

Embracing diversity
Promoting equality

Equality and Diversity Annual Report

2019 - 2020

'Promoting Equality and Embracing Diversity in all we do'



Availability of this Report in Other Formats

This document is available at **Coleg y Cymoedd** and upon request it can also be made available in a range of alternative formats.

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Introduction

This is the seventh Annual Equality & Diversity Report published by Coleg y Cymoedd. It covers the period September 2019 to August 2020 and provides an overview of the college's achievements and progress made since its 2018-2019 report and in respect of the commitments made against our equality objectives as identified in the college's Strategic Equality Plan 2016-2020.

The college aims to ensure that learners, staff and visitors embrace equality and diversity as an essential part of how we operate and to embed this way of working in everything we do.

This report provides information on the college's role and responsibilities in relation to advancing equality and diversity and it outlines the legislative framework for equalities within which we operate.

The report includes:



- ➔ Progress made against the Strategic Equality Plan and Objectives
- ➔ Monitoring and analysis of learner and staff diversity profiles
- ➔ Relevant activities and partnership working which has taken place
- ➔ Any proposed revisions and recommendations

At the time of writing, the COVID-19 outbreak is impacting upon all areas of the college communities and has presented us with many challenges, particularly in terms of equality. Rapid shifts to online delivery and assessment, changes to admissions policy and practice, the reoccupation of campus, and the response to financial challenges, can all create risks and negative impacts for equality groups.

Whilst all protected characteristic groups will experience some negative impact, evidence has shown that certain groups of the population, such as people from Black, Asian and Minority Ethnic (BAME) communities, are disproportionately negatively affected by COVID-19. Other factors include age, sex, disability and socio-economic reasons.

This report will cover measures taken across the college to ensure existing inequalities are not exacerbated.

During 2019-2020, engagement and consultation took place for the college Strategic Equality Plan for the period 2020-2024. After reviewing and taking account of the progress we have made, a revised suite of equality aims and objectives have been developed which will underpin the college's work.

This Annual Equality report is published on the equality and diversity section of the college website and made available in a range of formats on request. We ensure that reports are published in such a way that no individual can be identified.

All data in this report is provided from information available as at August and September 2020. It is acknowledged that information on learners' statistics may be subject to slight change.

Coleg y Cymoedd

In August 2013, the College Ystrad Mynach (serving Caerphilly Borough County) and Coleg Morgannwg (serving Rhondda Cynon Taff County) merged to become Coleg y Cymoedd, which means College of the Valleys. By joining together, Coleg y Cymoedd is now one of the largest Further Education providers in Wales with an estimated 10,000 learners choosing to study over four campuses and employing over 800 members of staff.

The borough of Rhondda Cynon Taff covers an area of the South Wales Valleys stretching from the Brecon Beacons in the North, to the outskirts of Cardiff in the South. RCT is the third largest Local Authority in Wales with a population of 241,264 (StatsWales July 19). Caerphilly County Borough is in South East Wales and straddles the border between the old counties of Glamorgan and Monmouthshire, with a population of 181,075.

The Communities served by the college are characterised by high levels of economic and social deprivation, with labour market statistics (June 2020) showing economic inactivity rates as being 21% of the total population in RCT and 22.4% in Caerphilly. According to a StatsWales report in April 2020, it was reported that 11% of RCT and 9.0% of Caerphilly populations held no formal qualifications. Overall, RCT and Caerphilly are in the top six most deprived local authorities in Wales and their rates of unemployment are higher than the national average.

The college is committed to providing high quality, diverse, varied and relevant education and training opportunities for the local communities we serve. It offers flexible study, with full-time and part-time learning and works in partnership with the University of South Wales across all of its locations to offer a wide range of courses and levels of study. This includes HNCs, HNDs and Foundation Degrees in Business, the Creative Industries, Early Years and Education, Engineering, Construction, ICT and English.

The college's campuses have facilities for a wide range of industry and subject-specific courses. These include a dedicated construction building, engineering workshops, and dedicated gallery spaces for creative arts at the Centre for Art and Design Technology. The campuses also offer excellent employer links, state of the art learning centres, sport and fitness facilities,

hair and beauty salons, high quality conference and training facilities, coffee shops and restaurants.

Mission

Our mission is your future success

Vision

To be recognised as an excellent college by learners, staff, business and communities

The college's Core Values

Our Mission and Vision is underpinned by a set of Core Values:

We focus on learners
We strive for high performance
We value and invest in all people
We seek continuous improvement
We are aspirational, we listen and collaborate
We develop strong and effective partnerships

The college believes that providing an environment for learners which is free from discrimination and celebrates difference is conducive to learning. Eliminating discrimination and advancing good relations in the workplace is also key to attracting, motivating and retaining staff.

Legal context



Equality Act 2010

The Equality Act 2010 consolidates previous equality legislation into one Act, which protects staff, learners and recipients of services from unlawful discrimination, harassment and victimisation on the basis of certain characteristics: Gender, Age, Disability, Gender identity, Race, Religion or Belief, Sexual Orientation, Marriage and Civil Partnership (in employment only) and Pregnancy and Maternity.

The public sector equality duty set out in the Equality Act 2010 requires public bodies, in the exercise of its functions, to have 'due regard' to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.

- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The college is therefore under a legal duty to report annually on actions within these requirements and consider information on the protected characteristics detailed above.

Our overall aim is to ensure that equality is mainstreamed into the work of the college, and that this in turn should result in more appropriately delivered services and outcomes taking into account individuals' backgrounds.

During November 2019, the Equality and Human Rights Commission (EHRC) met with the college Principal to discuss the outcomes of a sectoral briefing, highlighting the key issues for the Further Education sector in Wales relating to the Public Sector Equality Duty (PSED) requirements. The purpose was to set out the key opportunities for improvement in discharging the PSED and opportunities for using the PSED to drive change in tackling key inequalities. These were considered when developing the aims and objectives for the college's Strategic Equality Plan 2020-2024.

Embedding Equality and Diversity

The college is continuing to demonstrate its commitment to embedding equality and diversity throughout the institution and this is being achieved in a number of ways.

- Progressing the number of Equality, Sustainability and Welsh Language Impact Assessments carried out by Schools and Functional Areas.
- Engagement and consultation
- Raising awareness and Learning and Development
- Improving data monitoring
- Staff and learner policies
- Setting of equality objectives and measuring their success

Equality, Sustainability and Welsh Language Impact Assessments

The college continues to operate a clearly stated process and procedure on Equality Impact Assessment to ensure that we comply with equality and diversity legislation, consider the likely impact of our actions and behaviours, as well as promoting all protected characteristics. The college Equality Impact Assessment template and supporting guidance provides a detailed framework

to assist staff in exploring equality considerations in our policies and procedures.

All college policies and procedures have undergone impact assessment and all new policies and procedures are screened as they are produced. During 2019/2020, 19 impact assessments were completed for the review of existing policies and also the introduction of new policies. No actions arose from them.

The college has also undertaken an equality impact assessment to consider the disproportionate impact of corona virus on specific groups, such as ethnic minorities, pregnant and older workers, and how to mitigate these risks. This has been published to all employees at the college and continues to be reviewed.

Engagement and consultation

The college recognises that the involvement and engagement of appropriate stakeholders is critical to the success of our equality objectives, allowing us to learn, understand, act and make better decisions. We continue to develop links with a variety of diversity organisations and build our range of contacts to ensure we are fully inclusive of the communities we serve and to ensure representation of all protected characteristics who may not have been traditionally involved in communication and engagement with the college in the past.

Listening to the users of our services ensures that our focus is on the experiences of staff, governors, parents and especially learners.

The college provides staff with the opportunity to have a voice in decision making and consultations and where reasonably possible ensure there is a representative of different protected groups. These processes have been paramount during the COVID-19 pandemic and remain at the forefront in decision making processes.

The college Equality and Diversity Group seeks to work with all members of the college community to advance equality and celebrate diversity. The Group draws its membership from learners and Academic, Management and Business Support staff from all four campuses, ensuring the committee continues to be fully representative of our college community. It meets at least once per term with the purpose of moving forward our Equality and Diversity agenda and to satisfy our legislative obligations. The group met on three occasions during 2019/2020 to monitor the delivery of the objectives and review and implement any actions.



The college Learner Involvement Strategy enables the views and perceptions of learners to be gathered to inform change and enhancement to provision. Through this strategy, learners have the opportunity to be involved in college matters through representation on various forums, including Student Conference, Learner Voice Forums and college committees.

An on-line survey is produced each year to gain an understanding of learner perceptions regarding college facilities, services and practices.

Spring 2020 learner survey, learners were asked to rate the college in:		
"asking you to give your view about the college"		
Very Good	Good	Fairly Good
24.2%	39.3%	22.3%
Autumn 2019 learner survey:		
"If I want to suggest improvements to my course/subject, I can speak to my tutor or my learner voice representative"		
Strongly Agree	Agree	
31.9%	62.7%	

The Senior Leadership Team and managers of the college also undertake regular 'Learner Walks' around college campuses to seek the views of a range of learners. The purpose of the walks is to assist in creating a positive and purposeful learning environment and encouraging and advising learners of expectations in the non-teaching areas on each campus.

Further opportunities for staff and learners to leave adhoc feedback are given. Suggestion boxes are located on reception desks at each college campus and a complaints system is widely communicated.

Raising awareness and staff development



Through the use of the college *Diversity calendar* and organised *annual events* the college is continually raising awareness of equality and diversity issues. The college also continues to deliver training and awareness programmes for staff, which are designed to meet the requirements of different staff roles.

Academic and Business Support staff are required to complete an on-line Equality & Diversity module as part of *Compliance Training*, with new employees being required to complete the module within three months of their appointment as part of the Induction.

Training is given to Line Managers on the operation of new policies and procedures, and refresher training is given for communicating any changes and for strengthening the importance of relevant issues.

Identification of the need for training, learning and development is carried out through the college's workforce planning and performance review systems. During personal development reviews, managers discuss with employees their learning and development needs which are aligned to job competencies. Training needs are also identified in line with the aims and objectives of the Strategic Equality Plan.

With the very sudden move to remote teaching in March 2020, priority for staff development was given to digital capabilities. Focus was also given to the well-being of staff. An area was developed on SharePoint for all staff to access with information on remote working and well-being, as well as regular all employee communications via email, vlogs and live Q&A sessions with the Senior Leadership Team.

The Learning and Development team obtain on-line feedback and reflection from each of the learning and development activities undertaken by staff. This is collated and produced into an annual report, which includes information on the numbers of staff attending learning and development activities, including the mandatory on-line training and induction. Equality monitoring is carried out in respect of attendance of learning and development activities by protected characteristics, where this information is available.

The impact of training may be measured through individual performance reviews, and in particular by looking at the number of complaints made by staff and learners which are equality related.

Learners have access to a range of Equality and Diversity resources and are a feature of the tutorial system. A curriculum and quality activity calendar is produced annually to highlight key events throughout the year and to ensure learners have access to relevant information.

Cross cultural awareness training is available to raise awareness of, and encourage learners and staff to consider the differences in, values and behaviour that are influenced by culture and people with differing backgrounds. This occurs within the context of our commitment to learners through the Welsh Baccalaureate programmes.

Spring 2020 learner survey: When asked how the college supports learners and their learning in:		
"Helping you to understand and respect people from different backgrounds"		
Very Good	Good	Fairly Good
34.6%	37.4%	15.7%

Performance Management: Fairness is essential to performance management. Reviewers are expected to guard against any form of discrimination when continually assessing a jobholder's performance and ensure jobholders have equal opportunity to develop their performance fully. Unconscious bias training has been delivered to line managers and continues to be communicated at regular intervals. Work is currently underway to ensure inclusion-based objectives for all employees form part of the college Performance Development Review process.

