



COLEG CAMBRIA

STRATEGIC EQUALITY PLAN

2020 - 2024



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Foreword

We are very pleased to introduce Coleg Cambria's Strategic Equality Plan, which demonstrates the College's commitment to welcoming and supporting staff and students from a whole range of diverse backgrounds.

The College recognises that some groups experience discrimination in society and is committed to challenging discrimination in all forms, by ensuring that equality lies at the heart of everything we do. We are proud of the social and cultural diversity of our community, and see it as a strength. We strive to be a tolerant community where everyone accepts the differences between individuals valuing the benefits this brings to the College.

Meaningful progress has been made in many areas of equality and diversity over the last few years. However, our aim is to make Coleg Cambria a place where everyone matters and no one experiences discrimination or disadvantage because of their identity or background.

The Strategic Equality Plan sets out how we will make the necessary progress to support our equality objectives. Information in respect of progress will be published annually on the College website. The College is undergoing an organisational change process which will ensure that our staff and students are at the centre of everything we do and that a strategic focus on people is a key driver. A new strategic plan will be developed over the next 12 months and the Strategic Equality Plan, as a live document, will be reviewed as part of this process.

1 About the College



Coleg Cambria has rapidly established itself as a leading UK education provider. The overriding priority of the College is to deliver excellent teaching and learning, in order to stretch, challenge and inspire all learners to explore and achieve their full potential.

One of the largest colleges in the UK, Coleg Cambria has over 5,500 full-time students, 20,000 part-time learners and many international links. Across its six sites, Cambria offers a vast array of full time and part-time courses including A Levels, vocational qualifications, Welsh for Adults and Higher Education programmes. Working in partnership with over 1,000 employers, the College also offers many Apprenticeship and Traineeship opportunities with strong links to local employment.

Positioned on the border of North East Wales, Cambria offers world-class facilities using leading edge technology to facilitate new learning styles and meet business needs. The College's dynamic programme of investment in its estate and resources focuses strongly on improving the learner experience. We place our students at the centre of everything we do and pride ourselves in providing a personalised, high quality learning experience. Engagement and aspiration across the College are strong, with student and staff satisfaction clearly visible in our positive survey results.

Who does the strategy apply to?

This strategy applies to all members of the College community including staff, learners and visitors. The strategy also applies to our external contractors, employers and other partners with whom the College collaborates with. The strategy applies to all sites and premises belonging to Coleg Cambria or used by Coleg Cambria for carrying out its functions.



2 The Law



The Equality Act 2010 introduces a single Public Sector Equality Duty (the PSED) to replace existing race, disability and gender equality duties. The Act prohibits discrimination in employment, education and the provision of goods and services in respect of nine Protected Characteristics which are as follows:

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual Orientation**

The Act describes fostering good relations as tackling prejudice and promoting understanding between people who share a protected characteristic and those who do not. Meeting the duty may involve treating some people more favourably than others, as long as this does not contravene other provisions within the Act.

'Equality' does not therefore simply mean treating everyone the same. It means understanding and tackling the different barriers to equal opportunities that different people face so that everyone has a fair chance to fulfil their potential.

The overall aim of the equality duty is to ensure that equality is mainstreamed into the College's work, and that this in turn should result in more appropriately delivered services and outcomes, taking into account individual's backgrounds.

The duty builds on the previous duties in respect of gender, race and disability. It represents a significant shift in approach from a legal framework, which relied on individual people making complaints of discrimination, to a context where the public sector becomes a proactive agent of change.

The government and the Equality and Human Rights Commission (EHRC) have made it clear that public bodies, including colleges of Further Education, must mainstream equality in both their internal and externally facing functions, and the duty provides a mechanism for tackling institutional discrimination in policies, practices and procedures.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics.
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

Coleg Cambria is committed to these principles of mainstreaming equality and welcomes these legislative changes. We understand that mainstreaming equality issues will ensure that we deliver our aims in a more meaningful way, which will reach all groups in our community more effectively.

In April 2011 a Single Public Sector Equality Duty was implemented as part of the Equality Act 2010. In the same month the Welsh Government introduced regulations putting in place a series of specific duties to underpin the general duty. These are:

- to publish equality objectives by 2 April 2014 which are to be reviewed every 4 years
- to publish a statement setting out the steps that it has taken or intends to take in order to fulfil each objective and the timescale to achieve
- to monitor the progress and effectiveness of the steps taken
- to identify, seek out and where appropriate, publish information that can be used to gauge whether the general duty is being met.
- to carry out and publish impact assessments showing how its current and proposed policies and practices affect the organisation's ability to comply with the general duty.
- on an annual basis, collect and publish certain employee data by reference to protected characteristics.
- to promote employees' understanding of the general and specific duties.

