



Warwickshire College Group
Annual Equality and Diversity Report
2023



CORE VALUES

Expected from everyone in College:

- **Put the student first**
- **Deliver the highest quality**
- **Act with fairness, openness and respect**
- **Challenge and innovate**

www.wcg.ac.uk

1. Introduction

Warwickshire College Group (WCG) is ambitious for its students, staff and stakeholders and is committed to ensuring everyone is able to achieve the best they possibly can. Our Annual Equality and Diversity Report demonstrates how the College is meeting the general and specific public sector equality duties and demonstrates clearly that we show due regard to:

- Eliminating discrimination, harassment and victimisation;
- Advance equality of opportunity between those who share a relevant protected characteristic and those who don't; and
- Foster good relations between those who share a relevant protected characteristic and those who don't.

The College and Governing body are responsible in ensuring that the service provided responds proactively with the Equality Act. The Public Sector duty requires public sector organisations to publish the effects of policies and procedures on those with protected characteristics. Ofsted's Common Inspection framework identifies responsibility to demonstrate evidence that achievement gaps between different groups are monitored and reduced where necessary.

This report provides an oversight of our performance in relation to meeting our responsibilities in relation to the Equality Act. We consider equality and diversity at Warwickshire College to be **good** overall.

1a. Core Values

The College has a deep-seated ethos of helping students to achieve within a respectful and safe environment. We value the diversity of our students and staff and ensure that they are able to study and work in a respectful and safe environment, free from discrimination of any kind.

Warwickshire College has a compelling commitment to equality and diversity and it is firmly embedded within the College's Core Values which states that we expect all our staff and students to '**Act with fairness, openness and respect.**'

There is a standing agenda item for all cross-College meetings, under which meeting actions are checked to ensure they meet our standards and expectations against our three core values and given due consideration for equality and diversity.

1b. How WCG meets the general Equality Duty in summary:

- ***Eliminate discrimination, harassment and victimisation***

To eliminate discrimination, harassment and victimisation, the College implements a variety of policies and procedures to support staff and students. These include our equality and diversity policy, separate staff and student disciplinary policies and our tutorial policies. The College has a robust disciplinary process for staff and students and a whole organisational approach to managing student behaviour positively which is supported with training and mentoring. Students are introduced to the College's expectations around equality and diversity during their induction and this information is reinforced via personal development sessions with their tutors.

- ***Foster good relations between those who share a relevant protected characteristic and those who don't.***

To foster good relations, WCG undertakes a range of activities designed to share information, educate and celebrate differences in our staff and student groups.

Religious & Cultural Celebrations: The College celebrates religious and cultural events identified on its annual Diversity Calendar. Examples include Christmas, Diwali and Remembrance Day.

College Chaplaincy: The College chaplaincy offers members of the College community spiritual support. They offer a non-judgmental and supportive listening ear to those of all faiths or no faith.

Pastoral tutorials and personal development: The teams of personal learning advisors (PLAs) and course managers (tutors) deliver a range of topics with students to educate and share ideas about diversity and the protected characteristics. Examples include personal development sessions covering diversity, Black History Month and equality of opportunity. Pastoral tutorials covering LGBTQ+ History Month, gender equality and neurodiversity.

Student Enrichment: Warwickshire College Group has a programme of student enrichment that promotes the fostering of good relations. This includes annual charity projects.

- ***Advance equality of opportunity between those who share a relevant protected characteristic and those who don't.***

Equality of opportunity is advanced effectively throughout the College and is evident at all levels, including decision making, quality processes, tutorials, curriculum delivery, student

services, business support, partnership arrangements, student enrichment, policies, procedures and community engagement.

The Inclusion and Learning Support team ensures barriers to learning are minimised and determines, co-ordinates and monitors additional support for all students who disclose that they have a disability. WCG is very effective at supporting students with additional learning needs to succeed and progress in their learning.

1c. Equality and Diversity Steering Committee

The Equality and Diversity Committee meet three times per academic year and have an agreed term of reference available for all staff and students to view on the College intranet. Members of the group are drawn from across academic and support areas of the College. The Student Sabbatical Officer who is President of the Student Union also attends the committee. The Chair of the Equality and Diversity Committee reports on meeting discussions to the wider College Leadership Team meetings.

The link governor for equality and diversity for 2022-23 was **Linda Norville** who is a member of the Corporation and a member of ASQA (Academic Standards and Quality Assurance) Committee. The Link Governor reports on meeting discussions to ASQA.

1d. Catchment Area Profiles

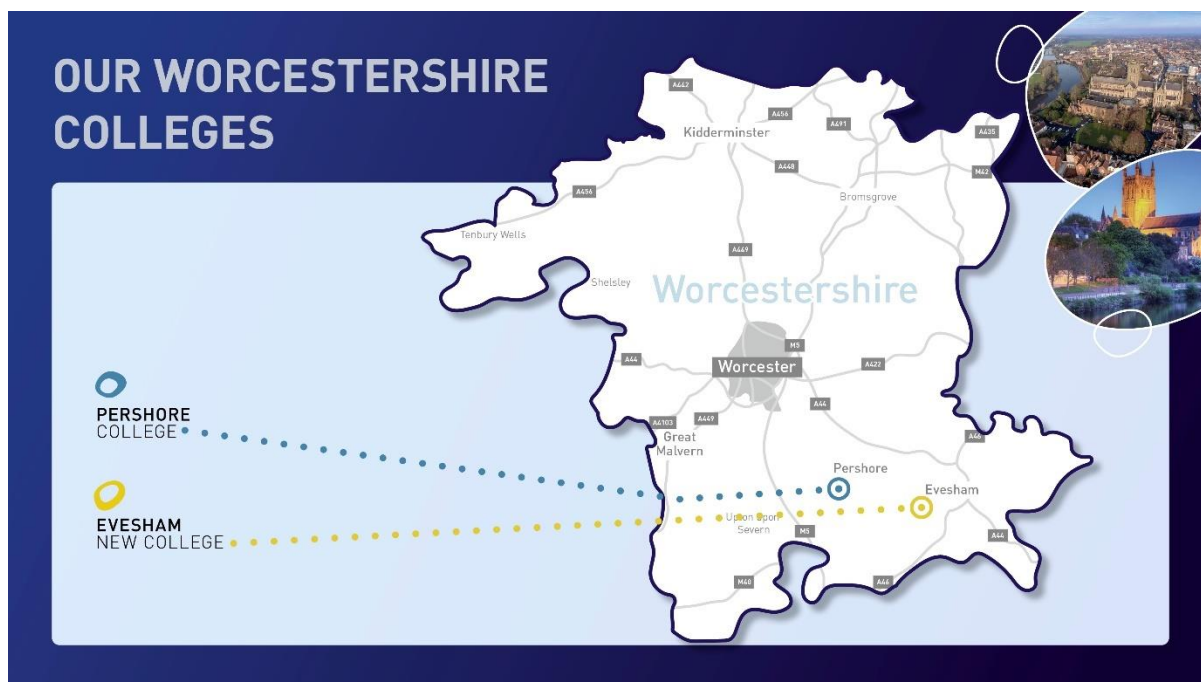
WCG operates across two counties and there are common themes between them; both have high proportions of rural communities, particularly in the south of Worcestershire where the WCG colleges are based. The largest population increases in the West Midlands have been seen in Rugby and Wychavon (Evesham and Pershore) where the populations have grown by 14.3% and 13.3% respectively between 2011 and 2021 (Census data from Nomis).



Warwickshire has a population of around 596,800 (ONS, 2021), covers an area of 1,975 km² and includes the five districts of Nuneaton and Bedworth, North Warwickshire, Rugby, Warwick, and Stratford-on-Avon. It is a relatively affluent area, although there are marked differences between the north and south of the county in terms of population density and employment rates.

WCG is based in the **south and east** of the county primarily covering Rugby, Leamington Spa, Warwick, and Stratford-upon-Avon although it attracts students from a wide area including Coventry City, Birmingham, Northamptonshire and Oxfordshire.

WCG has four colleges in the south and east of Warwickshire. The county has an aging population particularly in the southern districts of Stratford-upon-Avon and Warwick, and the 16-64 population is proportionally lower than the national rate. However, in the east, Rugby has fewer residents aged 65 and a higher proportion of young children. Rugby has seen its population increase by 14.3% between 2011 and 2021.



Worcestershire includes the six districts of Bromsgrove, Malvern Hills, Redditch, Worcester City, Wychavon and Wyre Forest. Its largest settlement is the cathedral city of Worcester and other significant towns include Kidderminster and Redditch. The north-east of the county is also part of the industrial West Midlands whereas the rest of Worcestershire could be described as mainly rural. WCG's operation in Worcestershire is geographically based in the **south of the county** within the districts of Wychavon.

Wychavon district covers 664km² of the south and eastern part of the county of Worcestershire and is the largest of the six Worcestershire districts. The area is made up of the three towns of Droitwich Spa, Evesham and Pershore and nearly 100 villages and hamlets. Pershore and Evesham colleges are located within Wychavon district within Worcestershire and form the rural south of the county. Therefore, transport is a key factor in Wychavon. The College provides a complementary shuttle bus service between Evesham and Pershore College for students.

