FINAL Approved (14/06/2023)

BLACK LEADERSHIP GROUP (BLG UK)

IN PARTNERSHIP WITH

COLEGAUCYMRU

ANTI-RACIST ACTION PLAN
TEMPLATE
FOR
FURTHER EDUCATION INSTITUTIONS (FEIs)

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TERMINOLOGY AND DEFINITIONS

Collective Experience of Racism

When it is necessary to refer to the collective experience of racism, the terms 'Black, Asian and Minority Ethnic' along with 'ethnic minorities' as a short version are used. Wherever possible, the term people is used over communities.[1]

Further Education Institutions (FEIs)

FEIs are defined as Further Education College Groups, FE Colleges and Sixth Form Colleges.

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[1] Anti-racist Wales Action Plan, page 12.

COLEG Y CYMOEDD ANTI-RACIST ACTION PLAN 2022-2024
STRATEGIC OVERVIEW

1.   INTRODUCTION TO OUR ANTI-RACIST ACTION PLAN – Statement from Jonathan Morgan (Principal and CEO)

'Coleg y Cymoedd was formed in 2013, following the merger of The College Ystrad Mynach and Coleg Morgannwg. Over 10,000 learners study at Coleg y Cymoedd each year with sites in Aberdare, Nantgarw, Rhondda (Llwynypia) and Ystrad Mynach. The college delivers a broad range of General Further Education, from Entry-Level progressing all the way to our Higher Education courses. The college provides a range of opportunities for learners including full-time courses, apprenticeship programmes, ESF courses, higher education courses and adults on part-time courses. The college takes the wellbeing of learners and staff very seriously. Our learners are incredible; many of them come from disadvantaged areas but they make significant progress with us.

As Principal and Chief Executive, I firmly believe that we are an amazing college that has a unique place in the heart of our communities, who rely heavily on the work we do to educate, train, and upskill them. We recognise that many of our learners start their individual journey from different academic and skills starting points, and our role is to bring them together to make them employment-ready, or to advance their learning journey. Because of this significant contribution to our local skills economy we are at the centre of a close partnership with like-minded large-scale organisations that depend on the college to contribute to effective systems-based leadership.

At Coleg y Cymoedd, we are committed to ensuring that all learners have an effective mix of knowledge, skills and attributes so that they are more likely to gain employment and be successful in their chosen occupation and career path which benefits themselves, the workforce, the community and the economy.

We have exceptional staff at Coleg y Cymoedd whose dedication and commitment to their learners is outstanding. We have a talented and highly skilled Board of Governors who recognise the fundamental values of further education and the opportunities it provides for people within our communities. Coleg y Cymoedd delivers excellence to our learners and employers who we place at the heart of what we do. Over a large geographical area, we operate 4 community-focused, vibrant campuses that have seen considerable investment (well over £50 million) in recent years, and this has formed a modern base to support the delivery of high-quality education and skills at every level, and through the broadest range of courses to meet local demand. External assessments of our academic achievements are good, we are financially resilient, and we are now ready to write the next chapter with a new long-term strategy to meet future needs.

Our vision is simple, but uncompromising. We aim to be recognised as an excellent college by learners, staff, business, and communities. Our values are equally straightforward, and we live by them. 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, and we develop strong and effective partnerships. We are a values-based employer and maintaining a very positive, creative culture where our colleagues can grow and develop is important.'

2.   THE VISION, PURPOSE AND VALUES UNDERPINNING OUR ANTI-RACIST ACTION PLAN

Eliminating inequality is a central commitment in Wales's Programme for Government and is fully endorsed by Coleg y Cymoedd. In June 2022 the Welsh Government published its Anti-Racist Wales Action Plan. Co-constructed with Black, Asian and Minority Ethnic communities and organisations, the plan sets out goals and actions to make Wales an anti-racist nation by 2030.

In 'An Introduction to an Anti-Racist Wales' (WG publication 44119, 2022), the Welsh Government describes the need for, and purpose of, the anti-racist action plan and its vision for an anti-racist nation. It places the voices and lived experiences of ethnic minority people at the centre of all anti-racist policies and actions with a purpose of making a measurable change to the lives of ethnic minority people by tackling racism. Anti-racism is about changing the systems, policies and processes which for so long have embedded a negative view of Black, Asian and Minority Ethnic (herewith ethnic minorities) members of our society.

It involves actively identifying and getting rid of policies, systems, structures and processes that produce radically different outcomes for ethnic minority groups. It involves acknowledging that even when we do not regard ourselves as 'racist' we can, by doing nothing, be complicit in allowing racism to continue. Anti-Racism is not about "fixing" ethnic minority people or communities, but rather about fixing systems that have not benefited and at times even damaged ethnic minority people. It is about working with the considerable strengths and leadership of ethnic minority people and using their lived experiences in how we, collectively, shape and deliver. It is about making a positive and lasting difference.

As a further education college, the Anti-Racism plan includes actions for Coleg y Cymoedd relating to:
- Reviewing our policies and procedures through an anti-racist lens
- Embedding the principles of the Black Leadership Group's 10-point plan to ensure an anti-racist FE system.
- Understanding our learners' and staff's experiences of racism, and their views on what effective anti-racist practice looks like
- Embedding anti-racist principles into our curriculum
- Improving the coverage, accuracy and use of data on learner and staff ethnicity
- Improving the recruitment and retention of minority ethnic staff

On publication of the Anti-Racist Action plan, Jeremy Miles, Minister for Education and Welsh Language, stated:

'*I am committed to building an anti-racist education system, and work is already underway to develop a national approach to anti-racist professional learning right across the system. This is a key priority. We will also be strengthening the collection of data on reporting of racist incidents and harassment in schools and colleges, including how they were dealt with, action taken in response and whether the incident was resolved successfully for the victim. This will help us better understand and reflect the experiences of our Black, Asian and Minority Ethnic learners in our work*.'

Coleg y Cymoeed endorses the Welsh Government vision and purpose and believes it has the core values in place to become an Anti-Racist college by 2030.

Within our current Equality, Diversity & Inclusion Policy we are committed to ensuring
- that all colleagues, learners, governors, and people who have contact with the college are treated in a way that conveys equality, diversity, and inclusion in all its activities.
- equality, diversity, and inclusion, both as an employer and as a service provider, and supports the development of inclusive and supportive learning and working environments for all learners and colleagues where all individuals have the opportunity to fulfil their potential.

Within our policy, we state our intention to:
- treat colleagues and learners with respect and dignity and provide a working and learning environment free from unlawful discrimination, harassment, or victimisation. To this end, within the framework of the law and best practice, the college is committed, wherever practicable, to employing a workforce and recruiting learners which reflect the local community.
- foster and encourage the learning and personal growth of all its colleagues and learners in a welcoming, accessible, and stimulating environment, promoting and celebrating diversity.
- not tolerate any form of behaviour or activity that discriminates on the grounds of sex, race, age, disability, sexual orientation, gender identity, pregnancy, and maternity, being married or in a civil partnership, religion, or belief.

The Equality Act 2010 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.

Our Anti-Racist action plan aims to build upon a number of other key documents that already exist within the college which support this work;
- Race at Work Charter
- Equality & Diversity Policy
- Equality and Diversity Annual Report
- Strategic Equality Plan 2020-2024
- College Annual Self-Assessment Report and Quality Improvement Action plan
- School Annual Self-Assessment Report and Quality Improvement Action plan

The plan focuses on 6 goals:

1. **To ensure Anti-Racist cultures and practices are embedded within the college.**
   The Anti-Racist Action Plan is co-created with staff, governors and unions. The college strategic plan 23-26 will embed our commitment to an anti-racist culture within the organisation. The strategic leadership will lead by example, attending training and creating a positive, inclusive ethos that challenges inappropriate or discriminatory behaviour.

2. **To ensure that we have in place a modern FE curriculum that reflects an anti-racist Wales.**

   This requires partnership working and we will be working with the FE sector, Qualification Wales and Welsh Government to ensure we have a modern curriculum.