Staff networks:



On Wednesday 13th May 2020, the college highlighted the National Day for Staff Networks, with the theme #AddingValue. The college recognises how each individual brings unique experiences and how these differences add huge value to the organisation. To encourage participation in college staff networks, it was agreed and communicated to all employees that staff could attend up to 3 network meetings per year within their working hours. The numbers of employees attending these networks will be monitored going forward.

"It is the strength of the links between people, within families, neighbourhoods, workplaces or wider communities, which gives us our sense of belonging and well-being" - Welsh Government.

The college staff networks aim to:

- Provide peer to peer support and tackle issues for under-represented and disadvantaged groups and individuals
- Contribute to the development of college policies and working practices
- Assist in arranging events to raise awareness and celebrate diversity

The staff networks moved to virtual 'spaces' during the year to ensure support has been widely available while working remotely.

The college supported the introduction of a Carers staff network this year, with regular communications over Microsoft Teams. Like other networks, it offers a place to come together, share experiences and raise issues in a safe environment.

The college is continuing to work with staff to encourage the establishment of other staff network groups.

College Intranet: The college generally communicates with staff and learners through electronic means. Staff and learner portals on the intranet carry news and information, providing access to further information on policies, practices and guides on a range of services. These have been instrumental while staff have been dispersed and working remotely. There are also a number of blogs, social media pages and Teams groups available to share information, good practice, ideas and as a tool for social interaction and to encourage discussion between colleagues across all sites, raising awareness of all equality and diversity issues and events.



The college equality and diversity twitter profile regularly communicates equality and diversity issues and events at the college and information from other leading equality organisations.

Plasma screens in different locations throughout the college provide current information and upcoming events and a Coleg y Cymoedd App is also

available for learners and staff to download for their SMART devices. This provides them with a range of information and support available at the college.

Improving data monitoring

The college collects equality monitoring information relating to all protected characteristics, where this information has been provided

Data monitoring provides the college with information to:

-  assess the impact of its policies on staff;
-  target and support areas of under-representation and the potential for positive action; and
-  help inform policy and decision making.

The college collects and publishes on an annual basis the number of:

- People employed by the college each year by protected characteristic
- Men and women employed, broken down by: job, grade, pay, contract type, working pattern
- People who have applied for jobs with the college over the last year
- Employees who have applied to change position within the college
- Employees who have applied for training and how many succeeded in their application
- Employees who completed training
- Employees involved in grievance procedures either as complainant or as a person against whom a complaint was made
- Employees subject to disciplinary procedures
- Employees who have left the college's employment

Data reports are reviewed by the college's Equality and Diversity committee on an annual basis and are also reviewed by the college Senior Leadership Team and Governing Body.

Declaration rates for 2019/2020 show a further increase in staff providing their data, although work continues to address the gaps and encourage staff to provide their information in order for us to develop a better understanding of what our staff need in order to work, perform and enjoy life at the college. We aim to achieve this by assuring and enabling staff to be confident in being themselves in work and by reinforcing the importance of our monitoring commitments.

The college's current HR and Payroll on-line self-service system (TeamSpirit) allows all employees to have control of their monitoring data and to update their own profile, providing this sensitive information in a private and secure setting. Human Resources are then able to aggregate this information in an anonymised format to support Equality & Diversity activities. The implementation of a new HR system planned for 2020 - 2021 will allow for an

opportunity to capture a larger proportion of data from new and existing employees.

Monitoring the data of our learners gives us a broad overview of who is accessing our services and how satisfied they are. The college's Learner Management Information System (EBS) provides accurate and timely information in relation to learner profiles and activity, and overall attainment rates. The system enables learners to self-record their equality data in relation to all protected characteristics. Data reports on enrolment, retention and successful outcomes are available via a college dashboard, and data is monitored by the senior leadership and college management teams.

By monitoring the declaration rates of staff and learners on the protected characteristic groups, the college will be able to determine the progress made on data monitoring and raising awareness.

Staff and learner policies



There are a range of policies and statements, such as the staff and learners Codes of Conduct and the Anti Bullying & Harassment policy, which support the college's equality and

diversity agenda. These are regularly reviewed and communicated to staff and learners.

Staff policies: The college recognises the importance of our employment practice and policy, the opportunities they represent within the local community and the impact they have on our staff, underpinning our commitment to supporting equality and diversity in the workplace. We continue to operate a Policy Review Project, which involves reviewing and revising our policies and procedures to ensure they recognise changes in legislation, meet best practice and are fit for purpose. During each policy review, the impacts of the changes on individuals with protected characteristics are considered and each policy is the subject of consultation with trade unions and staff.

Learner policies: The college has a raft of learner policies which support learners through their course of study and through their experience of college life.

Staff and learners are able to access all college policies on the intranet and there are specific pages relating to equality and diversity for ease of access which hold relevant documents, news and activities.

Equality objectives

This section includes achievements and progress towards the college's objectives as defined in the Strategic Equality Plan (2016-2020) up to 31st August 2020.

Objective 1: Continue to improve awareness of Equality and Diversity issues amongst staff and learners to ensure full integration of Equality and Diversity into the everyday operations of the college.

College wide positive information and publicity relating to Equality and Diversity: During 2019-2020 we have continued to raise awareness and promote equality and diversity through announcements of events and publications of useful information relating to various protected characteristic groups via email, Staff Life and Twitter. We highlighted throughout the year National Awareness events such as Carers Week, International day against Homophobia, Biphobia and Transphobia, and other events which are included throughout this report.



For Holocaust Memorial Day, there were a series of planned activities which allowed for opportunities to remember the millions of people murdered under Nazi persecution. A lecture was delivered on 'An introduction to the Holocaust' providing definition and information around the key events. A CPD opportunity was offered to staff on Holocaust Education, which provided staff with the tools and confidence to tackle such a difficult and emotive topic when discussing the Holocaust with learners. An exhibition on Holocaust related artwork was also created, in collaboration with learners from the Photography department. All of these activities were organised and delivered by a college Lecturer from the Public Services department.

On 4th November 2019, the college held an all employee LearnFest "celebrating differences". Its aim was to bring diverse learning experiences and new adventures by combining headline acts, workshops, fringe events and peer learning. The sessions included: Teaching in the 21st Century; Inclusion with Technology (exploring different strategies, tools, techniques and technology to make the classroom more inclusive); Mindfulness; Trans Awareness sessions; Be the Best Version of you. Participation at these events is recorded in the learning and development report, along with feedback.

Through these means we have created opportunities to discuss and debate equality and diversity and share best practice from external organisations and across all departments of the college. These are also a way of reminding staff and learners of the college's responsibilities under the Equality Act 2010.

Objective 2: Monitor information and data more effectively in order to identify disadvantages experienced by people due to their protected characteristics.

Over the last year we have seen an incremental improvement with staff self-disclosure rates on the HR/Payroll system and in particular we have seen further declaration in the fields of sexual orientation, religion and belief and gender identity.

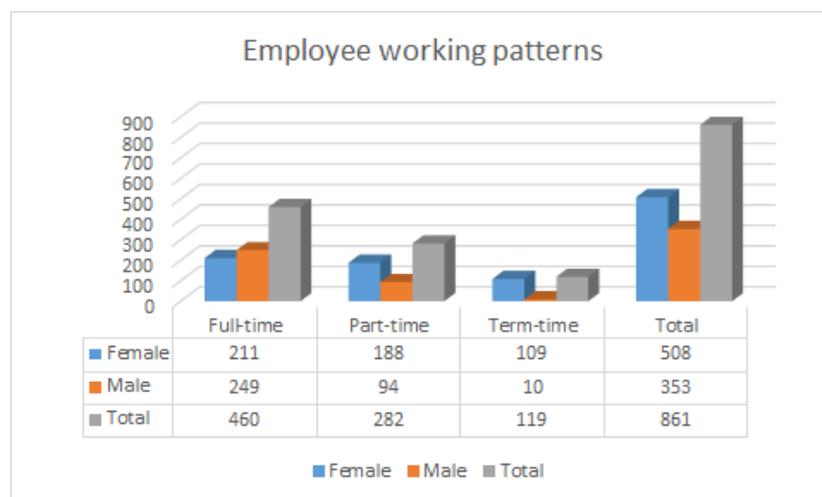
We continue to encourage staff and learners to provide the college with this information in order to enable us to support the delivery of an inclusive and supportive environment for all. Our work with expert groups such as Stonewall and LGBT staff and learners identify appropriate actions and we will be building on our work towards building trust and confidence within these communities with a view to improving reporting so that we can in turn use our information in a more meaningful way.

Staff

Gender:



The college continues to promote gender equality ensuring that men and women experience the same rights and opportunities across all areas of the college and that the different behaviours, aspirations and needs of women and men are equally valued and favoured.



The data indicates that female members of staff make up the majority of the college's workforce (59%), which remains consistent for a number of years. Within the Senior Leadership Team 29% are female and 71% male. The larger difference in gender is in the part-time and term-time categories where there are 22% female, compared to 11% male in part-time employment, and 13% female, compared to 1% male in term-time employment. The Wales population figures show 7% male and 20% female employees in part-time employment (Stats Wales June 2020).

Pay and Gender Equal Pay objectives: The college monitors its pay system to ensure it does not discriminate on the grounds of gender and in respect of all protected characteristics where this information is available, and to understand and address the causes of any differences between the pay of any person/s who have or share a protected characteristic, in line with the requirements of the Public Sector Equality Duty. A Job evaluation scheme remains in operation, which ensures equal pay for equal work.

In March 2020 the college produced a gender pay gap report, the data from which is summarised below.

Coleg y Cymoedd mean pay gap = 4.9% (a decrease from 7.7% in 2019)

The mean pay gap is the difference in average hourly rates of pay that male and female employees receive. Hourly rates are taken and are divided by the number of people in that data set.

Coleg y Cymoedd median pay gap = 8.3% (a decrease from 10.5% in 2019)

The median pay gap is the difference in mid points of the ranges of hourly rates of pay for male and female employees. We arrive at the median by ordering individual rates of pay from lowest to highest and comparing the middle value.

The college's median gender pay gap at 8.3% compares to the gender pay gap of 13.7% for all workers in Wales.

In order to understand the reasons for the reported differences in pay, the following data at the college is considered:

	Lower quartile	Lower middle quartile	Upper middle quartile	Upper quartile
Male	35%	38%	45%	44%
Female	65%	62%	55%	57%

	Full-time	Part-time	Term-time
Male	29%	11%	1%
Female	24.5%	22%	12.5%

From this data, the college continues to monitor its actions intended to reduce the gender pay gap, including addressing gender under-representation in all areas across the college and engaging with staff to understand any perceived barriers to progressing to higher paid roles.

The continued promotion of flexible working across the college in every role and at every level ensures that our employees have the opportunity to work in a way that works best for their career aspirations, college needs and home life. The college's family friendly and flexible working practices facilitate sharing of care. Line managers receive training in reducing discrimination in recruitment, including unconscious bias, stereotyping and assumptions.