1e. Not in Education, Employment or Training

The Department of Education Statistics Service reports that there has been an increase in the number of young people aged 16-24 who are not in education, employment or training (NEET) and this increase has been driven by young males. In 2023, there were 11.6% of 16–24-year-olds as NEET. This is made up of 3.3% of 16- and 17-year-olds and 13.4% of 18–24-year-olds.

WCG is the largest provider of Princes Trust Team programmes in England and offers

programmes across the West and East Midlands from Worcestershire to Lincolnshire. The Team programme is designed to re-engage young people up to the age of 24 in education and training.

1f. Local Demographic Data

The following data is based on Office for National Statistics data from the 2021 Census release and has been linked to the locality of each of our colleges. Moreton Morrell has a local, regional and national catchment area (*).

(https://www.nomisweb.co.uk/sources/census_2021/report?compare)

Criteria	Wychavon District – South Worcestershire	Warwick, Central Warwickshire	Stratford-upon-Avon, South Warwickshire	Rugby, East Warwickshire
Local WCG Colleges	Evesham Persore	Leamington Spa, Warwick Trident	Moreton Morrell*	Rugby
Population in 2021	132,500	148,500	134,700	114,400
% increase in population since 2011 census	13.3%+	7.9 %+	11.8%+	14.3%+
% Males	49.1%	49.7%	48.5%	49.8%
% Females	50.9%	50.3%	51.5%	50.2%
% Aged 0-19 years	20.2%	22.2%	20.1%	23.5%
<u>Ethnic Groups</u>				
White %	96.9%	84.6%	95.5%	85.7 %
Asian %	1.1%	9.7%	1.9%	7.6%
Black %	0.3%	1.1%	0.4%	2.7%
Mixed %	1.2%	3.0%	1.7%	2.8%
Other %	0.5%	1.6%	0.5%	1.1%
Economically Active %	58.3%	59.3%	59.5%	63.6%

Table to show local demographic data linked to WCG College sites

The demographics for Wychavon district (Evesham and Persore Colleges) and Stratford upon Avon district (Moreton Morrell College) are very similar as they are very rural locations. Warwick district (Leamington Spa and Warwick Trident Colleges) and Rugby district (Rugby College) are also similar in regional towns. *The difference is with economic activity as Warwick district has 8.9% student population who are economically inactive.*

2. Further Education and Skills Students and Apprentices 2022-23

This section reviews the demographic of the further education (FE) students and apprentices (skills), and then looks at their achievement on their main qualification.

2a. FE Funded Learners

This data is captured on the College enrolment form and uses categories specified by the Education and Skills Funding Agency.

In 2022-23, the overall number of individuals who were FE funded was 5,621 where 71% were aged 16-18 and 29% were aged 19+.

50% of the FE student population was female (down by 3% points on last year) and 50% male.

WCG recruits students from a wide range of backgrounds, but this data has clustered groups together for comparison purposes.

- 83% of the students on main programmes at WCG declare their ethnicity to be 'white' (down by 3% points on last year) and this includes 72% students who declare that they are White British.
- 5% of students declare that they have 'mixed ethnicity' with the highest group being White/Black Caribbean. (up by 1% point on last year)
- 3% are declared as Any Other including a small proportion declaring Arab
- 3% of students declare their ethnicity to be 'Black' with the majority declaring 'Black African'. (This % is the same as last year)
- 2% of students declare their ethnicity to be 'Indian'. (down by 1% point on last year)
- 2% of students are Pakistani or Other Asian
- 2% are Unknown

The largest non-White British cohorts are Indian, White/Black Caribbean and what is referred to as 'Other White' which includes students from other European countries such as Ukraine and Poland.

2b. FE Achievement Rates

WCG aims to reduce the gap in achievement on main programmes to no more than 3%. In each case the gap in achievement is measured from the main cohort compared with each of the areas. For example:

Age and Sex

Overall, male students perform better than female students by 3% points. This is a reversal of the outcomes last year where female students performed better than male students by 3.2% points. The improvement in construction and rail engineering results have contributed to this change.

Adult learners over 19 achieve higher than 16-18 students by 1.9% points. The gap has increased by 1.2% but remains within the tolerance levels.

Disability

Students who declare a disability, generally perform much better in their qualifications than those that do not. Students who declare hearing disabilities or physical disabilities continue to perform well and have the highest achievement.

However, students who declare mental health concerns perform less well than other students. There were 389 qualifications undertaken by students who declared mental health and their achievement was 83.3%. Last year there were 300 students declaring mental health and the achievement was 80.3% so achievement for students with mental health has improved with larger numbers. This demonstrates the work of the mental health team who have continued to work diligently with students declaring mental health and anxiety so they can access the curriculum.

Learning Difficulty

Students who declare a learning difficulty all achieve better than those without, or who haven't declared anything. This demonstrates the good work undertaken by the inclusion and learning support teams across all colleges.

Students who declare autism as a learning difficulty undertook 561 qualifications with an 89.3% achievement rate which is 6.4% points above the achievement rate for students with no learning difficulties. This is an improvement on last year's achievement rate.

Ethnicity

Students who declare their ethnicity to be Bangladeshi, Black Caribbean, Chinese or Indian achieve well. Similarly, students who declare their ethnicity to be White or White/Black Caribbean achieve well.

However, the groups of students where the achievement rate is less than 2% from the main

cohort includes Black African, other Black, mixed ethnicity, other Asian or Pakistani.

In terms of the subject areas which had low achievement rates, these included business, AS levels (social science) and ESOL qualifications. There were higher proportions of students from different ethnic backgrounds studying these courses. Therefore, the College needs to improve outcomes for all students on these courses during 2023-24.

High Needs Students

High needs students receive additional funding to pay for their support needs. Students who are 'high needs' achieve much better than those who are not. Students aged 16-18 and are high needs achieve 12.7% points better. Adult learners aged 19+ achieve 7.6% points better. Overall students with high needs achieve 11.3% points better than other students.

A total of 408 high needs learners undertook 742 qualifications – this on average is 1.8 qualifications for each student.

Overall achievement for high needs has improved by 4.4% points on the previous year. Only level one achievement has decreased since last year and this is only by 0.9% points.

There are far more entry level qualifications undertaken by high needs students this year up from 218 to 459.

Students in receipt of Free Meals

For the past three years, students who are eligible for free meals have achieved less well than those who are ineligible. For 2022-23, the overall issue is pass rates as retention is the same overall student population.

Students who are on entry level or level one programmes and are eligible for free meals achieve much better than their peers. However, students who are eligible for free meals at levels two and three achieve less well.

Equality data for Apprentices

This data is captured on the College apprenticeship sign-up form and uses categories specified by the Education and Skills Funding Agency.

In 2022-23, 45% of apprentices were aged 16-18, with 39% aged 19-23 and 16% aged 24+.

72% of apprentices are male and 28% female. 92% of apprentices declare themselves to be White and 89% do not have a learning difficulty or disability. 8% of apprentices declare dyslexia.

Female apprentices and those over 24 years achieve the best outcomes.

Apprentices who declare mental health achieve very well as do those with a hearing disability.

There have been significant improvements in the number of apprentices who declare dyslexia and achieve their apprenticeships.

In terms of ethnicity, all apprentices perform well except those from mixed ethnicities or who declare themselves Pakistani.

In summary, students who declare a learning difficulty or disability achieve very well because of the support that is in place from the inclusion and learning support team. However, students from some ethnic minority backgrounds and those who are in receipt of free meals at College achieve less well.

2c. Ofsted

In March 2018, Ofsted undertook a full inspection of the Warwickshire College Group which was graded good for overall effectiveness. Ofsted stated,

“Most staff challenge stereotypes and use of derogatory language, including at work. Staff promote equality of opportunity and include diversity themes in their lessons. Learners and apprentices treat each other with respect and listen well to the views of their peers. Staff plan for and celebrate diversity”.

However, they also said,

“Although staff introduce learners and apprentices to a range of topics related to British Values, few learners can remember what they have been told. Outside of tutorials, staff rarely engage learners in activities that help them to understand these values, how they relate to their lives and work, and how an understanding of these themes can help them become better citizens.”

In September 2020 WCG introduced the role of course manager for all FE courses. The course manager is a key member of the teaching team for a course and had a timetabled slot called ‘personal development’ with their group of students. Course managers led the sessions on fundamental British Values for all students. The course manager was given central materials and then contextualised aspects for their own subject area and industry. As a result, almost all students agreed that they had a good understanding of the following British Values terms: democracy, individual liberty, rule of law and mutual respect. Apprentices learn about

British Values via online tutorials or face-to-face tutorials dependent upon the nature of the apprenticeship delivery model. The Work-based Learning Manager follows up on this learning when they undertake their reviews as they ask specific questions relating to British Values and how they apply in their workplace.

In February 2020, Ofsted undertook a residential inspection for young people under 18. The inspectors noted that residential students receive well-coordinated support from health and welfare, education and residential staff. Residential staff provide students with reassuring support and are excellent role models.

