DUDLEY COLLEGE OF TECHNOLOGY

EQUALITY AND DIVERSITY ANNUAL REPORT

2021-2022

Contents

- Commitment Statement

- Chief Executive and Principal's overview

- Context

- EDI 2021-22 Action plan updated

- Whole College Student Outcomes

- Workforce Profile and Pay Gap Reporting

- EDI 2022-23 Action plan

Dudley College of Technology – Equality, Diversity and Inclusion Commitment

At Dudley College of Technology, we are fully committed to promoting, maintaining and supporting equality of opportunity in all aspects of our work. We aim to create an environment where all individuals, irrespective of gender, personal status, ethnic origin, religious belief, sexual orientation, disability or age have the opportunity to achieve their full potential. The College does not tolerate inequality and discrimination and we welcome opportunities to understand and celebrate the diversity of our staff and students.

As part of our renewed commitment to this, we will continue our activity through three dedicated work streams over the coming academic year and beyond. Each work stream will have a dedicated action plan and will be delivered through engagement with staff, students and Corporation.

We commit to publishing progress on our key metrics through the College's Dashboard and will regularly provide an update on our work to all stakeholders. A summary of these work streams is provided below.

An environment where every student feels welcomed and can achieve their full potential

- Complete a series of focus groups to understand student perception of the college, any barriers or improvements that could be made.

- Undertake a detailed review of historic performance data by characteristics, identify areas where differences exist and work with representatives from these groups to put in place effective changes.

- Develop a calendar of events recognising and celebrating our diversity, with promotion activities to staff and students.

- Support our Student Union in the membership of key roles, engagement with representative groups and promotion of SU events.

- Look for opportunities for promotion of role models from identified characteristics, including inclusion of guest speakers and alumni in events.

- Explore the potential for supported Equality Champion roles in our student body.

A workforce that is representative of, and committed to, the community that we serve

- A commitment to ensuring that our staff diversity profile at all levels (professional services, learning support, academic, management and governance) matches either the profile of our student body and/or the local community.

- Review the recruitment policy to enhance the advertisement of vacancies to all protected characteristic groups.

- Ensure that the staff satisfaction survey captures the data to enable us to monitor and compare across all protected characteristics.

- Enhance our pay monitoring and reporting to be wider than gender. Including the creation of an annual workforce report.

- Develop the role of an Outstanding Practitioner to have an E&D lead or the creation of E&D champions across the College.

- Establish appropriate staff support groups.

- Incorporate staff training into new starter inductions and part of the rolling programme of annual training with a specific programme for management on an annual basis. This to include unconscious bias training for anyone involved in recruitment.

- Enhance our diversity statement on our job adverts and the internet to cover all protected characteristics.

An institution where equality of opportunity is at the heart of what we do

- Undertake a complete review of all policies and procedures to ensure they are friendly to all protected characteristics.

- Improve our dashboard reporting to include wider protected characteristics.

- Develop a menopause policy.

- Develop an enhanced transgender policy.

- Identify appropriate kite marks that underpin our work and plan to achieve them.

- Review our maternity policy to include maternity counselling and support upon returning to work (mentoring programme, phased return, re induction back into the workplace).

- Improving the use of pro nouns – look to include on e-mails and staff badges.

- Increase the data capturing for staff of all protected characteristics to improve monitoring and reporting.

Chief Executive and Principal's Overview

At Dudley College of Technology, we are proud to celebrate our differences. Our diverse community brings a high level of aspiration and support for the benefits of our students, our colleagues, and our community. Our community brings a rich mix of backgrounds and experiences to the College which enriches our diverse and inclusive organisation.

We strive to treat all students and staff with respect and to transform the lives of our students through the delivery of high-quality education and training.
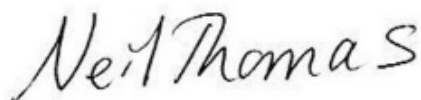
There should be no barriers for staff and students to achieve their full potential and to this end the College will continuously monitor the performance of students and staff to ensure the college is reflective of the community that we serve and to ensure that everybody has an equal opportunity to success and develop.

In 2021/22 we developed our first EDI commitment statement and action plan and have made a commitment to embedding the principals of Equality, Diversity and Inclusion into the heart of the College. To this aim we have a Strategic Lead of EDI on our Executive Team and a Lead EDI Governor on the Corporation, and our EDI Action plan will be monitored through the Senior Leadership Group, Standards Committee and Corporation.

We also appointed 8 people to work on cross college EDI projects from a cross section of academic, learning support and professional services staff across the College.

At Dudley College of Technology, we understand that equality is not about treating everyone the same but is about considering an individuals different needs and capabilities: that in our community we will recognised and celebrate our differences regardless of sex, age, disability, gender identity, race, religion/belief, sexual orientation, pregnancy or maternity status, and marital or other status; and that inclusion is at the heart of everything that we do irrespective of race, gender, disability or any other characteristic.

