



**DUDLEY COLLEGE OF TECHNOLOGY**  
**EQUALITY AND DIVERSITY ANNUAL REPORT**  
**2023-2024**



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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 learners.

As part of our renewed commitment to this, we have incorporated equality diversity and inclusion (EDI) as a central theme in our new strategic plan 2024-2027. This publicises 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.

Our Equality objectives over the life of our Strategic Plan are:

- Develop a college environment that is safe, inclusive and encourages all staff and learners to be themselves, regardless of age, race, disability, faith, gender, or sexuality. We unite against discrimination.
- Take positive action to address the under-representation of learners with learning difficulties or disabilities (LDD); and to increase the proportion of female learners in traditionally male dominated sectors.
- Review our teaching approaches so they are tailored to the diverse needs of our learner population, eliminating achievement gaps, and taking opportunities to promote and celebrate our diverse population.
- Take positive action to address under-representation across our staff profile at all levels of the organisation.
- Promote and celebrate cultural awareness through a broad range of EDI focused CPD, and through the growth of staff, learner, and wider networks.

## 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 learners, 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 learners and staff with respect and to transform the lives of our learners through the delivery of high-quality education and training.

There should be no barriers for staff and learners to achieve their full potential and to this end the College will continuously monitor the performance of learners and staff to ensure the college is reflective of the community that we serve and to ensure that everybody has an equal opportunity for 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 a Strategic Lead of EDI on our Senior Leadership Team and a Lead EDI Governor on the Corporation. Our equality objectives are 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 it 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; placing inclusion at the heart of everything that we do irrespective of an individual's race, gender, disability or any other characteristic.

In 2023-2024, we recommitted to our equality objectives by placing these as a central theme in our 2024-2027 strategic plan and signing the Association of College (AoC) Equity, Diversity, and Inclusion Charter. 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 25<sup>th</sup> 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 Dudley.

Dudley's population has grown in the period 2011 to 2021 by 3.4% to 323,500 in and is forecast to increase by a further 3% by 2031. Dudley is ranked the 104<sup>th</sup> 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 learners living in a disadvantaged postcode area, by group:

<b>Year</b>	<b>% of all students</b>	<b>% of students from ethnic background</b>	<b>% of students with LDD</b>
2023/24	55%	71%	58%
2022/23	55%	71%	59%
2021/22	54%	71%	58%

A consistently high proportion of learners live in disadvantaged post code areas as do the number of learners 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 learners' 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 learners who may be impacted by such challenges continues to grow. Therefore, our work on strategies to support all learners to achieve and progress is ever more important.

#### 4. Equality Objectives progress to date

The college had been proactively implementing the equality objectives in the strategic plan. Progress has been good, and a summary of activity is shown against each objective in the table below.

Equality Objective	Achievements to date
<p>Develop a college environment that is safe, inclusive and encourages all staff and learners to be themselves, regardless of age, race, disability, faith, gender, or sexuality. We unite against discrimination.</p>	<p>Reviewed a number of key policies and procedures to ensure that they support all protected characteristics.</p> <p>Introduced a revised Equality Impact Assessment process.</p> <p>Revised our new staff induction process to include EDI training as a mandatory training course to be completed within their first six weeks of employment.</p> <p>Two of our three nominated college charities are all linked to EDI.</p> <p>We have signed the AoC mental health charter and have a mental health and wellbeing working party.</p> <p>We hosted the Dudley interfaith gathering to acknowledge Interfaith week in November.</p> <p>Our Stir menu incorporates a variety of different foods to support EDI celebration.</p> <p>We completed a series of focus groups to understand student perception of the college, any barriers or improvements that could be made and have committed to re-running this survey in early 2025 in conjunction with CWM.</p> <p>Supported our Student Union in the membership of key roles, engagement with representative groups and promotion of SU events.</p> <p>Reviewed our tutorial programme to ensure that EDI is a “hot topic” and promoted role models from identified characteristics including our guest speakers.</p> <p>Expanded our “Report It” button for learners to be able to report any EDI concerns anonymously.</p> <p>We have supported a number of EDI events and celebrations including Pride, International day</p>

