

# EQUALITY & DIVERSITY

ANNUAL REPORT 2024

**F**  
AIRNESS



**R**  
ESPECT



**E**  
QUALITY



**D**  
IVERSITY



**I**  
NCLUSION



**E**  
NGAGEMENT



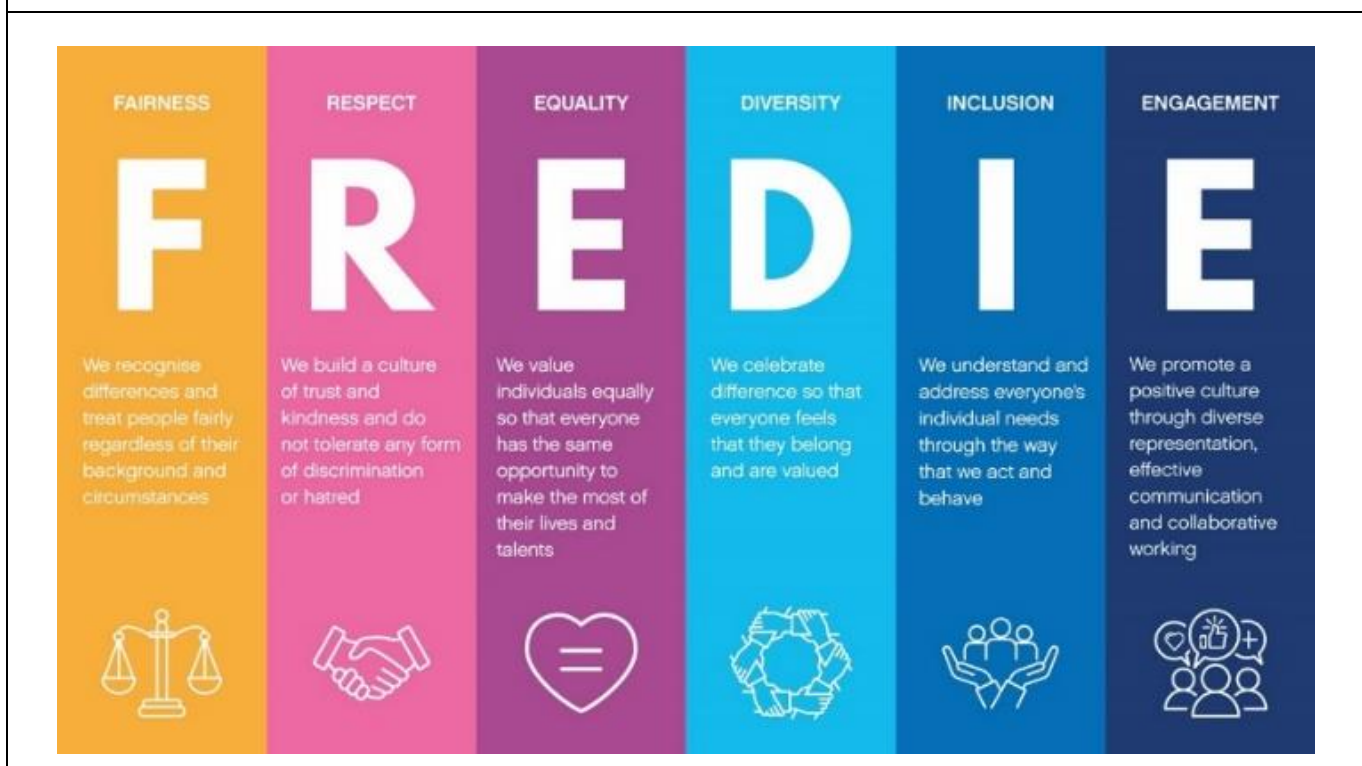
# Introduction

Welcome to our annual Equality & Diversity Report, which demonstrates how the College is advancing Equality and Diversity and addressing the requirements of the Public Sector Equality Duty. It will summarise the College's staff and learner demographics across a range of protected characteristics and the performance of different groups of learners. The report will also identify the progress against the latest four year cycle of Equality Objectives. Findings from this report will continue to be used to inform the College's Equality and Diversity operational plans in future.

This annual report will be published by 31st January 2025 and subsequently at intervals of no more than one year from the date of last publication.

The College introduced FREDIE values during the academic year 2022/23 which is a National Centre for Diversity initiative.

Fairness, Respect, Equality, Diversity, Inclusion and Engagement inform the values within a structured framework to continuously improve Equality, Diversity and Inclusion within the College.

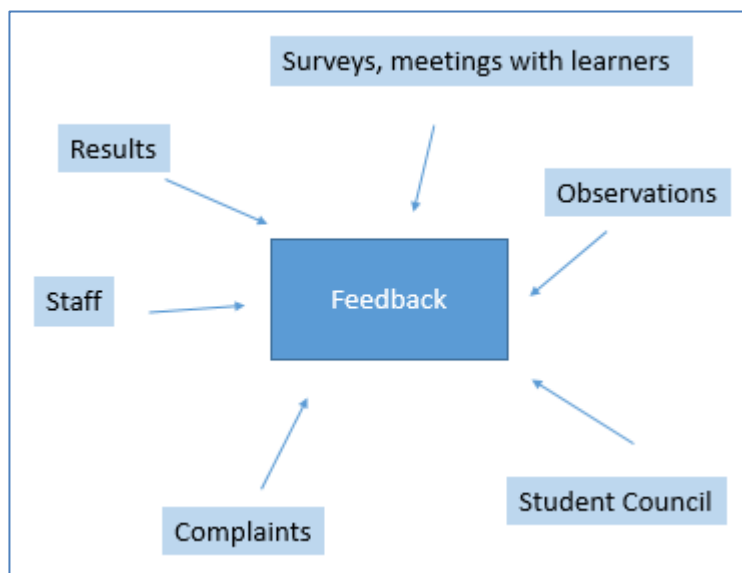


## Progress and Achievements

Our main documents to drive improvements in Equality, Diversity and Inclusion are:

- The College's Strategic Aims
- Self-Assessment Reports,
- Quality Improvement Plans
- Student Review Boards, and
- College Key Performance Indicator (KPI) Reports

The College has an Equality and Diversity Committee to respond to external drivers and to monitor performance using feedback from a variety of sources.



