



DUDLEY COLLEGE OF TECHNOLOGY
EQUALITY AND DIVERSITY ANNUAL REPORT
2022-23



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1. Equality, Diversity and Inclusion Commitment Statement

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 are incorporating diversity and inclusion as a central theme in our new strategic plan 2024-2027. This will be supported through the publication of our equality objectives and key actions that we will deliver to achieve our strategic goals.

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 our work to date 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.
- 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 by introducing pro-noun badges for students.
- Increase the data capturing for staff of all protected characteristics to improve monitoring and reporting.

2. 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 development.

Through our commitment statement and action plan we have made a commitment to embedding the principles of Equality, Diversity and Inclusion into the heart of the College. To this aim we have two Strategic Leads of EDI on our Executive Team and a Lead EDI Governor on the Corporation. Our EDI Action plan is monitored through the Senior Leadership Group, Standards Committee and Corporation.

At Dudley College of Technology, we understand that equality is not about treating everyone the same but is about considering an individual's different needs and capabilities: we will recognise 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 2023/24, we will recommit to our equality objectives by placing these as a central theme in our new strategic plan. 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

Chief Executive and Principal

3. 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% by 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 15%.

Social Deprivation

The following table shows the proportion of student living in a disadvantaged postcode area, by group:

Year	% of all students	% of students from ethnic background	% of students with LDD
2022/23	55%	71%	59%
2021/22	54%	71%	58%
2020/21	53%	70%	58%

A consistently high proportion of students live in disadvantaged post code areas and this appears to be increasing as do the number of students from an ethnic background or with learning difficulties or disabilities who live 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 progress is ever more important.

4. Equality and Diversity Action Plan 2022/23

The college has been proactively implementing the EDI action plan that was agreed by Corporation at the start of the year. Progress has been good and a summary of activity is shown against each area in the table below:

Action	Achievements to date
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.	Ami Kaur was appointed to the post at the start of the academic year. A development plan has been in place to support the new role. This post has very much facilitated a fresh approach to EDI.
Improve the facilities to support the EDI mission and vision.	The Broadway prayer room has been expanded with new facilities. Displays and communication based on EDI events are a common theme.
Increase the data capturing for staff and students of all protected characteristics to improve monitoring and reporting.	Data on protected characteristics is collected at enrolment for new students. We have encouraged staff to disclose more and better information, this has led to an improvement in reporting.
Develop new reporting to identify areas for improvement.	Student surveys during the year also collected data on protected characteristics. Pay gap reporting has been widened and the dashboard now includes an age category for staff.
Review the policies and procedures to ensure they support all protected characteristics.	A range of policies have been reviewed and updated; we continue to support protected characteristics. We have collaborated with the student union on a process for transgender students to update their personal details.
Review recruitment processes to drive diversity in our workforce.	We continue to source training to support managers in recruitment diversity. We try to ensure interview panels are diverse.
Review enrolment processes to drive diversity in our student body.	We have increased the visibility of diverse role models in our marketing and schools campaigns. We collect data on all protected characteristics at enrolment. We engage with community groups to enhance our awareness and understanding of local EDI matters.
Ensure staff are suitably trained and receive regular updates on best practice in EDI.	More mental health first aiders have been appointed. A variety of EDI training is being sourced for staff. All OPs have an EDI focus as part of their role. Senior leaders have taken part in ETF and AoC training/conference activities.
Celebrate diversity and promote broader understanding.	An EDI calendar has been developed and cross college representatives own and promote individual events. A cross college EDI has been held and we continue to support the student union in appointing to key EDI roles.

Action	Achievements to date
	<p>EDI student ambassadors have been appointed and been active through the year.</p> <p>Our Stir menu often incorporates a variety of different foods to support EDI celebration.</p> <p>All three college nominated charities are linked to EDI.</p>
<p>Work with external agencies to support best practice</p>	<p>We are a member of the AoC EDI steering group.</p> <p>We are a patron of the Multicultural Apprenticeship Alliance.</p> <p>We have been recredited as a Disability Confident Leader.</p> <p>We are a member of the Colleges West Midlands racial equality strategic group and lead on workstream 2: driving up racial diversity of apprentices.</p>

The full action plan is also attached to this report.