In 2022/23, we will continue to work towards our equality objectives and goals, we will continue to celebrate our diverse community, and we will continue to strive to be the best place to work and study all as a result of our approach to equality, diversity and inclusivity.

Neil Thomas

Neil Thomas
Chief Executive and Principal

Context

Dudley is a large metropolitan borough with a population of 313,000 making it the 25th largest authority in population size in England.

Dudley plays an important role in the West Midlands economy with around 10,000 business and a work force of 112,000 people.

Dudley has faced challenges with growth, educational attainment and social inclusion. Economic growth and equality of access to services and opportunities are key to future prosperity in the City.

Dudley's population has grown by 3.4% in 2011 to 323,500 in 2021 and is forecast to increase by a further 3% in 2031. Dudley is ranked the 104th most deprived local authority in England. 11% of the population of Dudley are from an ethnic minority background which is lower than the UK average of 14.6%.

Social Deprivation – The Dudley College Student Community

Year	% of students living in a 'disadvantaged postcode area'	% of students from ethnic minorities living in a 'disadvantaged postcode area'	% of students with LDD living in a 'disadvantaged postcode area'
2021-22	52.5%	23%	2%
2020-21	51.5%	21%	2%
2019-20	52%	21%	2%

A consistently high proportion of College students live in disadvantaged post code areas and this appears to be increasing as do the number of ethnic minority students living in a disadvantaged post code area.

Staff at the College remain cognisant of our students backgrounds and the potential barriers to education that may have been previously experienced, or that continue. The challenges that social deprivation can bring to educational outcomes remains important as the proportion of students who may be impacted by such challenges continues to grow. Therefore, our work on strategies to support all students to achieve, and our work on social mobility, is ever more important.

Equality and Diversity action plan – 2021-22

Action	Responsible	Milestone / output	Due date	What we have done
Develop an Equality, Diversity and Inclusion commitment statement and action plan.	N Thomas	EDI Commitment statement launched at Staff Conference	Oct 2021	The EDI commitment statement was launched at staff conference.
	K Jones	Recruit two staff into dedicated project roles to support the delivery of EDI Action Plan	Jan 2022	8 staff were recruited into dedicated project roles to support the delivery of the EDI Action Plan.
	N Thomas	EDI Action Plan developed – shared through Standards Cmtee	Apr 2022	EDI plan for 21/22 developed and shared through Standards Cmtee.
Increase the data capturing for staff and students of all protected characteristics to improve monitoring and reporting.	N Thomas	Standard protected characteristics capture agreed through consultation with AoC	Nov 2021	Standard protected characteristics capture agreed.
	D Price	Piloted with student induction survey	Dec 2021	Piloted with student induction survey
	K Jones	Review for implementation through iTrent and application form	June 2022	Implemented in iTrent and on application form
	D Goode	Review for implementation through enrolment process	Sept 2022	Implemented in the enrolment process
	K Jones	Ensure that the staff satisfaction survey captures the data to enable us to monitor compare across all protected characteristics.	June 2022	Staff satisfaction survey to be run during 22/23 academic year
Develop new reporting to identify areas for improvement	D Price	Develop new reports (survey, attendance and achievement) by wider protected characteristics.	Oct 2022	New monthly student surveys to capture wider protected characteristics.
	K Jones	Improve the dashboard report on age as well as disability, race and sex.	July 2022	Dashboard reporting includes age, disability, race and sex.

		K Jones	Annual reporting on staff diversity profile in comparison to local community.	July 2022	Included as part of the annual HR report and a comparison to the student population.
		K Jones	Enhance our pay monitoring and reporting to be wider than gender.	July 2022	21/22 pay monitoring to include gender, ethnicity and disability.
Review the policies and procedures to ensure they support all protected characteristics.		K Jones	Undertake EDI review of main policies and procedures	July 2022	Now that EDI Officer in post a review of the policies and procedures is being undertaken.
		K Jones	Develop a menopause policy.	July 2022	Draft menopause policy drafted, currently working with trade union colleagues on this. Menopause session delivered as part of college conference.
		K Jones	Review our maternity policy to include maternity counselling and support upon returning to work.	July 2022	Now that EDI Officer in post a review of the policies and procedures is being undertaken. Work is also being undertaken to review support provided to employees who suffer baby loss and a number of events were held during baby loss awareness week.
		K Jones	Implement a trans gender policy, following consultation with Student Union.	July 2022	Trans gender policy drafted, reviewed by Stonewall and shared with the student union. Session delivered as part of the college conference.
Review recruitment processes to drive diversity in our workforce.		K Jones	Enhance our diversity statement on our job adverts and the internet to cover all protected characteristics.	June 2022	This has been completed.