### Progress against our Equality Objectives

The last annual report provided a full update on the progress made in relation to the Equality Objectives for the period 2020 to 2024. A summary of the progress made is provided below:

EQUALITY AND DIVERSITY OBJECTIVES 2020-24	PROGRESS
1: To reduce participation gaps in Higher Education by 75% for full-time entrants with a disability, part-time mature entrants, and full-time and part-time most deprived entrants	Good Progress
2: To improve Higher Education data collection, reporting and analysis in relation to access to courses, continuation* and progression by September 2020, evaluating the data in relation to deprivation, disability, ethnically diverse learners and care leavers, and to take action if any gaps arise by 2024;  *Continuation' relates to full-time undergraduate students one year and 14 days after the start of their studies. Study activities are grouped into one of the following: <ul style="list-style-type: none"> <li>• continuing with or have completed their studies</li> <li>• have transferred to a different higher education provider to continue their studies</li> <li>• are no longer in higher education and have not completed a qualification</li> </ul>	Good Progress
3: Improve satisfaction rating for how confident teaching staff feel in relation to advancing equality and diversity and inclusion into their teaching practice (in excess of 90% in 2022 and over 95% in 2024);	Good Progress
4: Increase female enrolments in Construction and Engineering at Pagefield and STEM subjects to at least 10%;	Good Progress
5: Increase the volume of staff who have declared their ethnicity to 90% and decrease the proportion of staff who have not specified whether they have a disability to less than 10%	Reasonable Progress
6: To increase the proportion of males accessing College Support Services to support their Mental Health by 5% on a yearly basis.	Good Progress

The College established a new set of Equality Objectives for 2024 to 2028; these are mapped to the College's FREDIE Values. The early progress made in relation to these objectives can be seen in the table below

## PROGRESS - EQUALITY AND DIVERSITY OBJECTIVES 2024-28

1. **FAIRNESS Objective:** To demonstrate fairness across all aspects of the college, ensuring equitable treatment and opportunities for all members of the community.

Target:

*To reduce any disparity in student disciplinary actions based on demographic factors (such as race, sex, or socio-economic status) by 20% over the four year period, as measured by the proportion of disciplinary actions taken against different demographic groups compared to their representation in the student population.*

This will be achieved through:

- identifying a base line set of data in year 1
- regular review and refinement of disciplinary policies and procedures
- curriculum/support staff training on implicit bias awareness and use of language
- implementation of trauma informed practices to promote fairness, difference and accountability in resolving conflicts and when addressing behavioural issues
- treating learners as individuals to meet their needs and to help ensure understanding
- reporting, reflecting and responding to disciplinary and resolution actions taken in order to identify in-year trends, issues and enhancement opportunities.

Progress in 2024:

- Bitesize training delivered for staff working with learners with an EHCP (Education, Health and Care Plan) to specifically apply EHCP implementation to College policies, particularly in relation to disciplinary procedures.
- Training undertaken regarding EBSA (Emotionally Based School Avoidance) and how to support and not necessarily sanction learners who present with EBSA. Currently part of a project group with GM (Greater Manchester) colleagues as part of Leading for The Future looking at developing a GM approach to supporting EBSA in post-16.
- Trauma informed practice embedded into latest College disciplinary procedure. The DSL/AP (Designated Safeguarding Lead/Assistant Principal) for Head of Studies is a qualified L5 Trauma Practitioner and Mental Health First Aider. One DDSL (Deputy Designated Lead) has completed the 4 day senior management Trauma Training course with 90 staff member completing a half day Trauma training session with Trauma Informed Schools and the DSL.
- Unconscious Bias Awareness training completed as part of College Bitesize training sessions.
- KABS (Kids Activities and Bootcamps) training completed by 906 students to create an ethos of self-belief and aspiration with a "can do" attitude.
- A wide range of activities and opportunities take place throughout the academic year designed to promote positive mental health alongside a wide range of support for poor mental health. Resources and working with organisations such as Trauma Informed Schools, Charlie Waller Trust and 42nd Street are designed to promote self-awareness,

knowledge, resilience, positive language and encouragement whilst recognising the very real dangers associated with low mood, unaddressed views and anger towards others or self if trauma if not addressed.

- The DSL (Designated Safeguarding Lead) sits on Channel Panel, Wigan Prevent Working Party, GM & Wigan Safeguarding Lead groups and attends strategy working groups on request such as with the DFE and Wigan Council. Representation on Wigan Channel provides opportunity to share information and contribute to the decisions around how young people in the Borough who may be at risk of radicalisation can be supported.
- A baseline figure of exclusions has been identified; there has been a low volume of expulsions recognising that the best place for learners in terms of personal development and long term success is in college.
- Further work is required to look at the full range of disciplinary procedures as outlined in the College disciplinary procedure mapped against demographic factors

## 2. RESPECT Objective: To promote a culture of respect and inclusivity within the 16-18 community, where all individuals feel valued and supported.

*Target: Increase the frequency of respectful behaviour incidents reported or observed within the college community by 30% over the four year period, as documented through reporting systems, surveys, and observations.*

This will be achieved by:

- identifying a base line set of data in year 1
- implementing targeted awareness campaigns, workshops, and training sessions focused on promoting empathy, understanding, and positive communication skills among students and staff
- refining departmental strategies to reward examples of respect and inclusivity
- promoting the benefits of developing good behavioural habits and softer skills in relation to the world of work and life beyond college
- supporting student leaders and student leadership activities to promote best practice across the College
- avoiding segregation so that students enhance their knowledge and experiences
- using a diverse range of guest speakers and topics in sessions to challenge stereotypes as well as enhancing learning.
- creating an inclusive learning environment and where students have an extended sense of belonging regardless of identity
- regular feedback mechanisms to assess the effectiveness of these initiatives and make necessary adjustments to further enhance respect and inclusivity within the college environment.

### Progress in 2024:

- Baseline reporting system established where staff can upload logs with 1487 positive logs reported for comparison moving forwards.
- Following Summer CPD with the College's Management Team, a 'Be Ready, Be Respectful, Be Safe' campaign launched. Bitesize training sessions delivered to staff on each of the themes.
- CPD with Hitten Bhatt relating to FREDIE values and particularly 'Respect', with targeted sessions in Hair & Beauty, Business and Engineering.