5. Student Participation and Outcomes

5.1 Student Participation

The College analyses the number of students by gender, ethnicity and learning difficulty/disability against 2021 census data for Dudley, the West Midlands and England. And also against how other colleges perform nationally. This provides us with information on how representative our student body is and whether there are any barriers preventing students from different groups attending college.

The key points to note from this analysis are as follows:

Gender

- The college has a higher proportion of male students across all key client groups, with the exception of A levels. This is due to the high number of male students on Engineering, Manufacturing and Construction courses. For example there were 722 16-18 male students on Construction courses compared to 22 female students.
- A key action for us is to increase the number of females in sectors that are traditionally male dominated.

	Dudley 2021	16-18		A Level		Adult		Apprenticeships	
	Census	DCoT	National	DCoT	National	DCoT	National	DCoT	National
Male	49%	58%	52%	45%	41%	54%	35%	70%	66%
Female	51%	42%	48%	55%	59%	46%	65%	30%	34%

Source: National statistics relate to FE colleges nationally, data published by MiDES.

Ethnicity

- The college has a higher proportion of students from ethnic backgrounds when compared to the Dudley population. The only exception to this is in apprenticeships.
- The college also has a higher proportion of students from ethnic backgrounds when compared to other colleges nationally.
- Although 87% of apprentices are from white backgrounds compared to 85% in the borough of Dudley, this still compares favourably to the national FE colleges picture of 92%.

	Dudley 2021	16-18		A Level		Adult		Apprenticeships	
	Census	DCoT	National	DCoT	National	DCoT	National	DCoT	National
Asian or Asian British	8%	17%	11%	29%	14%	19%	12%	6%	3%
Black, Black British, Caribbean or African	3%	8%	7%	9%	6%	14%	11%	3%	2%
Mixed or Multiple ethnic groups	3%	8%	5%	6%	6%	4%	4%	3%	2%
White	85%	64%	72%	53%	71%	55%	63%	87%	92%
Other ethnic group	1%	2%	3%	1%	2%	5%	8%	1%	0%
Not provided	0%	2%	1%	1%	1%	2%	2%	0%	1%

Disability

- Comparison with local data is difficult as the 2021 census disability categories are more detailed. However within the census, 74% of residents said they had no physical or mental health conditions.
- The college has a lower proportion of students declaring a learning difficulty or disability across all key client groups when compared to colleges nationally. It is unclear whether this is because of students not wishing to declare a condition. As a college we can take positive action to encourage greater disclosure.

	16-18		A Level		Adult		Apprenticeships	
	DCoT	National	DCoT	National	DCoT	National	DCoT	National
No LDD	79%	67%	90%	77%	84%	80%	86%	82%
LDD	20%	30%	9%	17%	14%	18%	12%	17%
No information	1%	3%	0%	5%	1%	3%	2%	2%

5.1 Student Outcomes

The tables below show the achievement rates across each key client group for the last three academic years. A brief commentary has also been provided and the College's actions to address particular performance issues is included in the Quality Improvement Plan.

It is also important to note that a change in the treatment of maths and English achievement rates have adversely affected some student groups. Where this is the case, further commentary is provided on performance excluding maths and English.

16-18

The gender balance shows that females have a more consistent rate of achievement over the period, whilst there has been a dip in male outcomes in 2022/23.

	2020/21	2021/22	2022/23
Male	74%	79%	73%
Female	77%	81%	77%

Outcomes by ethnicity shows an improving trend for students from a Black or other ethnic group, who perform better than students from all other backgrounds. Outcomes by students with mixed ethnicity remains low, and those with a White or Asian background have dipped too in 2022/23.