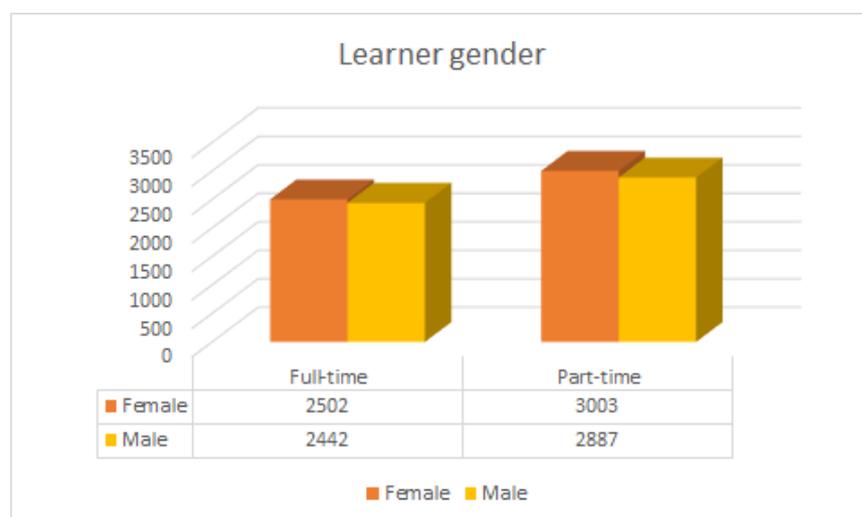
It is our intention going forward to introduce more formalised processes that will allow for the monitoring of pay for all protected characteristics and the production of reports at regular intervals, as per the processes for gender pay. Where we identify pay gaps between the protected characteristics we will put appropriate actions in our systems to address them.

Learners - With regards to our service users, we are aware that different groups experience particular barriers and issues which mean that they do not have equal outcomes in respect of academic achievement. We therefore monitor data on all protected characteristics to consider curriculum and academic areas to identify gaps in access, course allocation and achievements. We are then able to develop and review learning programmes to ensure that curriculum design and delivery are shaped by the diversity of our student population.

The college continues to make considerable efforts to encourage non stereotypical recruitment to courses through the use of marketing strategies and raising the awareness of recruitment staff. The college also reviews the content of course leaflet information to ensure that non-discriminatory criteria are applied during the promotion and selection of learners.

Learner gender data in School areas

School	Female	Male	Other	Total
A Level Centre	234	87		321
Adult Basic Education	116	72		188
Business and International	312	99	1	412
Franchises	176	135		311
GCSE & Languages	87	48		135
Miscellaneous	5	24		29
School of Business & Finance	612	300		912
School of Care	768	43		811
School of Catering	95	94		189
School of Computing	22	203		225
School of Construction	59	847		906
School of Creative Industries	354	220	2	576
School of Engineering	37	449		486
School of Hair & Beauty	489	60		549
School of Sport, Travel & Public Services	220	321		541
School of Vocational Access	258	408		666
Work Based Learning	1661	1918	1	3580



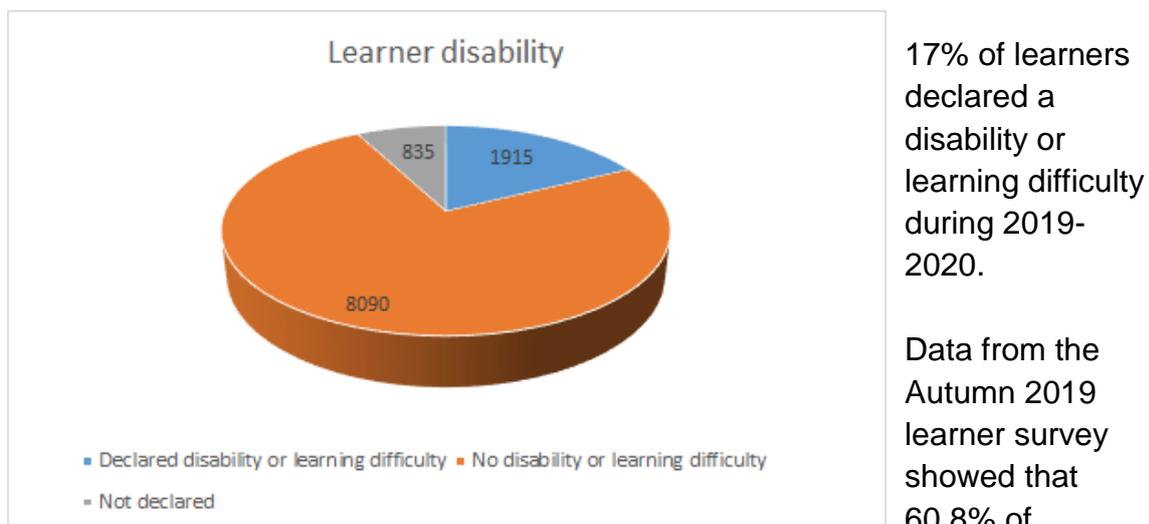
The female learner population is 50.81% which is slightly below the Wales average of 55%.

On 9th March 2020, the college hosted an event for International Women's Day 'An equal world is an enabled world', with guest speakers from Chwarae Teg, British Airways and Age Connects Morgannwg. The aim was to provide a better understanding of gender and how gender impacts in all aspects of life, from choices, attitudes and behaviours to challenging the barriers history has put in place.

We recognise from our previous equality work and from our engagement activities that disabled learners and prospective learners experience barriers and will have specific requirements of our learner services. We ensure staff are trained in disability issues on an on-going basis and continue to engage with specialist groups to ensure that particular disability issues are identified and addressed.

Supporting Learners with Learning Difficulties and/or Disabilities: We continue to develop our support programmes for learners with learning difficulties/disabilities to ensure we reduce the existing achievement gap. Learners requiring support are identified through the Admissions system via application forms, interviews and enrolment procedures. Referrals are also made through tutors, learner self-referrals and information provided by other agencies such as Careers Wales, schools and health or social care services.

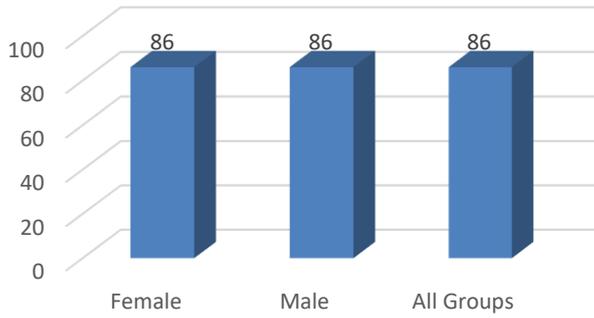
The college Learning Support provision provides a comprehensive service to those learners who require additional support to enable them to make best use of their learning experience at the college. A tailored support programme is available through one to one support during class and break times for learners with Additional Learning needs. Specialist support co-ordinators identify learners who require access and arrangements for support. I2A Learner Coaches on each campus work with individual learners as a supplement to their tutors to work out how best to improve their chances of success. They jointly produce a planned way forward that will usually include support from other staff also.



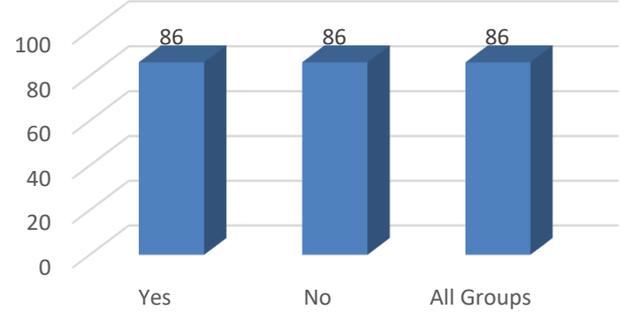
learners agreed and 26.8% strongly agreed that they knew about the help they could get if they have a disability. Presently, the results from this survey are not categorised by responses from individual protected characteristic groups. This is being investigated going forward.

Learner Success Rates

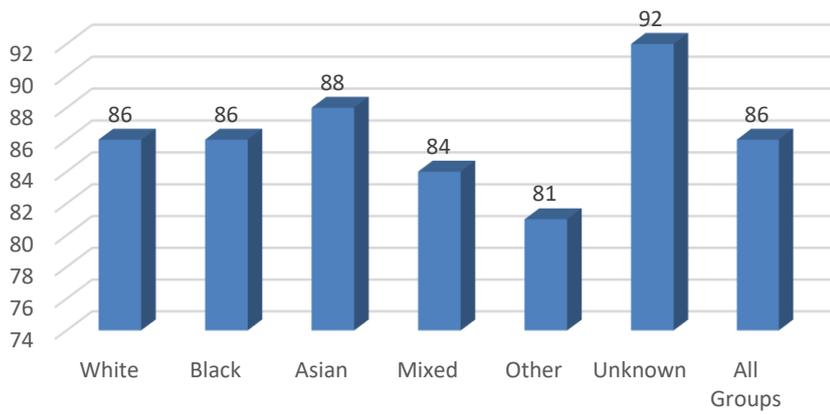
Gender



Disability

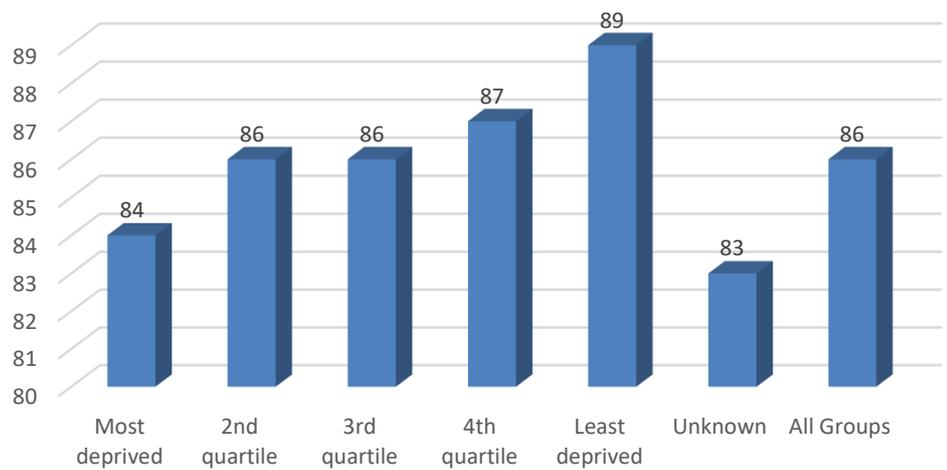


Ethnicity

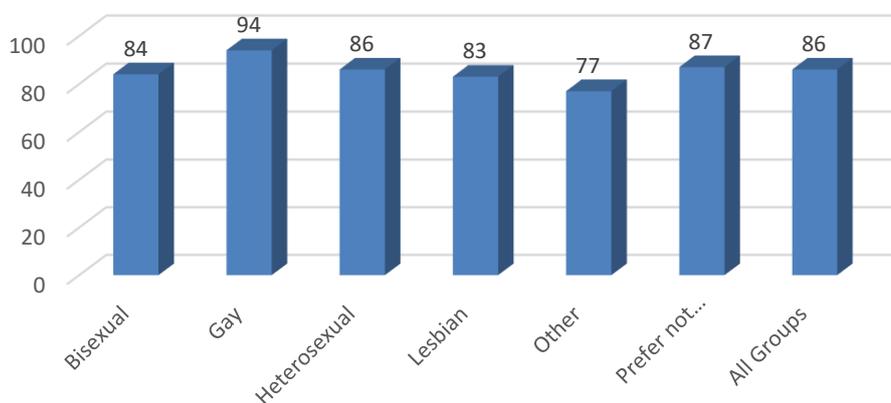


The college Learner BME profile is 4% which is higher than the local authorities' population profile of less than 3%. The Welsh average of BME learners is 7.0%.

Deprivation



Sexual Orientation



Objective 3: Take action to build a strong and cohesive community where staff, learners and visitors can feel safe.

Promoting a culture that addresses negative behaviour: As part of a whole college behaviour policy, the '3Rs' Ready, Respectful, Responsible sets out the positive behaviour required to promote a healthy, safe and productive learning and working environment for all learners and staff.

The college supported and promoted National Hate Crime Awareness week in October 2019, which aimed to remind everyone how to respond to hate crime incidents and to promote support and services available. RCT Cohesion Team were invited to the college to meet with learners to discuss hate crime and its impact.