		Review the recruitment policy to enhance the advertisement of vacancies to all protected characteristic groups.	June 2022	A number of external links have been made with community groups to enhance the advertisement of our vacancies.
		Deliver unconscious bias training for anyone involved in recruitment.	Oct 2022	This is being planned to roll out to all managers during 22/23.
Establish staff and student support groups.	K Jones	Create a new staff group for discussion, support and engagement.	August 2022	As part of the EDI projects we tried to set a number of staffing groups up but the interest and up take for these was very low.
	D Martin	Complete a series of focus groups to understand student perception of the college, any barriers or improvements that could be made.	July 2022	These were completed and the feedback formed a number of sessions delivered to staff as part of the college conference in October 2022.
Ensure staff are suitably trained and receive regular updates on best practice in EDI.	K Jones	Incorporate staff training into new starter inductions	Sept 2022	New online training packages are currently being sources and trialled.
	K Jones/D Price	Agree a rolling programme of annual training for staff and managers through online tool.	Sept 2022	New online training packages are currently being sources and trialled.
	D Price	Deliver dedicated annual conference sessions on key EDI topics.	Oct 2022	Dedicated EDI conference was delivered.
	D Price	Develop a proposal for the role of an Outstanding Practitioner to have an EDI lead or the creation of EDI champions across the College.	Sept 2022	Several people completed EDI projects which ended 31st October 2022. The post of EDI Officer was appointed to from 1st September 2022. Further work is needed to best identify what is needed moving forward to help support the further embedding of EDI in the Curriculum.
Celebrate diversity and promote broader understanding	K Jones	Develop a calendar of EDI events in partnership with Student Union.	August 2022	Calendar of EDI events created and meeting held with Student Union as to how we can work together on some

				events. Events held for baby loss awareness week and menopause day.
	D Martin	Opportunities identified for promotion of role models from identified characteristics, including inclusion of guest speakers and alumni in events.	Sept 2022	
	D Martin	Support our Student Union in the membership of key EDI roles, engagement with representative groups and promotion of SU events.	Sept 2022	
	D Martin	Review our PIP Programme to ensure it covers awareness of all protected characteristics.	July 2022	
	D Martin	Explore the potential for supported Equality Champion roles in our student body.	Sept 2022	
	K Jones/D Martin	Investigate the implementation of pro nouns for staff / students and recommend next steps.	August 2022	There has been a mixed response to this from staff and students. Recommended next steps would be to look at an optional badge or inclusion on ID card.
Work with external agencies to support best practice	K Jones	Work with Stonewall to provide external scrutiny of our actions and development around sexual equality.	Ongoing	Monthly meetings have taken place with Stonewall and they have helped support with the creation of the trans gender policy.
	N Thomas	Be an active member of the AoC EDI Steering Group Consider any external kite mark recognition we wish to undertake and recommend to Standards Cmtee	Ongoing	The college are a member of the AoC EDI steering group and Colleges West Midlands Racial Equality Operations Groups for both students and staff.

Whole College Student Outcomes

The tables below show the achievements rates across each key client group for the last three academic years.

Adult

Gender	19/20	20/21	21/22
Male	87.9%	88.1%	85.6%
Female	89.1%	80.3%	79.1%

Ethnicity	19/20	20/21	21/22
Asian	85.3%	81.4%	80.8%
Black	86.9%	82.9%	81.7%
Mixed	83.1%	85.7%	80.1%
Other	87.0%	84.6%	81.9%
White	90.8%	86.1%	83.9%

LDD	19/20	20/21	21/22
Yes	88.9%	82.8%	78.8%
No	88.4%	85.2%	83.8%

The gender balance for adults shows that males achieve higher than females, whilst the ethnicity profile shows that students of mixed ethnicity achieve slightly lower than their peers although this gap has narrowed compared to the previous two academic years. Adults who have declared a disability achieved lower than their peers with the gap having increased compared to the previous two academic years.

A-Levels

Gender	19/20	20/21	21/22
Male	84.6%	84.8%	82.5%
Female	90.3%	82.5%	83.7%

Ethnicity	19/20	20/21	21/22
Asian	93.3%	89%	87.5%
Black	100%	50%	68.8%
Mixed	72.2%	85.1%	67.6%
Other	100%	100%	100%
White	88.1%	84.6%	85.3%

LDD	19/20	20/21	21/22
Yes	87.6%	74.7%	89.2%
No	89.1%	85.0%	82.2%

The gender balance for A-Level students shows that the male and female achievement gap has narrowed and is now almost on par. Mixed ethnicity students continue to achieve lower than their peers. Students who had declared a disability achieved higher than students without a disability last academic year.

