

**Coleg y Cymoedd**  
**Equality and Diversity Annual Report**  
**2022-2023**

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## **Introduction**

Under the Specific Duties for Wales of the Equality Act 2010, the College (as a public body) is legally required to develop a Strategic Equality Plan and produce an annual monitoring report by 31st March each year for the previous year. This report covers the reporting period for our Equality Objectives and Strategic Equality Plan for the third year of our plan for the period of 2020 to 2024 and contains a progress report against our current action plan which covers the Academic year September 2022 – August 2023.

This report also contains learner and staff data that covers the academic year 2022/2023. During this one-year period, the College has continued its work to champion equality and build an inclusive environment for work and learning. Progress is promising and the College is on track to deliver the agreed actions and outcomes, which are reflected in this report.

As a further education establishment, we firmly believe that everyone has something to bring to the college community which makes them unique. All colleagues and learners can help in educating others simply by their participation and knowing they have the freedom to be themselves.

The impacts of COVID-19 and subsequent introduction of hybrid working have continued to affect individuals and communities across Wales, with very significant implications in relation to equality. Learners and colleagues have continued to work in a hybrid manner and meetings have continued to be held online (where appropriate), with a consistent number of activities continuing on a face-to-face basis. The Equality and Diversity committee met online three times during the academic year.

Continuing engagement with experts, equality groups, individuals and communities with lived experience provides us with support and advice to help us to understand the needs, issues, barriers and experiences of all our communities including, in particular, those with protected characteristics. The formation of the Colegau Cymru Equality and Diversity Network, along with the publication of the all-Wales Anti Racism Action Plan have continued as key drivers for actions this academic year, as well as the introduction of the LGBTQ+ Action Plan for Wales in February of this academic year.

## **Identifying, collecting and using relevant information**

Monitoring data for the diversity profile of colleagues and learners is collated on an annual basis from the College's People and Culture and learner data systems. Questions on the protected characteristics of colleagues and learners are incorporated within the staff recruitment and learner enrolment process and regular data cleansing exercises are carried out.

In order to ensure that the information that the College is collecting is accurate, colleagues are encouraged to review and update their personal details within the College iTrent System. Colleagues can update a variety of contact information along with sensitive information

including all protected characteristics. This system can be accessed at any point throughout the year by staff.

The College acknowledges the importance of collecting colleague and learner equality monitoring data and has taken a number of steps throughout the monitoring period to encourage disclosure.

## **How the institution has used the information**

Monitoring data is used to help inform and guide equality assessment, policy development, shape recruitment practice of colleagues and learners, ensure fair representation of colleagues and learners on committee bodies and help improve various College initiatives. It is also used to inform progress against the Equality Action Plan and to develop new actions.

The current Equality and Diversity Annual Report, which contains relevant information relating to colleagues and learners, is presented to Governing Body for review on an annual basis, alongside additional updates throughout the academic year. Through this review process, further discussions can take place around areas of significant interest, which can help direct further strategic action.

## **The Reasons for Not Collecting Relevant Information**

Information on pregnancy and maternity for learners and colleagues are not collected during enrolment and recruitment. The College conducts further qualitative and quantitative research in order to evaluate colleagues' experiences during the lead up to their maternity leave, during leave and their return to work. This information will continue to help inform future College practice and processes. Full statistical reports for staff and learner data are included in Appendix B.

## Progress against aims and objectives

### Summary of Progress

A summary of initiatives and activities undertaken to progress the overall objectives of the Strategic Equality Plan is given below.

**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.**

- To attract applications from a diverse audience:
  - “Recruitment Pack” included in adverts has been updated with a focus on being more inclusive and removing barriers.
  - Advertising platforms have increased to include BLG Jobs Board and Forces Families – encouraging applications from a wider audience.
- The implementation of iTrent Recruitment in January 2023 has allowed us to report on protected characteristics within recruitment for the first time e.g. we can now report on which stages disabled applicants have got to within the recruitment process.
- The College has continued its affiliation with the Black Leadership Group.
- All People and Culture policies have been reviewed and approved by SLT.
- The College successfully achieved Disability Confident Leader Status this academic year.