Victim Support continue to provide drop-in sessions on college campuses providing information on the protected groups of hate crime to a level where staff would be more aware and confident to report the matter, through understanding some of the barriers faced by victims.



In November 2019, we raised awareness around anti-bullying week, providing information and resources on preventing and responding to bullying and harassment. The theme this year was '**Change Starts With Us**', with the idea being '**Small change. Big difference.**' Lecturing staff were encouraged to involve their learners by sharing resources from the Anti Bullying Alliance and asking learners to think of ways of tackling bullying. Staff and learners were also reminded of the college's Anti-Bullying and Harassment policies, and the reporting routes were communicated. Learners at Aberdare campus attended anti-bullying workshops run by RCT youth engagement team.

Local police community support officers visit college campuses for regular informal drop-in meetings for learners and other members of the college community to discuss matters that are important to them and to build positive relationships within the community.

Learner Services: The college continues to provide a wide range of Learner Services to support learner welfare and wellbeing. The Learner Wellbeing Officer role is particularly effective at providing a means for learners to discuss any personal concerns and seek a solution. Currently opinion on the service is gathered from surveys and meeting with learner representatives through our learner voice programmes. Particular services such as support for homophobic bullying have the potential for information gathering to inform the college on how well the services meet the needs of those with particular protected characteristics.

Autumn 2019 learner survey: Learners were asked to what extent do they feel safe in their learning environment:	
I know where I can get help if I feel unsafe or harassed whilst at college	
Strongly Agree	Agree
30%	61.3%
I feel safe and free from harassment when attending college	
Strongly Agree	Agree
36.1%	59.2%

Presently, the results from this survey are not categorised by responses from individual protected characteristic groups. This is being investigated going forward.

The college monitors learner complaints as a measure of impact of the learner services function and continues to carry out comprehensive monitoring of all grievance and disciplinary cases.

Objective 4: *Improve the recruitment levels and promotional opportunities for staff groups who are under-represented such as those from BME heritage, those with a disability or from the LGBT community.*



Recruitment processes: We continue to monitor and analyse recruitment information to ensure there is no discrimination and that we are promoting equality of opportunity. We are able to investigate further the diversity of those applying to the college, whether they reflect the local population with particular focus on disability, ethnicity and gender, and look at reasons for any differential outcomes.

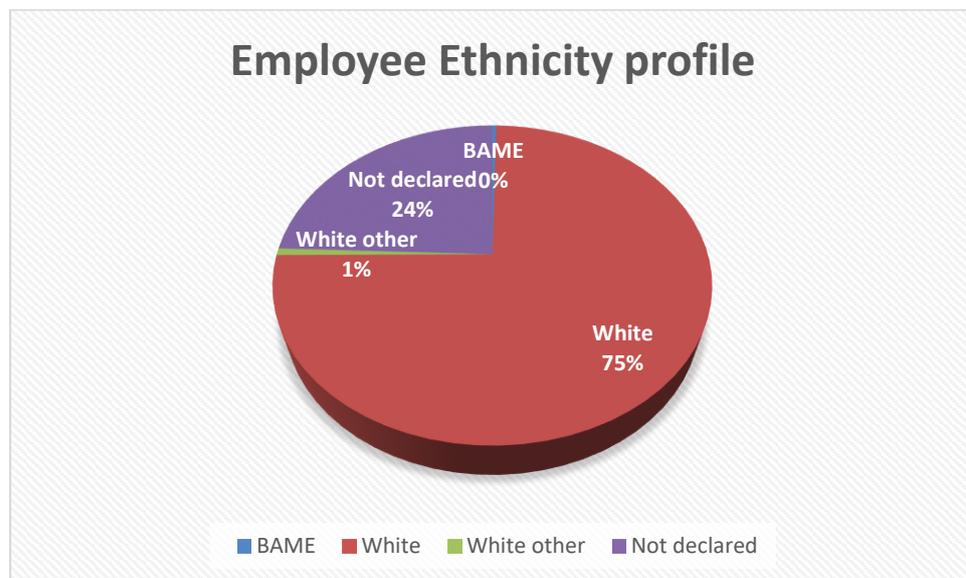
We are seeking advertising employment opportunities within appropriate communities in order to target positive action for those who are under-represented in our staff (for example the use of Stonewall’s Proud employers website).

The college continues to ask all job applicants to complete an Equality monitoring form, in order to allow us to monitor and measure employment application and success for all protected characteristics. We ensure that all job advertisements and job descriptions are not discriminatory and appointments are made through open competition with selection on the basis of assessment against competencies of the job.

Line Manager guidance has been further developed to include information on preventing discrimination during recruitment, highlighting potential pitfalls with stereotyping, assumptions and unconscious bias, as well as guidance on providing reasonable adjustments for prospective and existing employees.

Ethnicity: The college is committed to the principle of racial equality and we aim to identify opportunities to implement positive action in respect of recruitment of Black, Asian and Ethnic minority staff and learners and we will continue to monitor our curriculum provision to identify opportunities to increase awareness of racial, cultural and religious issues, including consideration of various beliefs.

We seek opportunities to work with local ethnic communities. Race Equality First is the recognised lead body in South Wales for tackling all forms of discrimination and hate crime across all equality strands, especially racism. The college has worked with Race Equality first for promoting equality of opportunity amongst staff and learners and will continue with this work to promote good relations between persons of different racial groups.



The college's ethnicity profile: Information is held on 76% of employees (compared to a 61% declaration rate in 2018/2019), of which less than 1% identify themselves as a Black, Asian or minority ethnic background (BAME). This is lower than the local communities of Rhondda Cynon Taff and Caerphilly County Borough Council; StatsWales July 2019 report the BME population within the Boroughs at less than 3.5% and 2% respectively. The usually resident population of Wales is 94.2% White.



During July 2020, Coleg y Cymoedd showed its commitment to racial equality by signing up to the Race at Work Charter, an initiative designed to foster a public commitment to improving outcomes for black, Asian and minority ethnic employees in the workplace. It consists of five principles to ensure organisations address the barriers to BAME recruitment and progression.

- Organisations that sign up to the charter are publicly committing to:
- Appointing an Executive Sponsor for race
 - Capturing data and publicising progress

- Ensuring zero tolerance of harassment and bullying
- Making equality in the workplace the responsibility of all leaders and managers
- Taking action that supports ethnic minority career progression.

We will therefore be leading on strands of work, from recruitment and career development to diversity of the curriculum and the progress of students

Disability: According to the Labour Force Survey, disabled people are more likely to be employed than they were in 2002, but disabled people remain significantly less likely to be in employment than non-disabled people (this being a 30.1 percentage point gap between them). The college's aim is to adopt the social model of disability, which promotes the right of a disabled person to belong, to be valued, to determine choice and to make decisions and enables disabled people to look at themselves in a more positive way which increases self-esteem, independence and ability to engage with employment and lifelong learning.

We commit to looking beyond a person's impairment at all the relevant environmental factors that affect their ability to be a full and equal participant in the life of the college. This enables us to dismantle the barriers disabled learners and staff encounter in their daily life experience.

The college continues to address disability issues in respect of curriculum, employment, physical access and Learner support services.

In September 2017, Coleg y Cymoedd was re-assessed under the Disability Confident Scheme and successfully retained its **Disability Confident Employer** status, which will remain in place for three years. As part of this, we continue to work towards challenging attitudes towards, and increasing understanding of, disability. We are committed to removing barriers to disabled people and those with long term health conditions in employment and to ensuring that disabled people have the opportunities to fulfil their potential and realise their aspirations.



The college's recruitment processes are continually assessed to ensure that we provide a fully inclusive and accessible process. We endeavour to identify and address any barriers that may prevent or deter disabled people from applying for jobs and ensure our online and offline processes are fully accessible by offering reasonable adjustments at application and interview stage.

As part of the college's commitment to the Time to Change Wales Organisational pledge, which tackles stigma and discrimination around Mental Health in the workplace, the college promotes employment for those with Mental Health needs through working with external organisations, to help

those who face disadvantage to improve their employment opportunities and increase skills.

We support employees to manage their disabilities or health conditions. The college's Management of Attendance process identifies long and short term absence and supports staff who have a disability and/or who are returning to work after a prolonged illness, providing a range of support mechanisms such as flexible working, phased return to work and reduced duties. The college is able to monitor sickness by all protected characteristics, where this information is available.

The college provides support to help all employees stay well and manage their health conditions. This support includes a variety of programmes. The college's Employee Assistance programme (EAP) provided by Care First allows access for all staff to an online suite of information on physical and mental wellbeing as well as access to a free 24 hour counselling helpline, an online counsellor chat facility as well as the opportunity to receive 6 face to face counselling sessions per issue. As part of the EAP, staff also have access to a lifestyle site and mobile app where they can track things such as diet and physical activity. The college continues to provide an Occupational Health service and in conjunction with Occupational health and Health and Safety, staff within high risk areas are monitored..

This level of support can be further supplemented by the 'Access to Work' scheme provided by Job Centre plus. This involves staff undertaking an assessment by an external consultant of their working environment and the provision of specialist equipment and or support.

These services have been paramount when supporting the college employees to work remotely during the COVID-10 pandemic, as well as on-going discussions with members of staff who have needed reasonable adjustments. We have used return to work risk assessments as an opportunity to consider and monitor reasonable adjustments made for our employees to work safely.

The college continues to support learners and staff in their need for regular or additional hospital appointments in order that they might continue to effectively study or work. This, along with other provisions, is promoted within the college's leave of absence policies.

The Health and Wellbeing group continues to promote our Health and well-being programmes and positively encourage "active aging" by supporting staff to maintain healthy lifestyles. Health screening events are regularly held such as osteoporosis, cardiovascular, prostate and cholesterol and as in previous years there have been numerous events taking place to promote health and well-being. Promotion of events and initiatives including 'Time to Change Wales – Time to Talk' campaign, World Mental Health Day and Alcohol Awareness week has been communicated through a number of mediums,

with the Staff Life and Health and Well-being blog platforms being extremely useful tools in relaying information.

Work is now underway to highlight invisible impairments – conditions that many people live with which do not have physical signs but are painful, exhausting and isolating. As a college we are committed to understanding the impact of invisible impairments and the need for reasonable adjustments.

Detailed monitoring of these activities may be found in the college's annual Health & Well-being report.

Physical Environment: The college has undertaken a huge amount of work to ensure that the physical environment of our facilities do not disadvantage protected groups. Engagement with relevant groups and particularly disability experts has identified our physical environment as key to advancing equality. The college will continue to engage with appropriate disability groups including learners and staff to identify key environmental issues which create difficulties or barriers.

We continue to undertake estates initiatives on new buildings and refurbishment work on existing buildings which take into account relevant equality considerations including accessibility and gender neutral toilets, to improve and enhance the staff and student experience.

The college's disability profile: Information in this category is held on 72% of employees only (compared to 69% in 2018/2019). From the information held, 21% of the employees have indicated that they have a disability, but this is unlikely to give the true picture of disability in the workplace.

22% of people in Wales have declared a long term health problem or disability, with females holding the slightly higher rates of disability than males. RCT and Caerphilly regions have a higher level of disabled people in working age than the Welsh average. The 2013 ONS analysis showed that Wales had one of the highest percentages of the adult population (14%) with disabilities that limited their daily activities or work, compared with 12.2% for the UK.

Sexual Orientation: The college continues to support individuals who are lesbian, gay, bisexual and transgender (LGBT) and “come out” and ensure they are supported to avoid disadvantage and discrimination.