However, when excluding maths and English achievement data, with the exception of students of Asian origin, all other groups show an improvement in performance when compared to 2021/22. The achievement rate for students of Asian origin dropped by 5% in 2022/23, however this was from a high performance in the prior year, when compared to students from other groups.

	2020/21	2021/22	2022/23
Asian or Asian British	77%	85%	78%
Black, Black British, Caribbean or African	73%	76%	80%
Mixed or Multiple ethnic groups	73%	71%	72%
White	75%	80%	73%
Other ethnic group	72%	80%	81%

Achievement rates for all 16-18 students has dipped in 2022/23, for students with a declared learning difficulty or disability and those who have no declaration.

However, excluding maths and English data, performance by both groups is the same at 83%, an improvement of 3% from prior year.

	2020/21	2021/22	2022/23
No LDD	76%	80%	76%
LDD	72%	79%	69%

A Levels

Outcomes for A level students are consistent over the 3 years, while male students have performed significantly better in 2022/23.

	2020/21	2021/22	2022/23
Male	85%	83%	91%
Female	83%	84%	82%

Students from a Black or mixed ethnic background have seen significant improvement in A level outcomes in 2022/23, closing the gap with their peers. The figures for other ethnic group represent 7 students.

	2020/21	2021/22	2022/23
Asian or Asian British	89%	88%	85%
Black, Black British, Caribbean or African	50%	69%	81%
Mixed or Multiple ethnic groups	85%	68%	85%
White	85%	85%	88%
Other ethnic group	100%	100%	0%

Students with a declared learning difficulty or disability represent less than 10% of the A level student population, with 58 students. These students have a lumpy profile over time

and as previously noted, we need to encourage students to feel comfortable in declaring a LDD which will enable us to provide the relevant support.

	2020/21	2021/22	2022/23
No LDD	85%	82%	86%
LDD	75%	89%	76%

Adults

The performance gap between adult male and female students has closed slightly with achievement rates for females improving slightly.

	2020/21	2021/22	2022/23
Male	88%	86%	86%
Female	80%	79%	80%

The performance gap between students from different ethnic groups has increased slightly. Students from White or Mixed ethnic groups performed better, with other groups seeing a slight drop in achievement.

	2020/21	2021/22	2022/23
Asian or Asian British	81%	81%	79%
Black, Black British, Caribbean or African	83%	82%	80%
Mixed or Multiple ethnic groups	86%	80%	87%
White	86%	84%	85%
Other ethnic group	85%	82%	78%

Adult students who have declared a learning difficulty or disability represent 14% of the adult student population. Achievement rates for LDD students have improved, halving the gap compared to students with no LDD.

	2020/21	2021/22	2022/23
No LDD	85%	84%	84%
LDD	83%	79%	81%

Apprenticeships

Outcomes for apprentices have improved in 2022/23, with females continuing to perform slightly better than males.

	2020/21	2021/22	2022/23
Male	55%	51%	53%
Female	48%	52%	55%

Apprenticeship outcomes for all ethnicity groups have improved in 2022/23 with the exception of students from a Black background. There are 64 students in this group, representing 2% of the apprenticeship population.

	2020/21	2021/22	2022/23
Asian or Asian British	43%	39%	43%
Black, Black British, Caribbean or African	44%	30%	22%
Mixed or Multiple ethnic groups	57%	35%	40%
White	53%	54%	56%
Other ethnic group	44%	43%	50%

12% of apprentices have declared a learning difficult or disability and outcomes for these students has improved significantly in 2022/23, closing the gap with their peers.

	2020/21	2021/22	2022/23
No LDD	51%	52%	53%
LDD	60%	46%	52%

6. Workforce Profile and Pay Gap Reporting

6.1 Whole Staff Profile as of 31st July 2023.

The total headcount for the college as of 31st July 2023 was 777, this is a decrease of 17 from the 2021/22 academic year.