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

- New Manager Toolkits created for Menopause, LGBTQ+ and Neurodiversity
- New Access Passport launched to support staff with long-term health conditions and/or disabilities, initiating conversations with their managers and People and Culture
- Continued work with Carers UK and ongoing implementation of our Carers Passport for working carers at the college.
- The College has published Pay Gap data for Gender, Disability and Ethnicity this year, having only published Gender Pay Gap data previously. Benchmarks are encouraging and provide a clear focus for the future.
- The College successfully attained Level 3 Disability Confident “Leader” status, in recognition of the ongoing focus on inclusion of those with disabilities.
- Talent Management Review has been completed for the first time this year, including reflection on progression of those in protected groups, no actions identified other than those outlined in Aim 1.

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

- Outcomes monitored and reported to Academic Board and Curriculum and Quality Committee.
- ALN online Hub published and updated throughout the year, alongside a professional learning community for inclusive practice.
- First Inclusion Festival took place this year for one of the planned Inset days, providing inclusion and ALN focused CPD activities for all staff.

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

- Assistant Principal continues to chair the Caerphilly Business Club
- FutureFest event took place again with employers, training providers and college staff actively promoting opportunities for all learners.

**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.**

- Anti-bullying and Harassment Policy updated and approved.
- Additional statements added to College website and guidance notes for staff on “zero tolerance approach” to bullying and harassment.
- Collaboration underway with other colleges for on-line, standardized, reporting of informal complaints.
- Internal system for tracking informal and formal complaints regarding staff implemented this year.

**Aim 6: We will obtain a complete picture of the composition of our workforce in order to better understand the experiences of employees sharing protected characteristics.**

- Reminders for staff to complete EDI data on iTrent sent via All Staff Teams and email.
- EDI Dashboard created showing proportions of people in each protected characteristic, now also including applicant data.

## Detailed Progress

A detailed review of the progress made against aims and objectives is detailed below.

	Outcome	Persons responsible/Target completion	Update on progress	Protected characteristic
<b>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.</b>				
<b>Objective 1: Increase the number of avenues we use to attract applications from disabled people and ethnic minority groups and thus increasing the number of applications we receive for employment from disabled and ethnic minority applicants by 5% by 2024.</b>				
Impact assess existing recruitment policy and procedures to help eliminate any potential discrimination that may currently exist and address barriers to entering the workplace.	Fair, transparent recruitment and selection process is in place.	People and Culture / EDI Team  On-going	<b>Completed</b> Policy reviewed. Next review date June 2024	All protected characteristics
Identify training to tackle any potential prejudice for those involved in recruitment and selection (including unconscious bias).	Fair, transparent recruitment and selection process is adhered to.	People and Culture / EDI Team  Ongoing (February 2023)	<b>Completed</b> (E-learning module developed). 90 managers completed so far. The Question Bank has been implemented to reduce bias and standardise recruitment. We've developed Five Minute Guides for managers on Shortlisting, Interviewing and Unconscious Bias.	All protected characteristics
Review recruitment advertising methods and publications to ensure a diverse range of	Presentation and placement of adverts is	People and Culture / EDI Team	<b>Completed</b> (advertising methods continue to be explored)	All protected characteristics

communities are able to access and view job adverts.	strategic with intention of widening access.	On-going	New recruitment packs, to increase appeal to all audiences, FE Jobs and LinkedIn Jobs have been added to our advertising strategy with this purpose.	
Monitor applications for employment to identify any barriers for protected characteristic groups.	Gaps in applications are identified.	People and Culture March 2023	<b>Completed</b> This is monitored on an ongoing basis The first monitoring report from iTrent has been produced with no identified issues. Reports will be produced ongoing once a term.	All protected characteristics
Engage with relevant community groups to explore the needs of people who share the protected characteristic.	Needs are identified and acted upon.	EDI Team – EDI Lead ( <b>Lead</b> ) March 2024 (due to a change of Lead, the deadline date has been extended to March 2024 to enable sufficient time to focus on this)	<b>In progress</b> Review of applicant journey has concluded, evaluations from unsuccessful and successful applicants continue to be reviewed and analysed. A specific strategy for neurodiversity has been developed. The College continues to be affiliated with the Black Leadership Group.	Disability, ethnicity
Review flexible working policy, and advertise jobs with flexible working options where appropriate (Include 'Happy to Talk Flexible Working' on adverts).	All jobs are advertised with flexible working options.	People and Culture On-going	<b>Completed</b> – guidance also developed for Line Managers	All protected characteristics
Ensure staff are equipped with the skills and knowledge to enable them to understand and respond to the needs of everyone within our communities.	Staff are more knowledgeable and an increase in diverse staff and	People and Culture L&D Team Ongoing	<b>Completed</b> All managers have been asked to complete the Unconscious Bias training, with the vast majority having completed	All protected characteristics