Stonewall Diversity Champion / Workplace Equality Index: The college works closely with Stonewall's workplace team as part of our membership of the Stonewall Diversity Champions Programme which supports our efforts to make the college an inclusive and supportive environment to work, study and visit by developing practices and promoting equality in the college for our LGBT employees and learners. In 2019/2020 the college made its fourth submission to Workplace Equality Index (Stonewall's leading benchmarking tool for LGBT inclusion in the workplace). Each organisation who takes part

must compile a submission demonstrating their performance against a set of best practice criteria accompanied by supporting evidence. To supplement our evidence submitted, Stonewall seeks feedback directly from our staff in the form of an anonymous survey, which allows Stonewall to perform a 'temperature check' on our employees' attitudes and opinions towards LGBT inclusion in the college.



For our fourth submission the college achieved an increase in ranking of 29 places to 79 out of 503 submissions, celebrating our place in the Top 100 Employers list. Participating in the Workplace Equality index allows us to assess our achievements and progress on LGBT equality and compare our performance with other organisations in the region and/or sector. An action

plan of development has been devised in conjunction with Stonewall to prepare for the next submission.

"People perform better when they can be themselves" - Stonewall

The college ensures the use of terminology that is inclusive of lesbian, gay, bisexual and trans employees and learners in its policies, including its maternity and paternity policies, and leave of absence policy.

We continue to support all Stonewall campaigns, raising awareness on all campuses. Stonewall's Rainbow Laces Campaign (to unite sport to make sure no lesbian, gay, bi or trans people feel excluded from taking part as a fan or teammate) has been fully supported during the year. In November 2019 we asked staff and learners to get involved and show their support by wearing rainbow or brightly coloured clothing or accessories.



Stonewall Laces were available to purchase on the day and the college's sports teams showed their support by wearing the laces during their matches, and this year, the college's rugby team were seen wearing their laces during a televised match.

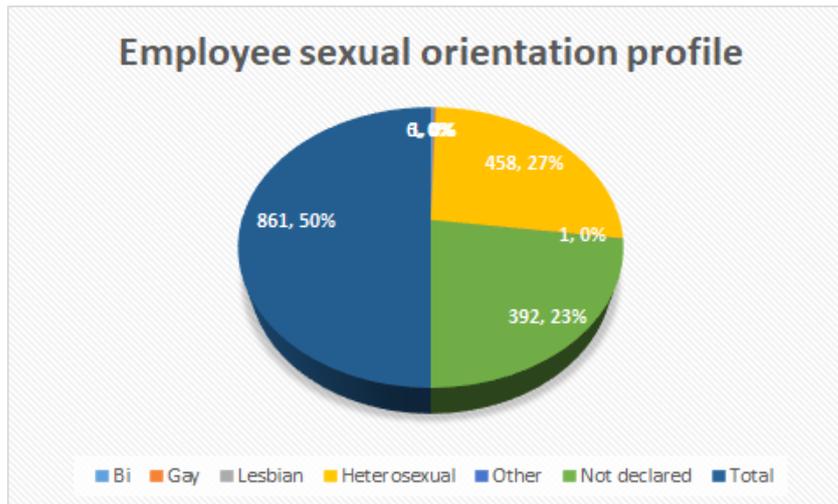
As part of our community engagement programme, the college supported the first Wales Wide Virtual Pride hosted by LGBTQymru in July 2020. The college also supported Pride Cymru Digital Pride event during August.

To celebrate LGBT History month, the college hosted a public event in partnership with RCT Council and Caerphilly Council. Various external organisations attended Nantgarw campus where they held an information stall and engaged with staff and learners. Presentations from Pride Cymru and

from a Lecturer within the college's Public Services department were very well attended by both staff and learners with positive engagement during the event.

Members of the Human Resources department represented the college at an LGBT History Month event at Aberdare museum, holding an information staff and liaising with members of the public.

Also as part of the LGBT History Month celebrations, in collaboration with our catering suppliers, the college offered a free hot drink for all staff and learners wearing a rainbow lanyard or rainbow laces.



We have previously identified sexual orientation declaration is an issue and as a result we will continue to work with staff and learners to improve on this. Information is held on 54% of employees (compared to 52% held in 2018/2019), of which 98% identify themselves as heterosexual, 1% as bisexual and a little under 1% as gay or lesbian. Wales data shows 95% of people identifying as heterosexual, with 1.4% identifying as gay/lesbian, under 1% as bisexual and under 0.5% as other. There is little up to date data on local population statistics, however the 2011 census data records 93% of people in the RCT area as heterosexual, and 95% in the Caerphilly borough. There were no learner or staff complaints recorded during 2019-2020 relating to sexual orientation.

Objective 5: Create a more welcoming and supportive learning and working environment which better meets the needs of Trans students and staff.



We are aware that transgender people often experience the most difficult barriers and discrimination in both employment and access and success in education despite their relatively low numbers. We, as a college, can play a vital role in supporting trans employees and learners.

The college respects people's right to be open about their transgender identity and their right to keep this confidential. Any employee or learner who has

taken the decision to go through the transition process will be fully supported by the college.

We have implemented policies and procedures to address the barriers experienced by transgender people and have developed guidance for trans staff and learners who wish to transition at the college, and for line managers to support the process. During 2019-2020 trans awareness sessions were introduced initially for the senior leadership and college management teams. The sessions were designed to help college managers understand and meet the needs of trans people. The trans sessions were also delivered to groups of employees at Learn Fest, with the aim of assisting them in creating an inclusive environment to ensure that trans employees and learners feel welcome and valued at the college. This session has now been developed into an e-learning module which is available for all staff.

In order to build a truly inclusive service, we have reflected on the barriers that LGBT service users may face accessing it. This involved mapping the different touch points in our service user journeys, including the staff and systems that our learners and staff come into contact with. We have reviewed our application processes and the way in which we ask for people's titles on our application forms. Work continues in order to provide this function on our HR/Payroll database and learner database. Guidance documents for front line staff have been developed and we will continue to work with managers and staff in implementing training programmes on raising awareness around these issues.

A clear and workable policy is in place for dealing with any harassment of trans learners or employees. We promote and maintain a culture of respect for the dignity of individuals and we ensure curriculum provision is not based on gender stereotypical assumptions or imagery.

The college continues to promote the Trans Allies Awareness programme run by Stonewall. Over 16 members of college staff have attended to date and now identify themselves as Trans Allies.

Currently, we do not have any staff who have declared their identity as trans; however a number of job applications were received throughout the year from applicants who identified as trans. Our aim is to ensure a truly inclusive and safe work place where trans colleagues can be themselves. As well as protecting and supporting our staff, we demonstrate our commitment to potential job applicants, services users and future colleagues and learners.

When asked, 'is your gender different to that with which you were assigned at birth?', learners responded:

No – 42%

Prefer not to say – 3%

Yes – 14%

Not declared – 41%

We do not feel this data is reflective of the learner population at the college and work will need to be done in order to provide more information to learners on understanding the question.

We are able to monitor the success of our policies by monitoring the number of learners undergoing transition who are able to complete their programme of study.

Objective 6: *Explore the educational implications for pregnant learners and the career implications for pregnant staff or staff on maternity leave at the college.*

Coleg y Cymoedd is a member of the Working Forward initiative developed by the Equality and Human Rights Commission (EHRC). By joining Working Forward the College has pledged to work towards making our workplace the best it can be for pregnant women and new mothers. We have recognised the challenges faced in balancing a career with family. To this end, the college is committed to supporting women taking maternity leave and returning to work through a number of specific policies, initiatives and programmes.



In respect of pregnancy and maternity the college has a raft of policies and positive action support programmes in place for staff and learners, including maternity/paternity policies, leave of absence policy and flexible working policy to name a few. We have reviewed our policies and practices in line with guidance from the Working Forward initiative and introduced more line management involvement in the maternity process. We continue to promote these policies and engage with staff, learners and expert groups to ensure they are as effective and appropriate as possible.

A questionnaire is sent to those staff returning from maternity to seek their opinions on whether they believe they received fair and equal treatment and opportunities while pregnant, while on maternity and on returning to work. An analysis of pregnant employees and those on maternity leave has reaffirmed our belief that this group of employees receive fair and equal treatment in employment processes during this period.

We will continue to improve our practice by promoting our family-friendly workplace and ensuring effective management and open communication.

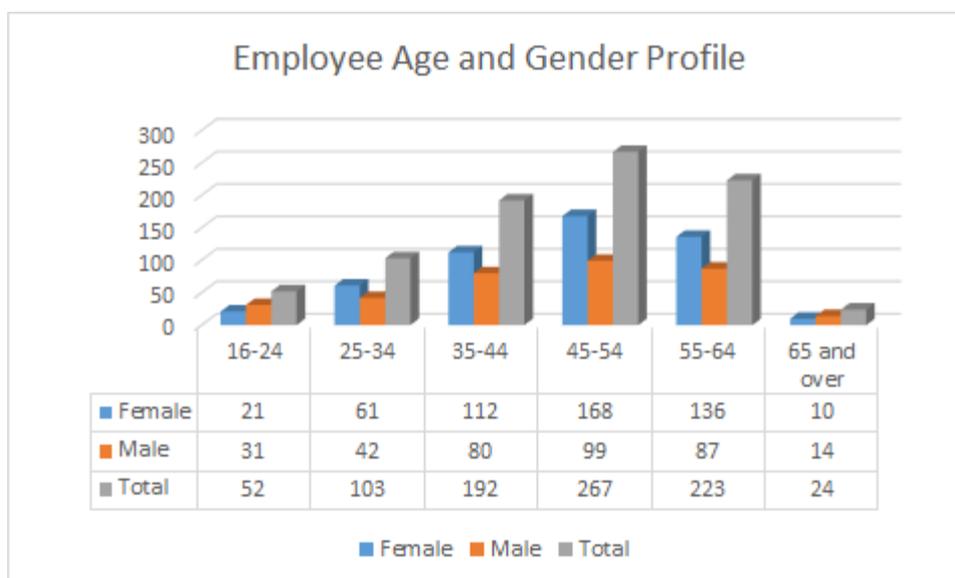
During the year 2019-2020, 19 employees had been on maternity leave, all of whom have returned to work and 5 employees took paternity leave during the same period. The college has not received any complaints or grievances related to pregnancy or maternity, by either staff or learners.

Other Equality considerations

Age: The college collects age related information in relation to staff, prospective staff, learner and prospective learner. We continue to work towards identifying and differentiating between age appropriate provision and

aspects of our work which may be creating disproportionate outcomes for people of different ages.

Coleg y Cymoedd has no default retirement age and staff can draw their pension from the pension age stated in the relevant scheme. Job descriptions and job advertisements are monitored to ensure they are not age discriminatory and the college applications forms allow for the separation of personal details so that the applicant's age is not a consideration during short-listing.



As in previous years, the age profile of staff at the college shows that there are proportionately more staff aged 45-54 (31%) than any other age group. 57% of the college's employees are within the age range of 45-64. This is reflective of the population of RCT and Caerphilly, and of Wales, the larger proportion being in the same age range. We recognise this in itself is not an equality issue; however this information presents the college with the opportunity to reflect on the need to consider effective workforce succession planning.

A 2013 ONS analysis stated that the profile of Wales shows it to have one of the oldest populations of the UK with a median age of 41.7 years.

Carers: 3 of us in 5 will spend time caring, unpaid, for a family member or friend during our lifetimes and in Wales alone there are 370,000 carers. It is clearly essential that carers are recognised, reached out to and kept in the workforce – their skills and expertise retained with support to balance their professional life and their personal commitments.

