positive working and learning culture where staff students and apprentices are treated with respect and dignity.

The College works with students, apprentices, staff, employers and other stakeholders to promote equality and celebrate diversity.

Our College's Equality Diversity and Inclusion (EDI) objectives are to:

1. Raise the achievement and success levels of ALL different groups of students and apprentices and work towards eliminating the gap in achievement between students and apprentices with protected characteristics and those without.
2. Ensure all teaching, learning and assessment promotes, advances and celebrates diversity and British Values.
3. Recruit, support and develop a diverse workforce which reflects and meets the needs of students and the community the College serves.
4. Engage with students, apprentices and stakeholders to improve satisfaction for all groups and enhance the experience.
5. Support and enable access to learning for a diverse range of students and apprentices.

**Malcolm Cowgill**

**Principal and Chief Executive of City of Wolverhampton College**

## Context

**Wolverhampton is one of the most densely populated local authorities in England, but a City which celebrates its super-diversity with a population of almost 260,000 residents.**

It has a growing population from Black and Minority Ethnic (BAME) communities as highlighted in the 2011 Census. Many faiths are followed in the City and Wolverhampton has the second-highest proportion of Sikh residents in England.

- 35.5% of the population are from Black and Minority Ethnic (BAME) communities
- 20.5% of the City population have some form of disability
- There are over 88 languages spoken in the City
- 16% of the diverse population were born outside the UK (2011 Census)
- City of Wolverhampton has a younger population than the English average
- 3,248 residents aged 16+ are estimated to be Lesbian, Gay or Bisexual (LGB)
- Employment rate for BAME and non-BAME residents in the City are on a par, unlike many local authorities nationwide
- It is a deprived City, with 53% of its population at the time of the 2011 Census living in areas classified as the top 20% most deprived within England.

City of Wolverhampton College is of vital importance to the City of Wolverhampton, as the City seeks to overcome its poor economic and social performance in recent years.

The College's purpose of 'defining futures' and role of providing training and education is crucial to support the economic recovery and prosperity to improve the life chances of the people around the City. The College offers provision from entry to university level courses in a full range of subject sector areas.

# Student and Apprentice statistical information 2020/21

## Students

data is of those students who attained a qualification

- 6,917 total student population.  
An increase of 53 students compared to 2020/21

## Apprentices

a sub set of data from the student population

- 910 total apprentice population.  
A decrease of 17 apprentices compared to 2020/21

## Age

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• 1 under 16 years' old<br/>(0.01% of the student population)</li> <li>• 2,110 16-18 year olds<br/>(31% of the student population)</li> <li>• 4,806 are adults<br/>(69% of the student population)</li> </ul> | <ul style="list-style-type: none"> <li>• 273 16-18 year olds<br/>(30% of the apprentice population)</li> <li>• 637 are adults<br/>(70% of the apprentice population)</li> </ul> |
|--|---|

*Headlines changes<sup>1</sup>:*

Decrease in 16-18 of 105

Decrease in adult by 51

*Headlines changes:*

Decrease in 16-18 of 15

Decrease in adult by 2

## Gender

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• 3,547 females<br/>(51% of the student population)</li> <li>• 3,370 males<br/>(49% of the student population)</li> </ul> | <ul style="list-style-type: none"> <li>• 370 females<br/>(41% of the apprentice population)</li> <li>• 540 males<br/>(59% of the apprentice population)</li> </ul> |
|--|--|

*Headlines changes*

Increase in female students of 300

Decrease in male students by 353

*Headlines changes:*

Increase female apprentices of 50

Decrease male apprentices by 67

## Difficulty and/or disability

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• 8% of students declared a difficulty/disability</li> </ul> | <ul style="list-style-type: none"> <li>• 7% of apprentices declared a difficulty/disability</li> </ul> |
|---|--|

*Minimal headline change*

*Minimal headline change*

<sup>1</sup> Headlines changes in comparison to previous year.