	learner population is achieved.		it. New toolkits have been developed for staff on Neurodiversity, Menopause and LGBTQ+ to enable them to support people better.	
Obtain disability confident leader status by 2024.	Disability confident leader status obtained.	People and Culture 31 <sup>st</sup> March 2024	<b>Completed</b> Employer status achieved (L1 and L2) <b>Leader status</b> (L3) achieved March 2023	Disability
<b>New for 2022/23</b> Gain approval for a new approach to inclusive recruitment, so that those candidates who are neuro-diverse are able to excel within our recruitment processes.	New approach implemented	People and Culture June 2023	<b>In progress</b> Proposal put forward to Dorian Adkins and SLT for comment	
<b>Aim 2: We will identify pay gaps amongst all protected characteristic groups and put appropriate actions in place to address any identified areas.</b>				
<b>Objective 2: Maintain current gender pay gap within a 6 – 9% threshold.</b>				
Review flexible working practices and raise awareness of types of flexible working.	Accessible flexible working policy for all staff with clear information and guidelines available.	People and Culture On-going	<b>Completed</b> Flexible working awareness has been raised across the college and staff have been invited to apply for flexible working. At A Glance Summaries of Remote Home Working and Flexible Working to increase awareness, applications for both online now for ease of access.	Gender
Improve awareness of the college's family friendly policies to encourage sharing of care.	Raised awareness of family friendly policies.	People and Culture On-going	<b>Completed</b> At A Glance Summaries have been created of all our family friendly policies, available to all staff. Carer's Passport was implemented in Sep 22, 46 completed by May 23.	Gender

Create improved on-line resources and create a 'becoming a parent' toolkit.	Clearer access to family friendly policies and information	People and Culture Dec 2023	<b>In progress</b> Currently working on a library of toolkits so this will be part of it, but unlikely to be done before the end of the Academic Year.	Gender
Work with Carers Cymru and Carers UK to support carers at the college and introduce a 'Carers Passport'.	Carers are more supported at the college.	People and Culture On-going	<b>Completed</b> A carer's passport has been introduced via ITrent. HH: Five Minute Guide for Managers, At A Glance for Employees so they know what the passport is for. A new Supporting Carers Policy has been finalised too.  Training taking place for working carers	All protected characteristics
<b>Objective 3: Identify pay gaps amongst remaining protected characteristic groups by 2021 and address any differentials by 2024.</b>				
Report on all pay gaps as per the gender pay gap and set action plans for any identified areas.	Pay gaps are identified.	People and Culture April 2023	<b>Completed</b> (work underway on new People and Culture/Payroll system) Work completed March and then ongoing This year (Apr 23), we reported on all pay gaps in our annual Gender Pay Gap report. <b>Annual Gender Pay Gap report issued across college 24 March 2023.</b>	All protected characteristics
<b>Objective 4: Actively promote development opportunities for under-represented staff groups (including LGBT employees, disabled employees and ethnic minority employees) during the four-year period 2020 – 2024.</b>				
Review progression routes to identify any potential barriers.	Barriers are identified and actions are put in place.	People and Culture L&D Team	<b>In progress</b> This links to Pay Gap reports and the Talent Review which is now completed. Next year we'll be able to combine the	Disability, ethnicity, sexual orientation, gender identity