Apprenticeships

Gender	19/20	20/21	21/22
Male	58.2%	55.1%	51.1%
Female	57.2%	48.4%	51.9%

Ethnicity	19/20	20/21	21/22
Asian	54.8%	43.4%	39.0%
Black	50.0%	44.1%	30.4%
Mixed	40.7%	56.5%	35.1%
Other	35.7%	44.4%	42.9%
White	58.9%	53.2%	53.9%

LDD	19/20	20/21	21/22
Yes	54%	59.6%	46%
No	58%	51.3%	52%

The gender balance for Apprenticeship students shows that the male and female achievement gap has narrowed and is no on par. Black and Mixed ethnicity students achieved lower than their peers last academic year as did students with a declared disability.

16/18

Gender	19/20	20/21	21/22
Male	81.6%	74.2%	78.5%
Female	85.4%	76.5%	80.5%

Ethnicity	19/20	20/21	21/22
Asian	85.5%	77.3%	85%
Black	87.0%	73.0%	75.6%
Mixed	76.8%	73.4%	71.1%
Other	83.0%	71.6%	80.4%
White	83.1%	75.3%	79.5%

LDD	19/20	20/21	21/22
Yes	82.4%	71.8%	78.5%
No	84.0%	76.1%	79.6%

The gender balance for 16-18 students shows that females consistently achieve higher than males and Black and Mixed ethnicity students achieved lower than their peers. Students who had declared a disability achieved marginally lower than their peers but this gap had considerably narrowed compared to the previous year.

All of the above data and related actions forms part of the College Annual Strategic Impact Assessment and each curriculum area and key client group has actions related to the above as part of their Quality Improvement Plan.

Workforce Profile and Pay Gap Reporting

Whole Staff Profile as of 31st July 2022.

The total headcount for the college as of 31st July 2022 was 794, this is a decrease of 7 from the 2020/21 academic year.

Year	Employee Headcount
2021-22	794
2020-21	801
2019-20	940

The percentage of staff declaring a disability has remained at its highest recorded level of 6%. The human resources department continues to work with managers and employees to make reasonable adjustments to support staff with a temporary or permanent disability.

The percentage of staff declaring a disability was 6% of female staff and 6% of male staff, this remained the same as the previous academic year as did the percentage of academic and learning support/professional services staff.

Year	Declared disability	Male declared disability	Female declared disability	Management declared disability	Academic declared disability	Learning Support/Professional serviced declared disability
2021-22	6%	6%	6%	8%	6%	7%
2020-21	6%	6%	6%	7%	6%	7%
2019-20	6%	6%	6%	5%	6%	7%

The college's gender diversity remained at 54% of staff being female, 46% of staff being male.

Year	Female	Male
2021-22	54%	46%
2020-21	54%	46%
2019-20	54%	46%

18% of all staff who had declared their ethnicity were from black and minority ethnic groups, this is a reduction 1% on the previous year and is 6% more diverse than the population in the Dudley borough which is currently 11.9% but 11% lower than the student population. The college continues to seek to recruit under-represented groups by promoting all external vacancies through the Centre for Equality and Diversity and is also trying to widen its community links to help promote all external vacancies.

Year	White	Minority ethnic groups	Increase/Decrease%
2021-22	82%	18%	-1%
2020-21	81%	19%	0%
2019-20	81%	19%	+2%

The staff age profile shows that 1% of the college's headcount are aged under 21, this has increase by 0.25 on the 2020/21 academic year. 7.5% are aged between 21 and 30, which is an increase of 0.5% on the previous year. 19% are aged between 31 and 40, this is a decrease of 0.5% from the previous year. 27% are aged between 41 – 50, this is the same as the previous year. 33% are aged between 51 and 60 which is the same as the previous year and 12.5% are over 60 which is the same as the previous year.

Age	2021-22	2021-20	2019-20
Under 21	1%	0.75%	0.5%
21-30	7.5%	7%	9%
31 – 40	19%	19.5%	21%
41 – 50	27%	27%	26%
51-60	33%	33%	32%
Over 60	12.5%	12.5%	11.5%

Disability Pay Gap report – 2022

Introduction

Employers with 250 or more employees are now required to publish various figures to demonstrate how large the pay gap is between their male and female employees on an annual basis. From 2022 we will be extending our pay gap reporting to include ethnicity and disability as well as gender.

Dudley College of Technology is committed to the promotion of equality of opportunity for all its employees and is proud to be able to offer working hours and practices that are flexible and enable people to balance work and life in a sustainable way.

The college is committed to empowering talented people at all levels and ensuring that its employees are developed and trained in line with their high ambitions and aspirations. The college offers a comprehensive training and development programme for all staff, including two dedicated staff development days each academic year, an opportunity for staff to work on cross college projects, leadership and management programme and weekly upskilling sessions for staff.

Background

This information is based on a snapshot date of pay on 31st March 2022.

At this date the workforce comprised of 53% female and 47% male with 62% full time and 38% part time or variable hours. 6% of our workforce had a disability.

This analysis looks at disability pay differences within Dudley College of Technology, focusing on the overall pay difference between people with and without a disability amongst our workforce.