- Implementation of the 'Be Brilliant' programme for apprentices to embed the behaviours required in the workplace.
- Topics in tutorials have related to the importance of 'Respect' such as Healthy Relationships, Citizenship and Community, Inclusion and Impact and Controlling and Coercive Behaviour. Learners are aware of the importance of maintaining healthy relationships and recognise the effects of unhealthy relationships after attending tutorial sessions delivered by the Young Person's Domestic Violence Adviser (YDVA) Workshops.
- A range of Guest Speakers / Events have included:
  - Ray Douglas and Steve Stanier covering mutual respect; 475 students attended
  - Damian Munro-Howarth discussing domestic violence; 463 Students attended
  - A GMP, Spiking & Respect session with 219 students attending
  - Rugby League Cares discussing Respect and Inclusion; 430 students attended
- The College's Student Conference and a range of Student Leader engagement activities promoted best practice with activities including:
  - presenting their stories at Student Council, Student Conferences and at external events such as Pride to Youth Parliament, GM and local government events.
  - raising issues with MP's and the Mayor of Greater Manchester at events such as national election hustings and GM Question time events in Central Manchester when spotlighting the strengths and struggles faced by minority and vulnerable groups.
  - hosting an International Women's Day event for 150 delegates; this was a Question Time event attended by Lisa Nandy MP, Cllr Jess Eastoe and others with three other colleges invited to discuss and drive key topics such as equal pay and abuse and the challenges women face whilst striving to bring about positive change.
  - Participation in a wide range of funding raising activities raising money for organisations such as Age UK, The Brick Project, Wigan Hospice, The Dogs Trust, RSPB, the WeeeCharity, Rebuild with Hope and Alzheimer's charity.
- Counter Terrorism and County Lines training was delivered to update staff on the local picture whilst Ray Douglas delivers annual cross college assemblies which focused on identity, self-worth and respect with links to gang and knife crime.

### 3. EQUALITY Objective: To ensure High Needs learners have the same opportunity to make the most of their lives and talents

#### Target:

*To embed highly developed tracking, reviewing and monitoring systems for 100% of learners with an EHCP (Educational Health and Care Plans) to ensure EHCP related outcomes are successfully achieved in addition to qualification achievements.*

#### This will be achieved by:

- reviewing existing mechanisms and processes
- introduction of bi-annual panels to track progress
- implementing personalised support plans for each High Needs Learner,
- ensuring that targets are set for each EHCP outcome
- providing evidence to show the impact of all support mechanisms on progress towards outcomes
- increasing the availability of assistive technologies and resources
- enhancing staff training on inclusive teaching practices

- establishing regular check-ins and support groups tailored to the unique needs of High Needs Learners.

Progress in 2024:

- Termly panels commenced in the summer term of 2024 to check progress towards EHCP outcomes using an online tracking system.
- Significant training was undertaken by staff supporting learners with High Needs including:
  - Wigan Council Specialist Sensory Team supporting staff working with students with visual impairments,
  - Trauma Responsive approaches were provided for LSAs (Learning Support Assistants),
  - Lego for communication skills building training was completed for teachers and LSAs
  - Training was provided on the importance of adapting training more closely in line with sections E and F of EHCP documentation.
- Learners with an EHCP received IAG on next steps in learning to raise aspirations into gaining employment or accessing Higher Education.
- Processes were tightened on apprenticeship provision to provide early intervention and support for apprentices by implementing a 0–4-week touch point upon sign up.

**4. DIVERSITY Objective:** To promote the celebration of learner differences and foster an inclusive environment within the college community.

Target:

*Increase the participation rate in multi-cultural events and awareness programmes by 30% over the four year period, as measured by attendance records and post-event feedback surveys.*

This will be achieved by:

- identifying a base line set of data in year 1
- organising regular cultural awareness workshops and activities
- making links to celebration and awareness events and days mapping across to tutorial and year planning documents
- supporting and promoting staff and student E&D Champions and initiatives
- diversifying the curriculum to include perspectives from various backgrounds introducing popular and diverse roles models
- sharing and disseminating best practice from student-led diversity committees to actively engage the student body in promoting acceptance and understanding of differences.

Progress in 2024:

- The College hosted and participated in a round table and additional events across the borough with Everything Human Rights, Happy Smiles and Wigan Council. Over 100 representatives from community groups, schools, charities and alternative providers attended our last event at Leigh College.
- The College now attends and hosts a stand at Leigh Pride in addition to Wigan Pride.
- A College Assistant Principal now sits on the Old Courts Oversight Board and the college works in partnership to provide a full year of an inclusive programme available to staff, learners, partners and visitors.

- A North West Equality & Diversity Group representative delivered training during summer staff training around identity, role models and the importance of an inclusive curriculum, especially to children with ACE's (Adverse Childhood Experiences).
- The Student Conference in December 2024 included staff and student Equality and Diversity related presentations and workshops. It included national campaigns and holidays linking to tutorials and new members leading on new activities such as Joining Jack, Culture Day.
- Implementation of the 'Be Brilliant' programme for apprentices was established to promote attitudes and behaviours required in the workplace.
- An inclusive College environment was supported by a range of guest speakers, training sessions and focused work with affinity groups to support learners and apprentices. Examples included:
  - Happy Smiles Training, a disabled people-led social enterprise, delivering sessions to promote inclusion and diversity using lived experiences
  - Sector leaders from all the main charity and support groups across Wigan and Leigh supporting a round table event designed to inform and support the Borough EDI (Equality, Diversity and Inclusion) Strategy.
  - 566 students attending a talk from the Sophie Lancaster Foundation
  - Female focus groups at the College's Pagefield and Skills Academy sites (where females are in the minority) providing feedback on their experiences. The College's Women in Engineering specialist group supported those taking engineering disciplines with female role models from industry invited to speak to them in person or virtually.
  - Routes Puppets delivered an innovative performance to 1254 students to instil a deeper understanding of inclusivity and tolerance.
  - Sociological delivered hard hitting, aspirational and thought provoking presentations alongside safe space workshops / focus groups to help learners and staff to shape positive habits and behaviours.
  - Representatives from Everything Human Rights Community Group, provided opportunities to integrate and discuss human rights issues in everyday life including activity with Student Leaders at the December Student Conference in 2024.
  - The bi-weekly ESOL (English as a second language) and friends' social club attended by some younger Foundation Studies learners were delivered at both Wigan and Leigh campuses.
  - Events and celebration events nurtured the values of FREDIE. Cultural Days, Faith Question Times and workshops were delivered by national leads such as Ray Douglas. Learners had the opportunity to tell stories of their lived experiences, make new friends from different countries or cultures or join affinity groups with learners from the same background.
  - FREDIE Values were embedded through everyday practice, mapped to college wide Big Conversations and tutorial content.
  - Guest speaker Luke Ambler, CEO of Andy's Man Club and a nation lead for suicide prevention raised issues relating to mental health.
  - Affinity groups within the College supported learners (e.g. LGBT+, Asylum Seekers and friends, Young Carers and Basketball Busters promoting good mental health in males and supporting loneliness). These groups met fortnightly to discuss concerns and develop a greater sense of community and respect.



- Learners completed tasks and projects in classes to promote acceptance and understanding of differences. Examples have included:
  - Sports learners delivering Ping Pong sessions for people diagnosed with Parkinson's disease.
  - Engineering learners creating 3D printing hearing aids to attach to toy dolls to raise the awareness of children with disabilities.
  - The choice of various cultural dishes on the menu in 'The Wheel' restaurant to prepare learners for the variety of dishes, knowledge and skills they may require in industry
  - A L3 Cookery student put her baking skills into practice with designs to celebrate Pride month.
  