3. Student Services and Support

3a. Behaviour and Conduct

The expectations of behaviour are clearly explained to students during their first few weeks at college. All students are required to understand and agree to the terms of the Student Agreement which includes taking responsibility for their own behaviour and treating everyone with consideration. The pastoral tutorial sessions delivered by the pastoral team during the first few weeks also include being kind to each other and anti-bullying and as a result the behaviour of almost all students is good.

The on-programme teaching and learning survey identified that almost all students agreed that their tutors encourage them to behave well (97.9%) and almost all (96.96%) understand the consequences of poor behaviour. Almost all students also recognised that there is a positive and respectful culture in lessons (95.12%) and know who to ask for help with any problems (96.83%).

Managing behaviour in the lesson is a feature of the College's teacher training programme and is part of the new staff induction process – transformational learning. Teaching and training staff who struggle with behaviour management in the classroom can have mentoring support from the teaching and learning improvement team.

The WCG behaviour management group, led by one of the Assistant Principals meets to ensure there is a consistency in approach to managing behaviour. The behaviour management group developed the MAPS approach in conjunction with students and teaching unions.

MAPS stands for – Motivated, Accepting, Prepared and Safe

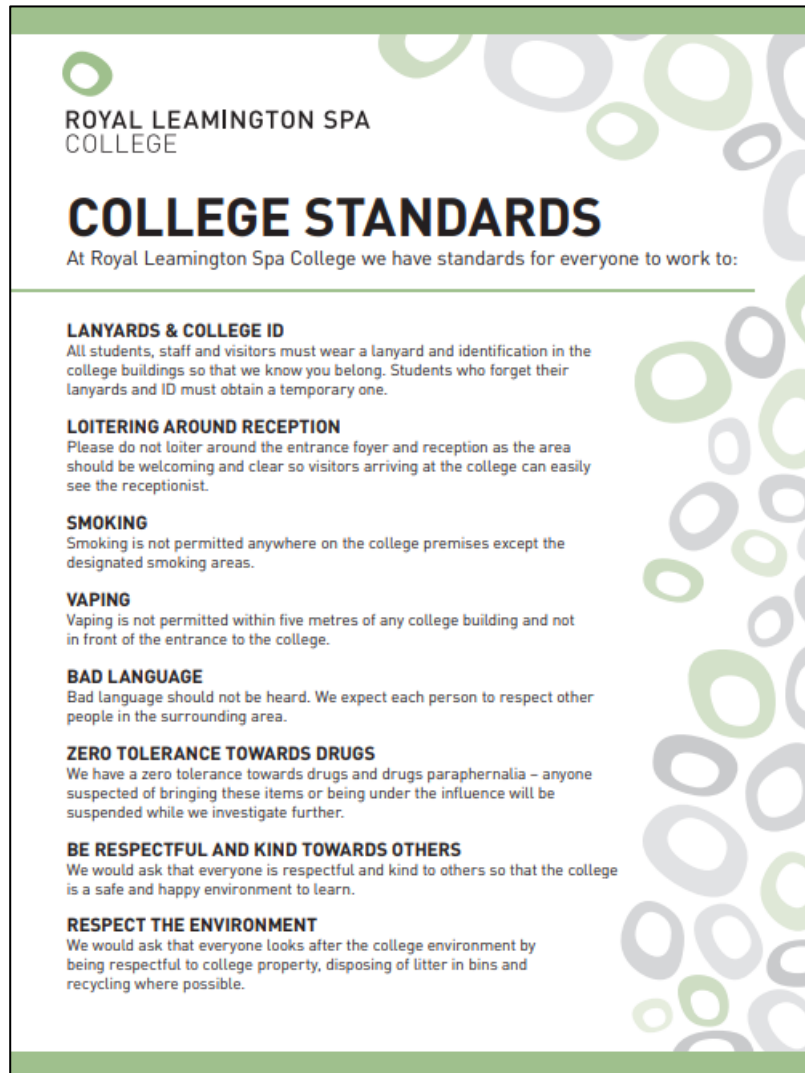
This theme is displayed in posters in every learning space, students learn about it during induction, it is referred to in the student agreement and behaviour management policies and within all training for staff and students.



Additionally, each college within WCG has a set of standards for everyone including staff, visitors, students and apprentices to work to in the circulation areas, for example reception, refectories, libraries and grounds. The standards include the following:

- **Lanyards** – all students, staff and visitors must wear a lanyard and identification in the college buildings.
- **Smoking** – smoking is only permitted in designated areas
- **Vaping** – vaping is not permitted within five metres of any college building
- **Bad language** – bad language should not be heard
- **Zero tolerance towards drugs** – zero tolerance towards drugs and drugs paraphernalia

- **Be respectful and kind towards others**
- **Respect the environment** by being respectful to college property, disposing of litter in bins and recycling where possible.



3b Inclusion and Learning Support Team

The WCG Inclusion and Learning Support Teams ensure students with special educational needs and disabilities who are studying on 'vocational' programmes are supported so they can achieve well and succeed at what they do. At WCG the areas of specialist support are primarily for students whose principal need is identified as Autistic Spectrum Condition, dyslexia, those with moderate learning difficulties, those with emotional wellbeing needs and those that require an educational communicator. The Inclusion and Learning Support Team's culture is one which encourages responsibility and accountability from every member but within a strongly supportive framework. The team recognises that the diversity of individual

needs amongst our learners means that no one person on the team will have all the answers and that we can all learn from each other.

Inclusion Support

In 2022-23, disclosures at application, induction and on individual learner's Education, Health and Care Plans (EHCPs) indicated an increase in learners experiencing mental health challenges. Anxiety, presenting as emotion-based school refusal, low attendance and lack of engagement with education prior to coming to college. For learners' transition into College for September 2023, WCG received 628 EHCP Consultations from Local Authorities: 439 (70%) of these were received in time for WCG to respond by 31st March, 2022.

We have seen the continued rise of High Needs EHCP learners attending vocational courses or enrolled as Work Based Learners at WCG.

Year	EHCPs Overall	High Needs EHCPs
2020-21	264	181
2021-22	290	200
2022-23	255	209

Distribution across Course Level

Course Level	Overall EHCPs	High Needs
Entry Level	3	3
Level 1	85	72
Level 2	78	70
Level 3	84	62
Level 4	1	0
Other	4	2
Totals	255	209

The Sensory Support Team has worked with 22 learners who were Deaf, Hearing or Visually Impaired this year. 68% (15) of these had EHCPs, 73% (11) of whom were High Needs. The team have supported Sensory Impaired Learners on Prince's Trust Team programmes in Derby, Erdington, Nuneaton and Hinckley. And have delivered Awareness Raising sessions

and BSL Lessons to staff and students around their learners.

The Autism Spectrum Condition has seen a further increase in demand from all local authorities for the provision of mainstream courses with enhanced specialist ASC support, Preparation for Adulthood, and specialist mentoring. The specialist Learning Mentor for ASC transitions has continued to plan for and provide highly individualised Transitions. This includes initial involvement, attending meetings and transitional visits) The continued development of our enhanced transition programme and further strong links with schools and Plan coordinators has supported successful transitions for most of these learners. In those instances where a full study programme was too challenging for some learners WCG has been able to work with Local Authorities to agree bespoke offers which allow for preparation for adulthood, social skills and re-engagement alongside English and Maths, where appropriate. The two new posts of SEN Team Leader for ASC have overseen 71 High needs EHCP learners and delivered mentoring support to an additional 31.

The Specialist Support Lead for Autism has directed group work for Social Skills Development. The Social Skills Groups have run in different forms depending on the needs of the learners and the accessibility on each campus. The aim has been to promote and enhance students' social skills and confidence to achieve their goals and aspirations in adult life, as stated in the 2014 SEND Code of Practice. These groups run alongside students' main study programmes and support student's progress.

The provision of Access Learning Spaces at Moreton Morrell, Rugby, RLS, Trident and Pershore have been well received by learners. They have provided familiar and friendly spaces for working with Mentors and Specialist Learning Mentors. Students also use them as bases during their non structured time or when they need to withdraw from group situations to complete their work.

3c Mental Health Team

The mental health team, consisting of a Mental Health Lead and 5 Specialist Learning Mentors offers support to students who present or disclose poor mental health with an aim to enable those students to access the curriculum. This support could be: individual, personal support on a one-to-one basis within their learning programme to help them towards being an independent learner, to listen if they are having problems such as: anxiety, depression, low mood and negative thinking, offering or working with the student on coping strategies and signposting and supporting a referral to external agencies. The team work outside the curriculum but share relevant information and any Inclusion reports drawn up..

Priority is given to EHCP learners who have the need for this support written into their Educational, Health and Care Plan and to others who have inclusion needs. Some learners require weekly sessions, others may need much less. During 2022/23 the mental health team undertook 3756 interventions working with 674 students.

WCG has a Mental Health Website which is a one-stop shop for lots of resources, links to outside agencies for support. Everything is printable and the site is updated weekly. There is a referral form on the website for students to refer themselves to the service.