Equality Objective	Achievements to date
	<p>against Homophobia, Biphobia and Transphobia, International Day of Disabilities and Black History Month.</p> <p>Embedded core objectives of our tutorial programme to ensure our learners develop respect, promote equality of opportunity and inclusive environment.</p>
<p>Take positive action to address the under-representation of learners with learning difficulties or disabilities (LDD); and to increase the proportion of female learners in traditionally male dominated sectors.</p>	<p>Worked with schools to drive up female engagement in STEM careers.</p> <p>9% increase in the number of A-Level learners with a declared disability or learning difficulty.</p> <p>2% increase in the number of apprentices with a declared disability or learning difficulty.</p>
<p>Review our teaching approaches so they are tailored to the diverse needs of our learner population, eliminating achievement gaps, and taking opportunities to promote and celebrate our diverse population.</p>	<p>Achievement of male 16-18 learners has increased by 5.1%.</p> <p>Achievement rates for 16-18 learners across all ethnicities have increased from 2022/23.</p> <p>Achievement of 16-18 learners with a declared disability or learning difficulty has increased by 8%.</p> <p>Achievement of adult female learners has increased by 3.4% to narrow the achievement gap compared to male learners to 1.9%.</p> <p>Achievement rates for adult learners from Asian, Black, or other ethnicity backgrounds have increased.</p> <p>Achievement rates of adult learners with a declared disability or learning difficulty have significantly improved by 9.1% and are now above our adult learners with no disability of learning difficulty.</p> <p>Achievement rates of adult learners in the lowest levels of deprivation remain comparable with their peers.</p> <p>Achievement rates of A-level learners with a declared disability or learning difficulty have improved and are now comparable to their peers.</p> <p>Achievement rates for apprentices across all ethnic backgrounds increased.</p>
<p>Take positive action to address under-representation across our staff profile at all levels of the organisation.</p>	<p>We have supported 2 staff to complete the College's West Midlands (CWM) future leaders programme and have another 3 staff completing the programme currently.</p>

Equality Objective	Achievements to date
	<p>We have increased our staff disability profile by 1%, which is a positive achievement with this being our most under-represented group.</p> <p>We have achieved our accreditation as a Disability Confident Leader until March 2026.</p> <p>Through Colleges West Midlands (CWM) we have produced a video to help to recruit from underrepresented communities in the Further Education Sector <a href="https://youtu.be/GsKMCyOyA_s">https://youtu.be/GsKMCyOyA_s</a></p> <p>We have signed the Menopause workplace pledge.</p> <p>We have achieved 'age-friendly' employer accreditation.</p> <p>We purchased a recruitment advertising package with diversity jobs which sees all of our vacancies advertised across 9 dedicated EDI jobs boards.</p> <p>Through CWM are producing recruitment guidance booklets for both recruiting managers and applicants.</p> <p>Enhanced pay monitoring to include gender, disability, and ethnicity.</p>
<p>Promote and celebrate cultural awareness through a broad range of EDI focused CPD, and through the growth of staff, learner, and wider networks.</p>	<p>All staff are required to complete the Education and Training Foundation Advancing Equality in Further Education course on an annual basis.</p> <p>Trained all of our wider management team on Equality Impact Assessments.</p> <p>We now have trained over 50 mental health first aiders.</p> <p>We signed the AoC Equity, Diversity, and Inclusion Charter.</p> <p>Our staff have completed Neurodiversity training which has secured our accreditation as a Neuro-inclusive champion.</p> <p>We are a member of the AoC Equity, Diversity, and Inclusion group.</p> <p>We are members of the CWM EDI student and employee steering groups which have focused on a range of workstreams relating to racial y and LGBTQ+ equality.</p>



Equality Objective	Achievements to date
	<p data-bbox="754 264 1374 360">We have supported 3 staff to become trainers to then be able to deliver unconscious bias training to all of our staff.</p> <p data-bbox="754 398 1374 495">We have committed to training all of our managers on unconscious bias in recruitment, which is due to start early 2025.</p> <p data-bbox="754 533 1187 564">We are a AoC Pride in FE member.</p>

## 5. Learner Participation and Outcomes

### 5.1 Learner Participation

The College analyses the number of learners 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 learner body is, and whether there are any barriers preventing learners 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 learners across all key client groups, with the exception of A levels. This is due to the high number of male learners on Engineering, Manufacturing and Construction courses.
- A key action for us remains to be increasing the number of females in sectors that are traditionally male dominated.