		Ongoing to June 2024	data and look at barriers, but it's too soon to do that now.	
Promote positive messages about flexibility and career development (include the use of case studies, showcase positive role models).	Raised awareness of career development paths, and flexible and part-time working are not seen as an obstacle to career development.	People and Culture L&D Team June 2023	<b>Completed</b> We've got some case studies for the induction pack and recruitment pack, these include stories of progression. We shared positive case studies for International Women's Day, including mentions of flexible working. P&C worked with Marketing on a campaign for International Women's Day. Themes in respect of flexible working to be included.	All protected characteristics
Introduce reverse mentoring opportunities across the college for individuals from protected characteristic groups.	Increased awareness and understanding of experiences of minority groups and of any barriers to progression.	People and Culture EDI Team Ongoing to June 2024	<b>Completed</b> Pairings identified. Members of SLT have met with staff with protected characteristics and NS is awaiting confirmation from HH/JM that this can now be closed down.	Disability, ethnicity, sexual orientation, gender identity
Review the uptake of development opportunities to ensure they are representative.	Staff from all protected characteristic groups are accessing development opportunities.	People and Culture L&D Team Dec 2023	<b>In progress</b> Now that iTrent Learning is live, these reports will be available from Mar 24.	All protected characteristics
<b>Aim 3: We will ensure that successful outcomes for all protected characteristic learner groups are monitored and attainment gaps are minimised.</b>				

<b>Objective 5: Continue to ensure that the attainment gaps for all protected characteristic groups remain within a tolerance of 5%, with focus on outcomes for those groups who have historically lower levels of attainment (ethnic minority groups, learners with additional learning needs and of socio-economic disadvantage).</b>				
Review the Socio-Economic Duty being implemented in 2021.	Guidance developed on the Socio-Economic Duty.	SLT – (VP COO) to <b>Lead</b> People and Culture EDI Team Dec 2022	<b>Completed</b> Review completed. P&C have added this to the impact assessments going forward so that there's an audit trail of compliance.	Disability, ethnicity
Explore the barriers for learners that impact attainment gaps.	Barriers identified and actions put in place.	EDI Team CMT Learner Support  31 <sup>st</sup> August 2022	<b>Completed</b> Autism awareness by ALN Team. Development of ALN Hub 2021/22 Data. Report to Academic Board 21 October 2022: Learners classifying themselves as white achieved a successful completion of 75%, the same as the college overall. This is not surprising given that this represents 96.5% of the college's learner population, •the success rates of learners identifying as black and of those identifying as Asian is 2% better, at 77%. Learners classifying themselves as mixed race achieved a success rate of 79%,	Disability, ethnicity
Review data on learners from deprived areas to understand nature of gaps (e.g. certain curriculum areas, or age ranges).	Greater understanding of where the gaps may arise.	EDI Team CMT Learner Support  31 <sup>st</sup> August 2022	<b>Completed</b> 2021/22 Data. Report to Academic Board 21 October 2022: In terms of deprivation, the successful rate for learners in quintile 1 (most deprived)	Disability, ethnicity

			<p>was at 72% (3% below the college average) and for learners in quintile 5 (least deprived) was at 78% (3% above the college average). This differential is similar to previous years, •for learners in receipt of an adult learning grant (WGLG) the successful completion was significantly better at 84% compared to 74% for those who were not eligible or who did not claim this grant, •for learners in receipt of the educational maintenance allowance (EMA) the successful completion was slightly worse at 73% compared to 76% for those not eligible or who did not claim this allowance. This does not follow the trend of previous years, were learners in receipt of EMA usually do slightly better. Given that 35% of the learner population are classified as the most deprived, there is a need to further look at learner support to ensure that these learners have the financial support they need. There is also a need to include the deprivation information when monitoring attendance and engagement so that the additional support offered includes an assessment of the financial circumstances and how that might impact on completion.</p>	
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<p>Deliver staff training on understanding and developing equality for learners of socio-economic disadvantage.</p>	<p>Improved equality for learners of socio-economic disadvantage</p>	<p>People and Culture EDI Team L&amp;D Team Learner Support  July 2023</p>	<p><b>In progress</b>  Potentially a focus for November's Inset Day.</p>	<p>Disability, ethnicity</p>
<p>Work with learner support staff to identify learners who may require additional support. Promote the services of learner support and the I2A project.</p>	<p>Additional support visibly promoted to learners.</p>	<p>EDI Team Learner Support  31<sup>st</sup> August 2022</p>	<p><b>Completed</b> ALN team - promotion of information around ALN Bill and available support routes at the college - Embedded. Development of ALN Hub has been successful: <a href="#">access here.</a> ALN Digital Hub, holds information to help and support with the college's Additional Learning Needs provisions.  As part of the colleges' commitment to providing inclusive and accessible teaching and learning provision, and in preparation for the rollout of the Additional Learning Needs and Education Tribunal (Wales) Act and the Additional Learning Needs Code, the ALN Hub is the "go to" place for information, hints and best practice for ALN.</p>	<p>Disability, ethnicity</p>

