



Equality, Diversity and Inclusion

Annual Report 2021/22 – Students, Apprentices and Workforce

City of Wolverhampton College

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City of Wolverhampton College is a diverse College serving a diverse city. The College is proud of the way that it enables students and apprentices 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 the city 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.

Wolverhampton is one of the most densely populated local authorities in England, but a City which celebrates its super-diversity.

- The population size has increased by 5.7%, from around 249,500 in 2011 to 263,700 in 2021. This is lower than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800.
- The city is ethnically diverse with 45% of residents in 2021 being Ethnic Minority (that is, residents of non-White British heritage). Furthermore 23% of the population were not born in the UK.
- A fifth of the population is disabled, which is similar to the English average (2021).
- Many religions are followed in the City. Wolverhampton has the second-highest proportion of Sikh residents in England (2011).
- 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.

Principal and Chief Executive Overview

At City of Wolverhampton College, inclusivity underpins everything. The College serves an incredibly vibrant and diverse student and apprentice community, of which we are extremely proud, transforming lives through learning and our purpose of ‘Defining Futures’.

We aim through our purpose to provide students and apprentices with a high-quality education which develops a relevant set of skills, knowledge and behaviours that lead to sustained positive destinations and improves life chances.

To ensure the purpose is deliverable, the College has a strategic framework that uses four success areas with annual objectives, measured through key performance indicators (KPIs) and progressed annually through action plans. This strategic framework is further underpinned by a set of key values aligned to each success area.



Through these values, the College is committed to creating a positive working and learning culture where staff, students and apprentices are treated with respect and dignity, working with all to promote equality and celebrate diversity.

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

1. Raise the achievement 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 the quality of education 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 levels 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 the City of Wolverhampton College

Student and Apprentice statistical information

2021/22

Students

data is of those students who attained a qualification

- 7,301 total student population

Headlines changes¹:
Increase of 384

Apprentices

a subset of data from the student population

- 884 total apprentice population

Headlines changes:
Decrease of 26

Age

- 2,054 16-18
(28% of the student population)
- 5,247 19+
(72%)

Headlines changes:
Decrease in 16-18's by 56
Increase in 19+ by 441

- 257 16-18
(29% of the apprentice population)
- 627 19+
(71%)

Headlines changes:
Decrease in 16-18's by 16
Decrease in 19+ by 10

Gender

- 3,362 females
(46% of the student population)
- 3,939 males
(54%)

Headlines changes:
Decrease in females by 185
Increase in males by 569

- 348 females
(39% of the apprentice population)
- 536 males
(61%)

Headlines changes:
Decrease in females by 22
Decrease in males by 4

Difficulty and/or disability

- 17% of students declared a difficulty/disability

Headline change:
Declared disability and/or disability has doubled

- 13% of apprentices declared a difficulty/disability

Headline change:
Declared disability and/or disability has doubled

¹ Headlines changes in comparison to previous year.

Student and Apprentice statistical information

2021/22

Students

data is of those students who attained a qualification

Apprentices

a subset of data from the student population

Ethnicity

- 65% White students
- 11% Asian students
- 11% Black students
- 5% of students with a mixed ethnic group
- 5% Other
- 3% Not known

Headline changes:

5% increase of White students
 3% decrease of Asian students
 2% decrease of Black students
 1% decrease of students with a mixed ethnic group
 1% increase for Other
 Same statistic for Not known

- 92% White apprentices
- 3% Asian apprentices
- 2% of apprentices with a mixed ethnic group
- 1% Black apprentices
- Less than 2% - Other, Not known

Headline changes:

5% increase of White apprentices
 2% decrease of Asian apprentices
 2% decrease of apprentices with a mixed ethnic group
 2% decrease of Black apprentices
 1% increase for Other and Not Known

Residential status

- 61% are from Wolverhampton
- 23% are from outside Wolverhampton but within WMCA
- 16% of are from areas outside WMCA

Minimal headline changes

- 30% are from Wolverhampton
- 21% are from outside Wolverhampton but within WMCA
- 49% of apprentices are from areas outside WMCA

Minimal headline changes

Student Profile and Outcomes

Achievement rates: age

	16-18	19+	Note
2020/21	89%	85%	16-18 achievement continues to be slightly above 19+, with no changes compared to the previous academic year.
2021/22	89%	85%	

Achievement rates: gender

	Female Achievement	Male Achievement	Note
2020/21	86%	88%	A material gap (7%) has formed between achievement of genders. The gap has widened compared to the previous year by 5% though female achievement decreasing, and males increasing.
2021/22	83%	90%	

Achievement rates: ethnicity

	White Achievement	BAME Achievement	Note
2020/21	88%	85%	The achievement between ethnicity groups has closed, with overall groupings now performing in line with each other.
2021/22	87%	87%	

Achievement rates: learning difficulty and/or disability

	Declared Achievement	No declaration Achievement	Note
2020/21	87%	87%	A gap is emerging (3%), although not material due to those declaring a learning difficulty and/or disability achievement less than their counterparts.
2021/22	85%	88%	

Achievement rates: wards

	Priority Wards	Non Priority Wards	Note
2020/21	85%	87%	The emerging gap has closed by 1% between those achieving from priority wards or those from non-priority wards.
2021/22	85%	86%	

Apprentices' Profile and Outcomes

Achievement rates: age

	16-18	19+	24+	Note
2020/21	48%	62%	41%	There is a material gap in achievement between apprentices when compared to each age group.
2021/22	41%	52%	42%	

Achievement rates: gender

	Female Achievement	Male Achievement	Note
2020/21	44%	55%	A material gap of 7% still exists between achievement of genders. The gap has closed by 3%, with females achieving now better than males.
2021/22	49%	42%	

Achievement rates: ethnicity

	White Achievement	BAME Achievement	Note
2020/21	57%	58%	A material gap (11%) has formed between achievement of ethnicity groups. The gap has widened compared to the previous year by 10% through BAME achievement decreasing, and White increasing.
2021/22	46%	35%	

Achievement rates: learning difficulty and/or disability

	Declared Achievement	No declaration Achievement	Note
2020/21	26%	53%	Although the gap has closed by 18%, there is a gap of 9% between achievements. The achievement of those who have declared a learning difficulty and/or disability has significantly increased.
2021/22	37%	46%	

Workforce Profile

Staff

- The College employed 660 staff over the year, compared to 628 in 2020/21
- During the year, 17% (113) of new staff joined, with 15% (98) leaving

Age

- 10 under 21 (1% of the workforce)
- 79 aged 21-30 (12%)
- 142 aged 31-40 (22%)
- 164 aged 41-50 (25%)
- 184 aged 51-60 (28%)
- 81 over 60 (12%)

Headlines changes²:

The majority of staff are over the age of 40 has increased by 10%

Gender

- 425 females (65% of the workforce)
- 235 males (36%)

Headlines change:

Females increased by 2%, males increased by 9%

Difficulty and/or disability

- 3% declared having a difficulty/disability
- 18% preferred not to declare

Headline change:

The number of staff who preferred not to say has increased by 9% to 18%

Sexual Orientation

- 85% Heterosexual
- 10% LGBT
- 5% Prefer not to say

Minimal headline changes

Ethnicity

- 58% White
- 24% BAME groupings and other
- 18% Prefer not to say

Minimal headline changes

Religion

- 40% Christian
- 17% Other Religion
- 24% No Religion
- 19% Prefer not to say

Minimal headline changes

² Headlines changes in comparison to previous year