	Dudley 2021 Census	16-18		A Level		Adult		Apprenticeships	
		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 learners 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 learners from ethnic backgrounds when compared to other colleges nationally.
- Although 90% 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 Census	16-18		A Level		Adult		Apprenticeships	
		DCoT	National	DCoT	National	DCoT	National	DCoT	National
Asian or Asian British	8%	17.5%	11%	29.5%	14%	20%	12%	3%	3%
Black, Black British, Caribbean, or African	3%	8%	7%	9.5%	6%	14.5%	11%	2%	2%
Mixed or Multiple ethnic groups	3%	8%	5%	6%	6%	4%	4%	4.5%	2%
White	85%	64.5%	72%	54%	71%	56.5%	55%	90%	92%
Other ethnic group	1%	2%	3%	1%	2%	5%	5%	0.5%	0%
Not provided	0%	0%	1%	0%	1%	0%	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 learners declaring a learning difficulty or disability across all key client groups when compared to colleges nationally. It is unclear whether this is because of learners not wishing to declare a condition. As a college we can take positive action to encourage greater disclosure.

	Dudley 2021 Census	16-18		A Level		Adult		Apprenticeships	
		DCoT	National	DCoT	National	DCoT	National	DCoT	National
No LDD	79%	80%	67%	90.5%	77%	85.5%	80%	87.5%	82%
LDD	20%	20%	30%	9.5%	17%	14.5%	18%	12.5%	17%
Not provided	1%	0%	3%	0%	5%	0%	2%	0%	1%

## 5.2 Learner 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.

### 16-18

The gender balance shows that females have a more consistent rate of achievement over the period and male achievement has returned following its decrease last year.

Gender	2021-22	2022-23	2023-24
Male	78.50%	72.10%	77.20%
Female	80.50%	77.20%	82.00%

Outcomes by ethnicity shows an improving trend for learners from an Asian, Black, or other ethnic group background, who perform better than learners from White or Mixed heritage background.

However, all groups show an improvement in performance when compared to 2022/23.

Ethnicity	2021-22	2022-23	2023-24
Asian	85.00%	77.60%	81.30%
Black	75.60%	79.70%	80.30%
Mixed	71.10%	71.30%	77.60%
Other	80.40%	81.30%	84.20%
White	79.50%	72.70%	78.60%

Achievement rates for all 16-18 learners have increased in 2023/24, for learners with a declared learning difficulty or disability and those who have no declaration by 8% and 3.8%, respectively.

LDD	2021-22	2022-23	2023-24
Yes	78.50%	68.90%	76.90%
No	79.60%	76.00%	79.80%

Achievement rates for learners in our lowest levels of deprivation have reduced by 4.2% compared to their peers.

	1-2	other
2023-24	77.5%	81.7%
2022-23	74.7%	74.3%
2021-22	79.6%	79.9%

### A Levels

Outcomes for A level learners have seen a reduction of 11% in the achievement of male learners and an increase of 3.5% for female learners.

Gender	2021-22	2022-23	2023-24
Male	82.50%	91.00%	80.00%
Female	83.70%	82.00%	85.50%

Achievement rates for learners from all ethnic backgrounds, with the exception of White learners, have decreased. The 3-year data shows an up and down trend with the area of particular focus for 2024/25 academic year being Black learners.

Ethnicity	2021-22	2022-23	2023-24
Asian	87.50%	84.70%	78.60%
Black	68.80%	80.60%	65.40%
Mixed	67.60%	84.60%	82.60%
Other	100.00%	0.00%	57.10%
White	85.30%	87.90%	90.30%

Achievement rates for learners in our lowest levels of deprivation have significantly reduced compared to their peers.

	Band 1-2	Other
2023-24	76.30%	90.40%
2022-23	84.40%	87.20%
2021-22	83.10%	83.70%

## Adults

The performance gap between adult male and female learners has reduced to 1.9% with achievement rates for females increasing by 3.4%.