Year	Employee Headcount
2022-23	777
2021-22	794
2020-21	801

The percentage of staff declaring a disability has increased by 2% to its highest recorded level of 8%. This is largely due to our work with existing staff in declaring and ensuring that necessary support and reasonable adjustments are in place. The following table shows the data by different group

Disability Declared						
Year	Total	Male	Female	Management	Academic	Learning Support/ Professional services
2022-23	8%	7%	6%	2%	6%	8%
2021-22	6%	6%	6%	8%	6%	7%
2020-21	6%	6%	6%	7%	6%	7%

The College has also been successful in retaining our Disability Confident Leader accreditation for a further three years.

The table below shows how this compares to the 2021 Census data.

Disabled	College staff %	Dudley	West Midlands*	England
Yes	8%	26%	25%	24%
No	92%	74%	75%	76%

The college's gender diversity changed to be 56% female, a 2% increase in staff being female, 44% of staff being male.

Year	Female	Male
2022-23	56	44
2021-22	54%	46%
2020-21	54%	46%

18% of all staff who had declared their ethnicity were from ethnic minority backgrounds, this remains the same as the previous academic year but within this the profile our Asian staff have increased by 1% as has our percentage of staff from a mixed ethnic group.

Year	White	Minority ethnic groups	Increase/ Decrease%
2022-23	82%	18%	0%
2021-22	82%	18%	-1%
2020-21	81%	19%	0%

Of the 18% of our employees from ethnic minority groups. The table below shows how this compares to the 2021 Census data.

Ethnic group	College staff %	Dudley	West Midlands*	England
Asian	10%	8%	13%	10%
Black	5%	3%	5%	4%
Mixed	3%	3%	3%	3%
White	82%	85%	77%	81%

The college continues to seek to recruit under-represented groups by promoting external vacancies through organisations such as the Black Leadership Group and Centre for Equality and Diversity.

The staff age profile shows that 1% of the college's headcount are aged under 21, this was the same as the previous academic year. 8% are aged between 21 and 30, which is an increase of 0.5% on the previous year. 18.5% are aged between 31 and 40, this is a decrease of 0.5% from the previous year. 26.5% are aged between 41 – 50, this is a decrease of 0.5% from the previous year. 33% are aged between 51 and 60 which is the same as the previous year and 13% are over 60 which is a 0.5% increase from the previous year.

Age	2022-23	2021-22	2021-20
Under 21	1%	1%	1%
21-30	8%	8%	7%
31 – 40	19%	19%	20%
41 – 50	27%	27%	27%
51-60	33%	33%	33%
Over 60	13%	13%	13%

7. Disability Pay Gap Report 2023

7.1 Introduction

Employers with 250 or more employees are now required to publish figures to demonstrate how large the pay gap is between male and female employees on an annual basis. From 2022 we extended 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.

7.2 Background

This information is based on a snapshot date of pay on 31st March 2023.

At this date the workforce comprised of 55% female and 45% male with 61% full time and 39% part time or variable hours. 8% 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 9% which is a 1% increase on the previous year and the median disability pay gap figure is 8% which is a 4% increase on the previous year.

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.
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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.

7.3 Voluntary Disability Minority pay gap reporting

Workforce profile

There were 791 employees working on the snapshot date of 31st March 2023. 435 were female and 356 were male. 477 employees were employed on full time contracts and 314 were employed on part time or variable hour's contracts. 63 were disabled and 728 were non-disabled.

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

Disability pay gap – 31st March 2023

		Disabled	Non-disabled	%
Mean	Average hourly rate of pay and the percentage difference between:	£15.94	£17.54	9%
Median	Middle hourly rate of pay and the percentage difference between:	£15.04	£17.96	8%

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.

	Disabled		Non-Disabled	
	No.	%	No.	%
Lower Pay Quartile	28	14%	170	86%
Lower middle pay quartile	15	7%	178	93%
Upper middle pay quartile	15	7%	178	93%
Upper pay quartile	5	2%	187	98%

8. Ethnicity Pay Gap Report 2023

8.1 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 extended 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.