3. **To offer a safe, positive and inclusive environment for all staff and students, in Further Education where racial harassment and discrimination is effectively addressed.**

   Within the autumn learner survey 2022,

   - 93% of learners stated that they feel safe and free from harassment whilst at college.
   - 91% of learners stated that would feel comfortable speaking with a member of staff if I felt harassed or unsafe at college.

   Within the spring survey 2023,

   - 98% of learners stated that respect shown to you by all staff within the college was good / very good.
   - 97% of learners stated that they received good / very good help to understand and respect people from different backgrounds.
   - 96% of Black learners agreed / strongly agreed that their tutors treat everyone fairly[2] (94% of learners agreed overall).

   Within our Strategic Equality Plan 2020-2024, the following aim also addresses this goal:

   Aim 5: We will continue to address identity-based bullying, harassment and discrimination, paying particular attention to racial and sexual harassment and harassment based on sexual orientation and gender identity.

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[2] See appendices

4. **To use lived experiences of ethnic minority learners and staff in the FE, apprenticeship and adult learning sectors.**

Currently there is no national evidence base on the lived experiences of racism and discrimination for FE learners or staff in Wales. To help address this, Welsh Government have commissioned research which will explore the lived experiences of ethnic minority learners and staff in the FE, apprenticeship and adult learning sectors, including their experiences of racial discrimination and harassment and their views on what needs to change in order to achieve the anti-racist Wales ambition. Coleg y Cymoedd is keen to participate in this research to help inform our anti racism action plan.

5. **To improve our evidence base and understanding of ethnicity profiles in the Further Education sector, and work to ensure that they are representative of the communities colleges serve.**

The composition of our student cohort is analysed within our Self-Assessment Report (SAR). In 2021/22, 5% of our learners identified as Black, Asian and Minority Ethnic. This compares to 1% of all learners in both Rhondda Cynon Taff and Caerphilly local authorities.

The composition of our Corporation Board is analysed at the Search Committee. We are actively seeking new Corporation Board members.

The composition of our workforce is analysed within the Annual Equality and Diversity report 2021-22. The data is incomplete as a significant number of staff (n-157) have not declared their ethnic background. At present, only 3 members of staff identify as Black, Asian and Minority Ethnic (less than 1%). This percentage is refelctive of Welsh Government data for Rhondda Cynon Taff and Caerphilly local authorities where the Black, Asian and Minority Ethnic population is described as 0%. Improving our data collection with staff is a key area for improvement.

Within our Strategic Equality Plan 2020-2024, the following aims also address this goal:

Aim 1: We will identify employment gaps of protected characteristic groups, and in particular focus on reducing the employment gap for disabled people and ethnic minority groups.

Aim 2: We will identify pay gaps amongst all protected characteristic groups and put appropriate actions in place to address any identified areas.

Aim 4: We will support employers to improve the participation of under-represented groups in apprenticeships.

Aim 5: We will continue to address identity-based bullying, harassment and discrimination, paying particular attention to racial and sexual harassment and harassment based on sexual orientation and gender identity.

6. **To ensure English for Speakers of Other Languages (ESOL) provision fully supports the needs of Black, Asian and Minority Ethnic communities.**

    We do not currently provide culturally sensitive and appropriate services.

    Within our Strategic Equality Plan 2020-2024, the following aims also address this goal:

    Aim 3: We will ensure that successful outcomes for all protected characteristic learner groups are monitored and attainment gaps are minimised.

    Our 2023/24 anti-racist action plan will focus on the six aims identified within our Strategic Equality Plan 2020-2024.

3.   PROCESS OF DEVELOPING OUR ANTI-RACIST ACTION PLAN

The Anti-Racist Wales Action Plan sets a goal to embed anti-racist culture and practices in every further education (FE) institution in Wales. To help set a baseline for this work, the Welsh Government commissioned the Black Leadership Group and ColegauCymru to undertake an initial scoping study, to help prepare for a programme of equality research, analysis and development for the further education sector that could be delivered from 2022-23.

An Anti-Racist Wales FE Steering Group has been established to advise on, support and monitor implementation of relevant Anti-Racist Wales Action plan actions during the 2022/23 academic year; with the aim of ensuring a coherent and sustainable approach that is informed by lived experiences of individuals. The Group is chaired by Robin Ghurbhurun, UK Managing Director Further Education, Skills and FE/HE Advice & Training, Jisc.

In developing the Anti-Racist Action plan the college has worked collectively with SLT, managers, unions and a range of staff to create, evaluate and update the plan. Over 40 members of staff and governors worked with the Black Leadership Group directly to review and refine actions. The plan was then shared and approved with union members on May 9th 2023 and at the full college management meeting on May 17th 2023.

4.   THE CONTEXT FOR OUR ANTI-RACIST ACTION PLAN

'All further education institutions should develop and publish Anti-racist Action Plans that are live documents, in a prescribed format with measurable quantitative and qualitative targets and milestones for intended outcomes, particularly for those actions that span a number of years, including towards 2030. *Black[3] learners, apprentices and staff should be consulted and involved in developing Anti-racist Action Plans.

Institutional Anti-racist Action Plans will strengthen a) each further education institution's Strategic Equality Plan and b) their contribution to the Anti-Racist Wales Action Plan. The Further Education Institutional Profile Reports produced for each institution as part of this project provide a foundation for this work.'

Recommendation 1, Final Report: Anti-Racist Wales Action Plan FEI Contribution, 28 April 2022, p4.

In July 2022, the Welsh Government published the [first detailed analysis](#) of participation and outcomes for learners of different ethnic groups. The main findings were:

- Year 11 students with Gypsy, Traveller or Irish Traveller backgrounds were less likely to continue onto post-16 learning than other ethnic groups.
- For most other minority ethnic groups participation was close to, or above, the Wales average.
- Work based learning is less ethnically diverse than other areas of post-16 learning.
- Learners with Black, Asian, or other Minority Ethnic backgrounds were generally less likely to be in sustained employment after leaving post-16 learning.
- Learners with Bangladeshi; White and Black African; White and Caribbean; White and Asian; and any Other backgrounds all have lower achievement rates at A level than others.
- Male learners with Black, African, Caribbean, or Black British backgrounds have the lowest grade outcomes at A level of any gender / ethnic group combination.

Coleg y Cymoedd report enrolments and outcomes for different ethnic groups with the Annual College Self-Assessment report which was presented to the Curriculum and Quality Committee in November 2022. A summary of the data related to Black, Asian & Minority Ethnic learners is below[3]:

- Between 5-6% of our learners identify as Black, Asian & Minority Ethnic.
- Less that 1% of our ACL learners identify as Black, Asian & Minority Ethnic.
- In 19/20 and 20/21, 3% of school leavers aged 16 identify as Black, Asian & Minority Ethnic.
- In 19/20, 402 learners identify as Black, Asian & Minority Ethnic. 94 learners (23%) were completing ESOL courses.
- In 20/21, 363 learners identify as Black, Asian & Minority Ethnic. 67 learners (18%) were completing ESOL courses.

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[3] See appendices for further information

- We have very few adult learners who identify as Black, Asian & Minority Ethnic.
- In 2020/21, on full time programmes, the overall success rate is 79%. When broken down by ethnicity, Black, Asian & Minority Ethnic learners have a success rate of 80% (120/150 learners) compared to white learners who have a success rate of 79% (3825/4866 learners).
- Black, Asian & Minority Ethnic learners have higher success rates at level 1 with 83% (+4%) and level 2 with 90% (+17%). They have a lower success rate at level 3 with 79% (-2%).

The Education Workforce Council publishes statistics on the ethnicity of staff who are required to register with the Council, including further education lecturers, learning support workers, and work-based learning practitioners. There are gaps in the data on staff, because other groups – including adult learning tutors, leaders without teaching roles, and business support staff – are not registered with the EWC and data on their ethnicity is not collected anywhere. There is also a relatively high proportion of registered staff whose ethnicity is not known. Improving the coverage and use of data is one of the commitments in the Anti-Racist Wales Action Plan.