For World Mental Health Day, on 10th October each year the mental health team prepares a presentation for pastoral tutorials. The team also promoted positive mental health during mental health week in May and arranges for external agencies who offer support and advice on all wellbeing issues to be present at regular intervals in all of the Colleges for students to self access and self-refer. These visits took place on 60 occasions throughout the year.

Counselling Team

The counselling provision across the colleges enables students to access the confidential service in a way and at a time which suits their need. The service is based on the Person-Centred principles which ensure that the students are treated fairly as individuals and does involve looking with the student at how they react to situations.

The number of counsellors and counselling hours available increased this year enabling a greater flexibility to meet need. Counsellors promoted their service with flyers and saw an increase in self-referrals by 27% and an increase of 10% in the number of males using the service.

347 students attended appointments with the counselling team for more than one session. This is an increase on the previous year of 14%. Of these 347 students 97% completed their College course. There was an increase of 27% in the number of self referrals and a decrease in the number of appointments wasted by students not attending. This year showed an increase of 10% in the number of males using the service

At Moreton Morrell the Supported Learning team asked for a regular presence and this was provided and has worked very well for the students in that area.

3d Addressing social disadvantage

During the past six years, Warwickshire College has actively sought to widen participation and

in doing so use education and the experience of being at College to address social disadvantage. The main ways that the college is working towards addressing social disadvantage is via:

- Support for young people who are looked after
- Student hardship and those in receipt of free school meals and digital poverty
- Reengagement programme via Prince's Trust team programme
- Increasing numbers of students with special educational needs

The numbers of students who are 'looked after' have increased with the Head of Welfare and her team in liaison with the virtual schools to support these students, who are often transitioning to independent living while at College. The Head of Welfare attends the virtual personal education plan sessions with the local authority. There were 51 young people designated as looked after studying at the College during 2022-23

The welfare team also manage student hardship and ensure students who are entitled to free school meals receive funding above the basic rate. All students can apply for the Support Funds and the eligibility for these is set by the College and does take in external factors for instance the cost of living crisis.

Those students who do not fit the eligibility criteria or need help with something outside the usual scope of support can still ask the Support Funds to consider their case and during 2022-23 75 such cases were considered by the Support Funds panel and offered financial help. Only 1 case was rejected as no financial hardship was established

Additionally, the Head of Student Welfare is part of the Chrome Book Loan Scheme and the personal learning advisers assist students to apply. In 2022-23 336 Chrome Books were loaned. Those without internet access at home were provided with SIM access and this as funded through the Support Funds

3e Challenging discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

College staff, with the support of the welfare team continue to challenge discrimination, victimisation, harassment, stereotyping, radicalisation and bullying very well. The tutorial programme includes sessions on safeguarding (including Prevent), sexual harassment and consent, safety (including e-safety and anti-bullying), equality and diversity, health and well-being, and British Values. Almost all students (95%) agreed there is a positive and respectful culture in lessons, (98%) they are encouraged to value equality and diversity at College and

(97%) are treated fairly and equally by College staff. The Equality, Diversity and Values Committee monitored feedback relating to discrimination as a standing item at each of its termly meetings. Processes and practice are duly reviewed and changes made if necessary.

Most (92%) students felt that the College dealt with bullying well. The pastoral tutorial programme includes a session highlighting the risks of bullying. Where members of staff reported that they suspected bullying within a group, the welfare team delivered a special anti-bullying tutorial with the group as a whole. There is a whole college awareness of bullying during anti-bullying week in the autumn term.

Additional support is also available to students through members of the welfare team. The Counselling service and Mental Health Learning Mentors offer an accessible service to students either face to face or by telephone.

3f Promotion of spiritual, moral, social and cultural development

The promotion of spiritual, moral, social and cultural development continues across the College. Members of all faith communities have access to improved multi-faith rooms in safe locations and the use of the rooms is promoted at the beginning of each year during the Induction talks. Respect for the cultures of others is promoted through the tutorial system and the Diversity Calendar which is widely published after discussion at the Equality and Diversity Committee and to which topics and issues should be covered each year. Any issues with the use of the multi faith rooms are brought to the attention of the Equality and Diversity Committee.

Members of all faith communities have access to multi-faith rooms at all of our sites. If students on any sites have any additional cultural or religious needs, relevant guidance and provision of space is provided. These spaces are looked after by members of the welfare team.

The Chaplaincy at the College provides pastoral care for students and staff of all faiths and none and works to encourage students to develop a sense of identity, self-worth, personal insight, meaning and purpose and is staffed by volunteers with close links to the community. The service is on a drop-in basis in open spaces with a quiet room available upon request if needed. Referrals are made from the chaplaincy service to other support systems and networks in College and vice versa. Notice board space is used by the chaplaincy service to promote not only the service but also relevant themes on a half termly basis and this year included friendships and loneliness, religious and other festival topics and kindness under a

rolling headline of choices. The Chaplaincy team are also present at the Student Welcome and Welfare Events

3g. Student Involvement

The College has several effective mechanisms of helping students to become active citizens through participation and representation, collecting and using all students' views and making improvements as a result. All issues raised are responded to, and where direct improvements are made the College collates the examples into 'you said, we did' posters as part of the feedback to the student body. Most students (93%) agreed that they felt their views were taken seriously.

The Student Engagement Officer is responsible for the design of the student involvement strategy and maintaining the accompanying action plan. The Student Engagement Officer also is responsible for course representation via the election of Course representatives (reps) and Student Councils which are held four times over each college. Course reps are encouraged to attend the council meetings to provide feedback on all parts of college from services and facilities resources and events. Minutes from council meetings are shared with college leaders and managers at the Student Experience Committee. The Student Engagement Officer also organises Principal's question time (PQTs) at each college for any student to raise an issue directly with the Principal. During 2022-23, there was a hybrid system put in place at all colleges. This was to increase the amount of student feedback.

Student Parliament is an event that happens once a year where all Students from across the whole WCG are invited. During the event, the students have the chance to discuss, vote and help set the Student Union on track for the year ahead. There are normally three topics that those attending pick which form the main part of the day. In 2022-23, the focus was on

'E&D Do you think college should do more for students from Diverse interest groups, Is the college doing enough to keep you safe and SU Social Media - What do students want to see on them?

There were students from Leamington, Trident and Rugby, this gave the room a nice diverse group of students. The students were from a range of study programs from motor vehicle to health and social care, hair and beauty and supported learning.

The student representative system with the student council and student parliament gives students an opportunity to give feedback across a wide range of curriculum topics. By encouraging all students to feel more confident, comfortable and not intimidated in expressing

their views in a variety of different ways, WCG is helping them to become active citizens within their local communities. Student representatives are inducted into their roles and receive training on how to be a great course rep, good communication and feedback to the students they represent.

Every year the pastoral team are asked to help in the recruiting of course representatives. After the elections there were 212 who registered using the online form, compared to last year's numbers at 230 the slight decrease but there were some areas that were just unable to recruit this year. This student representative system continued and adapted with a hybrid system where students were able to join council meetings in person or via google hangout for the first half of the year and then went back to in person only.

This year was the Third year of the Rewards and Recognition system. This was a three-tier system with a Bronze, Silver and Gold level. All course reps had access to the benchmarks as they were shown to them during the first council meeting when they were shown the Student Representative Handbook. This academic year 16 reps achieved one of the awards and they are split as follows: 15 Bronze, 1 Silver and 0 Gold.

Due to the elected Sabbatical President pulling out of the role before the term started this meant that Student engagement Officer had to pick up some extra duties in order to maintain the experience for students. Continued monitoring of the online forums and the Discord with different 'rooms' for interested parties which included the LGBTQ communities. This was also expanded to on campus meetings by the members at Rugby overseen by the Welfare team. The Moreton Morrell SU with the Student Engagement officer hosted a themed Winter Ball with the theme being voted for by students. The winning theme was Santa's Grotto, Tables were laid with white tablecloths and chairs. Christmas Trees and lights were also used to brighten the hall and highlight the theme as well as wreaths and presents made by students.. All in all, students really enjoyed the event with attendance of around 70 this was down from last but the SU was pleased as it almost looked like the Ball wasn't going to happen.

The SU Officers from Leamington hosted a small esports competition where students signed up their team and competed with each other. There were a few issues with getting the students all in one place and a few technical problems but over this was a success.

3h. Diversity Events

WCG actively develops students' awareness of equality, diversity and inclusion. Our ambition is to raise awareness, celebrate differences and create a mutually respectful, integrated and cohesive learning environment which allows our students to grow, thrive and maximise their full potential.

This academic year, the WCG Diversity Awareness Calendar was reviewed, updated, displayed in classrooms and disseminated online to raise awareness and understanding among students and staff of key events which celebrate differences. The aim this academic year was to include and focus on key events which promote and celebrate diversity, these were National Inclusion Week, Black History Month, Dyslexia Awareness Week, Movember Men's Health Awareness Month, National Anti-Bullying Week, LGBTQ+ Month, Women's History Month, Deaf Awareness Week, Mental Health Awareness Week, Pride Month, National Men's Health Week, Learning Disabilities Week and Refuge Week.