To this end, the college has joined a new membership programme called Employers for Carers (EfC) – a service aimed at creating carer-friendly workplaces. As an EfC member, our managers and employees have full access to resources on the members' platform 'EfC Digital'. Resources include case studies, model policies, FAQs,



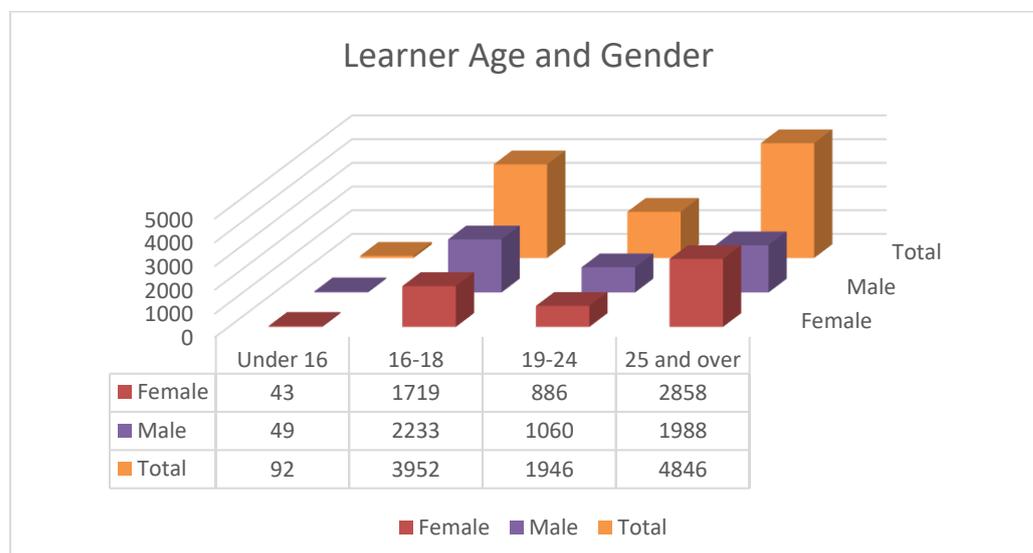
toolkits, expert opinion pieces, policy news and essential guides, as well as e-Learning modules.

We recognise that being a carer can be exhausting and stressful; juggling caring for an older relative with raising a family and holding down a job would tire anyone out. We aim to explore how roles can be adapted to better meet the needs of our employees. Adaptations to support carers in work can include allowing time off to attend medical appointments or agreeing flexible working hours to accommodate caring commitments. The college leave of absence policy for staff has been updated to reflect caring responsibilities. There is a growing demand for support with eldercare issues, and the college seeks advice and support for this from specialist agencies.

In a 2011 census, there were over 29,000 adult carers within RCT, including young carers, aged 18-25. These young people help look after a family member, a friend or neighbour, who without their help would not manage, due to illness, age or disability. Many of these young people give up on education and training, feeling they cannot cope with the additional pressures of studying, as they may not want to inform their tutor of their 'caring' role.

The college has seen great success in achieving the silver level certificate in the Young Carers College Award across all four campuses, designed by the Rhondda Cynon Taf Carers Support project. Working with Rhondda Cynon Taf County Borough Council, the college has set up several processes including step-by-step guidance, practical tools and training opportunities to support learners who have caring responsibilities. A Young Carers Policy is now in place for learners.

Our data suggests that learners within the age bandings 16-18 and 25+ return the highest number of enrolments at the college. The profile of the age distribution of learners at the college shows a higher proportion of male learners represented under the age of 25 (31% male to 24% female), whilst at 25 plus we have more learners who are female at 26% compared to 19% male.



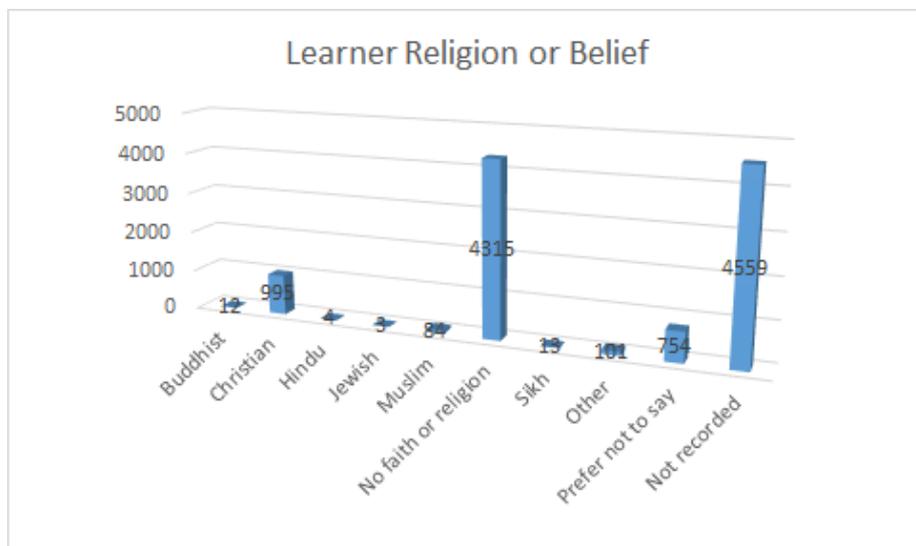
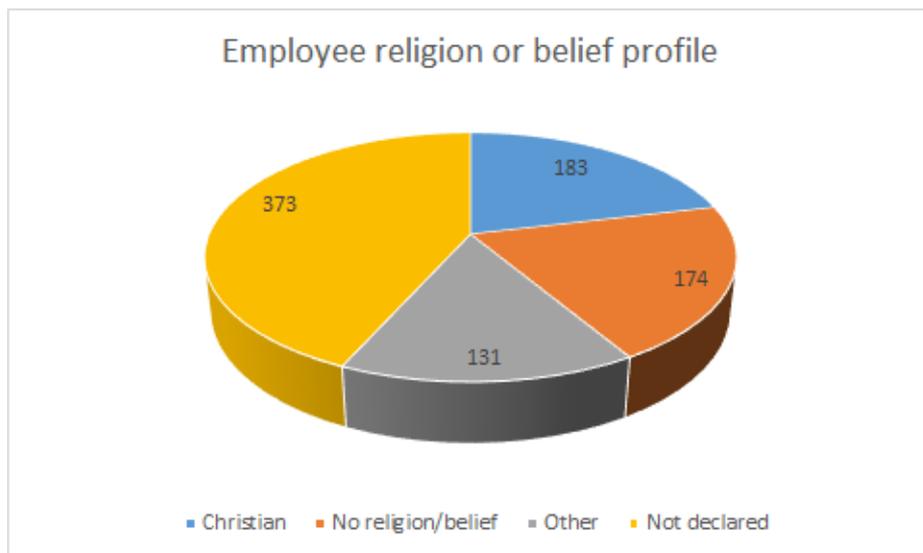
Religion or Belief:



The college is aware that Religion and Belief extend beyond the more well-known religions and faiths to include beliefs such as Paganism and Humanism and also to those without religious or similar beliefs. The college database for recording data reflects this.

The college satisfies requests by learners and staff to accommodate particular religions or beliefs by providing prayer/reflection rooms upon request.

There is a chaplaincy service provided by the college which, working independently but alongside the Welfare Services of the college, can provide help, advice and pastoral care. Chaplains provide a confidential and independent service for all learners and staff alongside the college funded services. Chaplains are ready to help individuals resolve any emotional, spiritual, religious or work related issues. They are experienced in dealing with a variety of problems including bereavement, relationships, families, and crises of faith.



Information is held on 57% of employees (4% increase since last year), with the predominant faith of those declaring being Christian. 53% of residents of Wales stated Christian as their religion, with 43% of the population stating they had no religion (Stats Wales June 2019). 50% of the local population in Caerphilly and RCT identify themselves as Christian, with 41% regarding themselves as having no religion. 36% of college staff have declared themselves as having no religion.

Data for college learners shows that 58% have provided their information, with 69% declaring themselves as having no religion. 15% have identified themselves as Christian, 1% as Muslim, and 12% stating 'prefer not to say'.

To date there have been no reports of concerns from any staff or learners regarding any unacceptable language or behaviour in relation to an individual's religion and/or belief.

Marriage /Civil Partnership: The college ensures that all policies are equally applied independent of marital status and does not discriminate against or treat someone unfairly due to their marital status.

The college's marital status profile: Information is held on 83% (increase of % 1% compared to 18/19) of employees with 64% of staff declaring themselves as being married or in a civil partnership and 31% as single. 45.9% of residents in RCT borough are identified as married or in a civil partnership, and 47.9% in Caerphilly. The largest marital status group in Wales is residents who are married, at 48%. The percentage of single people is 34%.

Staff Data Profile 2019-2020

The staff population stood at 861 for the period 1st September 2019 to 31st August 2020.

Gender/Gender identity		Contract type	
Female	508	Academic	364
Male	352	Apprentice	4
Trans	0	Business Support	386
Non-binary	1	Hourly Paid	73
Other	0	Management Spine	34
Age		Working pattern	
16-24	52	Full-time	460
25-34	103	Part-time	282
35-44	192	Term-time	119
45-54	267		
55-64	223	Marital status	
65 and over	24	Married or civil partnership	458
		Single	219
Ethnic background		Other	39
BAME	3	Not declared	145
White	642		
White other	6	Sexual Orientation	
Not declared	210	Bi	6
		Gay	3
Religion or belief		Lesbian	1
Atheist	39	Heterosexual	458
Church of England	40	Other	1
Christian	183	Not declared	392
Church of Wales	18		
Roman Catholic	14	Disability	
No religion	174	Disability declared	131
Other	20	No disability	482
Not declared	373	Not declared	248