			<p>In terms of other things which may be relevant for this, please see below.</p> <ul style="list-style-type: none"> <li>• Creation of a "Professional Learning Community for Inclusive Practice" - This is a Teams page which will be open to any staff who wishes to further explore areas of ALN and offers further reading, podcast, book, article and documentary recommendations to encourage staff to engage in conversation around ALN, disability and inclusion. This is currently being created and we aim to open it to staff in the next few weeks.</li> <li>• ALN channel within the All-Staff Teams page for communication of key themes leading up to the implementation of ALNET and to promote support services available</li> <li>• ALP involvement within Quality Week activities</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Planning of an "Inclusion Day" which will take the place of an Inset Day in the current academic year and will offer multiple different training opportunities for staff around ALN/Disability</li> <li>• Planning for an autism friendly "quiet hour" in all future Open Events</li> <li>• "ALN Pack" available to all learners at Open Events with details of support. These are also sent to school ALNCo's in order for support offer to be known to learners when choosing next steps. We also have an agreement from Local Authorities to host this information on their websites.</li> <li>• Inclusion on the ALN Pathfinder website - this is a website created in partnership with Welsh Gov and Colegau Cymru. The website holds support information, links and key</li> </ul>	
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			<p>contact details for all post-16 ALN provision in Wales.</p> <ul style="list-style-type: none"> <li>• Members of ALP Team attend school reviews and MATSM (multi agency transition support meetings) in secondary feeder schools. Cymoedd support provision is relayed to prospective ALN learners at these events</li> <li>• Posters currently being created to market the ULP (formerly I2A) service to learners at risk of becoming NEET</li> </ul>	
<p><b>New for 2022/23</b> Financial planning for learners with financial difficulties to be done during transition to ensure that learners are aware of entitlements and college staff can support with putting measures in place.</p>	<p>Financial difficulties addressed earlier in the new academic year</p>	<p>Learner &amp; Campus Services</p> <p>Enhanced Transitions Team Director of Learner and Campus Services Grants Officer</p> <p>June 2023</p>	<p><b>Completed.</b></p> <p>We have simplified the information on the website, so that it is more visual than textual (this is for WGLG, EMA and the same has been done for FCF). During induction, we will have Wellbeing and L&amp;CS staff available to provide financial advice around transport and grants.</p> <p>Learner and Campus Services have put a proposal forward to the Head of</p>	

			Wellbeing and Safeguarding and to the Director of Learner and Campus Services (Nantgarw) regarding future transport procedures.	
<b>Aim 4: We will support employers to improve the participation of under-represented groups in apprenticeships.</b>				
<b>Objective 6: Engage with a range of employers to encourage them to consider under-represented groups in apprenticeships by 2024.</b>				
Hold community events outside of open days to engage with local communities and promote apprenticeship opportunities.	Increased awareness of apprenticeship opportunities on offer.	EDI Team WBL  31 <sup>st</sup> August 2022	<b>Completed</b> The BIS teams engage in various employer led events, this is mainly in Collaboration with Caerphilly Business Club & Treforest Business Growth. AP of BIS Chairs the CBC and is current setting up and B2B network in the Cynon Valley. During apprenticeship week, specific advice and guidance activities are hosted across all campuses.  The BIS employer Engagement Team and the Future Teams, attend and actively participate in a range of external recruitment events.  The college has also established a successful Future Fest, linking learners with local employers, this is replicated annual across all campuses.	Disability, gender, ethnicity
Survey employers on their recruitment processes.	Greater understanding of where employers may be missing opportunities in their recruitment processes.	EDI Team People and Culture WBL  31 <sup>st</sup> August 2022	<b>Completed</b> All WBL employers are directed to complete the employer stakeholder surveys. Surveys are open throughout the academic year to ensure views are captured.	Disability, gender, ethnicity