- Last year, a range of international trips were organised and funded through the Turing Scheme with 71 young learners attending trips to Portugal (Catering and Sport), Italy (Travel & Tourism), Spain (Art and Design), Jamaica (Sport), and the Ardèche region of France (Construction). The aim has been to offer learners, particularly those disadvantaged by learning needs, disabilities, or social deprivation, with an enhanced life opportunity. Disadvantaged learners with support plans comprised 34% of the cohort.
  
- Leaders and E&D Champions recognise and drive the 'Inclusive Curriculum' message and activities. Role models and practitioners from all backgrounds are considered and celebrated through planning and delivery both in the classroom in addition to recognition at cross college events. Examples included celebrating pioneering surgeon Kate Fussell who was the first female to carry out operations in a female hospital.

**5. INCLUSION Objective:** To enhance inclusion and representation within the College by promoting allyship, ensuring equitable access to opportunities and amplifying the voices of under-represented groups.

Target:

*Increase the representation and /or allyship of under-represented populations in college leadership positions by 25% over the four year period, as measured by the composition of governors, committees, and other decision-making bodies.*

This will be achieved through:

- identifying a base line set of data in year 1
- training and engaging allies for under-represented groups
- targeted outreach efforts with mentorship programmes established,
- the implementation of inclusive recruitment and selection processes to actively encourage and support the involvement of staff and students from diverse backgrounds.

Progress in 2024:

- The process for capturing baseline data has been established.
  
- There has been an increase in the diversity of backgrounds of the student representative team on the Student Council and governing board
  
- Training resources for allyship have been reviewed by the College's Equality and Diversity Committee with options selected. This is to be embedded into CPD in 2025 with allyship to be established across the College.

- Implementation of Team Tailor for recruitment purposes with managers receiving training on inclusive recruitment strategies. There has also been an increase in the range of publications for recruitment purposes.

**6. ENGAGEMENT Objective:** To foster collaboration with external stakeholders in promoting engagement and inclusivity within the college community.

Target:

*Establish partnerships with at least two new local community organisations on a yearly basis over the next four years to develop and implement joint initiatives relating to FREDIE values aimed at enhancing student engagement and inclusion.*

This will be measured by the:

- number of collaborative projects launched
- feedback gathered from students and stakeholders involved in these initiatives
- goal of improving access to resources, support services, and opportunities for all members of the college community.

Progress in 2024:

- There has been an increase in engagement with outreach programmes. Venue selection has been designed in partnership with community partners with venues in primary schools, community centres, community cafes, Start-Well centres and libraries. Curriculum includes Family learning, ESOL, English, maths and Teaching Assistant programmes, Digital literacy, Employability and some targeted engagement around Sports, Horticulture and household budgeting. With feedback from centre managers, we have also been able to design a course for volunteers delivering at Fur Clemt.
- There is College representation on boards and groups that will further enhance opportunities to work with community groups moving forwards:
  - The College is represented on Leigh Town Board with opportunities for Youth Voice in 2025; this is attended by the MP for Leigh, looking at regeneration spend in Leigh and addressing issues relating to transport, town centre opportunities for local people and green spaces. This targets vulnerable groups and social mobility.
  - The College attends the Prevent Strategy and Working Group in Wigan.
  - The College is involved with the Councillor Chris Ready Vodcast collection where College leaders and students host, record and provide a catalogue of pod/vodcasts with community, political and business leaders. Examples include Andy Burnham, Mayor of Manchester, the Chair of Wigan Warriors (Rugby League Cares), Fur Clemt, The Brick etc. These talk about local communities, the community offer in the locality, local opportunities for residents and community groups, growth and challenge. These addresses the impact of poverty, demographics, community cohesion and mental health. These are edited by College media students.
- Further Links with Community Groups to be established to develop and implement initiatives related to FREDIE values in line with the target

# Our Community

The Census is a survey conducted by the government every 10 years with the last census completed on 21<sup>st</sup> March 2021. The previous census took place on 27<sup>th</sup> March 2011.

	2011	2021
Male/Female ratio	49.7% / 50.3%	49.5% / 50.5%
Average Age	39.6 years	41 years
Born in U.K	96.5%	93.8%
All adults in household – English as a first language	97.7%	96.0%
Religion - Christian	77.8%	62.8%
Religion - Muslim	0.7%	1.3%
Religion - other	0.7%	0.95%
No Religion	15.3%	30.3%
Married/registered civil partnership	46.7%	43.8%
Separated/Divorced	12.4%	12.1%
Ethnicity - White	97.3%	95.0%
Ethnicity - Asian/Asian British	1.1%	1.8%
Ethnicity - Black British, Caribbean/African	0.5%	1.2%
Ethnicity - Mixed or multiple ethnic groups	0.9%	1.3%
Ethnicity – Other ethnic group	0.2%	0.7%

[https://www.nomisweb.co.uk/sources/census\\_2021](https://www.nomisweb.co.uk/sources/census_2021)

The census data can be used as a guide when reviewing the data on our learners and our staff

## Our Learners

The following section identifies participation rates.

Classroom Based 16-18 and Adults:

AGE	2021/22			2022/23			2023/24		
16-18	51%	53%	51%	45%	46%	46%	55%	54%	54%
19+	49%	47%	49%	70%	67%	61%	30%	33%	39%

SEX	2021/22			2022/23			2023/24		
16-18 Female	45%	46%	46%	55%	54%	54%	70%	67%	61%
16-18 Male	55%	54%	54%	30%	33%	39%	94%	93%	90%
19+ Female	70%	67%	61%	6%	7%	10%	76%	70%	57%
19+ Male	30%	33%	39%	24%	30%	43%			

DISABILITY/LEARNING DIFFICULTY	2021/22			2022/23			2023/24		
16-18 Yes	37%	37%	39%	94%	93%	90%	63%	63%	61%
16-18 No	63%	63%	61%	6%	7%	10%	23%	26%	23%
19+ Yes	23%	26%	23%	77%	74%	77%			
19+ No	77%	74%	77%						

ETHNICITY	2021/22			2022/23			2023/24		
16-18 White British	94%	93%	90%	76%	70%	57%	24%	30%	43%
16-18 Other	6%	7%	10%						
19+ White British	76%	70%	57%						
19+ Other	24%	30%	43%						

Higher Education:

AGE				SEX			
	2021/22	2022/23	2023/24		2021/22	2022/23	2023/24
<21	41%	43%	43%	<21 Female	43%	34%	28%
21+	59%	57%	57%	<21 Male	57%	66%	72%
				21+ Female	43%	40%	28%
				21+ Male	57%	60%	72%