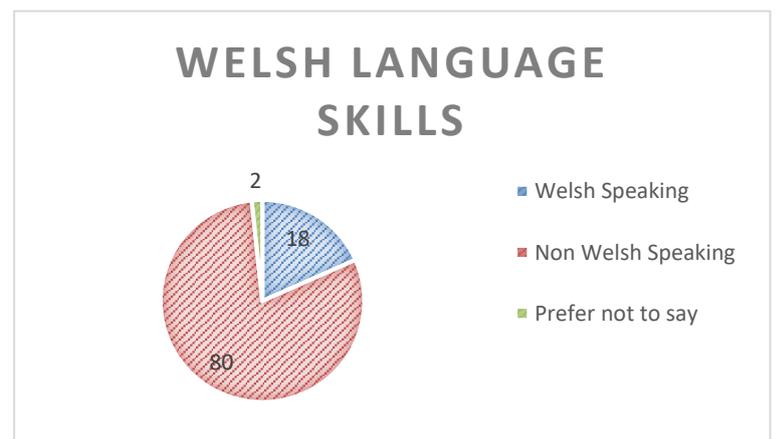
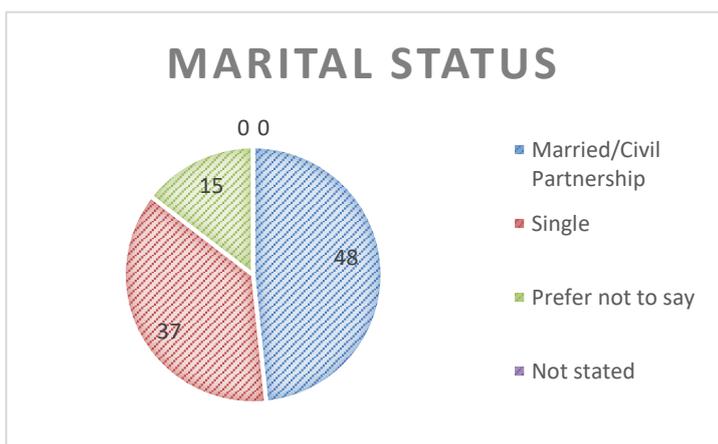
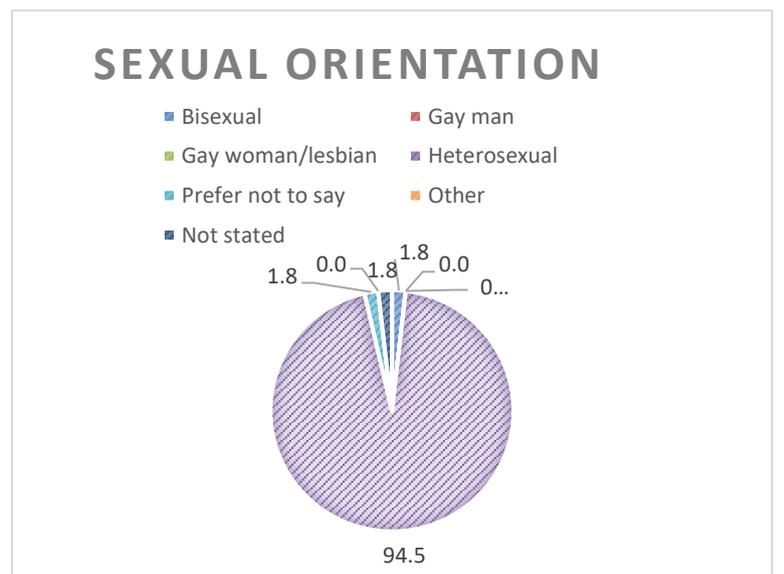
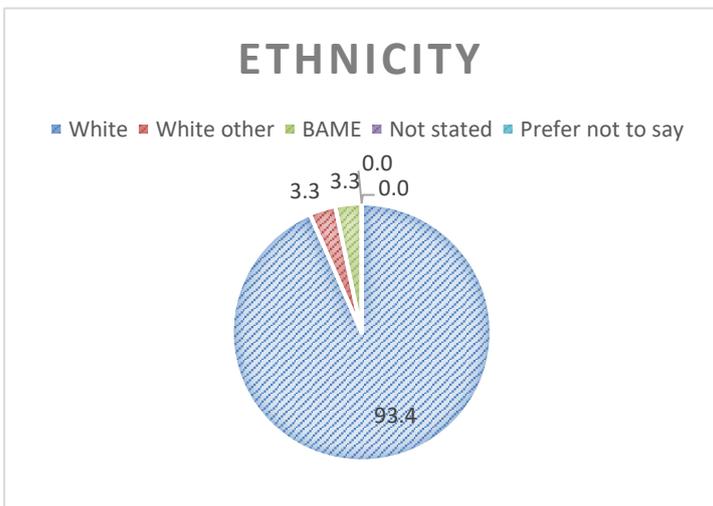
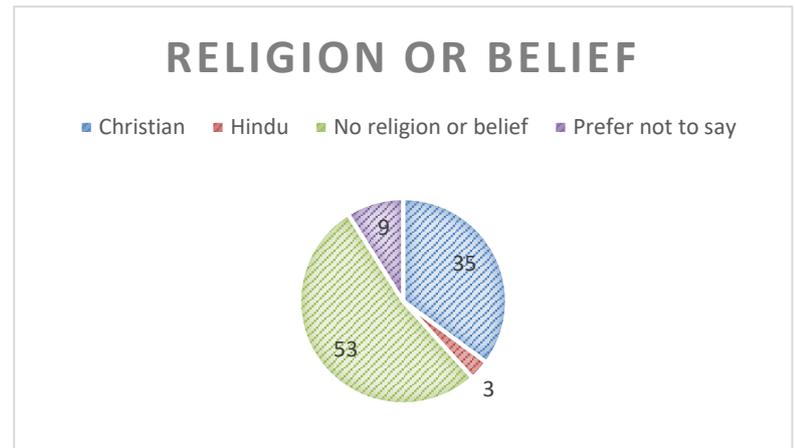
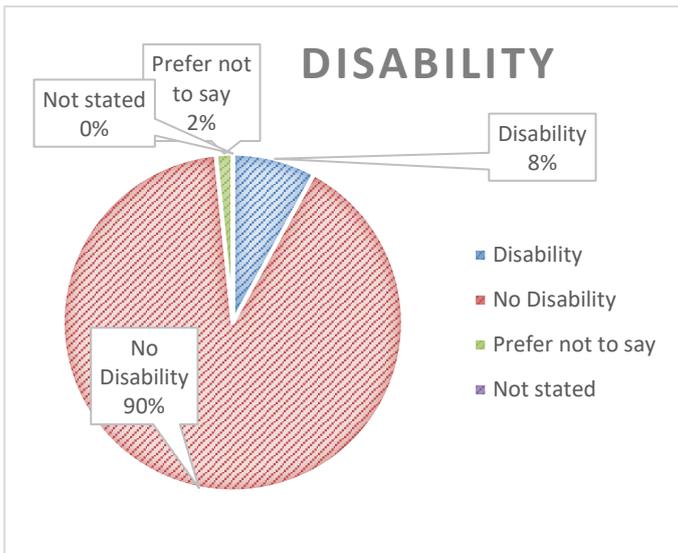
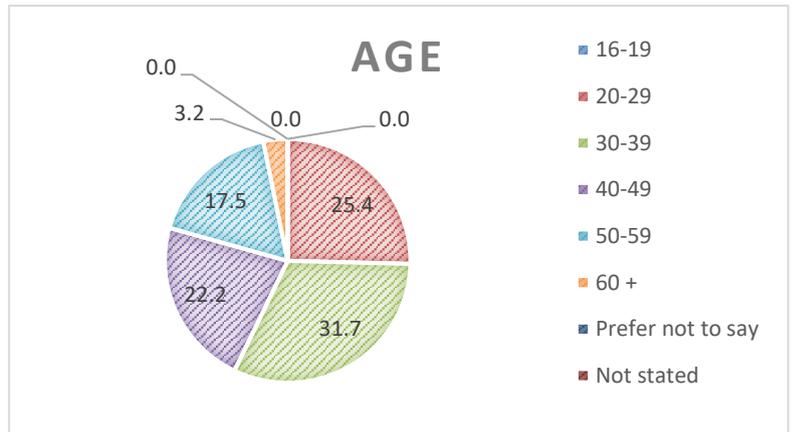
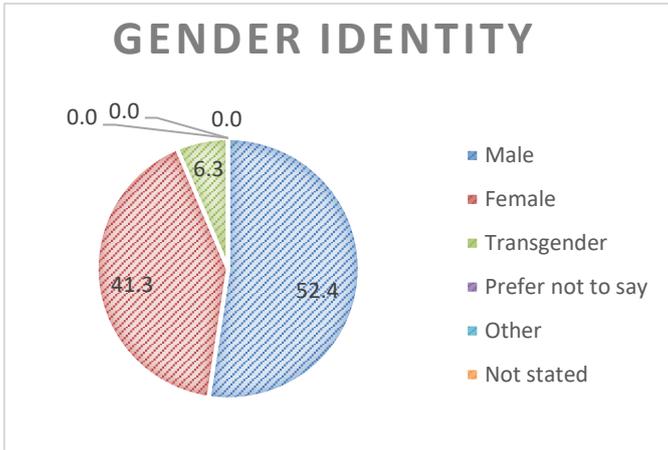
Leaving Employment 2019-2020

Gender/Gender identity	
Female	32
Male	36
Trans	0
Non-binary	0
Other	0
Age	
16-24	18
25-34	21
35-44	11
45-54	7
55-64	9
65 and over	2
Ethnic background	
BAME	0
White	39
White other	1
Not declared	28
Religion or belief	
Atheist	1
Church of England	0
Christian	15
Church of Wales	1
Roman Catholic	2
No religion	17
Other	0
Not declared	32
Contract type	
Academic	14
Apprentice	3
Business Support	28
Hourly Paid	23
Management Spine	0
Working pattern	
Full-time	21
Part-time	42
Term-time	5
Marital status	
Married or civil partnership	23
Single	28
Other	1
Not declared	16
Sexual Orientation	
Bi	1
Gay	0
Lesbian	0
Heterosexual	35
Other	0
Not declared	32
Disability	
Disability declared	2
No disability	36
Not declared	30

Starting Employment 2019 - 2020

Gender/Gender identity	
Female	33
Male	32
Trans	0
Non-binary	0
Other	0
Age	
16-24	23
25-34	9
35-44	5
45-54	9
55-64	13
65 and over	6
Ethnic background	
BAME	1
White	21
White other	0
Not declared	33
Religion or belief	
Atheist	3
Church of England	3
Christian	10
Church of Wales	1
Roman Catholic	0
No religion	13
Other	1
Not declared	34
Contract type	
Academic	14
Apprentice	0
Business Support	18
Hourly Paid	31
Management Spine	2
Working pattern	
Full-time	16
Part-time	46
Term-time	3
Marital status	
Married or civil partnership	29
Single	28
Other	0
Not declared	8
Sexual Orientation	
Bi	1
Gay	0
Lesbian	0
Heterosexual	24
Other	1
Not declared	39
Disability	
Disability declared	3
No disability	23
Not declared	39

Staff Recruitment 2019-2020 (%)

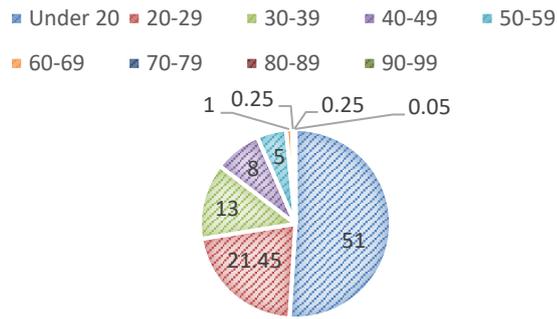


Learner data Profile 2019-2020

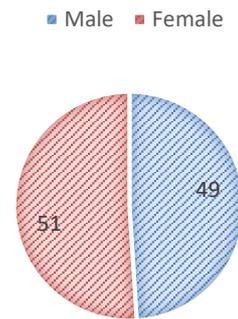
Gender		Status	
Female	5506	Full-time	4944
Male	5330	Part-time	5890
Age		Religion or belief	
Under 16	92	Buddhist	12
16-18	3952	Christian	995
19-24	1946	Hindu	4
25 and over	4846	Jewish	3
		Muslim	84
Ethnicity		No faith or religion	4315
BAME	504	Sikh	13
White	10104	Other	101
Not declared	232	Prefer not to say	754
		Not declared	4559
Disability or learning difficulty			
Declared disability or learning difficulty	1915	Marital status	
No disability or learning difficulty	8090	Married/ Civil Partnership	505
Not declared	835	Prefer not to say	353
		Single	2324
Sexual Orientation		Not declared	2324
Bi	259		
Gay	83	Welsh language	
Heterosexual	5020	Non Welsh Speaker	7492
Lesbian	52	Not declared	839
Other	40	Welsh Speaker	983
Not declared	814	Welsh Speaker - not fluent	1526
Prefer not to say	4572		

Learner enrolments 2019-2020 (%)