The diversity calendar also promoted 78 other events including religious festivals like Rosh Hashana, Diwali, Ramadan and Easter. The calendar also included new material on Windrush Day and Samaritans Day.

Every event included supporting information with students and staff having access to 262 resources to raise awareness. There were also activities and web links for tutors to use to embed diversity events into their curriculum. Online posts have been well received with Movember Men's Health Awareness Month receiving 341 reads and 53 likes, and National Men's Health Week receiving 168 reads and 26 likes. Anti-bullying week was also a popular post with 152 reads and 27 likes. Local events were included where possible, for example in Rugby a "Waves of Windrush" event was publicised. This was an opportunity to share experiences of the Windrush generation who settled in Warwickshire.

Promoting major events to raise awareness and understanding of diversity has been a successful strategy. These events have been supported with colourful and engaging displays in the College libraries. This academic year, the libraries had displays for the following events: Mental Health Awareness Week, Women's History Month (on Women's Suffrage), LGBT History Month ('Behind the Lens'), Holocaust Memorial Day, Black History Month, DEC Ukraine Humanitarian Appeal, National Men's Health Week, Anti-Bullying Week, World Mental Health Day, Trussell Trust Food Bank Appeal and British Values. Some libraries also celebrated Diwali and Chinese New year.

All full-time 16 to 19 year students have a personal development lesson timetabled for each week of the academic year. The aim of the personal development programme is to focus on

developing students' academic and life skills but also learning to accept others and be open minded about individual differences. The personal development lessons include a session which focuses on celebrating diversity and this introduces students to the concepts of equality, diversity and inclusion through a range of activities. The personal development scheme of work also includes sessions on equality of opportunity, citizenship and fundamental British Values.

Students completed on programme surveys and feedback has been very positive. Feedback indicates WCG is preparing young people well for their adult lives in terms of raising awareness and learning to respect individual differences. From the surveys 98.16% of students said *"I am encouraged to value equality and diversity at College."* Whilst 98% said *"I know what it is to be a good citizen."* And 95% said *"I have a good understanding of the following British Values terms: democracy, individual liberty, rule of law and mutual respect."* Most importantly 95% concluded *"There is a positive and respectful culture in my lessons."*

3i Complaints and Appeals

The Customer Services Manager attends the Equality and Diversity Committee to report on any complaints where the complainant has a protected characteristic. There were 25 complaints in this category and they were varied meaning that this year there were no themes emerging. This is an increase of 15 complaints compared with the previous year. Most complaints were from FE parents (19) and included complaints about supported learning and inclusion.

3j Equality and Diversity in Teaching and Learning

Most lessons effectively embedded equality, diversity and values. Links to the outside world and the world of work were also utilised well with different groups and different industries as well as promoting values such as mutual respect, individual freedom and the rule of law. In a few classes, equality, diversity and values were highly effective.

To support staff with embedding equality, diversity and values resources are produced and disseminated via the college intranet by the member of the Teaching and Learning Improvement (TLI) team with responsibility for Equality and Diversity. The two main resources are the Equality, Diversity & British Values Guide for teaching and training staff and Embedding E&D within teaching and learning delivery. The guide includes a checklist of questions for lecturers to use to evaluate and promote the integration of equality, diversity and values within teaching and learning.

Equality and diversity for teaching and training staff

The WCG Equality, Diversity and British Values guide for staff was updated and shared with all staff via the College intranet. Both the Diversity Awareness Calendar and guide were also promoted to new staff at induction and training events. All new staff receive a College induction and one aspect of this is sharing and promoting the WCG Diversity Awareness Calendar and Equality, Diversity and Values Guide. New staff, within three months of joining WCG, also complete an online training module on Equality and Diversity. This module includes assessment at the end to ensure staff have a good understanding of the Equality Act 2010 and their responsibility in terms of current legislation. Current staff also complete an online module every three years to update their equality and diversity training. This module has an assessment at the end to ensure staff have a clear understanding of key legislation and its practical application. This ensures all staff are fully aware of equality, diversity and inclusion when performing their work role.

Tutors are keen to embrace equality, diversity and British Values, and embed these into their course and lesson delivery. Clear guidance is provided on what to include and embed into lesson delivery. Where staff are identified as not effective during lesson observations or professional discussions robust support is provided by a member of the teaching and learning improvement team.

3k. Fundamental British Values

Course managers led the sessions on fundamental British Values for all students. The course manager was given central materials and then contextualised aspects for their own subject area and industry. As a result, almost all students (95%) agreed that they had a good understanding of the following British Values terms: democracy, individual liberty, rule of law and mutual respect. Apprentices learn about British Values via online tutorials or face-to-face tutorials dependent upon the nature of the apprenticeship delivery model. The Work-based Learning Manager follows up on this learning when they undertake their reviews as they ask specific questions relating to British Values and how they apply in their workplace.

Where individuals or groups of students expressed views that were not congruent with fundamental British Values, or where inappropriate materials were accessed online, the Welfare Manager and her team would deliver specific tutorial sessions either to individuals or groups very swiftly. Any concerns were discussed at safeguarding meetings held in

Warwickshire and Worcestershire.

Fundamental British Values link very well to the College's Core Value - *to provide a fair, open and respectful culture*:

We believe that:

- A responsive ethos will ensure our College is successful, resulting in valued students and staff (democracy)
- Every individual should be treated with respect, courtesy and fairness (individual liberty)
- We should respect the rights and beliefs of each other, regardless of gender, marital status, age, disability, race, religion, sexual orientation or position within the organisation (mutual respect and tolerance of those with different faiths and beliefs)
- Respect the right to be an individual but also the need to conform to standards and expectations of social and individual behaviour (the rule of law).

4. Higher Education Student Data 2022-23

In 2022-23 there were 65% female undergraduate students studying at Warwickshire College and University Centre (WCUC), an increase of 2% points from last year, and being well above the sector level of 57% (HESA 2021-22).

A greater proportion of HE students at WCUC declared a learning difficulty or disability (referred to as LLDD) at enrolment, at 25%, compared with the sector level of 18%. The WCUC figure has increased from 2021-22, where 23% of students had declared LLDD at enrolment.

Sector data shows that 72% of HE students declared their ethnicity as white. These figures represent an increase of the proportion of ethnic minorities at WCUC of over 3% from 2021-22.

In terms of student age profile, WCUC has 44% of HE students who are under 21, considerably lower than the sector data at 51%. Conversely, WCUC has a larger proportion of mature undergraduate students at 56%, compared to the sector at 49%.

When considering students from areas of lowest participation (POLAR), 10% of WCUC students are from POLAR 1, above the sector at 13%. By comparison, in 2021-22, there were 12.5% of HE students at WCUC from POLAR 1, so in 2022-23 there has been a reduction of over 2%. However, when IMD is considered, just 10% of WCUC HE students are considered as from the most deprived districts, compared to 20% at sector level.

HE Inclusion Support

All eligible students who declare a support need at enrolment, or are later identified on course, are referred to the HE Inclusion Coordinator, for assessment and advice.

The HE Inclusion Coordinator liaises with students, staff and external providers to provide appropriate support. The HE Study Coach provides support to students awaiting their Disabled Student Allowance (DSA) and for students with an identified need who cannot access DSA. This support is now generally face to face, but can also be online, with mutual agreement of the student and study coach.

The Study Coach has recently achieved a Level 5 Certificate in Dyslexia; Literacy, Support

and Intervention. It is accredited by OCN Credit4 Learning and also allows qualification for Accredited Teaching Status / Accredited Practitioner Status and professional membership with the British Dyslexia Association. This means that from 2023-24 onwards, the Study Coach can carry out initial dyslexia screening, so that formal referrals and resulting support can be put in place much sooner.

Of the 508 eligible students enrolled in 2022-23, 25% disclosed at enrolment. This is significantly higher than the sector level of 18% and the WCUC figure does not include students who may have disclosed or been referred for support after enrolment.

The table below indicates the primary special educational need (SEN) where inclusion support is offered over the last 4 years. It can be seen that mental health and dyslexia/dyspraxia are the major SENs in 2022-23, with a similar pattern in preceding years.

Primary SEN	2019-20	2020-21	2021-22	2022-23
Autism/ADHD	23	17	16	17
Dyslexia/Dyspraxia	12	33	28	21
Mental Health	49	37	22	30
Medical	12	3	6	11
Learning Difficulty	4	10	25	19
Hearing Impairment	0	0	3	2

The Inclusion Coordinator prepares a support plan for all HE students with additional needs. Across the last three years, there has been a substantial increase in students with support plans.

Student Outcomes

Outcomes for students declaring LLDD have also been considered. Of the 508 students eligible for HE LLDD support, 196 students should have completed their studies in 2022-23. 24% of these students had declared LLDD at enrolment.

The percentage of students completing their award, whether LLDD has been declared or not, is virtually the same at 83% and 82% respectively. This is a shift from 2021-22, where

the completing rate for LLDD students was in the region of 10% lower than the non-LLDD students.