The mean disability pay gap figure is 8% and the median disability pay gap figure is 4%.

What do we report on?

Mean disability pay gap	The difference between the mean hourly rate of pay of non-disabled full-pay relevant employees and that of disabled full-pay relevant employees.
Median disability pay gap	The difference between the median hourly rate of non-disabled full-pay relevant employees and that of disabled full-pay relevant employees.
Mean bonus gap	The difference between the mean bonus pay paid to non-disabled relevant employees and that paid to disabled relevant employees.
Median bonus gap	The difference between the median bonus pay paid to non-disabled relevant employees and that paid to disabled relevant employees.

Bonus proportions	The proportions of non-disabled and disabled relevant employees who were paid bonus pay during the relevant period.
Quartile pay bands	The proportions of non-disabled and disabled full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands.

The overall disability pay gap is defined as the difference between the median (actual midpoint) or mean (average) basic annual earnings of non-disabled employees and disabled employees expressed as a percentage of the median or mean basic annual earnings.

Voluntary Disability Minority pay gap reporting

Workforce profile

There were 790 employees working on the snapshot date of 31ˢᵗ March 2022. 418 were female and 372 were male. 490 employees were employed on full time contracts and 300 were employed on part time or variable hour's contracts. 53 were disabled and 737 were non-disabled.

The disability pay gap analysis is based on headcount as opposed to full-time equivalent numbers.
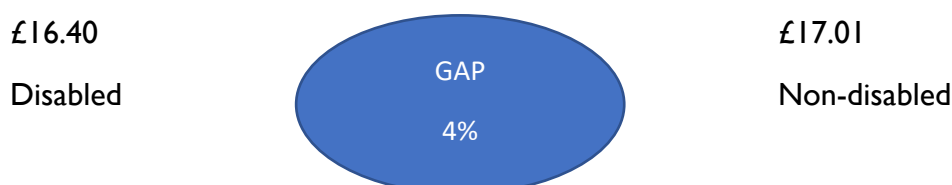
Disability pay gap – 31ˢᵗ March 2022

Mean

Average hourly rate of pay and the percentage difference between.

£15.60

Disabled

GAP

8%

£16.88

Non-disabled

Median

Middle hourly rate of pay and the percentage difference between.

£16.40

Disabled

GAP

4%

£17.01
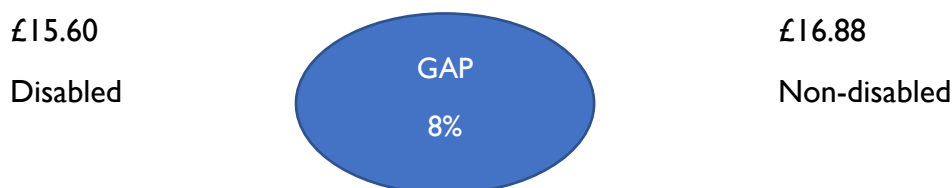
Non-disabled

Bonus - mean, median and proportions

Dudley College of Technology has no bonus scheme in operation.

Proportion of disabled and non-disabled in each quartile pay band.

Below shows the workforce composition in each pay quartile.

Lower pay quartile

197 in lower quartile, 22 disabled (11%) and 175 non-disabled (89%).

Lower middle pay quartile

197 in lower middle quartile, 8 disabled (4%) and 189 non-disabled (96%).

Upper middle pay quartile

198 in upper middle quartile, 19 disabled (9%) and 179 non-disabled (91%).

Upper pay quartile

198 in upper middle quartile, 4 disabled (2%) and 194 non-disabled (98%).

Ethnicity Pay Gap report – 2022

Introduction

Employers with 250 or more employees are now required to publish various figures to demonstrate how large the pay gap is between their male and female employees on an annual basis. From 2022 we will be extending our pay gap reporting to include ethnicity and disability as well as gender.

Dudley College of Technology is committed to the promotion of equality of opportunity for all its employees and is proud to be able to offer working hours and practices that are flexible and enable people to balance work and life in a sustainable way.

The college is committed to empowering talented people at all levels and ensuring that its employees are developed and trained in line with their high ambitions and aspirations. The college offers a comprehensive training and development programme for all staff, including two dedicated staff development days each academic year, an opportunity for staff to work on cross college projects, leadership and management programme and weekly upskilling sessions for staff.

Background

This information is based on a snapshot date of pay on 31st March 2022.

At this date the workforce comprised of 53% female and 47% male with 62% full time and 38% part time or variable hours. 82% of the workforce were white and 18% from ethnic minority backgrounds. This shows an increase of 1% in the number of males we employ and a decrease of 3% in the number of staff employed by the College on a part time basis.

This analysis looks at ethnicity pay differences within Dudley College of Technology, focusing on the overall pay difference between ethnicities amongst our workforce.

The mean ethnicity pay gap figure is 2% and the median ethnicity pay gap figure is – 8.5%.