Share good practice on providing extra support for under-represented groups and identifying barriers.		EDI Team WBL  31 <sup>st</sup> August 2022	<b>Completed</b> Best practice is shared internally and within Skills Academy Wales. We are led by employer recruitment, however we always promote equality and opportunity	Disability, gender, ethnicity
Provide advice on positive action (e.g. guaranteed interview scheme).	Positive action is being implemented.	EDI Team People and Culture WBL  31 <sup>st</sup> August 2022	<b>Completed</b> WBL are heavily led by employer recruitment choice, however we direct employers to ensure equality in their recruitment opportunities.  P&C advise all hiring managers when candidates come under the guaranteed interview scheme	Disability, gender, ethnicity
<b>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.</b>				
<b>Objective 7: Hold two awareness campaigns throughout the college to enable all staff to identify abuse, harassment and discrimination and act effectively to prevent and challenge this behaviour, as well as support those staff and learners being affected.</b>				
Review current Anti-bullying and harassment policies (staff and learners) to ensure it reflects all areas of identity-based bullying and harassment and gives specific examples e.g. racial harassment, sexual harassment, and harassment based on sexual orientation and gender identity. Consider third party harassment and power imbalances.	Accessible anti-bullying and harassment policy for all staff and learners with clear information and guidelines available. Guidance developed on	People and Culture EDI Team Director of Learner Services  31 <sup>st</sup> March 2021	<b>Completed</b> (policy reviewed and approved by unions and SLT)	All protected characteristics

	dealing with third party harassment and power imbalances.			
Run a “It’s OK to be you” campaign to raise awareness of the protected characteristic groups. Involve marketing for the use of TV screens on campuses. Enhance tutorial programme for learners to raise awareness and understanding of those with protected characteristics.	Raised awareness and understanding of the experiences of those with protected characteristics.	People and Culture EDI Team June 2023	<b>Not proceeding</b>  No longer progressing. Alternative EDI initiative (support sessions) being considered.	All protected characteristics
Run a “It’s OK to say it’s not OK” to raise awareness of unacceptable behaviour and identify routes to gain support. Involve marketing for the use of TV screens on campuses e.g. #This is not ok #This is sexual abuse.	Raised awareness of Anti-Bullying and harassment policy and reporting routes.	People and Culture EDI Team June 2023	<b>Not proceeding</b>  No longer progressing. Alternative EDI initiative (support sessions) being considered.	All protected characteristics
Reinforce the college’s zero tolerance approach to discrimination and harassment. Include a statement from SLT on college website.	Established culture of respect and kindness	SLT (VP COO) to <b>Lead</b> People and Culture EDI Team Marketing March 2023	<b>Completed,</b> Policy updated to reflect ‘zero tolerance approach’.  VO COO produced the statement for the website, which has been added.	All protected characteristics
Ensure our complaints policies and procedures are fit for purpose. Proactively encourage and communicate routes for reporting discrimination, bullying & harassment, providing multiples points of	Consistent mechanism in place for recording and	People and Culture EDI Team  Ongoing	<b>Completed</b> All policies are regularly reviewed. The complaints policy has been updated and is being presented to Governors on 14 <sup>th</sup> November 2022.	All protected characteristics

contact so learners and staff can choose who they feel most comfortable speaking to.	monitoring all complaints.			
Consider the introduction of on-line reporting system for staff and learners. Consider a mechanism for recording all informal complaints from staff and learners, ensuring all informal complaints are recorded and monitored in line with formal complaints.	On-line reporting system in place. Informal complaints are recorded centrally for monitoring purposes.	Assistant Principal (Learner Experience) to <b>Lead</b>  People and Culture EDI Team  June 2023	<b>In progress</b> Collaboration underway with other colleges and CyC participating. Interim report due in March 2023 and final report due in June 2023.	All protected characteristics
Identify training for those staff who may investigate claims of sexual harassment.	Increased confidence in staff in dealing with claims of sexual harassment.	Assistant Principal (Learner Experience) to <b>Lead</b>  People and Culture EDI Team June 2023 and ongoing	<b>In progress</b> Link to the collaboration report mentioned above	Gender
Deliver staff training and support in recognising, recording and challenging identity-based bullying and harassment, including hate crime incidents and how to report them. To cover challenging negative behaviours and reinforcing positive attitudes.	Increased knowledge amongst staff in identifying, recording and challenging bullying and harassment.	People and Culture EDI Team  November 2023	<b>In progress</b>  INSET day in November – to be delivered then.	All protected characteristics