Considering the outcomes for 2022-23 by LLDD, it can be seen that 81% of students declaring LLDD at enrolment completed their Bachelor's degree, compared with 89% of those who did not. In terms of other HE awards (Foundation degrees, HNC and HND), 92% of students declaring LLDD completed, compared with 79% of students with no disclosure.

64% of students declaring LLDD achieved high grades for Other HE Awards (Foundation degrees, HNC and HND), compared with 78% for non-LLDD students. However, Bachelor's degrees showed the opposite, with 86% of students declaring LLDD have achieved high grades, compared with 81% who did not declare LLDD.

Comparing the outcomes for 2022-23 with those of the previous academic year, in the graphs below, it can be seen that completion rates LLDD students has improved in both Bachelor's degrees and other HE qualifications, with a substantial increase in the high grades for the Bachelor's award, and a fall in high grades for other HE awards.

5. WCG Staff Profile

The drafting of the WCG staff profile report is done in line with the 2021 Census data. WCG collects and stores equality data within the HR database and regularly cleanses the data to ensure that gaps in this information are minimal. Where gaps do exist, automated emails are sent to members of staff to prompt them to update their E&D profiles within the HR system. In addition to this, ad hoc audits are undertaken relating to Disability (and since 2020/21 to Race) to clarify if staff require any additional support in the workplace.

WCG collates and reports on the data which reflects the nine protected characteristics but measures the staffing profile for gender, ethnicity and religion purposes against the economically active population data from the 2021 census. This information allows us to measure against and review both our staff and student complement to ensure that we are reflective of the population in which we operate. The data that we collect and review from our staff enables us to ensure we not only are reflective of our communities but that it determines what action, if any, needs to be taken with regards recruitment, training and development.

The report for 2022/2023 has been compared against the 2021 Census data and therefore enables us to see if WCG continues to reflect our economically active population.

5a. Staff Age

For this reporting period we altered the age brackets, the data for which in 2022/23 can be seen in the table below:

Age bracket	Percentage
Under 20	1.2%
20 - 29	12.8%
30 - 39	17.4%
40 - 49	19.8%
50 - 59	26.2%
60 - 64	11.8%
Over 65	10.1%

Although these age bands slightly differ from previous reporting periods, we have not seen any significant change in the percentages and will be able to see better comparisons next year.

At a combined total of 46%, the majority of our workforce sit in the band of 40 to 59, which is a slight increase from the previous year (41%). The second highest band is 20 - 39 at 30%.

The data shows that we do not necessarily have an ageing workforce but it does show that we have increased our numbers at the younger end. This has been felt organisationally through recruitment and attraction as younger people who are classed as the Gen Z group (born between the mid 1990s and the mid 2000s) are interested in different things from an employment perspective than staff in the higher age bands, for example, preferring development opportunities to pension rights.

This data also ensures that we are focusing on health and wellbeing given that the majority of our workforce are aged between 30 and 49.

5b. Staff Disability

The data from 2022/23 has demonstrated an increase in staff who have stated that they have a disability and have disclosed the nature, from 6.3% to 11.2% which is a really positive move. This is mostly linked to those staff declaring an “Unseen” disability.

The data from 2022/2023 continues to show a decrease in the number of staff declaring a disability but not wishing to disclose the nature. This demonstrates a positive six-year trend and further supports our position of being a “Disability Confident” Employer.

There has been a slight increase in staff who “Prefer Not to Say” from 0.6% in 2021/22 to 1.4% in 2022/23. However, no issues were identified through the Disability Audit therefore we will continue to focus on this area to ensure that staff are supported as much as possible.

The data set with those disclosing No Disability remains the highest at 87.1% albeit this is a drop from 2021/22 data which was 93.4%.

7.4% of staff declared an “Unseen” disability, which for the reporting period was broken down into three key areas; Unseen, Dyslexia and Autistic Disorder. This is an increase from 4.6% last year. Neurodiversity training is being developed and will be rolled out accordingly due to this statistic. During the PPD week in July 2023, sessions relating to Autism in Workplace were offered and had high levels of attendance which is positive in ensuring awareness of this “hidden” disability.

For the first time in recent years, we have had 9 members of staff declare that they have a permanent disability categorised as Mental Health Difficulties.

2020/21 HR data	2021/22 HR data	2022/23 HR data
6% Disability (and disclosed nature)	6.3% Disability (and disclosed nature)	11.2% Disability (and disclosed nature)
92.8% No Disability	93% No Disability	87.1% No Disability
1.1% Prefer not to Say	0.6% Prefer not to Say	1.4% Prefer not to Say
0.1% Do have a Disability, But Don't wish to Disclose	0.06% Do have a Disability, But Don't wish to Disclose	0.05% Do have a Disability, But Don't wish to Disclose

5c. Gender Reassignment

The majority of staff have declared that they have not undergone Gender Reassignment at 92% which is the same as last year's data as is staff who used the category of "Prefer not to Say" which sits at 7.4%. The number of staff declaring that they had undergone Gender Reassignment in 2022/2023 has increased from last year (from 4 to 7 individuals), which is a positive move in relation to staff feeling able to log this data with their employer, especially as there is no requirement for staff to do so.

5d. Marriage & Civil Partnership

The majority of the data in this category is unchanged from the last reporting period with only slight changes in each of the categories. The biggest increase is in the category of "Married" which has increased from 52.7% in 2021/22 to 56.4% in 2022/23 and although extremely slight (1 additional member of staff declared) there is an increase from 0.3% to 0.5% in the category of Civil Partnership.

2020/21 HR data	2021/22 HR data	2022/23 HR data
7.7% Cohabiting	7.8% Cohabiting	6.5% Cohabiting
6.7% Divorced / Separated	8% Divorced / Separated	8.1% Divorced / Separated
58.4% Married	52.7% Married	56.4% Married
5.9% Prefer not to Say	5.7% Prefer not to Say	5.8% Prefer not to Say
19.3% Single	24% Single	21% Single
1.9% Widowed	1.5% Widowed	1.7% Widowed
0.1% Civil Partnership	0.3% Civil Partnership	0.5% Civil Partnership

5e. Maternity & Pregnancy

WCG recognises that pregnancy is a fundamental change in a person's personal and working life and as such, there is a need for increased support during this period. This includes support for incidents such as Pregnancy Loss and transitioning through the Menopause.

During 2022/23 further work was done and shared with staff relating to supporting all staff who have been affected by Pregnancy Loss. The Pregnancy Loss Policy which was introduced in 2021/22, gave all employees enhanced entitlement to paid time off if affected by a Pregnancy Loss. During the reporting period, no members of staff applied for this payment.

As part of the HR team's continued work on menopause awareness, more staff have been introduced, and are playing an active part, in WCG's Menopause forum which has over 200 subscribers, both male and female.

During 2022/2023, a total number of 10 female employees were on maternity leave. There was no maternity related illness during this academic year. 1 male employee received statutory paternity pay and leave and there were no Adoption Leave absences. However, the very low numbers here may indicate that staff cannot afford to utilise the statutory entitlement and prefer to take annual leave.

5f. Race

The WCG ethnicity split is measured against the 2021 Census findings for ethnic split in the UK. The high level ethnic split in the UK is 81.7% White, 9.3% Asian, 6.2% White Other, 4% Black (and Black other) and 2.9% Mixed or Multiple Ethnic Groups. The data in the table below combines the ethnicity groups, i.e. "White" includes "White Other" and "White Irish".

2020/21 HR data	2021/22 HR data	2022/23 HR data
91.9% White (& White other)	92.1% White (& White other)	90.6% White (& White other)
5% Asian	4.6% Asian	5.4% Asian
1% Black	0.9% Black	1% Black
1% Mixed	0.95 Mixed	1.3% Mixed
0.6% Prefer not to Say	0.9% Prefer not to Say	0.8% Prefer not to Say

The WCG data demonstrates that we are higher than the UK data for White (& White other) at 90.6%, but which is a slight drop in our own data for the last two years. We have seen a slight increase in each of our Asian, Black and Mixed categories albeit these are all below the national data sets.

It is important to note that Warwickshire and Worcestershire both have high percentages of White (& White other) residents with percentages between 93.2% and 75%.

Certain areas in the southern parts of the county of Warwickshire have seen an increase in residents categorising as Asian, which in the 2021 census was 10.3% whereas in Worcestershire this was much lower at 1.3%.

Across both county areas Black was low at 0.8% and 0.7%, which is reflective of our staff profile.

This data is telling us that we need to focus on being more reflective in our staffing profile of the communities that we serve and we can do this by understanding our own culture linked to race and ethnicity but also how we are perceived as an organisation in order that we can attract people from more ethnically diverse backgrounds.

5g. Religion & Belief

WCG data for employee religion and belief has not altered too much from the previous year with the majority of staff categorising their religion as Christianity (49%), which is a slight decrease from 51.3% in the previous year.

The next largest group at WCG is “None” at 17.3% which is a decrease from 19.7%, followed by Atheism (12.1%) which is an increase from 10%, closely followed by “Prefer Not To Say” at 12%, which is similar to last year. In 2021/2022.