The median pay gap figure which is 8.5% positive to ethnic minority employees shows that whilst we might employ less ethnic minorities than employees from white backgrounds they are generally employed in higher paid roles.

What do we report on?

Mean ethnicity pay gap	The difference between the mean hourly rate of pay of white full-pay relevant employees and that of ethnic minority full-pay relevant employees.
Median ethnicity pay gap	The difference between the median hourly rate of white full-pay relevant employees and that of ethnic minority full-pay relevant employees.

Mean bonus gap	The difference between the mean bonus pay paid to white relevant employees and that paid to ethnic relevant employees.
Median bonus gap	The difference between the median bonus pay paid to white relevant employees and that paid to ethnic relevant employees.
Bonus proportions	The proportions of white and ethnic minority relevant employees who were paid bonus pay during the relevant period.
Quartile pay bands	The proportions of white and ethnic minority full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands.

The overall ethnicity pay gap is defined as the difference between the median (actual midpoint) or mean (average) basic annual earnings of white employees and ethnic minority employees expressed as a percentage of the median or mean basic annual earnings.

Voluntary Ethnic Minority pay gap reporting

Workforce profile

There were 790 employees working on the snapshot date of 31st March 2022. 418 were female and 372 were male. 490 employees were employed on full time contracts and 300 were employed on part time or variable hour's contracts. 671 were white and 119 were ethnic minority.

The ethnicity pay gap analysis is based on headcount as opposed to full-time equivalent numbers.
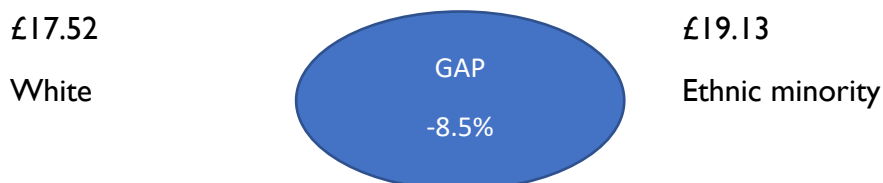
Ethnicity pay gap – 31st March 2022

Mean

Average hourly rate of pay and the percentage difference between.

£16.90

White

GAP

2%

£16.63

Ethnic Minority

Median

Middle hourly rate of pay and the percentage difference between.

£17.52

White

GAP

-8.5%

£19.13

Ethnic minority

Bonus - mean, median and proportions

Dudley College of Technology has no bonus scheme in operation.

Proportion of white and ethnic minority in each quartile pay band.

Below shows the workforce composition in each pay quartile.

Lower pay quartile

197 in lower quartile, 176 white (89%) and 19 ethnic minority (11%).

Lower middle pay quartile

197 in lower middle quartile, 175 white (36%) and 20 ethnic minority (12%).

Upper middle pay quartile

198 in upper middle quartile, 146 white (73%) and 56 ethnic minority (27%).

Upper pay quartile

198 in upper middle quartile, 174 white (87%) and 24 ethnic minority (14%).

<center>**Gender Pay Gap report – 2022**</center>

Introduction

Employers with 250 or more employees are now required to publish various figures to demonstrate how large the pay gap is between their male and female employees on an annual basis.

Dudley College of Technology is committed to the promotion of equality of opportunity for all its employees and is proud to be able to offer working hours and practices that are flexible, and enable people to balance work and life in a sustainable way.

The college is committed to empowering talented people at all levels and ensuring that its employees are developed and trained in line with their high ambitions and aspirations. The college offers a comprehensive training and development programme for all staff, including two dedicated staff development days each academic year, an opportunity for staff to work on cross college projects, leadership and management programme and weekly upskilling sessions for staff.

Background

All employers with 250 or more employees are required to publish information about gender pay by 31st March 2023. This information is based on a snapshot date of pay on 31st March 2022.

At this date the workforce comprised of 53% female and 47% male with 62% full time and 38% part time or variable hours. This shows an increase of 1% in the number of males we employ and a decrease of 3% in the number of staff employed by the College on a part time basis.

This analysis looks at gender pay differences within Dudley College of Technology, focusing on the overall pay difference between the male and female workforce.

The mean gender pay gap figures has reduced by 3% and the median gender pay gap figure has reduced by 0.5%.

These figures are still affected by the college's workforce comprising of more females than males but good progress has been made on addressing that balance over recent years. It also shows that the work we have committed to regarding increasing the salary of our lowest paid professional services staff of which the majority are female is starting to have a positive effect.

The report also looks deeper into pay to determine if there are any true pay inequalities across the workforce. A positive pay gap indicates that men are paid more, a negative pay gap indicated that women are paid more. The gender pay gap is different to equal pay. Equal pay relates to men and women receiving equal pay for equal work, not meeting this requirement has been unlawful in the UK for over 45 years. The gender pay gap is a measure of any disparity in pay between the average earnings of males and females.