Coleg y Cymoedd report the ethnicity of staff within the Annual Equality, Diversity and Inclusion report. A summary of the data related to Black, Asian & Minority Ethnic staff is below:

Ethnic background	Number of staff
Black, Asian & Minority Ethnic	3
White	693
White other	11
Not declared	157
Prefer not to say	4

The college has a significant number of staff who have been employed at the college for over 10 years. Ethnicity data was not collected when these staff entered employment with the college. Since the implementation of iTrent, the capture of ethnicity data has improved. Improving the coverage and use of data is one of our commitments in the Anti-Racist Action Plan.

5.   OUR PRIORITIES FOR BUILDING A SOLID FOUNDATION TO ADVANCE ANTI-RACISM

1. Developing our anti-racism action plan.
2. Developing learning and development opportunities for learners, staff and governors.
3. Better collection and analysis of data.
4. Reviewing our people and culture process to include recruitment, selection, induction and progression processes to ensure we have staff and governors that are representative of our local communities.
5. Continuing to listen to all staff and learners but improving our processes to ensure the lived experiences of ethnic minority people are heard and acted upon.
6. Collaborating with other FEIs to learn and share best practice.

6.   ACCOUNTABILITY FOR ADVANCING ANTI-RACISM

Within the Equality, Diversity and Inclusion policy, it sets out the responsibilities for governors and staff within the college. It states that governors are responsible for ensuring that:
- The college's Strategic Equality Plan includes a commitment to equality.
- Equalities training features as part of the college's Strategic Equality Plan.
- They are aware of the college's statutory responsibilities in relation to equality, diversity, and inclusion as an employer.

The senior post holders are responsible for:
- taking the lead in creating a positive, inclusive ethos that challenges inappropriate or discriminatory behaviour in relation all protected characteristics on the part of managers, colleagues, and learners.

The Director of People and Culture will be responsible for:
- ensuring that fair and adequate arrangements exist for both effectively handling and recording all aspects of the employment relationship, including recruitment and selection. Colleagues should be encouraged to inform the Department of People and Culture or their line managers of any instances of discrimination, so that all allegations are investigated with the assistance of the Department of People and Culture.

The Assistant Principal for Learner Experience will be responsible for:

- ensuring that fair and adequate arrangements exist for both effectively handling and recording all aspects of the learner experience, including recruitment. Learners should be encouraged to inform their course tutor or any manager of any instances of discrimination, so that all allegations are investigated.

Directors/Managers are responsible for ensuring that:

- they are aware of the college's statutory duties in relation to equality, diversity, and inclusion.
- all aspects of college policy and activity are sensitive to issues of all protected characteristics.
- the procedures for the recruitment of colleagues and learners, and the promotion of colleagues, demonstrate best practice in equal opportunities.
- the college's publicity materials present appropriate positive and non-stereotypical messages about people from diverse backgrounds.
- appropriate learning and development is provided to support the appreciation and understanding of diversity.

Colleagues are responsible for ensuring that:

- they are aware of the college's statutory duties in relation to equality, diversity, and inclusion.
- they may challenge or report inappropriate behaviour by learners, work placement providers, outside contractors or other colleagues.
- the college, and each of its individual colleagues whenever practicable, confront or report discrimination on the grounds of equality, diversity, and inclusion whether intentional or unintentional including any that occurs on social media, whenever it occurs.
- All colleagues should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination, in the course of their employment, against fellow colleagues, customers, suppliers and the public.

PART A
COLEG Y CYMOEDD
SELF-EVALUATION
ANTI-RACIST WALES ACTION PLAN
CORE ACTIONS FOR LEADERSHIP

COLEG Y CYMOEDD SELF-EVALUATION 2022/2023: CORE ACTIONS FOR LEADERSHIP

A self -evaluation framework for the FEI's current position in relation to the Anti-racist Wales Action Plan's Core Actions for Leadership of Public, Voluntary and Private Bodies funded by Welsh Government is set out below. Any further actions required by the FEI to satsify the Core should be included in Part B under the appropriate objectives.

CORE ACTION	CURRENT POSITION	FURTHER ACTION(S)	FEI Anti-racist Action Plan Ref
Core Action 1: A strong commitment to lead from the front and demonstrate it in terms of anti-racist values, behaviours, representation at all levels of the organisation and accountability measures.	• The college has the full commitment of its senior leadership team (SLT) and Governors to undertake this work. • 85.45% of staff have disclosed their personal information, including their ethnicity. • Staff and resources have been provided to support the development and implementation of the anti-racist action plan.	• Anti-racism raining for staff including SLT, college managers (CMT), governors, trade unions and staff representatives. . • Review of strategic plan. To ensure an inclusive anti-racist culture that promotes respect for learners and staff. • Encourage all staff to disclose personal information, including their ethnicity.	2.1, 2.3 3.1, 3.2, 3.3, 3.4, 3.5 4.1 5.1, 5.2, 5.3, 5.4 8.1, 8.2 9.1, 9.2 10.1, 10.2, 10.3, 10.4

COLEG Y CYMOEDD SELF-EVALUATIONT 2022/2023: CORE ACTIONS FOR LEADERSHIP

CORE ACTION	CURRENT POSITION	FURTHER ACTION(S)	FEI Anti-racist Action Plan Ref
Core Action 2: Participation in all decision making and senior leadership groups in a way that enables lived experiences of ethnic minority people to be heard and acted upon.	• No Black, Asian or Minority Ethnic (BAME) staff sit on SLT or CMT.	• Review of recruitment processes to build capacity. • Develop training and support for our BAME staff so they can thrive and become future leaders. • Participate in the research commissioned by Welsh Government	3.1, 3.3, 3.4 5.2 6.1, 6.2, 6.3 8.1
Core Action 3: Achieve, at the very least, minimum requirements of the Equality Act 2010 and publish the results in an open and accessible forum/platform.	• The college meets the requirements Equality Act 2010 and publishes the annual Strategic Equality Plan 2020-2024 on College Website.	• Review and revise the equality objectives within the Strategic Equality Plan.	1.6 3.1, 3.2, 3.3, 3.4, 3.5 6.3 7.1 8.1 10.2

COLEG Y CYMOEDD SELF-EVALUATIONT 2022/2023: CORE ACTIONS FOR LEADERSHIP

CORE ACTION	CURRENT POSITION	FURTHER ACTION(S)	FEI Anti-racist Action Plan Ref
Core Action 4: Ensure minimum standards and provision of culturally sensitive and appropriate services, including provision of translation and interpretation.	• We do not currently provide culturally sensitive and appropriate services.	• Identify translation and/or interpretation needs, including identifying key language groups. Source an appropriate translation and interpretation services. • Utilise digital tools • Course marketing materials available in alternative languages. • Collaborative services across sector.	1.1, 1.2, 1.3, 1.4 2.4 3.5 5.3 6.2, 6.3 10.3

COLEG Y CYMOEDD SELF-EVALUATIONT 2022/2023: CORE ACTIONS FOR LEADERSHIP

CORE ACTION	CURRENT POSITION	FURTHER ACTION(S)	FEI Anti-racist Action Plan Ref
Core Action 5: Ensure robust complaints policies and processes for racial harassment that are validated to the satisfaction of ethnic minority groups.	• The complaints process does not specifically mention race. It defines a complaint as *"An expression of dissatisfaction by one or more stakeholders about the college's action or lack of action or about the standard of service provided by the college or on its behalf which has had a negative effect on the complainant's experience"* • The Bullying and harassment policy does not specially state race within its definition of bullying. it does however define harassment as *"unlawful when it is on the grounds of sex, gender identity, race, ethnic or national origin, sexual orientation, age, religion/ belief, maternity/pregnancy, marriage or civil partnership or for a reason relating to a person's disability.* • *Race is not mentioned within the disciplinary or grievance policy.* • Staff code of conduct policy refers to Equality Policy.	• Separate Racial Harassment Policy to be developed in collaboration with BAME staff and students.	2.1, 2.3 3.6

PART B
COLEG Y CYMOEDD
ANTI-RACIST ACTION PLAN
KEY OBJECTIVES 2022-2024

COLEG Y CYMOEDD ANTI-RACIST ACTION PLAN 2022-2024

Objective 1: Curriculum

A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.