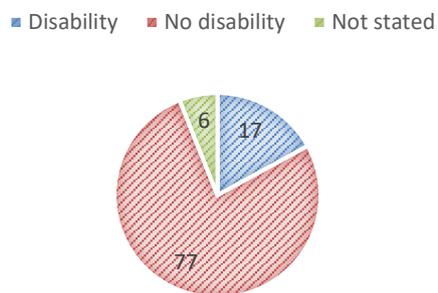
AGE



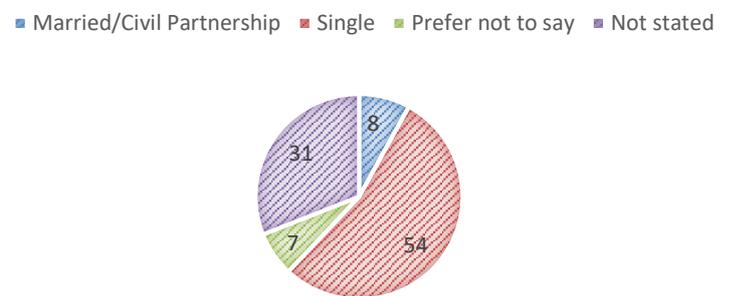
GENDER



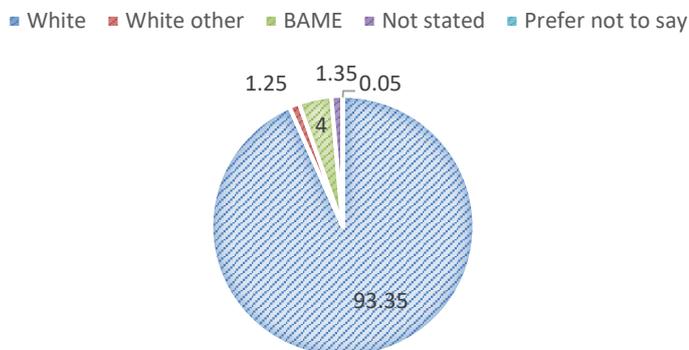
DISABILITY



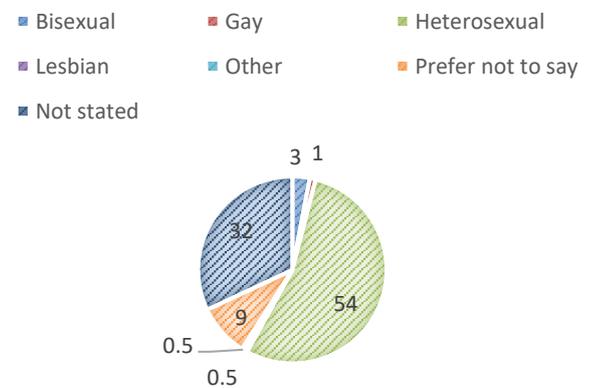
MARITAL STATUS



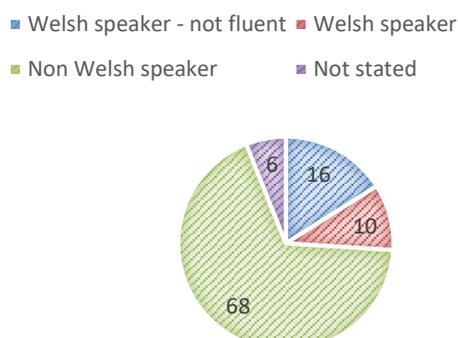
ETHNICITY



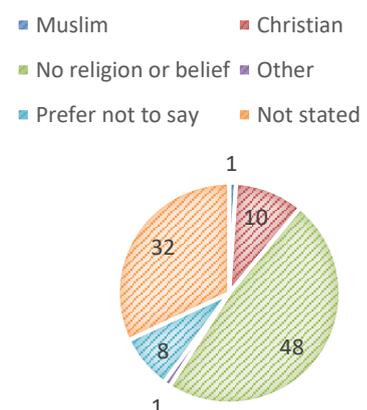
SEXUAL ORIENTATION



WELSH LANGUAGE SKILLS



RELIGION OR BELIEF



Equality Objectives 2016-2020 – Action Plan

Objective 1: Continue to improve awareness of Equality and Diversity issues amongst staff and learners to ensure full integration of Equality and Diversity into the everyday operations of the college.			
Action	Outcome/ Evidence	Target completion	Protected characteristic
Review training material and resources relating to Equality and Diversity training	Online modules on CPD hub developed	Completed	All protected characteristics
Provide additional materials and reference guides for all managers in order to enhance their skills in terms of managing diverse teams, in particular relevant guidance for managers on key information relating to sexual orientation and gender identity (good practice on LGBT issues)	Guidance documents available on Sharepoint	Completed	All protected characteristics. Sexual Orientation/ Gender Identity
College wide positive information and publicity relating to equality issues and improved communications around notable dates from the Diversity calendar	My staff life and My student life Twitter a/c Email	Continuous	All protected characteristics
Ensure that equality issues embedded in to staff induction process and learner induction and tutorial system are relevant and up to date	Quality calendar	In progress	All protected characteristics
Appoint Equality Champions to help make the Equality agenda more visible and assist with raising awareness	Equality champions in place cross college	In progress	All protected characteristics
Ensure that equality information is easy to access in electronic and alternative formats	Sharepoint E&D section	Completed	All protected characteristics
Review and communicate all policies relating to equality and diversity, in particular sexual orientation and gender identity policies	Updated policies approved and	Completed	All protected characteristics

	communicated to staff		
Provide social networking opportunities to provide a safe place to raise issues relating to LGBT staff	Established links with external organisations	In progress	Sexual orientation and gender identity
Review membership of the existing Equality and Diversity group to be represented by departments from across the college who will take a proactive role in terms of tackling inequalities and ensuring achievement of objectives	Membership is representative of staff groups and across all campuses	Completed	All protected characteristics
Undertake external engagement exercises to identify areas for improvement in equality matters, ensuring consultation and engagement is inclusive and representative	Greater engagement with relevant groups	In progress	All protected characteristics
Establish a programme of awareness raising through curriculum and tutorial provision (e.g. incorporating E&D into WBQ challenges where appropriate)	Greater awareness amongst learners	To be continued	All protected characteristics
Ensure that teaching and learning practices and resources enable full participation by all, by embedding E&D in schemes of work and lesson planning.		To be continued	All protected characteristics
Objective 2: Monitor information and data more effectively in order to identify disadvantages experienced by people due to their protected characteristics. Increase staff and learner confidence to disclose the protected characteristics, particularly disability, gender identity, religion or belief, and sexual orientation.			
Action	Outcome/ Evidence	Target completion	Protected characteristic
Further develop HR and Learner system to record details in respect of all protected characteristics	EBS Teamspirit	In progress	All protected characteristics
Continue to tackle the gaps in data collection for staff and learners. Launch a campaign to encourage staff to update their equality information so that there is a	User guide, data monitoring,	In progress	All protected characteristics

reduction in the number of staff with 'Prefer not to say' equality date and ensuring all staff have a better understanding of what happens to data collected.	improved data declaration		
With the support of Stonewall, devise and implement a 'Why are we asking' campaign. The feedback from this can be used to support initiatives to improve the level of self-declaration and to inform the services provided.	Campaign widely promoted	In progress	All protected characteristics
Identify a secondary method during the year to provide an opportunity for staff and learners to disclose their protected characteristics.	E&D/H&W event	In progress	All protected characteristics
Objective 3: Take action to build a strong and cohesive community where staff, learners and visitors can feel safe. Address harassment discrimination and other threats to personal safety experienced by people due to their protected characteristics.			
Action	Outcome/ Evidence	Target completion	Protected characteristic
Ensure reporting mechanisms are in place and are accessible to report instances of hate crime and abuse	Bullying & harassment reporting procedure updated and communicated	Completed	All protected characteristics
Increase awareness of hate crime and encourage all incidents to be reported	Hate Crime Training (Victims Support)	Continuous	All protected characteristics
Produce materials	Materials on intranet	Not complete	All protected characteristics
Maintain a framework for the delivery of PREVENT interventions and Safeguarding		To be continued	
Promote a culture that addresses negative behaviour	College Code of conduct	Continuous	All protected characteristics
Hold Multi-cultural events to improve understanding, promote integration and break down barriers, including Respect week.		Not complete	

Map and publicise various public awareness campaigns relating to protected characteristics, such as: Antibullying awareness week, hate crime awareness week.	Anti-bullying week / hate crime awareness week celebrated	In progress	All protected characteristics
Objective 4: Improve the recruitment levels and promotional opportunities for staff groups who are under-represented such as those from a Black or Minority Ethnic (BME) heritage, those with a disability or from the Lesbian, Gay, Bisexual, Trans (LGBT) community.			
Action	Outcome/ Evidence	Target completion	Protected characteristic
Review the Recruitment and Selection policy and training for recruiting members of staff. Introduce a training session on unconscious bias.	Recruitment guidance	Completed	All protected characteristics
Review the college's advertising and succession planning strategies. Evaluate how effective the media we use to advertise our vacancies is in terms of reaching diverse audiences.	Recruitment process revised	Completed	All protected characteristics
Continue to promote and implement the Disability Confident Employer scheme	Re-assessment undertaken	Continuous	All protected characteristics
Ensure that all information regarding careers with Coleg y Cymoedd is produced in a variety of formats as a matter of course for ease of accessibility.	Accessible information is available	Not complete	All protected characteristics
Hold targeted awareness events for under-represented groups.	Increased applications from minority groups	Not complete	Sexual orientation, disability, BME
Review job descriptions and person specifications to ensure appropriate and inclusive language and essential criteria is publicised.	Job descriptions and person specifications are inclusive	Continuous	All protected characteristics

Promote coaching to support the career development of staff who are under-represented.	Staff are participating in coaching opportunities	Not complete	Sexual orientation, disability, BME
Introduce Reverse mentoring	Reverse mentoring implemented	Not complete	Sexual orientation, disability, BME
Further build knowledge and data covering all protected characteristics and maintain a robust demographic picture of the RCT and Caerphilly boroughs and to allow identification of positive action initiatives as appropriate	Data set of all protected characteristics available	In progress	All protected characteristics
Ensure that Coleg y Cymoedd is represented at as many local forums as possible.	Representation on forums	Continuous	All protected characteristics
Ensure working environment is inclusive and accessible – in terms of facilities being available		Continuous	All protected characteristics
Promote flexible working policies during recruitment	Vacancies are advertised with “happy to talk flexible working”	Completed	Gender, Age
Objective 5: Create a more welcoming and supportive learning and working environment which better meets the needs of Trans students and staff			
Action	Outcome/ Evidence	Target completion	Protected characteristic
Review and communicate Gender Identity policy	Updated policy approved, communicated to staff	Completed	Gender Identity
Establish a working group to create Advice and Guidance documents for Trans students and staff on actions to be considered when a person undergoes gender reassignment, which will ensure learners and staff are supported in the college	Guidance document approved and communicated	Completed	Gender Identity

Review application and enrolment process to allow learners to record their own gender identity and preferred or personal pronouns. This will allow for more improved awareness of the staff and learner transgender profile.	Online facility to be updated to allow for pronouns	In progress	Gender Identity
Targeted training for staff groups to enable them to provide informed support to trans learners and staff. This will enhance existing knowledge of key staff on the Trans community.	Key staff identified. Training pending	Completed for SLT/CMT. In progress for all employees	Gender identity
Curriculum material to be Trans sensitive and to reflect a range of trans focused learning resources for staff		Not complete	Gender identity
Objective 6: Explore the educational implications for pregnant learners and the career implications for pregnant staff or staff on maternity at the college.			
Action	Outcome/ Evidence	Target completion	Protected characteristic
Gather qualitative or quantitative data in relation to the success/completion rates of pregnant students to identify what support or adjustments can be put in place.		Not complete	Pregnancy/ Maternity
Produce guidance on actions that need to be considered for those students who are either pregnant or give birth during the time they are enrolled at the college.		Not complete	Pregnancy/ Maternity
Collect data on staff to monitor if there are adverse effects related to pregnancy and maternity on career progression	Questionnaire	Continuous	Pregnancy/ Maternity
Introduce a questionnaire for staff who are pregnant and/or on maternity leave to seek opinions on whether they feel they receive fair and equal treatment and opportunities	Document approved. Completed questionnaires monitored	Completed	Pregnancy/ Maternity
Use guidance from EHRC to ensure work place practices allow for the fair and equal treatment of staff who are pregnant and/or on maternity leave. Join EHRC 'Working Forward' Campaign.	Full set of resources available for employees and managers	Completed	Pregnancy/ Maternity