What do we report on?

Mean gender pay gap	The difference between the mean hourly rate of pay of male's full-pay relevant employees and that of female full-pay relevant employees.
Median gender pay gap	The difference between the median hourly rate of male full-pay relevant employees and that of female full-pay relevant employees.
Mean bonus gap	The difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees.
Median bonus gap	The difference between the median bonus pay paid to male relevant employees and that paid to female relevant employees.
Bonus proportions	The proportions of male and female relevant employees who were paid bonus pay during the relevant period.
Quartile pay bands	The proportions of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands.

The overall gender pay gap is defined as the difference between the median (actual midpoint) or mean (average) basic annual earnings of men and women expressed as a percentage of the median or mean basic annual earnings of men.

Mandatory gender pay analysis

Workforce profile

There were 790 employees working on the snapshot date of 31st March 2022. 418 were female and 372 were male. 490 employees were employed on full time contracts and 300 were employed on part time or variable hour's contracts.

The gender pay gap analysis is based on headcount as opposed to full-time equivalent numbers.

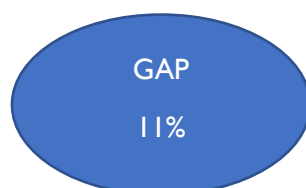Men on average work 4 hours per week (34 hours) more than women (30 hours).

Gender pay gap – 31st March 2022

Mean

Average hourly rate of pay and the percentage difference between.

£15.97   £17.96

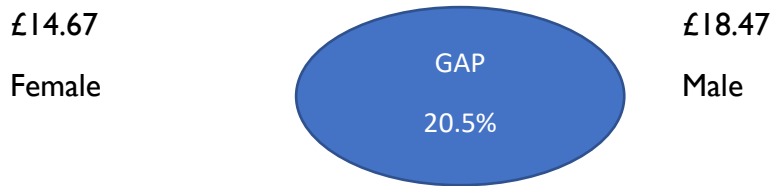Female   GAP   Male

                11%

Dudley College of Technology's mean gap is 3.9% lower than the national average of 14.9%*.

Median

Middle hourly rate of pay and the percentage difference between.

£14.67

Female

GAP

20.5%

£18.47

Male

Bonus - mean, median and proportions

Dudley College of Technology has no bonus scheme in operation.

Proportion of men and women in each quartile pay band.

Below shows the workforce composition in each pay quartile.

Lower pay quartile

197 in lower quartile, 64 males (33%) and 133 females (67%).

Lower middle pay quartile

197 in lower middle quartile, 71 males (36%) and 126 females (64%).

Upper middle pay quartile

198 in upper middle quartile, 97 males (49%) and 101 females (51%).

Upper pay quartile

198 in upper middle quartile, 135 males (68%) and 63 females (32%).

Equality and Diversity action plan – 2022-23

Action	SLG Responsible	Milestone / output	Due date	What we have done
Devise a job description and recruit an Equality, Diversity and Inclusion Officer to help support the Director of Human Resources deliver the EDI Action Plan across College.	K Jones	Write the Job description and hold recruitment process	July 2022	
	K Jones	Appoint EDI Officer ready for a September 2022 start	Aug 2022	
	K. Jones	Devise induction, training and development and mentoring programme for EDI Officer.	Aug 2022	
Improve the facilities to support the EDI mission and vison	S Johnson	Ensure that we have an adequately equipt and suitable prayer room across both the Dudley and Brierley Hill Learning Quarters and the IoT.	Apr 2023	
	S Johnson/D Goode	Ensure that we have robust system in place for monitoring the usage and key sign in/out process for the prayer rooms.	Apr 2023	
	D Goode/ K Jones	Review where we can display EDI posters and art work across college.	June 2023	
Increase the data capturing for staff and students of all protected characteristics to improve monitoring and reporting.	K Jones	Ensure that the staff satisfaction survey captures the data to enable us to monitor compare across all protected characteristics.	Dec 2022	
	D Goode	Review for implementation through enrolment process to allow us expand out student reporting.	Mar 2023	
	K Jones	Work with staff to reduce the number of 'prefer not to say' for sexual orientation and faith/religion and	July 2023	

		belief to enable us to expand our staff reporting.		
	K Jones	Enhance our staff reporting categories to report by each career family against the protected characteristics.	July 2023	
Develop new reporting to identify areas for improvement	D Martin	Develop new reports (survey, attendance and achievement) by wider protected characteristics.	Oct 2022	
	K Jones	Enhance our pay monitoring and reporting to be wider than gender, reporting on ethnicity and disability.	Dec 2022	
	D Martin	Widen our reporting to Corporation on safeguarding, Conduct, counselling, compliments and complaints by characteristic.	Mar 2023	
	K. Jones	Enhance our dashboard reporting to provide transparency across a wider range of protected characteristics.	Mar 2023	
Review the policies and procedures to ensure they support all protected characteristics.	K Jones	Undertake EDI review of main policies and procedures.	Apr 2023	
	K Jones	Develop a menopause policy.	Apr 2023	
	K Jones	Review our maternity policy to include maternity counselling and support upon returning to work.	Apr 2023	
	K Jones	Implement a trans gender policy, following consultation with Student Union.	Apr 2023	
Review recruitment processes to drive diversity in our workforce.	K Jones	Deliver unconscious bias training for WMG.	July 2023	
	K. Jones	Increase the visibility of positive role models throughout our recruitment process including on	May 2023	