Gender	2021-22	2022-23	2023-24
Male	85.60%	85.90%	84.80%
Female	79.10%	79.50%	82.90%

The performance of Asian, Black, and other ethnic group backgrounds has increased, the performance of white learners has reduced slightly and the performance of Mixed heritage learners more significantly by 5.5%.

Ethnicity	2021-22	2022-23	2023-24
Asian	80.80%	79.20%	85.40%
Black	81.70%	79.90%	81.50%
Mixed	80.10%	86.90%	81.40%
Other	81.90%	78.40%	80.30%
White	83.90%	85.20%	84.80%

Adult learners who have declared a learning difficulty or disability represent 13% of the adult learner population. Achievement rates for LDD learners have significantly improved and are now higher than learners with no declared disability or learning difficulty.

LDD	2021-22	2022-23	2023-24
Yes	87.40%	79.80%	88.90%
No	87.20%	89.40%	87.70%

Achievement rates for our adult learners in the lowest levels of deprivation have remained comparable with their peers.

	Band 1-2	Other
2023-24	83.70%	85.00%
2022-23	83.30%	83.90%
2021-22	82.70%	84.30%

### *Apprenticeships*

Outcomes for apprentices have improved in 2023/24, with females continuing to perform slightly better than males.

Gender	2021-22	2022-23	2023-24
Male	51.1%	52.9%	57.3%
Female	51.9%	55.4%	69.1%

Apprenticeship outcomes for all ethnicity groups have improved in 2023/24 with significant improvements across all ethnicities with the exception of Mixed heritage which only saw a small increase.

Ethnicity	2021-22	2022-23	2023-24
Asian	39%	41.4%	56.5%
Black	30.4%	21.6%	60.9%
Mixed	35.1%	42.1%	43.5%
Other	42.9%	50.0%	100.0%
White	53.9%	56.5%	61.8%

Learners with a declared disability or learning difficulty have increased their achievement by 6.9% although still remain 3.6% behind their peers.

LDD	2021-22	2022-23	2023-24
Yes	46%	51.7%	58.6%
No	52%	53.5%	62.2%

Achievement rate for our apprentices' learners in the lowest levels of deprivation have narrowed significantly when compared to their peers.

	Band 1-2	Other
2023-24	57.9%	62.4%
2022-23	44.2%	58.1%
2021-22	48.3%	54.5%



## 6. Workforce Profile and Pay Gap Reporting

### 6.1 Whole Staff Profile as of 31<sup>st</sup> July 2024.

The total headcount for the college as of 31<sup>st</sup> July 2024 was 777, this is an increase of 23 from the 2022-23. academic year.

Year	Employee Headcount
2023-24	800
2022-23	777
2021-22	794
2020-21	801

The percentage of staff declaring a disability has increased by 1% to its highest recorded level of 9%. This is largely due to our work with existing staff in declaring and ensuring that the necessary support and reasonable adjustments are in place. The following table shows the data by different groups.

Disability Declared						
Year	Total	Male	Female	Management	Academic	Learning Support/ Professional services
2023-23	9%	7%	7%	3%	6%	8%
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 holds its Disability Confident Leader accreditation until March 2026 and has widened its recruitment advertising to include some specific disability jobs boards to increase candidates with disabilities. The College already offers a guaranteed interview to any applicants who declare a disability where they meet the minimum person specification criteria.

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

Disabled	College staff %	Dudley	West Midlands*	England
Yes	9%	26%	25%	24%
No	91%	74%	75%	76%

The college's gender diversity changed to be 55% female, a 1% decrease in staff being female, 45% of staff being male.

Year	Female	Male
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2023-24	55%	45%
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 college have also supported two staff on the Aspiring Leaders programme run through College's West Midlands.

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. 9% are aged between 21 and 30, which is an increase of 1% on the previous year. 17.5% are aged between 31 and 40, this is a decrease of 1% from the previous year. 25% are aged between 41 – 50, this is a decrease of 1.5% from the previous year. 33% are aged between 51 and 60 which is the same as the previous year and 14.5% are over 60 which is a 1.5% increase from the previous year.