DISABILITY/LEARNING DIFFICULTY				ETHNICITY			
	2021/22	2022/23	2023/24		2021/22	2022/23	2023/24
<21 Yes	28%	24%	23%	<21 White British	98%	95%	94%
<21 No	72%	76%	77%	<21 Other	2%	5%	6%
21+ Yes	18%	17%	18%	21+ White British	97%	97%	91%
21+ No	82%	83%	82%	21+ Other	3%	3%	9%

Apprenticeships:

AGE				SEX			
	2021/22	2022/23	2023/24		2021/22	2022/23	2023/24
16-18	44%	44%	48%	16-18 Female	23%	35%	23%
19+	56%	56%	52%	16-18 Male	77%	65%	77%
				19+ Female	38%	38%	38%
				19+ Male	62%	62%	62%

DISABILITY/LEARNING DIFFICULTY				ETHNICITY			
	2021/22	2022/23	2023/24		2021/22	2022/23	2023/24
16-18 Yes	16%	10%	16%	16-18 White British	99%	100%	98%
16-18 No	84%	90%	84%	16-18 Other	1%	0%	2%
19+ Yes	11%	9%	13%	19+ White British	94%	96%	95%
19+ No	89%	91%	87%	19+ Other	6%	4%	5%

The following section provides information regarding our learners based on the Index of Multiple Deprivation (IMD); this is a measure of relative deprivation in England. Local areas are placed in order and divided into equal parts called percentiles ranging from the most deprived to the least deprived.

16-18 and Adults:

16-18 and Adults	20/21	21/22	22/23	23/24	24/25 to date*
0% - 10% (Most Deprived)	26.79%	26.67%	25.63%	26.30%	27.40%
10% - 20%	20.12%	21.42%	21.31%	20.81%	20.44%
20% - 30%	11.07%	10.78%	11.24%	12.50%	12.57%
<b>Total 0% - 30%(Most Deprived)</b>	<b>57.97%</b>	<b>58.87%</b>	<b>58.19%</b>	<b>59.61%</b>	<b>60.41%</b>
30% - 40%	6.02%	6.51%	7.93%	7.57%	7.58%
40% - 50%	8.21%	8.37%	7.89%	8.37%	7.93%
50% - 60%	5.97%	5.75%	6.07%	5.56%	5.47%
60% - 70%	4.82%	4.72%	4.59%	4.31%	3.92%
<b>Total 30%-70%</b>	<b>25.03%</b>	<b>25.36%</b>	<b>26.48%</b>	<b>25.81%</b>	<b>24.90%</b>
70% - 80%	7.71%	7.24%	6.59%	6.86%	6.84%
80% - 90%	5.87%	5.84%	6.18%	5.36%	5.54%
90% - 100% (Least Deprived)	3.26%	2.52%	2.48%	2.36%	2.31%
<b>Total 70%-100% (Least Deprived)</b>	<b>16.84%</b>	<b>15.60%</b>	<b>15.24%</b>	<b>14.58%</b>	<b>14.70%</b>

*\*Not all learners are yet enrolled for 24/25 with learners starting courses throughout the year (data reflects the position at the start of January 25)*

Apprentices:

Apprentices*	20/21	21/22	22/23	23/24	24/25
0% - 10% (Most Deprived)	11.19%	11.77%	14.97%	10.18%	13.60%
10% - 20%	15.78%	17.73%	17.67%	16.00%	15.07%
20% - 30%	10.28%	9.45%	9.77%	9.09%	10.66%
<b>0% - 30% (Most Deprived)</b>	<b>37.25%</b>	<b>38.95%</b>	<b>42.41%</b>	<b>35.27%</b>	<b>39.34%</b>
30% - 40%	9.36%	7.99%	4.99%	4.00%	5.51%
40% - 50%	9.36%	8.58%	9.15%	8.73%	10.66%
50% - 60%	8.07%	7.12%	5.61%	10.91%	6.99%
60% - 70%	5.87%	8.43%	4.78%	10.55%	7.35%
<b>30% - 70%</b>	<b>32.66%</b>	<b>32.12%</b>	<b>24.53%</b>	<b>34.18%</b>	<b>30.51%</b>
70% - 80%	11.56%	10.90%	13.51%	16.00%	12.50%
80% - 90%	13.76%	11.19%	11.43%	9.09%	11.40%
90% - 100% (Least Deprived)	4.40%	6.69%	7.69%	5.45%	6.25%
<b>70% - 100% (Least Deprived)</b>	<b>29.72%</b>	<b>28.78%</b>	<b>32.64%</b>	<b>30.55%</b>	<b>30.15%</b>

*\*Apprentices due to complete their apprenticeship in the particular year*

Higher Education:

On H.E courses, a similar methodology is used with Quintile 1 relating to most deprived and Quintile 5 the least deprived.

High Education*	20/21	21/22	22/23	23/24	24/25
Quintile 1 (Most Deprived)	30.10%	33.44%	31.52%	36.56%	28.85%
2	16.83%	19.16%	15.56%	18.06%	18.85%
3	18.45%	16.56%	17.12%	13.66%	25.00%
4	20.06%	15.26%	20.23%	19.38%	17.31%
Quintile 5 (Least Deprived)	14.56%	15.58%	15.56%	12.33%	10.00%

*\*H.E learners due to complete in the particular year*

The following section identifies performance based on 'Achievement rates' for the academic year 2023/24. This is the proportion of learners who complete and then pass their programme of study.

Performance can be compared to national performance rates (where they are available) and by also comparing internal College performance between different groups of learners. The data below compares College performance and only identifies areas where there is an achievement gap of more than 3% points with action taking place to address this gap.

Achievement Gap larger than 3% points:

AGE	SEX	DISABILITY/LEARNING DIFFICULTY	ETHNICITY
	Male compared to Female achievement gap larger than 3% points	Disability/ Learning Difficulty achievement gap 3% points lower than peers	Ethnically Diverse compared to White British achievement gap larger than 3% points
<b>CLASSROOM BASED</b>			
16-18	No	No	Yes*
19+	No	Yes**	No
*Ethnically diverse learners achieving at higher levels than White British Learners. White British learner achievement is lower on L2 and then L1 courses **Although improving, mental health related issues are a major factor			
<b>HIGHER EDUCATION</b>			
<21	Yes*	No	Yes**
21+	No	No	Yes***
*A reverse from the previous year with female achievement the highest – both males and females with very high achievement rates. – no emerging pattern **Relates to 1 learner ***Relates to 2 learners			
<b>APPRENTICESHIPS</b>			
16-18	Yes*	Yes**	n/a***
19-23	Yes****	No	Yes*****
24+	No	Yes*****	No
*Female achievement higher. Relates to higher volume of males in areas with lower national rates. Both male and female learners achieving well (considerably higher than national rates) **Main issue relates to a small number of learners with dyslexia who have left their apprenticeship *** Low numbers of Ethnically Diverse learners ****Male achievement higher. Female achievement significantly higher than national rates ***** Relates to 3 learners ***** Significantly higher than national rates. Relates to 2 learners			

# Our Staff

Our College Community is central to the quality of the service we provide, the learner experience and our student achievements. Investment in our workforce development and well-being is prioritised in the College’s strategic vision. The following tables identify the volume of staff declaring a range of protected characteristics.