		our website and interview panels.		
Review enrolment processes to drive diversity in our student body.	D. Goode	Increase the visibility of positive role models throughout our marketing processes including on our website, schools liaison activity and social media.	July 2023	
	D. Goode	Consider a dedicated programme of marketing and schools liaison activity in areas where we have under representation.	July 2023	
	D Goode/K Jones	Develop strong community links to strengthen our links with religion and faith groups to widen enrolment opportunities.	July 2023	
	G Barnard/K Jones	Carry out dedicated activity with employers to widen their understanding of EDI and how they can drive diversity in their workforces.	July 2023	
Establish staff and student support groups.	K Jones	Work with WMCA college's to establish cross college staff support groups, starting with ethnic minorities.	Mar 2023	
	D Martin	Support the student union to continue and enhance their student support groups.	July 2023	
Ensure staff are suitably trained and receive regular updates on best practice in EDI.	K Jones	Incorporate EDI and Mental Health training into new starter inductions	Mar 2023	
	D Martin/K Jones	Deliver dedicated annual conference sessions on key EDI topics.	Oct 2022	
	D Martin	Train a further 20 staff across the organisation to become Mental Health First Aiders.	Mar 2023	
			Mar 2023	

	D Martin/K Jones	Develop a proposal for the role of an Outstanding Practitioner to have an EDI lead on embedding EDI into learning through curriculum design.		
	K Jones	Create or source a package of EDI training for staff, associates and governors to form part of the College's mandatory training.	May 2023	
	K. Jones	Deliver training on completing Equality Impact Assessments for Managers.	July 2023	
	N Thomas/K Jones	A minimum of 3 members of the Senior Leadership Group and the EDI Officer to complete the ETF Inclusive Leadership Programme.	July 2023	
	N Thomas/K Jones	A minimum of 1 member of the Senior Leadership Group and the EDI Officer to attend the AoC EDI Conference.	Mar 2023	
Celebrate diversity and promote broader understanding	K Jones/D Goode	Develop a calendar of EDI events in partnership with Student Union and Marketing.	Dec 2022	
	K. Jones	Engage the students in the design of a Dudley College EDI logo.	Dec 2022	
	D Martin	Opportunities identified for promotion of role models from identified characteristics, including inclusion of guest speakers and alumni in events.	Dec 2022	
	D Martin	Support our Student Union in the membership of key EDI roles, engagement with representative groups and promotion of SU events.	Dec 2022	
		Investigate the implementation of pro nouns for staff	Apr 2023	

	K Jones/D Martin	students and recommend next steps.		
	K. Jones	Hold a cross college EDI day for both staff and Students.	Apr 2023	
	K. Jones	Recruitment of EDI Student Ambassadors.	Mar 2023	
	S Johnson	Menu offer at Stir to support the EDI calendar.	Mar 2023	
	K. Jones	Ensure at least two of three nominated College charities are linked to EDI.	Nov 2022	
Work with external agencies to support best practice	K Jones	Work with Stonewall to provide external scrutiny of our actions and development around sexual equality.	Ongoing	
	N Thomas/K Jones	Be an active member of the AoC EDI Steering Group Consider any external kite mark recognition we wish to undertake and recommend to Standards Cmtee.	Ongoing	
	K. Jones	Appoint a representative to sit on the Multicultural Apprenticeship Alliance.	Ongoing	
	K. Jones	Achieve re accreditation as a Disability Confident Leader.	Mar 2023	
	K. Jones	Work with Colleges West Midlands to complete the Thrive at Work accreditation.	July 2023	
	N Thomas/K Jones	Be an active member of the WMCA racial equality employee focus and student focus operational and strategic groups. Be part of the following collaborative work streams :-	Ongoing	

		- Deep dive into experience of 16-18 year old full time students from mixed backgrounds who consistently underperform compared to their peers. - Development of strategies to drive up racial diversity of apprentices, including promotion work to employers. Led by Anumit Kaur – EDI Officer - Dudley College. - Deep dive into experience of certain BAME adult groups with lower outcomes than their peers. - Development of aspiring leaders programme with input from external agencies to drive up EDI understanding and strategies as well as supporting more managers from diverse backgrounds to progress into leadership roles. - Collectively attract more people to work in FE with a specific focus on racial profile being representative of local community.		