2.6% of staff were categorised as Sikh during 2022/23, this is similar to the report of 2.5% in 2020/2021 and 2.6% in 2021/22. Staff declaring that their religion is Islam also remained the same at 0.7%.

5h. Sex

The gender split at WCG during 2022/2023 was as follows:

- **Female - 62.6%** which is an increase on the previous year from 52.3%
- **Male - 34.8%** which is a decrease on the previous year from 39.8%
- **Transgender / Cisgender / Non binary – 2.6%** which is a decrease from 7.7% on the previous year.

There have been changes in all three of these categories this year with the largest increase being in female employees and the largest decrease in employees categorising as Transgender, Cisgender & Non binary. Although the latter is a negative shift, it is important to view this data in line with the Age profile as younger people tend to categorise outside of the Female / Male options.

Due to the gender profile at WCG being predominantly female, work linked to menopause support continues to be important given the age profile also. With the average age of females being affected by the Menopause ranging from 45 to 65 we realise that this impacts on a high number of our staff as well as indirectly on other staff.

Gender Pay Gap Report 2022

Organisations are obliged to run annual Gender Pay Gap reports and publish the data. For 2022, WCG's Gender mean average was **11.7%**, which is slightly higher than the previous year and the Gender median average was **14.9%** down from 15.8% in the previous year.

The median figure of 14.9% reveals that typically, or overall, female employees have lower pay than male employees. However, WCG undertakes biannual Equal Pay Audits which tell us that there is not an issue linked to gender inequality with regards to how we pay our staff.

It is also imperative to note that this latter calculation is based on all contract types being placed together, hence a distortion to the true picture. WCG's figures are distorted by the fact that the majority of lower paid roles; domestic assistants, catering assistants and Learning support assistants are female, who also work on a part time basis. The percentage gap, although lower than previous years, can be attributed to the fact that female members of staff continue to make up the majority of our employees across all of our pay grades.

5i. Sexual Orientation

The key change in the data for 2022/23 is a decrease in staff categorising as Gay, Lesbian, Bisexual at 2.3% down from 4.9% in the previous year and an increase of staff choosing "Prefer not to Say" at 13.7% from 12.1% previously. Although not huge and could be attributed to attrition and turn over, this is not the direction that we want to go in as an organisation and work will be undertaken to try to understand these changes.

2020/21 HR data	2021/22 HR data	2022/23 HR data
82% Opposite sex	83% Opposite sex	82% Opposite sex
13.3% Prefer not to Say	12.1% Prefer not to Say	13.7% Prefer not to Say

4.7% Gay, Lesbian, Bisexual	4.9% Gay, Lesbian, Bisexual	2.3% Gay, Lesbian, Bisexual
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5j. Recruitment and Selection Overview

Recruitment and selection data that was captured during this year for all new starters reflects the general staff profile. Out of the total applications to the College during this period, 65% identified as female, 35% identified as male.

Of the total appointments to WCG roles during 2022/23, 89% were White British (including White Other and White Irish), a slight increase from 86.6%, 7% Asian British, 1% Black British, 3% Mixed (including white/asian, white/black caribbean and other). The key change here is linked to a decrease from 3.1% Black British to 1%.

A review is underway linked to recruitment advertising and how organisations such as ours who operate in quite rural areas can attract a more diverse applicant pool. Although we are looking at this locally, the AoC is also looking at minority representation with regards to recruitment, progression and attraction.

5k. Disciplinary & Grievance Overview

During 2022/2023, a total of 8 formal grievances were raised, five by White British females, 1 Black female. 1 Asian female and 1 female categorised as Other. One of the grievances raised was linked to discriminatory issues or practice, but no evidence was found and the grievance was not upheld. The main category of grievances raised linked to perceived Bullying & Harassment (4).

During the same period, 6 formal disciplinary hearings took place; 3 White British Females, 1 White British male, 1 Asian British female and 1 Black British female. and 8 White British Males. None of the disciplinary hearings were linked to discriminatory issues or practice.

5l. Equality and Diversity Training for Staff

All new staff receive training in equality and diversity as part of their induction to WCG. A range of training packages are available which include delivered sessions for teaching and support staff and on-line training packages to enable those staff who attend the College on a very limited basis to access training at a time that is more suited to them.

All staff are required to maintain their training in equality and diversity and refresh their training every three years as a minimum requirement. Since the inception of the Training Escalation process, the number of staff who are not trained within the timeframes has dropped significantly and none have been referred to the top tier of the escalation process, SLT. As at 31 August 2023, the percentage compliance for valid E&D Training was **84%**. This figure fluctuates throughout the year and can never be 100% at any given time due to attrition and the timing of the three yearly refresher for each individual member of staff.

5m. Attendance at Training Events

Data is monitored of those staff who attend training events via the HR Online system meaning attendees do not need to complete a monitoring form.

There were no issues relating to staff who applied for and did not receive approval for events that sit outside of the agreed training plan, i.e. attendance at conferences etc.

All essential training is offered at varying times of the day, week and year to ensure that all staff, full time, part time and hourly paid have an opportunity to undertake the relevant training as well as other sessions which fit with their personal development plans. As aforementioned, staff are encouraged more than ever to engage with the college's suite of e-learning modules and as a result we have seen increased participation.

The introduction of an online learning platform, Abintegro, which all staff can access at any time of the day, has created a wealth of resources with all staff across vast subject areas and creates an element of choice linked to Continued Professional Development (CPD).

6. Marketing

The marketing team strives to represent a diverse cohort of students at WCG and promote an inclusive and accessible college culture through all of our promotional activities. This means using photography and videos featuring a wide range of students in terms of age, ethnicity, gender and ability; using plain language; making our events accessible and inclusive; and compliance with standards such as those relating to written text legibility and website accessibility.

Website developments

The Government Digital Service (GDS) conducted a monitoring exercise of www.wcg.ac.uk in January 2023 to check for compliance against the WCAG (Web Content Accessibility Guidelines) 2.1 AA standards. The GDS report outlined accessibility issues that needed addressing on 8 webpages which largely related to third party features that had been installed on the website since previous work was completed in 2020 to make the website compliant with WCAG 2.1. Marketing worked alongside the Web Development team in IT Services to complete this work within the 12-week timeframe required by GDS, who confirmed that they were satisfied with the solutions put in place and would be taking no further action.

WCAG 2.2 has recently been published and GDS have confirmed they will begin checking public sector websites against the updated accessibility requirements from October 2024. Marketing, with the Web Development Team, are currently reviewing the updated guidelines and will implement any further changes needed during the course of the 2023-24 academic year.

We have recently renewed our annual licence for the ReciteMe accessibility tool on wcg.ac.uk for the third year running which allows us to report on usage from the previous two years:

	1 Sep 2021 - 31 Aug 2022	1 Sep 2022 - 31 Aug 2023
Pages viewed using toolbar	7,752	9,943
Unique users using toolbar	2,611	2,421
Pages per session using toolbar	2.97*	4.11*

**Industry average is 2.8 pages per session (www.littledata.io, May 2020). WCG's overall website average was 2.45 pages per session in 2021/22 and 2.49 pages per session in 2022/23.*

Feature use in the ReciteMe toolbar:

	1 Sep 2021 - 31 Aug 2022	1 Sep 2022 - 31 Aug 2023
Translation tools	70% (<i>Top 3 foreign languages - German, Turkish, Korean</i>)	85% (<i>Top 3 foreign languages - Ukrainian, Moldovan, French</i>)
Screen reader	26%	13%
Styling aids	3%	2%
Reading aids	1%	<1%

The most popular browser used with the toolbar continues to be Chrome (46% in 2022/23, up from 37% in 2021/22). The majority of our toolbar users are visiting the website on their mobile devices (86% versus 62% overall mobile users in 2022/23, up from 65% versus 58% overall mobile users in 2021/22).

Open Events

The first set of cross-college Open Events took place in October this year with a particular focus on improving information made available to attendees prior to the event as well as wayfinding and inclusivity during the events themselves:

Enhanced detail about the format and schedule for each Open Event was included on the website and Eventbrite listings

An 'Accessibility Pass' ticket option was introduced to make it clearer and easier for attendees to let us know if they had any specific access requirements, with separate communications made prior to events for those attendees where we needed to check that we could accommodate their needs. A total of 27 attendees selected this ticket type for the October 2023 events, of which 77% selected the Hidden Disability option.

An Accessibility desk was available at Open Events to allow a separate check-in point where events staff could assist attendees as needed.

Quiet rooms were set aside at the busier events. A 'Quiet Hour' is planned at upcoming RLS/RUG open events.

Improved wayfinding at events with large-format signage, printed college maps and coloured tape lines on the floors to mark out paths to hard-to-find locations within each college.

Updated feedback forms specific to each college have been sent to all attendees to gather more detailed feedback to help us understand what's worked well and what we can improve for next time.

Promotional photography and video

During 2022-23 the team worked on professionally-shot and edited promotional videos for [T Levels](#)

as well as [WCUC](#), which aimed to show diversity in the student cohort for those areas. Additionally, we took part in a national [Adult Learning](#) video campaign, broadcast on the ITVx streaming service, aimed to inspire learners from all ages and backgrounds to look towards their local college to help them achieve their career goals.