Consider a staff survey to ask all employees questions on an anonymised basis to obtain as accurate a picture of harassment that is happening in the workplace as possible, and to obtain feedback on employees' confidence in the college's reporting and complaints procedures.	Results of survey may identify areas of harassment to address as immediate action.	People and Culture EDI Team 31 January 2023	<b>Completed</b> A staff survey has been considered but will not be taken forward at this stage.	All protected characteristics
Ensure that UCU & P&C are working in alignment concerning staff EDI training and P&C are aware of EDI events being offered to UCU members. Hannah Hallett (P&C) and Kerry Merchant (UCU) to discuss outside of meeting.	Staff can undertake additional training relevant to EDI without overlap.	People and Culture UCU EDI Rep July 2023	<b>Completed</b> <b>HH</b> - The UCU events and learning are available to all members who access the website. The college would not signpost to one union and not others.	
<b>Aim 6: We will obtain a complete picture of the composition of our workforce in order to better understand the experiences of employees sharing protected characteristics.</b>				
<b>Objective 8: Increase current equality and diversity data collection of workforce to 80% declaration for all protected characteristics by 2022 and 100% by 2024.</b>				
Hold campaign to ensure staff understand why data is collected and to increase staff confidence in disclosing their protected characteristics.	Increased equality data for staff	People and Culture – EDI Team  June 2023	<b>Completed</b> Information shared via EDI Sharepoint site and iTrent newsletter. HH: Post was shared on All Staff Teams for this too. Channelle Hughes has drafted an email to go to those who haven't disclosed their protected characteristics.  July – P&C has addressed this.	All protected characteristics

Use the introduction of the new People and Culture systems as a starting point for capturing staff data.	Increased equality data for staff	People and Culture EDI Team 31 <sup>st</sup> Aug 2022	<b>Completed</b> Information shared via iTrent newsletter. Currently over 80% declaration on ethnicity data.	All protected characteristics
Consider alternative methods of data collection.	Increased equality data for staff	People and Culture EDI Team 31 <sup>st</sup> Aug 2022	<b>Completed</b> iTrent now in place	All protected characteristics

## Recommendations for 23/24

1. **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.** Given the focus on recruitment and attraction within Disability Confident Leader Status and our affiliation to the Black Leadership Group, the college should further focus on this by:
  - a. Working with the EDI team to develop a new inclusive recruitment proposal which covers inclusion of those from different ethnic backgrounds, LGBTQIA+ and Neurodiversity.
  - b. Reviewing all Job Descriptions and Person Specifications, ensuring language and criteria are inclusive.
  - c. Delivering training to managers and staff on recognising, recording and challenging identity-based bullying and harassment, including hate crime incidents and how to report them.
2. **Colegau Cymru EDI Network Group.** The college will continue to actively engage with the three priorities agreed by this group:
  - a. Anti-Racism
  - b. Supporting LGBTQIA+ staff and learners
  - c. Compliance with EDI Legislation
3. **The New Strategic Plan 2023-2026.** The college's new strategic plan outlines the intended focus on engaging with a diverse workforce who feel a sense of belonging. We will deliver this alongside our commitments within the Anti-Racist Wales Action Plan, the LGBTQIA+ Action Plan, The Wellbeing and Future Generations Act, The Equality Act and the Socio-Economic Duty. We will do this by:
  - a. Creating our own LGBTQIA+ Action Plan
  - b. Pulling all of these streams together into a new Equality and Diversity Strategic Action Plan, to be in place from September 2024 onwards.

## Measuring Progress

We regularly evaluate how well we're doing in implementing our equality strategy. One of the ways we do this is to measure ourselves against a wide range of indicators.

These include:

- analysis of data such as learners' ethnic background, disability, need for learning support, gender;
- analysis of learners' attendance and retention, improvement against learning objectives, success rates and progression to other education or employment;
- views of learners through Learner Voice, and other representative groups.



## **Appendix A: Our Legal Duties**

### **The Equality Act 2010 – The Public Sector Equality Duty**

The Equality Act 2010 (the 2010 Act) replaces previous anti-discrimination laws for England, Scotland and Wales with a single Act. The Act protects people from discrimination because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

These categories are known as the ‘protected characteristics’.

The 2010 Act also introduced the Public Sector Equality Duty (PSED), which has three overarching aims. Those subject to the duty must have due regard to the need to:

- eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The aim of the PSED is to ensure that those subject to it consider advancement of equality when carrying out their day-to-day business.