ACTION(S)	OPERATIONAL PERFORMANCE MEASURES (OPMs)	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
1.1 Curricula, whilst meeting awarding requirements, reflect an anti-racist Wales, covering wherever possible contemporary Welsh values, the importance of colonial history and the contribution made by Black, Asian and Minority Ethnic people to society.					
Ensure that teaching and learning materials reflect an anti-racist Wales, covering wherever possible contemporary Welsh values, the importance of colonial history and the contribution made by Black, Asian and Minority Ethnic people to society.	Curriculum areas identified that will form part of the first phase. Quality week observation records (for curriculum areas identified as part of first phase)	Sep 23	Jul 24	Assistant Principal Quality Improvement	
Collaborate with Qualification Wales (QW) to ensure that curriculum reviews reflect an anti-racist Wales, covering wherever possible contemporary Welsh values, the importance of colonial history and the contribution made by Black, Asian and Minority Ethnic people to society.	Attendance at network events and input into QW consultations	Sep 23	Jul 24	Vice Principal Curriculum & Quality	

1. 2 Tutorial programmes and wider curriculum activities reflect the impact of racism on Black, Asian and Minority Ethnic people and white people, and promote anti-racist values and behaviours.					
Investigate and review the set of blended learning curriculum modules for learners at all levels to be completed in group tutorial sessions. (Awaiting materials from Cardiff and Vale College (CAVC))	Evaluation of blended learning material presented to SLT	Sep 23	Jul 24	Vice Principal Curriculum & Quality	

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
1.3 The choice of assessment strategies and qualifications (including optional units) promotes cultural inclusiveness and anti-racism.					
Review the qualification offers to establish if when deciding routes of study, they promote inclusiveness and anti-racism.	A curriculum which promotes inclusiveness and anti-racism. Changes to provision to be recorded in the school self-assessment report and quality improvement action plan	March 2023	Jul 2024	Heads of School for curriculum areas identified as part of the first phase.	
1.4 High quality, consistent further education is in place to meet the needs of immigrants, refugees and asylum seekers, supporting progression to higher-level learning and work					
Review of the college's ESOL provision to ensure that it is meeting the needs of immigrants, refugees and asylum seekers. Review support provision within the ESOL provision. This will include, but not limited to, welfare services, interpreters, carer support and safeguarding.	An ESOL provision that supports progression for immigrants, refugees and asylum seekers into higher level learning and work. An internal and external network of support for all ESOL learners, including designated campus ambassadors. Changes to provision to be recorded in the school's Self-Assessment Report (SAR) and Quality Improvement Action Plan (QIAP).	March 2023 March 2023	Nov 2023 Nov 2023	Head of School Assistant Principal Learner Experience	

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	**END**		
1.5 Institutional course/programme validation arrangements ensure that curricula and qualifications (content, assessment strategies, delivery models and pedagogy) are culturally inclusive, reflect contemporary Welsh values and promote anti-racism.					
Review the process to validate courses / programme validation arrangements. A process that means that qualifications are culturally inclusive, reflect contemporary Welsh values and that they promote anti-racism.	Changes to provision to be recorded in the school's Self-Assessment Report (SAR) and Quality Improvement Action Plan (QIAP). Minutes of external networks to demonstrate that anti-racist commitment is evident.	March 2023	Aug 2024	Vice Principal Curriculum and Quality	

1.6 Black, Asian and Minority Ethnic staff, learners and apprentices are represented within advisory forums, groups or boards that develop, validate, audit/review and oversee effective implementation of curricula and qualifications.					
Identify the college working groups that would benefit from the input of these staff. This could include the Equality and Diversity committee and learner groups. Invite staff, learners and apprentices that identify as Black, Asian and Minority Ethnic staff to attend the appropriate forums.	Minutes of meetings/ToR to provide evidence that membership has been sought from Black, Asian and Minority Ethnic staff, learners and apprentices	Sep 23 Jan 24	Dec 23 Jun 24	Assistant Principal Learner Experience SLT and People & Culture	

Objective 2: Culture {CPD} All professional development and leadership programmes to include, as a central component, the consideration of anti-racism and for teacher training, the inclusion of anti-racist pedagogy.					
ACTION(S)	**OPERATIONAL PERFORMANCE MEASURES (OPMs)**	**TIMELINE**		**LEAD/TEAM**	**PROGRESS**
		START	**END**		
2.1 Professional development and leadership programmes ensure that staff at all levels are equipped to a) deal with issues around racism and b} promote anti-racism.					
Undertake a mandatory anti-racist professional development programme (e.g. Diversity and Anti-Racism Professional Learning (DARPL) or materials from CAVC) for: - • Governors • SLT • CMT • All staff Refresh training for managers to address conscious or unconscious racial bias in candidate selection. Identify the training and support required by current BAME staff so they can thrive and become future leaders.	All SLT to complete Anti-Racist training. All governors, CMT & all staff to complete Anti-Racist training. Develop a learning and development programme.	March 2023 Sept 2023 Dec 2022 March 2023	July 2023 June 2024 Feb 2023 Nov 2024	People & Culture People & Culture People & Culture People & Culture	**22/12/2022** - First session scheduled for 20 & 21 April. 22/12/2022 - All CMT members to complete unconscious bias training by the 17 February 2023.

2.2 Internally delivered qualification-based teacher and work based learning assessor training programmes and other teacher/assessor training activities include, as a core component, anti-racist pedagogy.					
Undertake a mandatory professional development programme (eg DARPL or materials from CAVC) for: • Cert Ed / PGCE • Assessors	Assess the impact within the Annual Equality, Diversity and Inclusion Report.	Sept 2023	Jul 2024	Assistant Principal Quality	

COLEG Y CYMOEDD ANTI-RACIST ACTION PLAN 2022-2024

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
2.3 The commitment to promote anti-racism stretches beyond staff development, to include all HR processes (e.g., _induction, appraisals, conduct and capability, succession planning, etc.)._					
Work with the Education Workforce Council (EWC) to focus recruitment on individuals who are currently under-represented within the Post Compulsory Education and Training (PCET) workforce. New employees to undertake a mandatory anti-racist professional development programme (eg DARPL or materials from CAVC) To review process for talent management To review process with dealing with leaver information To review how personal information is captured in formal capability	Annual monitor of applications from BAME groups. Assess the impact within the Annual Equality, Diversity and Inclusion Report.	August 2022	Jul 2024	People & Culture	
	Number of new employees who complete the module. Assess the impact within the Annual Equality, Diversity and Inclusion Report.	Ongoing	Jul 2024	People & Culture / Line Managers	**20/12/22** Of the *** new starters since September 2022, *** have completed the equality module.
	Report on the ethnicity of those that have been identified as star performers and unsatisfactory performers.	July 2023	July 2024	People & Culture	**20/12/22** 8 talent management reviews have been completed. There are 15 left to complete.
	Report on the number of leavers by ethnicity. Assess the impact within the Annual Equality, Diversity and Inclusion Report.	July 2023	Nov 2023	People & Culture	
	To report on the number of formal capability processes that have been undertaken by ethnicity.	July 2023	July 2024	People & Culture.	20/12/22 We currently collect the data but do not report on it

Objective 3: Culture (Data 1) FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.					
ACTION(S)	**OPMs**	**TIMELINE**		**LEAD/TEAM**	**PROGRESS**
		START	**END**		
3.1 The institution has an effective strategy for the collection of ethnicity data, communicated through diverse media and involving consultation with staff at all levels, trade unions and advisory groups.					
Articulate a positive narrative on why this data collection is important and provide staff with the opportunity to complete the information during inset days. People and Culture to contact individuals who have not completed the information and support team leaders/managers to discuss this with their teams as appropriate. People and Culture to contact individuals who have stated that do not wish to declare their ethnicity to establish if there are barriers or concerns.	Positive narrative articulated to all staff in the form of college-wide communications and individual teams' meetings. Increase in percentage to 100%[4] Increase in staff who have completed their ethnicity data to 100%.	Ongoing Ongoing Sep 2023	Jul 2024 Jul 2024 July 2024	People & Culture People & Culture People & Culture	**20/12/22** The current situation is that 14.55% of staff have **not** completed their ethnicity data via Itrent. **20/12/22** The current situation is that out of the 85.45%, 0.36% have stated that they wish not to declare their ethnicity.