The Marketing Team completed a photo shoot with an external photographer in Spring 2023 to refresh our image bank and generate new content for course areas that were lacking in up-to-date photo assets. Briefs were circulated to tutors ahead of the photoshoot taking place asking them to assist with ensuring we could capture a wide range of students and staff wherever possible.

We're moving away from the model of one annual photoshoot taking place across all colleges during one/two weeks every spring, instead to stage multiple one-off photoshoot days at each college throughout the year in order to work with course and student availability to capture a wider range of subjects. Afternoon/evening shoots have been scheduled for December 2023 at RLS and RUG in order to photograph adult learners attending evening classes.

Campaigns and Publications

The marketing team researches and segments the college's target audiences and employs a mix of marketing tactics that take into consideration each demographic's preferred methods of communication. Although there is currently very little if any demand for alternative formats of publications, the team is able to provide these on request wherever practicable and this is communicated within all guides and on the website. Major publications such as course guides are available to view on the website via fully-accessible PDF downloads; however, all essential course information also exists on the website in formats that are accessible for those using assistive technologies (including the ReciteMe toolbar).

Social Media

Social Media content is planned annually to coincide both with the college's Equality & Diversity calendar as well as major national/international campaigns including those relating to diversity and inclusion. Recent campaigns included posts celebrating National Inclusion Week, the Festival of Learning Week, and a video contribution for the Accessibility2Me campaign:

PR

Marketing continues to seek out and support positive stories regarding staff, students and alumni that show our diverse college community.

Schools Liaison to widen access to Higher Education

The Schools Liaison Team within Marketing focused on increasing presence within Coventry schools during 2022/23, as well as within Wychavon district. This included promotion of the new NW/NE Coventry bus route (which was also featured in apprenticeships marketing around Coventry). The team have set themselves a target to promote transport routes these areas to raise awareness as this seems to be a perceived barrier to access, drawn from anecdotal feedback as well as analysis of recent conversion statistics.

The summer 2023 HE Clearing campaign featured a digital 6-sheet campaign in Coventry rail station in addition to paid-for social media ads aimed at areas of low participation around Rugby, Coventry and Wychavon.

7. WCG Black Lives Matter Statement

As an education provider, WCG is dedicated to standing up to racism and oppression, at College, at home and around the world. Black lives matter at WCG, and they should matter to every individual; to every one of our staff and to each student. As an organisation we are committed to learning more about the experiences of our staff and the systemic injustices that face black people and other ethnic minorities.

8. Antisemitism Definition

The College has adopted the International Holocaust Remembrance Alliance (IHRA) non-legally binding, working definition of antisemitism which states, '*Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities*'. Warwickshire College takes a zero-tolerance approach to antisemitism in all its forms.

Pastoral tutors deliver a tutorial to all students closest to the International Day of Commemoration in memory of the victims of the Holocaust with the Tutorial Manager updating the materials each year to align with the theme.

9. Equality and Diversity Objectives 2023-24

The equality and diversity objectives link to the College's strategic aims:



Strategic Aim 6.1 We aim to promote social mobility in each district and borough through educational opportunities.

- Introduce mentors for students from areas with indices of multiple deprivation in each district and borough to ensure they have access to College support mechanisms for example: funding and digital equipment
- Deliver enrichment tutorials to improve students' social confidence
- Monitor industry placements allocation for students from areas with indices of multiple deprivation to gain feedback on enhancing students' aspirations
- Provide customised careers advice and guidance, including support in applying for higher education or apprenticeships
- Increase student recruitment in areas of deprivation by 5%

Strategic Aim 6.2 We aim to support different groups and address disparities.

- Establish diversity groups for staff, students and apprentices
- Ensure staff and students feel welcome and valued at Warwickshire College
- Ensure students feel that their views are taken seriously
- Reduce the gaps in participation, attainment, learning and progression of different student and apprentice groups to no more than 3%

Appendix One – Diversity Awareness Calendar for 2022/23



ROYAL LEAMINGTON SPA
COLLEGE

DIVERSITY AWARENESS CALENDAR 2022/2023



SEPTEMBER 2022

- 8 International Literacy Day
- 15 International Day of Democracy
- 21 International Day of Peace
- 21 World Alzheimer's Day
- 25-27 Fresh Meat Festival (Leamington New Town)
- 25-30 Oct **National Inclusion Week**



OCTOBER 2022

- 1 **Black History Month**
- 1 International Day of Older Persons
- 1 National Domestic Violence Awareness Month
- 2 International Day of Non-Violence
- 3-9 **Dyslexia Awareness Week**
- 4-5 Yuri Gagarin
- 10 World Mental Health Day
- 21 Wear Red Day (International Red Card Day)
- 24 World Mental Health Day
- 24 World Older People's Day



NOVEMBER 2022

- 4 **November Men's Health Awareness Month**
- 8 World Diabetes Day
- 10 World Diabetes Day
- 10 World Diabetes Day
- 10-18 **National Anti-Bullying Week**
- 16 International Day for Tolerance
- 16 International Men's Day



DECEMBER 2022

- 1 World AIDS Day
- 3 International Day of Persons with Disabilities
- 5 International Volunteer Day
- 10 Human Rights Day
- 21 Winter Solstice
- 25 Christmas Day
- 31 Hogmanay / New Year's Eve



JANUARY 2023

- 1 New Year's Day
- 6 Epiphany
- 11 Human Trafficking Awareness Day
- 15 World Religion Day
- 15 Martin Luther King Day - USA
- 22 Chinese New Year
- 27 Holocaust Memorial Day



FEBRUARY 2023

- 4 **LOST History Month**
- 4 World Cancer Day
- 14 Valentine's Day
- 20 World Day of Social Justice
- 21 International Mother Language Day
- 22 Ash Wednesday



MARCH 2023

- 4 **Women's History Month**
- 1 Saint David's Day
- 8 International Women's Day
- 8 World Water Day
- 17 Saint Patrick's Day
- 21 International Day for the Elimination of Racial Discrimination
- 22 World Water Day
- 25 Ramadan Begins (Muslims observing fast)
- 31 Transgender Day of Visibility



APRIL 2023

- 2 World Autism Awareness Day
- 5-13 Passion Week
- 7 Good Friday
- 7 World Health Day
- 9 Easter Sunday
- 14 Vaisakhi Festival (Sikhism - celebration of the foundation of the Khanda)
- 22 Earth Day
- 25 Eid-ul-Fitr
- 25 Islamic celebration for end of Ramadan
- 27 Saint George's Day
- 23-29 **National Fertility Awareness Week**



MAY 2023

- 3-7 **Self Awareness Week**
- 3 World Press Freedom Day
- 8 World Red Cross Day
- 8-14 **Mental Health Awareness Week**
- 15 International Day of Families
- 17 International Day Against Homophobia, Bisexuality and Transphobia
- 21 World Day for Cultural Diversity Dialogue and Development



JUNE 2023

- 4 **Pride Month**
- 1 International Children's Day
- 5 World Environment Day
- 12-18 **National Men's Health Week**
- 20 World Refugee Day
- 19-25 **Learning Disabilities Week**
- 19-25 **Refugee Week**
- 21 Summer Solstice
- 22 Windrush Day



JULY 2023

- 11 World Population Day
- 14 Disability Awareness Day
- 13 International Justice Day
- 18 Nelson Mandela International Day
- 24 Sumatran Awareness Day
- 30 International Day of Friendship



AUGUST 2023

- 8 International Day of the World's Indigenous People
- 12 International Youth Day
- 23 International Day for the Remembrance of the Slave Trade and its Abolition
- 25 Women's Equality Day

> If you would like to add any events for next year's calendar please contact Sangita Emmett: semmett@wgc.ac.uk

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ROYAL LEAMINGTON SPA
COLLEGE

WCG PROMOTES BRITISH VALUES



Democracy

All have a role in influencing decision making. This also includes freedom to express opinions and a willingness to listen to other views.

At WCG we promote the importance of democracy through such things as:

- Student Voice
- The election of our course representatives
- The Students' Union
- Student Governors
- Learning about our electoral system



Mutual respect and tolerance of different faiths and beliefs

Equality and fairness for all regardless of their background or religious beliefs.

At WCG we promote the importance of mutual respect and acceptance of different faiths and beliefs through such things as:

- Participation in activities as part of the college's Diversity Calendar
- Our Chaplaincy
- Learning about different cultures, faiths and beliefs
- Displaying good manners
- Our tutorial themes



The rule of law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

At WCG we promote the importance of the rule of law through such things as:

- Learning about the importance of legislation
- How laws are made
- Confirming our student agreement
- Following college policies, procedures and regulations
- Adhering to the 'WCG Behaviours for Excellence' and 'College Standards'



Individual liberty

The individual's right to hold beliefs, to act and express themselves as they choose within the law.

At WCG we promote the individual liberty through such things as:

- Learning about human rights and civil liberties
- Our e-safety programme
- Impartial advice and guidance before taking your next steps
- Pastoral tutorial support
- Our tutorial themes

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