8.2 Background

This information is based on a snapshot date of pay on 31st March 2023.

At this date the workforce comprised of 55% female and 45% male with 61% full time and 39% part time or variable hours. 82% of the workforce were white and 18% from ethnic minority backgrounds.

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 3% a 1% increase on the previous year and the median ethnicity pay gap figure is – 9% which is a 0.5 increase on the previous year.

The median pay gap figure which is 9% 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.

8.3 Voluntary Ethnic Minority pay gap reporting

Workforce profile

There were 791 employees working on the snapshot date of 31st March 2023. 435 were female and 356 were male. 477 employees were employed on full time contracts and 314 were employed on part time or variable hour's contracts. 648 were white and 143 were ethnic minority.

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

Ethnicity pay gap – 31st March 2023

		White	Ethnic Minority	%
Mean	Average hourly rate of pay and the percentage difference between:	£17.30	£16.84	3%
Median	Middle hourly rate of pay and the percentage difference between:	£17.81	£19.61	-9%

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.

	White		Ethnic Minority	
	No.	%	No.	%
Lower Pay Quartile	165	84%	33	16%
Lower middle pay quartile	171	86%	27	14%
Upper middle pay quartile	156	80%	42	20%
Upper pay quartile	156	80%	41	20%

9. Gender Pay Gap Report 2023

9.1 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 extended 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.

9.2 Background

All employers with 250 or more employees are required to publish information about gender pay by 31st March 2024. This information is based on a snapshot date of pay on 31st March 2023.

At this date the workforce comprised of 55% female and 45% male with 61% full time and 39% part time or variable hours. This shows a decrease of 2% in the number of males we employ and a decrease of 1% 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 2% and the median gender pay gap figure has increased by 1.5%.

These figures are still affected by the college's workforce comprising of more females than males but good progress has been made on addressing the gender pay gap which has seen a 5% reduction since we first started reporting on this in 2017. 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.

9.3 Mandatory gender pay analysis

Workforce profile

There were 791 employees working on the snapshot date of 31st March 2023. 435 were female and 356 were male. 477 employees were employed on full time contracts and 314 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 2023

		Female	Male	%
Mean	Average hourly rate of pay and the percentage difference between:	£16.71	£18.41	9%
Median	Middle hourly rate of pay and the percentage difference between:	£15.26	£19.61	22%

Dudley College of Technology's mean gap is 13.2% lower than the TUC education national average of 22.2%*.

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.

	Female		Male	
	No.	%	No.	%
Lower Pay Quartile	138	70%	60	30%
Lower middle pay quartile	132	77%	66	33%
Upper middle pay quartile	86	44%	112	56%
Upper pay quartile	80	41%	117	59%

Proportional Pay Gap Analysis and Figures

The most reliable indicator of gender pay gap is the proportional pay gap. This takes into account the workforce composition and shows that across all pay grades, there is no significant gender pay gap.

The proportional pay gap compares the hourly rates of men and women on a like-by-like basis across each pay grade.

The percentage difference demonstrates for each grade how women are affected. A negative figure means that across the grade, women are paid more than men.

Pay grade	Proportional Pay Gap
Band 1	0.00%
Band 2	0.00%
Band 2/3	0.01%
Band 3	0.00%
Band 3/4	0.00%
Band 4	0.00%
Band 5	0.00%
Band 6	-0.03%
Band 7	0.00%
Band 8	0.00%
Trainer/Assessor	0.01%
Teaching	0.00%
Advanced Teacher	0.01%
Enhanced Teacher	0.00%
LMI	0.01%
LMI.5/LM2	-0.01%

We are not complacent and work hard to ensure that Dudley College of Technology promotes diversity and equality of opportunity for our employees. In 2024 we will be incorporating motivational points into our pay grades to enable all employees to achieve these based on good performance.