## Staff Protected Characteristics – Age

Age	17-21	22-30	31-40	41-50	51-60	61-65	66+
% of staff in 20/21	3%	11%	25%	24%	29%	6%	2%
% of staff in 21/22	2%	12%	23%	24%	29%	8%	2%
% of staff in 22/23	3%	12%	22%	25%	27%	10%	2%
% of staff in 23/24	3%	12%	21%	26%	26%	9%	3%

## Staff Protected Characteristics – Sex

Sex	Male %	Female %
% of staff in 20/21	37%	63%
% of staff in 21/22	34%	66%
% of staff in 22/23	36%	64%
% of staff in 23/24	36%	64%

## Staff Protected Characteristics – Disability

Disability/Learning Difficulty	Yes%	No %
% of staff in 20/21	3.0%	97.0%
% of staff in 21/22	5.5%	94.5%
% of staff in 22/23	7.0%	93.0%
% of staff in 23/24	8.6%	91.4%



## Staff Protected Characteristics – Sexual Orientation

Identified as LGBT+	%
% of staff in 20/21	4.2%
% of staff in 21/22	6.0%
% of staff in 22/23	5.1%
% of staff in 23/24	6.8%

## Staff Protected Characteristics – Ethnicity

Ethnicity	Ethnically Diverse %
% of staff in 20/21	6.1%
% of staff in 21/22	4.9%
% of staff in 22/23	5.3%
% of staff in 23/24	6.6%

## Staff Protected Characteristics – Religion/No Belief

Ethnicity	No Religion %	Christian %	Other Religion %
% of staff in 20/21	36%	38%	26%
% of staff in 21/22	41%	51%	8%
% of staff in 22/23	43%	50%	7%
% of staff in 23/24	45%	49%	6%



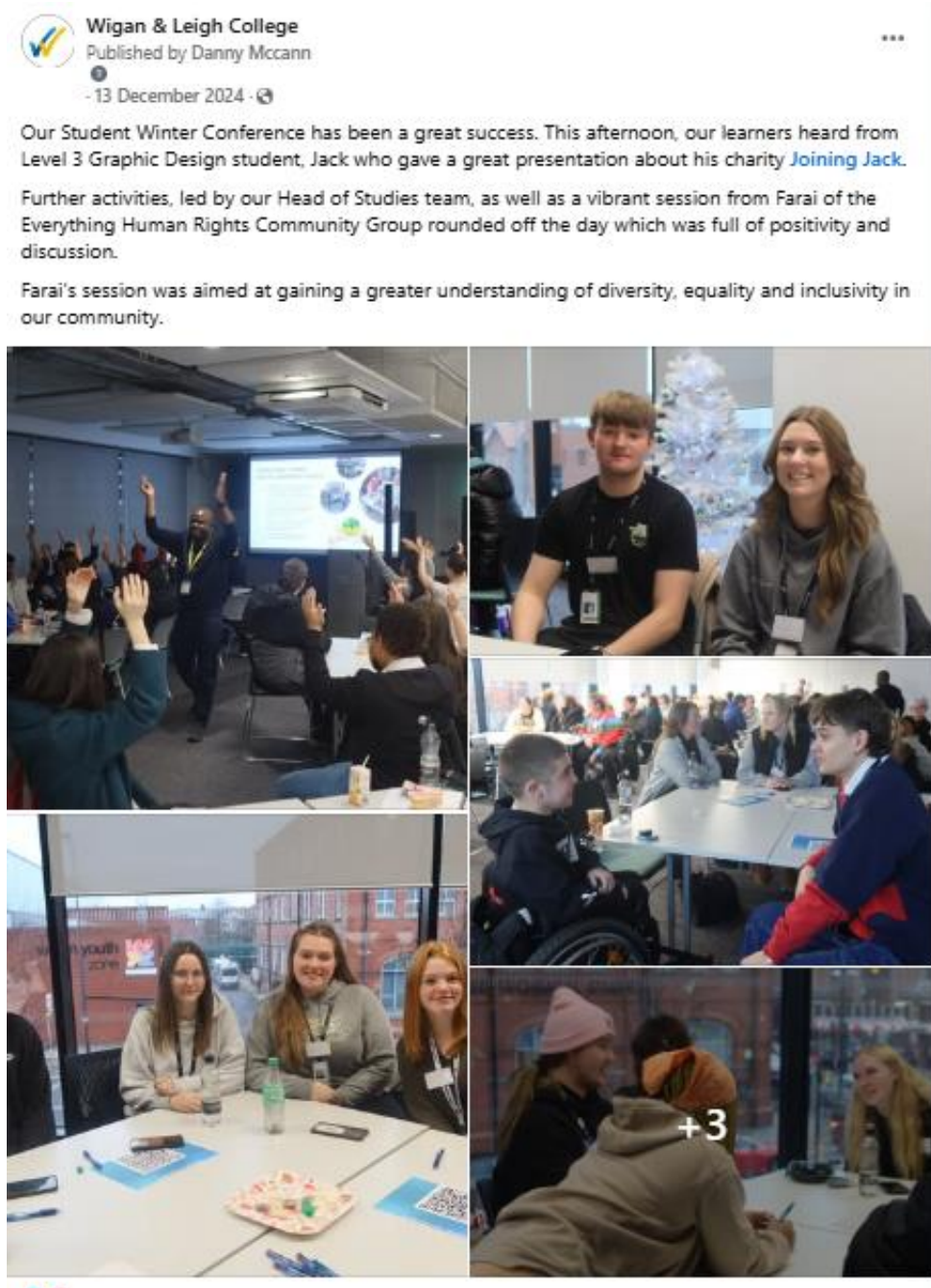
## 8 Equality and Diversity in the news

Here are just a few of the stories/case studies, in addition to the main body of the report, that show the range of recent activity taking place at the College to foster good relations, drive equality forward and to celebrate diversity.