### **The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (the regulations)**

In Wales, the public bodies listed in Part 2 of Schedule 19 to the Equality Act 2010 are subject also to specific duties found in the Regulations. These Regulations are also known as the Welsh specific equality duties.

The aim of the Welsh specific equality duties is to enable the better performance of the PSED. They do so by requiring, for example, the publication of equality objectives together with equality impact assessments, engagement requirements, progress reports, collection of data and more. The equality objectives must, at their core, seek to address inequalities related to the nine protected characteristics specified in the 2010 Act.

## Appendix B: Staff Data

Staff profile for period 1<sup>st</sup> September 2022 to 31<sup>st</sup> August 2023.

<b>Gender identity</b>			<b>Contract type</b>	
Female	281		Academic	397
Male	177		Apprentice	0
Trans	0		Business Support	482
Non-binary	2		Hourly Paid	133
Other	0		Management Spine	37
<b>Gender</b>			<b>Working pattern</b>	
Female	471		Full-time	627
Male	341		Part-time	206
			Term-time	133
<b>Age</b>			Hourly Paid	130
16-24	34			
25-34	98		<b>Marital status</b>	
35-44	203		Married or civil partnership	460
45-54	237		Single	237
55-64	212		Other	46
65 and over	28		Not declared	55
			Prefer not to say	14
<b>Ethnic background</b>				
BAME	6		<b>Sexual Orientation</b>	
White	727		Bi	8
White other	12		Gay	3
Not declared	20		Lesbian	2
Prefer not to say	6		Heterosexual	596
			Other	2
			Prefer not to say	29
<b>Religion or belief</b>				
Buddhist	1		Not declared	172
Christian	234			
No religion	293		<b>Disability</b>	
Other	70		Disability declared	32
Not declared	171		No disability	362
Prefer not to say	39		Not declared	11
			Prefer not to say	13

## Data Narrative

It's encouraging to see a significant reduction of individuals who haven't declared their sensitive information this year, with an 8% reduction of those who hadn't declared their sexual orientation and religion compared to last year, a 5% reduction in those who hadn't declared their marital status and a 15% reduction in those who hadn't declared their race/ethnicity. Continuing with this trend is critical to creating an accurate picture of our workforce through our data.

Although there is more work to do, we have doubled the number of BAME employees compared to last year. There are no significant changes to our gender or age profile compared to last year. The number of employees who declared a disability increased from 18 last year to 32 this year, this is likely one of the outcomes of implementing the new Access Passport and is an encouraging step towards all colleagues feeling comfortable to share their sensitive information.

Please note, within the data on Contract Type and Working Pattern, those with multiple contracts will have been counted multiple times. For example, of the 130 people with an hourly paid working pattern, only 14 of those work exclusively on an hourly paid working pattern.

## Appendix C: Learner data

Learner profile 2022-2023

<b>Gender</b>		<b>Status</b>	
Female	5193	Full-time	4501
Male	7205	Part-time	4103
Other	66	Distance	3860
<b>Age</b>		<b>Religion or belief</b>	
Under 16	4	Buddhist	18
16-18	4649	Christian	752
19-24	2019	Hindu	3
25 and over	5792	Jewish	3
		Muslim	43
<b>Ethnicity</b>		No faith or religion	3856
BAME	277	Sikh	1
White	11368	Other	129
Not declared	214	Prefer not to say	N/A
Prefer not to say	N/A	Not declared	7659
<b>Disability or learning difficulty</b>		<b>Marital status</b>	
Declared disability or learning difficulty	2094	Married/ Civil Partnership	454
No disability or learning difficulty	10370	Prefer not to say	196
Not declared	N/A	Single	4423
		Not declared	7391
<b>Sexual Orientation</b>			
Bi	412		
Gay	67		
Heterosexual	4194		
Lesbian	93		
Other	187		
Not declared	7511		
Prefer not to say	N/A		

**Note:** Marital Status, Sexual Orientation and Religion are not mandatory to collect. Anyone that has left this blank are not declared.

For the most part, there is also not the option to say 'prefer not to say' – it's not mandatory, so they just don't answer.

The ethnicity also doesn't count anyone identified as something other than Black, Asian or White.

There are also 214 down as Mixed and 391 that are down as Other.