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[4] this could include 'prefer not to say'

People and Culture to ensure that data for new-starters in captured during the application or on-boarding process.	100% of new starters provide ethnicity data.				

3.2 Annual reports incorporate learner and apprentice profile, performance, destination and lived experience data for the whole of the 'learner journey' by ethnic background, including actions to address any identified gaps.					
Publish learner and apprenticeship by ethnic background.	College Annual Self-Assessment Report & Quality Improvement Action Plan	Feb 2023	Nov 2023	Assistant Principal Quality Improvement	
Participate in Pan-Wales research which includes qualitative research on staff lived experiences.		TBC	TBC		27/4/23: Pan-Wales research not yet started. Dates to be added when this begins.
Following the research, use the survey questions to gather views from learners and apprentices that identify as Black, Asian and Minority Ethnic.	Analyse and publish the results with the Annual Equality, Diversity and Inclusion Report with appropriate actions.	TBC	TBC		
Learner Survey results to be analysed by ethnic background, with resulting actions to address any identified gaps.	Learner Survey results and report. Departmental QIAP detailing any resulting actions.	Oct 2023	April 2024		
Publish learner and apprenticeship data within the Annual Equality, Diversity and Inclusion Report	Analyse and publish the results within the Annual Equality, Diversity and Inclusion Report with appropriate actions.	April 2023.	Nov 2023.		

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ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
3.3 Annual reports incorporate staff and governor profile data by ethnic background, including actions to address any identified gaps.					
To provide the Search Committee with an Annual report on staff and governors' ethnic background.	Search Committee minutes	Feb 2023 & 2024	Feb 2023 & 2024	Principal & CEO	22.12.22 We will present data to the Search Committee in February 2023 & 2024

3.4 Annual reports include staff recruitment and selection, progression and lived experience data by ethnic background, including actions to address any identified gaps.					
Report on staff recruitment, applications, selection and progression by ethnic background. This will include information of external candidates or when progression has taken place internally.	Analyse and publish the results with the Annual Equality, Diversity and Inclusion Report with appropriate actions.	July 2023	Nov 2023	People & Culture	21.12.22 the information is not easily available. Recruitment will move to Itrent in January 2023 which allow us to gather data and report.
Participate in Pan-Wales research which includes qualitative research on staff lived experiences.	Analyse staff exit interview responses.	TBC	TBC		
Following the research, use the survey questions to gather views from staff that identify as Black, Asian and Minority Ethnic.	Analyse and publish the results with the Annual Equality, Diversity and Inclusion Report with appropriate actions.	TBC	TBC		

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ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
3.5 Persistent imbalances in participation, outcomes and lived experiences are addressed, and the preemption of future challenges with reference to anti-racism are incorporated in strategic plans.					
Participate in Pan-Wales research which includes qualitative research on learners and staff lived experiences.		**TBC**	TBC	People & Culture Assistant Principal Learner Experience	
Following the research, use specific survey questions to gather views from learners and staff that identify as Black, Asian and Minority Ethnic.	Analyse and publish the results with the Annual Equality, Diversity and Inclusion Report with appropriate actions.	**TBC**	TBC	People & Culture Assistant Principal Learner Experience	
Use the information to develop a suite of case studies on lived experience from learners and staff.	A suite of case studies which demonstrates lived experiences that can be shared with staff and learners	TBC	TBC	People & Culture Assistant Principal Learner Experience	
Review of strategic plan based upon information gathered.	A strategic plan that is inclusive.	TBC	TBC	People & Culture Assistant Principal Learner Experience	
Analyse outcome data to identify gaps in attainment.	Dashboard data reports to identify gaps. QIAP actions outline how these gaps will be addressed	Oct 23	Dec 23	Assistant Principal Quality Improvement	

3.6 Annual reports include information on learner, apprenticeship and staff incidents of racist abuse, discrimination and an/or bullying, outcomes of actions taken by the institution in relation to these and progress made in preventing such incidents.					
To provide the SLT and Governors with a report on incidents of racial abuse, discrimination and/or bullying. This report will include the action taken and any further actions.	Annual Safeguarding Report with appropriate actions Annual Complaints Report with appropriate actions	July 2023	Nov 2023	People & Culture Assistant Principal Learner Experience Complaints Officer	
To review the Complaints and Bullying and Harassment policies to ensure our anti-racist commitment is explicitly described.	Reviewed policies, including the Racial Harassment policy	June 2023	Sept 2023	People & Culture Assistant Principal Learner Experience Complaints Officer	

Objective 4: Culture (Data 2)

All regulatory bodies, funders and membership groups publish workforce, leadership and governance profile data by ethnic background, including actions to address any gaps.

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
4.1 The institution sets and communicates their expectations for information published by partners and other external bodies/organisations with whom they work.					
CyC's commitment to tackling racism through anti-racist practices will be shared with partners and other external organisations through the website and via newsletters/communications as appropriate. See 10.1	Website includes CyC's commitment to the government's vision of an anti-racist nation and its own anti-racist goals as described in the Strategic Overview.	March 2023	Sept 2023	SLT Marketing	

Objective 5: Culture (Expertise and Insights)

All institutional committees, boards or advisory groups established to address racism and inequalities to be led by and made up of those with real insight of these issues, or expertise in these areas.

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
5.1 Committees/ advisory groups are established to address issues relating to anti-racism.					
Review the terms of reference (ToR) for the Equality and Diversity Committee to ensure that they include identifying and tackling racism as well as promoting anti-racism.	Analyse and publish the results with the Annual Equality, Diversity and Inclusion Report with appropriate actions. ToR reviewed and approved at committee meeting.	July 2023	Nov 2023	Chair of the Equality and Diversity Committee	

5.2 The leadership and membership of committees/advisory groups are credible and representative.					
Review the membership of the Equality and Diversity Committee and increase representation from BAME staff. Audit the membership of all committees to identify the percentage of BAME staff and opportunities for increasing representation.	Analyse and publish the results within the Annual Equality, Diversity and Inclusion Report with appropriate actions. Completed committee audits.	March 2023	Nov 2023	Chair of the Equality and Diversity Committee	22/12/2022 There are no members of the committee who identify as BAME.

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
5.3 Processes are implemented to assess the extent of 'hostile environments', racial bias, discrimination and/or disadvantage, and steps taken to address these.					
Participate in pan-Wales research which includes qualitative research on learners and staff lived experiences. Following the research, use the survey questions to gather views from learners and staff that identify as Black, Asian and Minority Ethnic.	Analyse and publish the results within the Annual Equality, Diversity and Inclusion Report with appropriate actions.	TBC TBC	TBC TBC	People & Culture Assistant Principal Learner Experience	

5.4 The institution has a policy for responding to racism, co-designed with Black, Asian and Minority Ethnic learners, apprentices and staff.					
Review the Learner Behaviour Policy and Staff Handbook/Policies to determine whether they require a strengthened response to racism.	EDI group minutes detailing the review (which includes the views of Black, Asian and Minority Ethnic learners, apprentices and staff)	March 2023	Jul 24	People & Culture Assistant Principal Learner Experience	

Objective 6: Climate (Recruitment) Recruitment and selection processes, including the deployment of recruitment companies to be anti-racist and proactively redress imbalances in the ethnic diversity of staffing and leadership at all levels.					
ACTION(S)	**OPMs**	**TIMELINE**		**LEAD/TEAM**	**PROGRESS**
		START	**END**		
6.1 Recruitment and selection processes, including the deployment of recruitment companies, are anti-racist and proactively address imbalances in the diversity of staff and leadership at all levels					
Review policies and processes for hiring managers, candidates and People & Culture to ensure we are attracting and developing the best and diverse talent, and everyone has a fair and positive experience.	A robust recruitment process that ensures conscious and unconscious bias does not impact on the recruitment process. Evidence of recruitment via the BLG Job Board.	July 2023	July 2024	People & Culture	22/12/22 Currently we ask an equality, diversity and inclusion question at every interview.
Provide learning and development to all recruiting managers.	100% of hiring managers to complete unconscious bias training	July 2023	July 2024	People & Culture	

6.2 Workforce strategies incorporate targeted support for Black, Asian and Minority Ethnic staff to develop their careers and succeed in their roles.