**Our main college video for 16-18 includes learners from a diverse range of backgrounds**

<https://www.youtube.com/watch?v=nC5zhxC8XzM>

### News stories

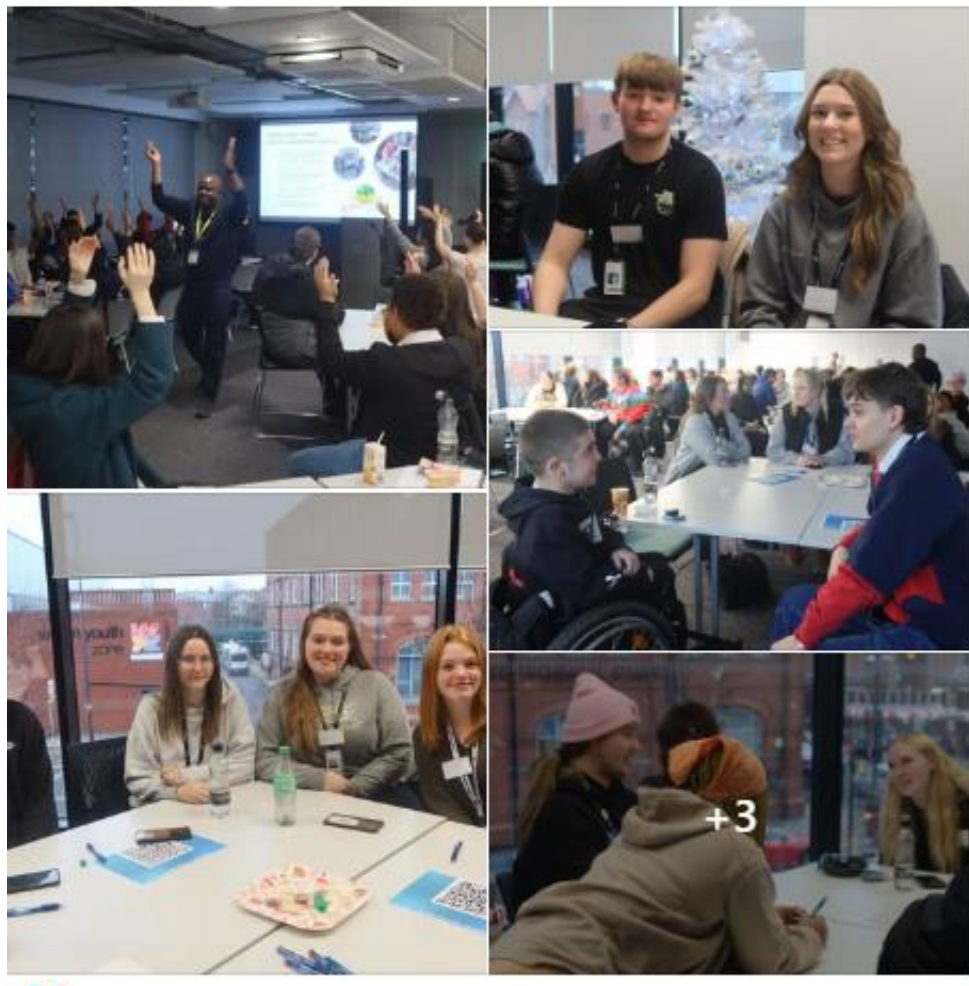


**Wigan & Leigh College**  
Published by Danny Mccann  
- 13 December 2024 · 🌐

Our Student Winter Conference has been a great success. This afternoon, our learners heard from Level 3 Graphic Design student, Jack who gave a great presentation about his charity [Joining Jack](#).

Further activities, led by our Head of Studies team, as well as a vibrant session from Farai of the Everything Human Rights Community Group rounded off the day which was full of positivity and discussion.

Farai's session was aimed at gaining a greater understanding of diversity, equality and inclusivity in our community.



We hosted an inspiring International Women's Day Question Time Event which provided the perfect platform to discuss a wide range of important issues relating to equality and inclusion.

Students from Winstanley College and St John Rigby joined Wigan & Leigh College learners to field well thought of and carefully considered questions to an esteemed panel.

The distinguished panel included Labour MP for Wigan, Lisa Nandy and Labour & Co-operative candidate for Leigh and Atherton, Jo Platt.



Wigan Council's Young Persons Advisor, Damian Munro and Service Manager – Inclusion & Education Safeguarding Lead, Rachel Olemow also joined, alongside Jess Eastoe, Councillor for Tyldesley & Mosley Common, and Young People Equalities Lead at Greater Manchester Moving and the college's A Level Head of Quality, Marina Islam-Banford.

The event, which took place on International Women's Day, which marks a call to action for accelerating women's equality, had panel members discuss to the student audience how they have seen improvements and where there is still a long way to go in addressing the imbalance in gender equality.

Lisa Nandy, who shared some of her own experiences in politics stated that she was still 'astounded that in this day there's only ever been 56 women that have served on the cabinet in history'.

She was impressed with the event saying:

"Wigan & Leigh College has always played a strong role in our borough in supporting and empowering young women. Today was no exception. Absolute credit to all the inspirational young people in particular the young women who fielded some of the toughest questions the panel had to deal with.

"They left me in no doubt that if we do our part, they will do theirs. Someone will go onto cure cancer in our lifetime, somebody will save the climate crisis – why not one of these amazing young women who came to the event today?"



The panel addressed questions that included: Is feminism relevant today? How did you manage to build confidence in a male dominated area? (directed specifically to Lisa Nandy and Jo Platt) and is the gender pay gap falling quickly enough? This last one drew a unanimous no response.

**Wigan & Leigh College**  
Published by Sharron Whittle

16 January at 17:40

Welcome back to Beverley, Carole, and Isabelle, who are returning to our In Stitches – Creative Sewing course after enjoying their experience last year.

The trio met on the course, starting with basic sewing skills and learning many new techniques, such as pattern cutting and sewing zips.

The friends have signed up for two of our eight-week courses for 2025.... See more

See insights and ads

Boost post

9

2 comments

## BAKING WITH PRIDE



Level 3 Professional Cookery student, Hannah Openshaw put her baking skills into practice to celebrate Pride month





**Wigan & Leigh College Engineering**  
900 followers  
6mo • 🌐

CE&I Apprentice at [Sellafield Ltd](#), [Melissa Edgington](#) undertook her research project at our recent HE Research Symposium.

The HND Electrical Engineering student conducted an investigation into the evidence available relating to the presence of radioactive material exceeding background levels at the Santa Susanna Field Laboratory, following a Sodium Reactor Experiment.

Melissa looked into qualitative and quantitative evidence ranging from independent peer-reviewed studies, to social media initiatives, to evaluate the impacts of the Santa Susanna lab experiments to its surrounding environments.

Melissa excitedly and passionately presented her findings at the event in front of peers and academics who were all intrigued by her project.