# Student and Apprentice statistical information

## 2019/20

### Students

data is of those students who attained a qualification

### Apprentices

a sub set of data from the student population

#### Ethnicity

- 60% White
- 14% Asian
- 13% Black
- 6% Mixed
- 4% Other
- 3% Not known

*Minimal headline change*

- 87% White
- 5% Asian
- 4% Mixed
- 3% Black
- Less than 1% -Other, Not known

*Minimal headline change*

#### Religion

- 32% No Religion
- 30% Christian
- 18% Prefer not to say
- 8% Muslim
- 6% Sikh
- 4% Other
- 2% Hindu

*Minimal headline change*

- 55% No Religion
- 26% Christian
- 13% Prefer not to say
- 2% Sikh
- 2% Other
- 1% Muslim
- Less than 1% - Jewish, Hindu

*Minimal headline change*

#### Residential status

- 63% are from Wolverhampton
- 20% are from outside Wolverhampton but within WMCA
- 17% of are from areas outside WMCA

*Headlines changes:*

Increase of outside Wolverhampton but within WMCA of 4% (corresponding decrease in areas outside WMCA)

- 31% are from Wolverhampton
- 24% are from outside Wolverhampton but within WMCA
- 45% of apprentices are from areas outside WMCA

*Headlines changes:*

Decrease in Wolverhampton of 5% (corresponding increase in areas outside WMCA)

## Student (education & training) Profile and Outcomes

### Achievement rates: age

	16-18	19+	Note
2019/20	91%	85%	16-18 achievement continues to be above 19+, however the gap has reduced to no material gap.
2020/21	89%	85%	

### Achievement rates: gender

	Female Achievement	Male Achievement	Note
2019/20	88%	88%	No material gap.
2020/21	86%	88%	

### Achievement rates: ethnicity

	White Achievement	BAME Achievement	Note
2019/20	89%	87%	The achievement gap between White and BAME has increased by 1%, but this is not yet a material gap.
2020/21	88%	85%	

### Achievement rates: learning difficulty and/or disability

	Declared Achievement	No declaration Achievement	Note
2019/20	88%	88%	No material gap.
2020/21	87%	87%	

### Achievement rates: wards

	Priority Wards	Non Priority Wards	Note
2018/19	87%	86%	No material gap.
2019/20	86%	87%	

## Apprentices' Profile and Outcomes

### Achievement rates: age

	16-18	19+	24+	Note
2019/20	61%	56%	50%	There is a material gap of achievement between apprentices against each age group.
2020/21	48%	62%	41%	

### Achievement rates: gender

	Female Achievement	Male Achievement	Note
2019/20	55%	55%	The gap between achievements has increased to 11%.
2020/21	44%	55%	

### Achievement rates: ethnicity

	White Achievement	BAME Achievement	Note
2019/20	57%	58%	The gap between achievements has further increased, now at 9%.
2020/21	53%	42%	

### Achievement rates: learning difficulty and/or disability

	Declared Achievement	No declaration Achievement	Note
2019/20	40%	59%	There is a significant gap (27%) between achievements.
2020/21	26%	53%	

# Workforce Profile

## 2020/21

### Staff

- The College employed 628 staff over the year, compared to 626 in 2019/20
- During the year, 10% (62) of staff joined the College, with 13% (84) leaving

### Age

- 10 under 21 years' old (2% of the workforce)
- 75 – 21-30 year olds (12%)
- 147 – 31-41 year olds (23%)
- 152 – 41-50 year olds (24%)
- 181 – 51-60 year olds (29%)
- 55 – Over 60 years' old (10%)

*Headlines to note:*

The majority of staff are over the age of 40 has reduced by 4%

### Gender

- 413 females (66% of the workforce)
- 215 males (34% of the workforce)

*Headlines changes:*

Females increased by 3%, males decreased by 3%

### Difficulty and/or disability

- 4% of staff have declared having a difficulty/disability
- 9% of staff preferred not to say

*Minimal headline change*

# Workforce Profile

## 2019/20

### Sexual Orientation

- 83% Heterosexual
- 13% LGBT
- 4% Prefer not to say

*Minimal headline change*

### Ethnicity

- 57% White
- 25% BAME groupings and other
- 18% Prefer not to say

*Headlines changes:*

White has declined by 3% and BAME increased by 2%

### Religion

- 47% Christian
- 20% Other Religion
- 21% No Religion
- 12% Prefer not to say

*Minimal headline change*