Age	2023-24	2022-23	2021-22	2021-20
Under 21	1%	1%	1%	1%
21-30	9%	8%	8%	7%
31 – 40	17.5%	19%	19%	20%
41 – 50	25%	27%	27%	27%
51-60	33%	33%	33%	33%
Over 60	14.5%	13%	13%	13%

## 6.2 Disability Pay Gap Report 2024

### 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.

### Background

This information is based on a snapshot date of pay on 31<sup>st</sup> March 2024.

At this date, the workforce comprised of 55% female and 45% male with 61% full time and 39% of staff 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 consistent with the previous year and the median disability pay gap figure is 9% which is a 1% 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.

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

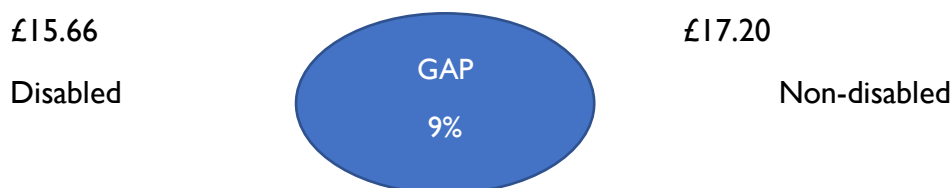
There were 791 employees working on the snapshot date of 31<sup>st</sup> March 2023. 435 were female and 356 were male. 477 employees were employed on full-time contracts and 314 were employed on part-time or variable hour's contracts. 63 were disabled and 728 were non-disabled.

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

#### Disability pay gap – 31<sup>st</sup> March 2024

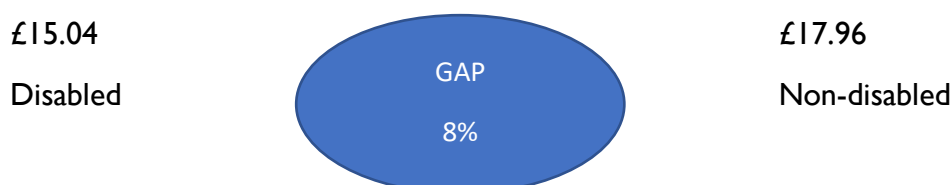
##### Mean

Average hourly rate of pay and the percentage difference between.



##### Median

Middle hourly rate of pay and the percentage difference between.



#### 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**

198 in lower quartile, 28 disabled (14%) and 170 non-disabled (84%).

#### **Lower middle pay quartile**

198 in lower middle quartile, 15 disabled (7%) and 178 non-disabled (93%).

#### **Upper middle pay quartile**

198 in upper middle quartile, 15 disabled (7%) and 178 non-disabled (93%).

#### **Upper pay quartile**

197 in upper middle quartile, 5 disabled (2%) and 187 non-disabled (98%).

## 6.3 Ethnicity Pay Gap Report 2024

### 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.

### Background

This information is based on a snapshot date of pay on 31<sup>st</sup> March 2024.

At this date, the workforce comprised of 55% female and 45% male with 63% full time and 37% part time or variable hours. 83% of the workforce were white and 17% 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 1% a 2% decrease on the previous year and the median ethnicity pay gap figure is – 7% which is a 2% decrease on the previous year.

The median pay gap figure which is 7% positive to ethnic minority employees shows that whilst we might employ fewer 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

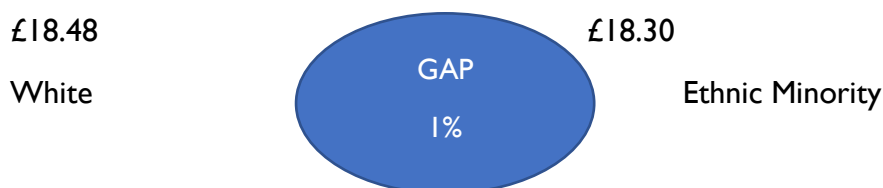
There were 788 employees working on the snapshot date of 31<sup>st</sup> March 2024. 439 were female and 349 were male. 499 employees were employed on full time contracts and 289 were employed on part time or variable hour's contracts. 659 were white and 129 were ethnic minority.