Understand what is happening in the college to identify structural and cultural barriers	A People & Culture Strategy that incorporates targeted support for Black, Asian and Minority Ethnic staff	July 2023	July 2024	People & Culture	
Staff need to have greater awareness of policies that promote equality.	Schedule of awareness-raising sessions. This will take the form of both informal and formal sessions.	July 2023	July 2024	People & Culture	
Review of the reverse mentoring programme.	Evidence of review via Equality and Diversity Committee.	July 2023	July 2024	People & Culture	

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
6.3 Recruitment and retention issues of teachers from ethnic minority communities in the PCET sector are identified and appropriate positive actions are in place where required and impact assessed, strengthening representation.					
Report on starter and leaver data. This will include: - Applicants Successful candidates Leavers The report will need to identify growth or reduction by ethnicity considering current staffing numbers. Review recruitment processes and establish means of strengthening representation.	Analyse and publish the results within the Annual Equality, Diversity and Inclusion Report with appropriate actions.	Nov 2023	Jul 2024	People & Culture	
Review all Job Descriptions and Person Specifications when new vacancies are advertised to ensure that barriers to employment (e.g. unnecessary request for specific qualifications) are removed.	Updated Job Descriptions and Person Specifications are published	July 2023	July 2024	Hiring Managers/People and Culture	

Objective 7: Climate (Quality Systems)					
Quality systems evaluate the effectiveness of pedagogy and curriculum practice in promoting anti-racism, alongside strategies to address attainment gaps through reviews and annual reports.					
ACTION(S)	**OPMs**	**TIMELINE**		**LEAD/TEAM**	**PROGRESS**
		START	**END**		
7.1 Quality assurance processes evaluate the effectiveness of pedagogy and curriculum practice in promoting anti-racism, alongside strategies to address attainment gaps through Quality Development Plans.					
Review the quality assurance processes to ensure that it effectively evaluates the effectiveness of pedagogy and curriculum practice in promoting anti-racism, and prepares our learners for an ethnically diverse society. Develop strategies that review and address attainment gaps from learners from Black, Asian and Ethnic Minority. Review Dashboards to ensure robust data analysis leading to actions that promote anti-racism.	College Annual Self-Assessment Report & Quality Improvement Action Plan School Annual Self-Assessment Reports & Quality Improvement Action Plans QIAP demonstrates that attainment data is reviewed and strategies considered. Dashboard review complete and updated	March 2023 March 2023 July 2023	Nov 2023 Nov 2023 Dec 2023	Assistant Principal Quality Improvement Assistant Principal Quality Improvement Vice Principal Curriculum and Quality	

7.2 Quality evaluations ensure that all learners and apprentices have equitable access to curricula and digital learning.					
Review how IT is allocated to learners (ensuring that request form captures ethnicity data) and whether those from Black, Asian and Ethnic Minority are disadvantaged. Identify and report on any gaps.	College Annual Self-Assessment Report & Quality Improvement Action Plan	March 2023	Nov 2023	Director of Digital Strategy and Innovation	

Objective 8: Climate (Impact Assessments)

Annual reports and diagnostic and structural reviews to compare data on Black, Asian, Minority Ethnic leaders, managers, staff and governors against the student body profile and local demographics and incorporate anti-racism impact assessments.

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
8.1 Annual reports and, where appropriate, all strategic reviews and key decisions incorporate anti-racism impact assessments.					
Risk assessments are completed for all strategic reviews and key decisions.	Completed risk assessments	March 2023	July 2024	Executive Office	18.01.23 all policies are currently risk assessed.
Review the Management of Change Policy (*this is a national policy*)	Updated Management of Change Policy	March 2023	July 2024	People & Culture	
Where possible, involve Black, Asian, Minority Ethnic people in reviews.	75% of reviews involve Black, Asian, Minority Ethnic people	March 2023	July 2024	People & Culture	All strategic reviews are covered by Management of Change policy

8.2 Restructuring decisions, including changes to leadership and governance, incorporate impact assessments for anti-racism, including actions to mitigate any adverse outcomes.

Review the Management of Change Policy (*this is a national policy*)	Updated Management of Change Policy	March 2023	July 2024	People & Culture	18.01.23 all strategic reviews are covered by Management of Change policy

Objective 9: Climate (Best Practice)

The design and implementation of a common framework to share best practice in the advancement of anti-racism across all modes of learning.
To be developed through sector wide collaboration (i.e., FE regulators, development organisations, employer bodies, unions and FEIs).

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
9.1. Collaboration with other relevant institutions and/or sectoral bodies leads to the adoption and embedding of best practice in the advancement of anti-racism.					
Ensure representation at all ColegauCymru networks to optimise collaboration with other relevant institutions.	Minutes of meetings will be stored within CMT Teams.	March 2024	July 2024	Principal	
Develop partnership with HE and pre-16 education organisations to capture shared language and agree standardized data collection.	Partnership meeting established, led by Coleg y Cymoedd. Two meetings have taken place with TOR and Action Plan completed.	Sep 2023	Jul 2024	VP/COO	
Work with external organisations, including colleagues in other FEIs and employers/commercial organisations, to develop a shared understanding of best practice in the advancement of anti-racism.	Maintain affiliation and engagement with BLG Evidence of collaboration with other public sector/third sector bodies to share understanding.	March 2023	July 2024	Assistant Principal Learner Experience	

9.2 Leaders ensure the institution acts as a role model in its own implementation and impact of 'best anti-racist practice'.					
Share good practice at network events.	Contribution of leaders at network events	March 2024	July 2024	All leaders at CyC	
Share good practice via external reporting tools	Financial statement contains narrative about shared best practice in anti-racism.				

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Objective 10: Communications

FEIs to promote anti-racism and ensure fair and positive treatment of Black, Asian, Minority Ethnic learners, apprentices, staff and communities in all communications, messaging and optics.

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
10.1 Institutional statements unequivocally communicate a responsibility and commitment towards promoting anti-racism.					
Review and update the current website to ensure that it is obvious that the college unequivocally has a commitment towards promoting anti-racism.	Website contains unequivocal statement and visual cues demonstrating commitment towards promoting anti-racism.	March 2023	July 2024	Marketing Manager	
Statements about responsibility and commitment towards promoting anti-racism are communicated clearly during learner and staff inductions.	Induction materials evidence clear statements.	March 2023	July 2024	People and Culture	

10.2 Regular evaluations are undertaken, internally and externally, to measure perceptions of the institution's commitment towards promoting anti-racism.					
Internal and external auditors to complete the audit of Equality and Diversity to measure the perceptions of the institutions commitment to promoting anti-racism. This will be measured over two years to allow for gaps to be identified and strategies to address issues are developed and implemented. The audit will include surveys and focus groups to measure perception.	The college achieving a reasonable assurance following the internal and external audits that the college is perceived to be committed to promoting anti-racism.	March 2023	July 2024	Executive Office	

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| ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
10.3. Leaders create opportunities for reflection and dialogue on racism, providing safe spaces within the institution where people can share their experiences openly.					
Racism becomes a termly item on the College Management Team (CMT) agenda, where managers can reflect the views and dialogues of the wider college staff.	CMT agenda	March 2023	March 2024	Executive Office	
10.4 Organisational values, culture and behaviours are anti-racist, ensuring fair and positive treatment of learners, apprentices, staff and communities.					
Review the organisational values to ensure they are anti-racist, ensure fair and positive treatment of learners, apprentices, staff and communities. Ensure that the appropriate people are involved at all stages Promote the new organisational values.	Organisational values Survey to demonstrate the percentage of learners and staff who show an understanding of the values.	March 2023	March 2024	SLT	