[Anne-Marie Francis](#) [Anna Dawe](#) [Ursula Hoyles](#) [Rebecca Turley](#) [Martin Craig Nic Gaskell](#)

[#nuclearengineering](#) [#electricalengineering](#) [#research](#) [#highereducation](#)



**Wigan & Leigh College**  
Published by Sharron Whittle  
16 January at 18:27 • 🌐

Former paramedic Phillip has signed up for three courses at tonight's Adult Enrolment event. He will be studying Beginners Needlecraft, Introduction to Bread and Dough and Introduction to Pastry and Pastry Products.

After becoming injured in the army and suffering nerve damage, Phillip has decided to try his hand at some new skills.

Living on a narrowboat with his dog Hugo, he liked the idea of baking and selling his products as well as using newfound sewing skills to make his own curtains and upholstery.



See insights and ads

Boost post

608

24 comments 4 shares

# NEW LIFE FOR NICOLETA THANKS TO COLLEGE COURSE

## College classes helped turn life around for 39-year-old Nicoleta Radu.

She not only launched a new career, but also met her husband to be at the college.

In 2010, Nicoleta decided to improve her English language skills moving from Romania to the UK to take up a short contract as an au pair, attending English for Speakers of other Languages (ESOL) classes at the college. It was there that she met Pouria from Iran.

Three years later, the couple married. When their two boys were at primary school, Nicoleta decided to take up a role volunteering as a teaching assistant. She loved the work so much, she enrolled at the college once more to study Level 2 and 3 Teaching Assistant courses and secured a paid role at Our Lady's primary School in Aspull.

*"When the boys were young I really struggled to find a job that fit around their school hours," said Nicoleta. "I was delighted to be offered the teaching assistant job at the school, working on a one-to-one basis with a child who needed additional learning support, and I was able to continue to learn at college at the same time."*

Nicoleta has now progressed to the Foundation Degree Children, Young People and their Services and having achieved a First Class result in the first year she is hoping to keep up her high standards in the second.

*"College has changed my life. Having young children can be very isolating but I have made friends for life as a student,"*

Nicoleta added.

*"I went through a lot of challenges during the Teaching Assistant course as my husband was very ill. As a refugee, he spent years recovering from past trauma, so I had a lot to manage. The staff at the college were so supportive and were always there to offer encouragement."*

Nicoleta is planning to progress to achieve the (BA Hons) Education Studies at the University Centre Wigan & Leigh College, with a long-term plan to work with children and families in social services.



A new career for Nicoleta Radu



# JAMAICAN TOUR

*The men's rugby team took the trip of a lifetime working with the national body for Jamaica Rugby League, Jamaica RFL.*

Mostly funded through a successful application to the government's Turing Scheme, the team and sports department raised extra cash to supplement the trip, working with local businesses, including Greenmount Projects and A1 Joinery, as well as taking part in a sponsored run.

The Jamaican tour saw students put theory into practice, working with professional coaches, learning training methods to help develop the sport in an emerging nation. Coaching skills came to the fore

with hundreds of local children, before rounding off the trip with a match against Jamaica's Under 19s side, in the country's first international match. The college team defeated the Jamaica Hurricanes Academy U19s 24-4 in the Kingston Test.

The team also reached the final of the Kingston 9s tournament, narrowly missing out on the win, after conceding a golden point in extra time.

Sports lecturer and trip lead, James Brabin, said: "The tour was fantastic. We saw two contrasting sides

of Jamaica, from the idyllic beaches in Montego Bay to the hustle of Kingston.

**"Staff and students ran coaching and officiating masterclasses. I hope we have set the scene for many more UK based community and college teams to visit the country."**



Men's rugby team en route to Jamaica



Jamaica Hurricanes challenge the college team

# MURAL CELEBRATES WIGAN WAYS



**A mural painted by art students depicting the best of Wigan history and culture has taken pride of place in the town centre.**

The Community Corner mural is located in the Casino cafe area on the second floor of the Grand Arcade Shopping Centre, Wigan.

Students worked together to pay tribute to Wigan culture - from George Orwell's Road to Wigan Pier

to Uncle Joe's Mint Balls, via northern soul, the Wigan kebab and much more.

Level 3 Art & Design student Ellie Smallman created the original design, with art students from different classes working together to complete.



# COLLEGE LEADS THE WAY AS A TRAUMA-INFORMED INSTITUTION



Assistant Principal for Student Experience, Maxine Mealey

**The college announced its transformation into a Trauma-Informed College, marking a significant milestone in the commitment to student wellbeing and academic success.**

This initiative reflects the college's dedication to creating a supportive environment that recognises and responds to the

impact of trauma on its students and staff. Recognising the prevalence of trauma in society and its potential impact on

educational outcomes, the college is set to integrate trauma-informed practices into every aspect of its operations. From the classroom to administrative offices, it is fostering an environment of understanding, empathy, and resilience.

As part of this process, Assistant Principal for Student Experience, Maxine Mealey took up specialised training to better understand the effects of trauma and develop strategies for supporting students who may be experiencing it.

The newly qualified Level 5 Trauma Practitioner said:

***“Our decision to become a Trauma-Informed College underpins our commitment to student success and wellbeing.”***

***We recognise that many students may be dealing with various forms of trauma, and it's our responsibility to provide them with the support they need to thrive academically, emotionally, and socially.”***

By adopting trauma-informed approaches, the college is creating a safe and nurturing environment where everyone feels valued, respected, and empowered to succeed.

In addition to implementing trauma-informed practices, the college is also collaborating with community organisations and mental health professionals such as the Wigan CAMHS Child and Adolescent Mental Health Support Team to enhance its support services for students.

## ALUMNI CATERING STUDENT COOKING UP A STORM IN FIVE STAR RESTAURANT

Oct 16, 2024

Alumni Professional Cookery student, Luke Johnson is now **Head Chef** at 5\* restaurant with rooms, **Quite Simply French**.

The Lancaster based restaurant specialises in French and British cuisine and has rave reviews on TripAdvisor.

Luke learnt the classical French way of cooking at the college which set him up for a variety of local roles within the industry where he worked his way up to Sous Chef at Standish's Ashfield House.

Looking back at his time as a student at college Luke said:

**| “I enjoyed every aspect of my three years training at the college. I met some really good friends and we are still friends to this day.**

**| “The Tutors who taught me were amazing where I learnt the classical French way to cook. Also, learning front of house was a very important aspect to my career as all the best restaurants work as a team.”**

The former **Hawley Hall High School** pupil passed on some advice to our current learners about what to expect in the industry and how to apply themselves when looking for future jobs.

He added: “Work somewhere where you feel appreciated, under a good head chef or owner. You will get used to the long hours and stressful days too.

“However, a lot of places are doing four day weeks now so you get a good work life balance. Get as much experience as you can, at different places if possible. If you want to take this career seriously, a good attitude and punctuality goes a very long way!”