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

#### Ethnicity pay gap – 31<sup>st</sup> March 2024

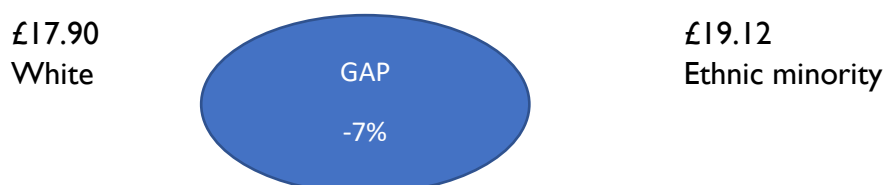
##### Mean

Average hourly rate of pay and the percentage difference between.



##### Median

Middle hourly rate of pay and the percentage difference between.



#### 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, 170 white (86%) and 27 ethnic minority (14%).

**Lower middle pay quartile**

197 in lower middle quartile, 164 white (83%) and 33 ethnic minority (17%).

**Upper middle pay quartile**

197 in upper middle quartile, 152 white (77%) and 45 ethnic minority (23%).

**Upper pay quartile**

197 upper middle quartile, 178 white (90%) and 19 ethnic minority (10%).



## 6.4 Gender Pay Gap Report 2024

### **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.

### **Background**

All employers with 250 or more employees are required to publish information about gender pay by 31<sup>st</sup> March 2025. This information is based on a snapshot date of pay on 31<sup>st</sup> March 2024.

At this date, the workforce comprised of 55% female and 45% male with 61% full time and 39% part time or variable hours. The balance of males and females we employee has remained consistent with the previous year, but we have seen 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 remained at 9% and the median gender pay gap figure has increased by 1.0%.

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.

## Mandatory gender pay analysis.

### Workforce profile

There were 788 employees working on the snapshot date of 31<sup>st</sup> March 2024. 439 were female and 349 were male. 499 employees were employed on full time contracts and 289 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).

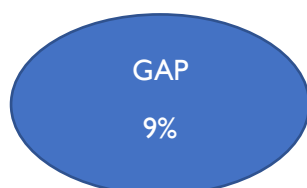
## Gender pay gap – 31<sup>st</sup> March 2024

### Mean

Average hourly rate of pay and the percentage difference between.

£17.76

Female



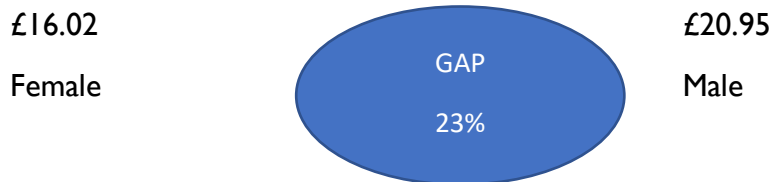
£19.46

Male

Dudley College of Technology's mean gap is 12.3% lower than the TUC education national average of 21.3%\*.

## Median

Middle hourly rate of pay and the percentage difference between.



## 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, 65 males (33%) and 132 females (67%).

### Lower middle pay quartile

197 in lower middle quartile, 70 males (36%) and 127 females (64%).

### Upper middle pay quartile

197 in upper middle quartile, 89 males (45%) and 108 females (55%).

### Upper pay quartile

197 in upper middle quartile, 125 males (64%) and 72 females (36%)

## 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 included motivational points into our pay grades to enable all employees to achieve these based on good performance and awarded an enhanced pay award to our lowest four pay bands.

## 6.4 Staff location analysis

The tables below show the postcode analysis for our staff per contract type and whole college profile.

### Academic

B – Birmingham	22%
DY - Dudley	47%
Other	6%
WS- Walsall	1%
WV - Wolverhampton	24%

### Management (minus Senior Leadership Group)

B – Birmingham	29%
DY - Dudley	47%
Other	6%
WS- Walsall	4%
WV - Wolverhampton	14%

### Professional Services

B – Birmingham	19.5%
DY - Dudley	57%
Other	0.5%
WS- Walsall	4.5%
WV - Wolverhampton	18.5%

### Senior Leadership Group

B – Birmingham	23%
DY - Dudley	53%
Other	1%
WS- Walsall	0%
WV - Wolverhampton	23%

### Whole College

B – Birmingham	21%
DY - Dudley	51%

Other	3%
WS- Walsall	3%
WV - Wolverhampton	21%