APPENDICES

Charts showing analysis of WG data:
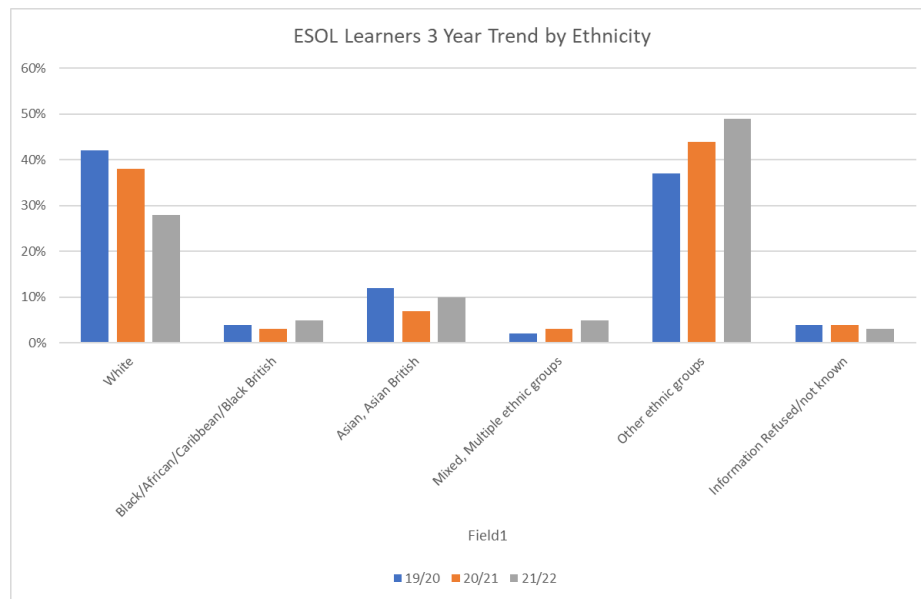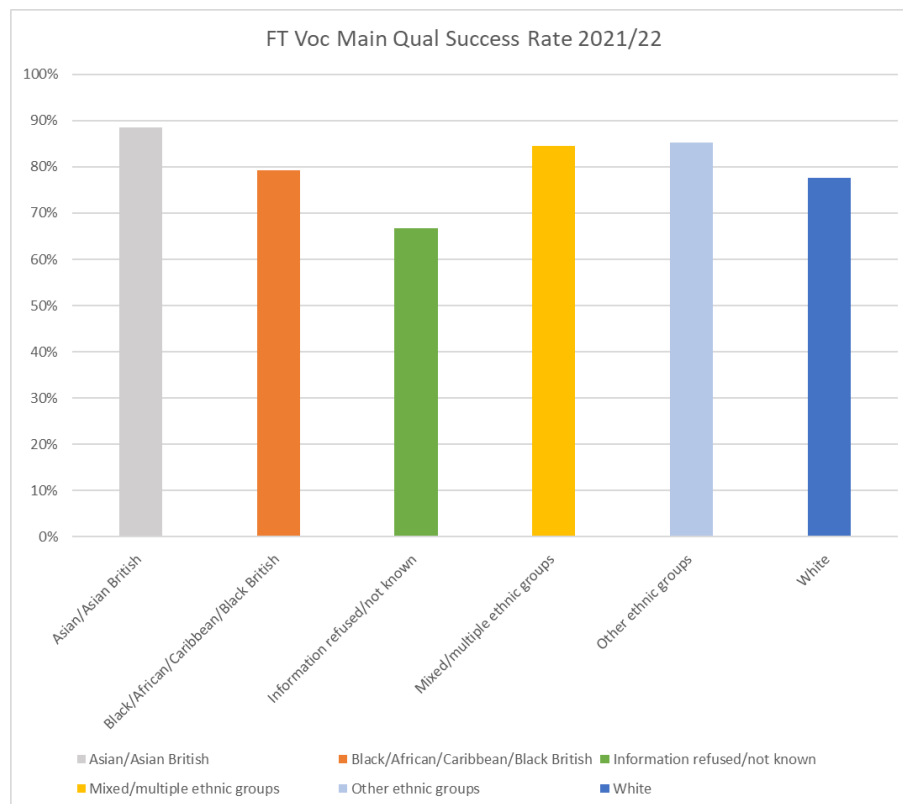
Learners by Ethnicity – 3 Year Trend
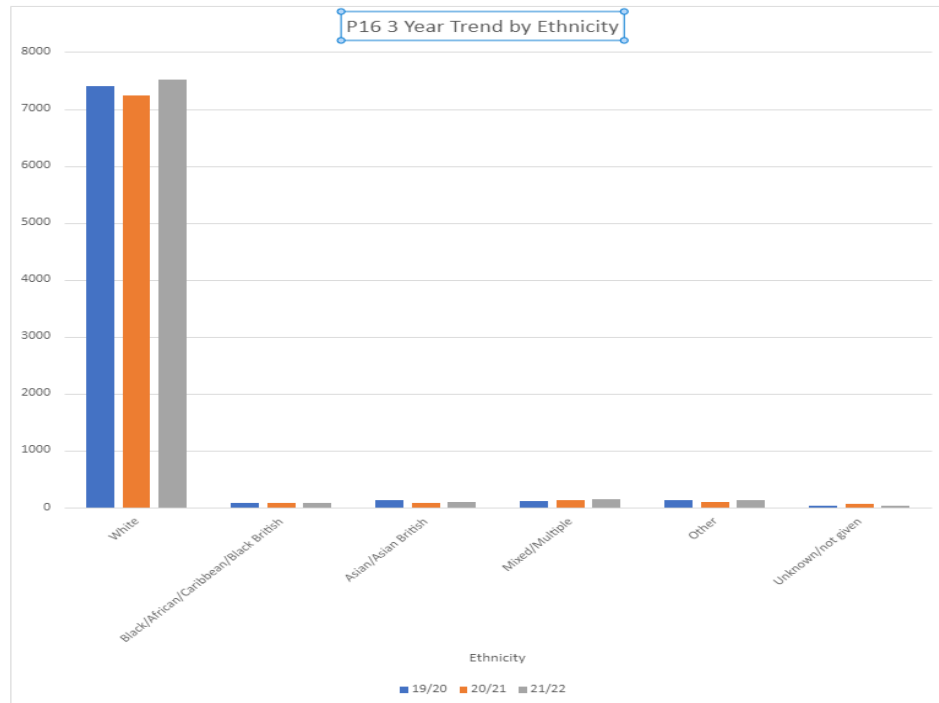
Programme Enrolments at 16

ESOL Learners

ESOL Learners 3 Year Trend by Ethnicity
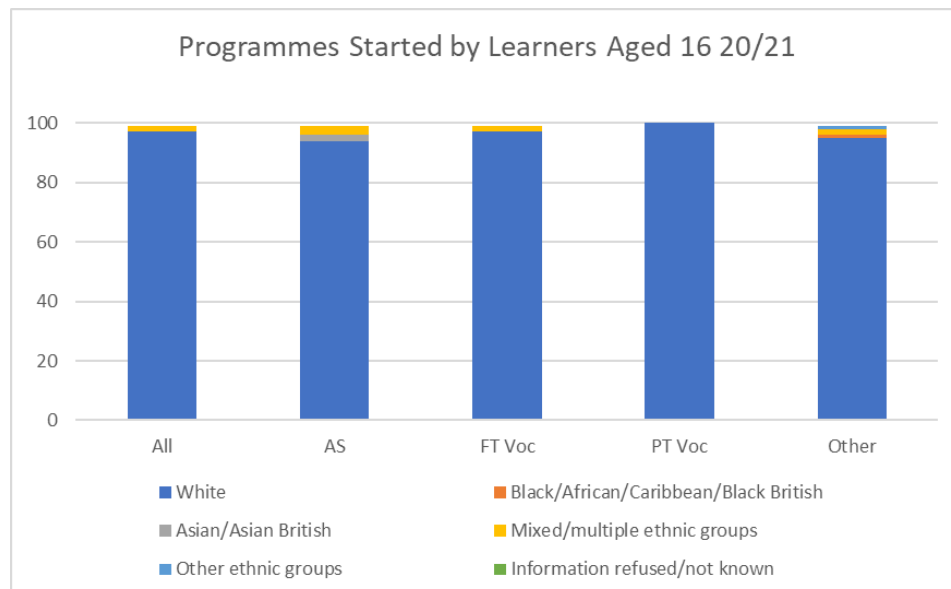
Main Qualification - Success Rate

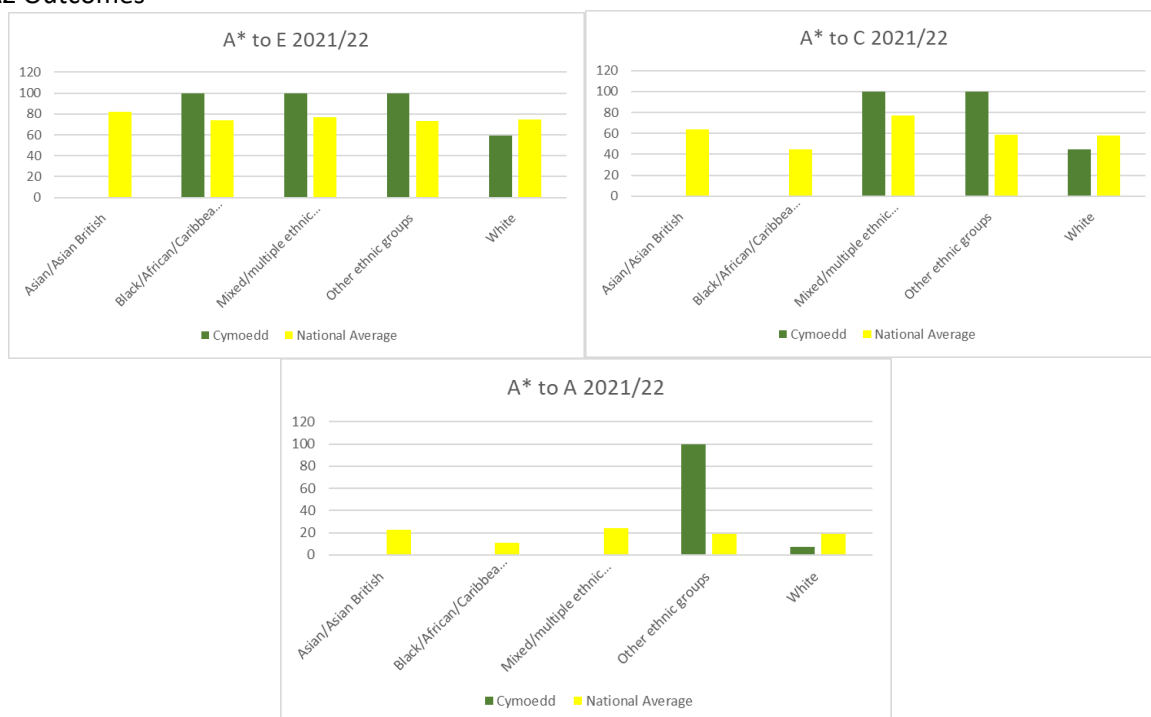FT Voc Main Qual Success Rate 2021/22

AS/A2 Success
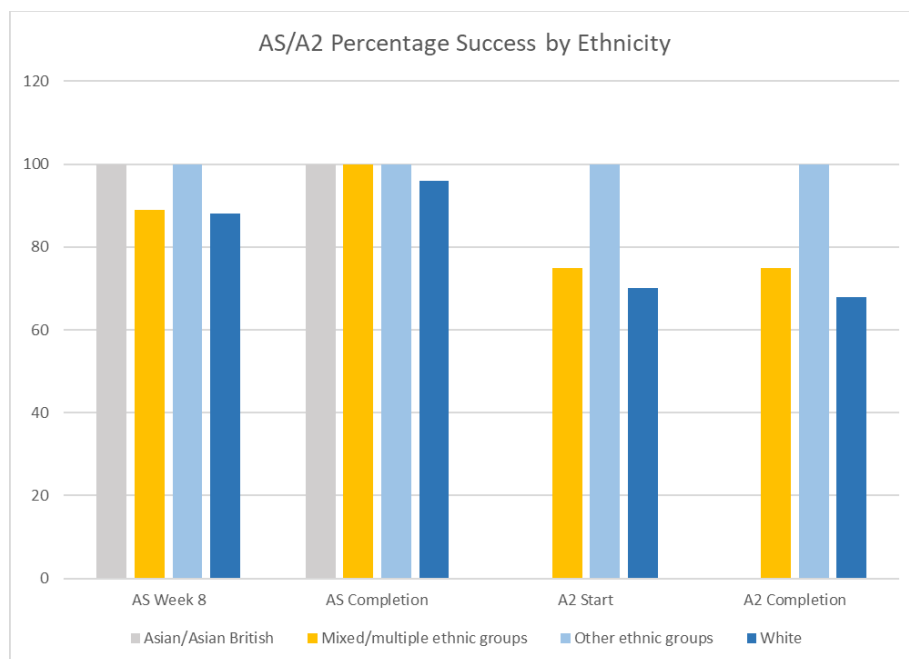
A2 Outcomes

Spring Survey 2023 Results – 'My tutors treat everyone fairly'

'Treated Fairly' - % Agree/Strongly Agree
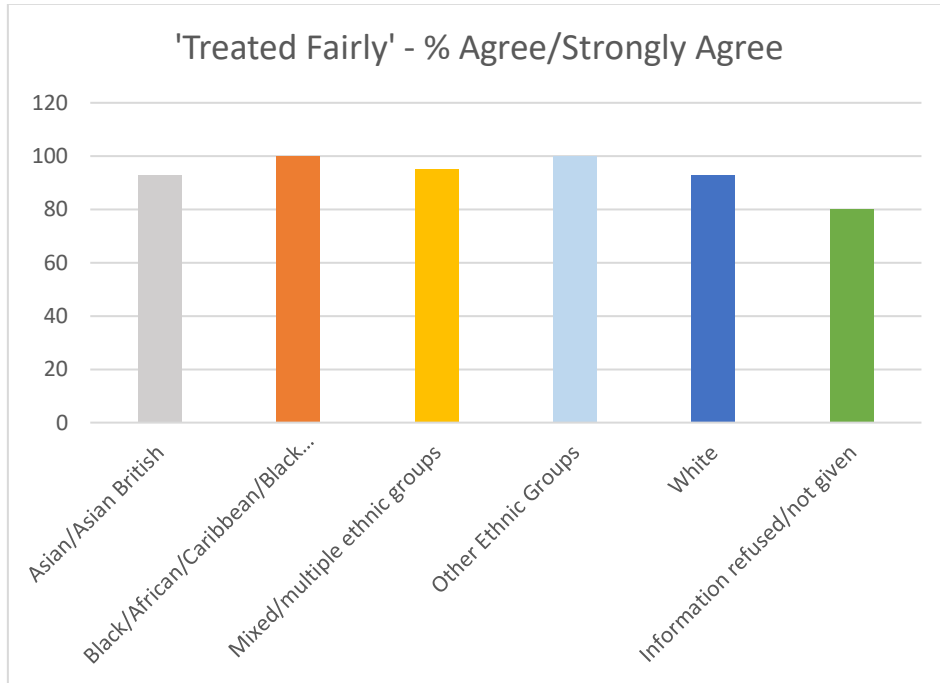
Spring Survey 2023 Results – 'How would you rate your college overall?'

% of Learners Rating Good or Very Good