3 Key Principles



- The College expects all members of the College community to treat each other with dignity and respect. We support the right of individuals and groups to hold their own beliefs and values, but will not tolerate these being manifested in a way that intimidates, humiliates or creates a hostile or degrading learning or working environment.
- The College is striving to create an inclusive learning and working environment that supports good relations between people and challenges prejudice, intolerance and discrimination in all its forms.
- The College will ensure that all of our learners, staff and visitors, as well as those who apply or seek to apply to work or study with us, are treated fairly and are not discriminated against on any grounds, including those protected by the Equality Act 2010.
- To support our commitment to equality and diversity, and to meet our legal duties, the College will publish an equality information report each year and set equality objectives every four years. The equality objectives and equality and diversity action plan will be monitored by the Equality and Diversity Committee on a termly basis.
- The College will communicate its commitment to promoting equality and diversity in staff and learner recruitment material, handbooks, policies, social media and in other corporate communications.
- The College will ensure that publicity material positively promotes the diversity of the College community.
- The College will actively engage with staff, learners, trade unions and partners on key matters related to equality and diversity.
- The College will support a range of activities and campaigns each year to celebrate key national equality events and religious festivals.
- The College will carry out Equality Impact Assessments to assess the implications of policies and decisions on the College community and to help prevent and tackle inequality.
- The College will introduce positive action initiatives where patterns of under-representation and differences in outcomes for staff and learners are identified.
- Every opportunity will be given for learners and staff to disclose any disabilities or other needs relating to 'protected characteristics' that they may have. The College will promote a culture of inclusivity, in which individuals feel confident and safe to make a disclosure. The College will provide reasonable adjustments in response to individual need and will not disadvantage a learner or member of staff on the basis of such needs.
- Where data relevant to equality and diversity, or any of the protected characteristics is gathered and stored by the College, it will be done so appropriately and in line with data protection guidelines.
- The College will ensure that there are effective and sensitive support and complaints mechanisms in place, should anyone feel that they have either witnessed or experienced discrimination.

4 Objectives for April 2020 to March 2024



In drawing up its objectives, the College has built on its successful progress with regard to equality and diversity to date. The College has extended consideration to each of the eight protected characteristics covered by all three of the main aims of the general duty and the requirement to eliminate discrimination, harassment and other actions prohibited in the Equality Act 2010, in respect of civil partnerships and marriage.

A proportionate approach has been taken to making meaningful change in respect of the biggest issues which have been identified. Each of the protected characteristics has been considered and objectives will clearly indicate where specific groups are being targeted through strategies, actions or positive action opportunities.

In arriving at these objectives, the College has kept in mind the overriding purpose of the general duty. This is the requirement to have due regard to the need to:

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

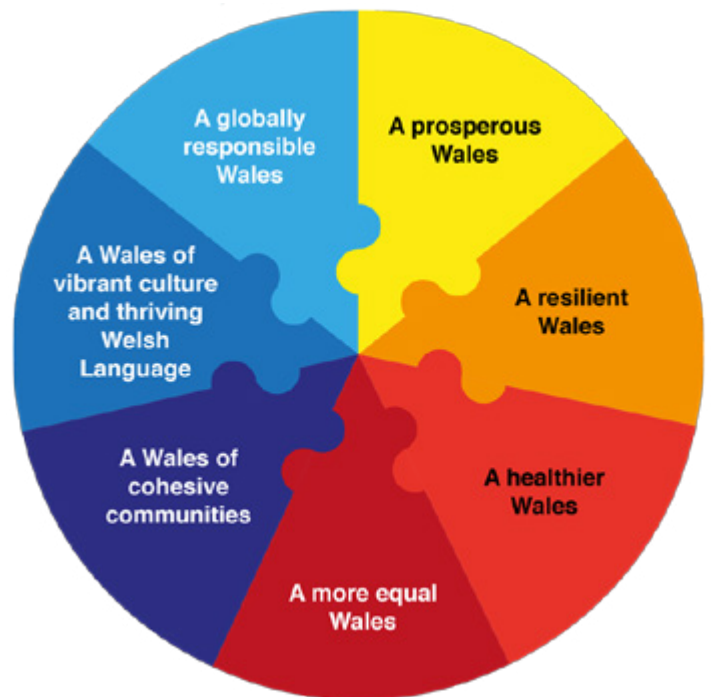


5 Information Sources



The information which has been used to prepare this Strategic Equality Plan is:

- Verified student and staff data for the academic year 2018 - 2019.
- Is Wales Fairer? 2018. Equality and Human Rights Commission.
- Public Sector Equality Duty and the Further Education Sector in Wales 2019. Equality and Human Rights Commission.
- Well Being of Future Generations (Wales) Act 2015. (see diagram, right)
- Additional Learning Needs Code for Wales 2020.



6 Consultation



In preparing this Strategic Equality Plan 2020 to April 2024, consultation has taken place with:

- the Governing Body
- the Senior Management Team
- the Equality and Diversity Committee
- College Organisational Development Group
- Unions (NEU, NASUWT, UCU, Unison)
- the Third Sector
- staff
- student parliament



7 Significant Issues



The College has identified the following areas as the most significant issues in respect of equality and the general duty. In broad terms the objectives are:

- 1 Accessibility for all
- 2 Promote Social Mobility
- 3 Voice and Influence
- 4 Celebrate Diversity
- 5 Challenge Discrimination
- 6 Health and Wellbeing



7.1 Objective 1: Accessibility for all

We will champion accessibility of the curriculum and the college environment, improve physical accessibility, challenge ability discrimination and promote respect and inclusion regardless of ability, disability or mental wellbeing.

We will do this by:

ACTIONS

- Developing supported work placements and opportunities for disabled people.
- Adhering to the Additional Learning Needs Code for Wales.
- Raising awareness of the impact of hidden disabilities on participation and inclusion in college life.
- Audits of college buildings to inform an action plan on how to improve access for staff, students and other stakeholders.
- Increase the number of staff and students completing Equality and Diversity monitoring forms.



7.2 Objective 2: Promote Social Mobility

We will promote social mobility through raising aspirations and improving outcomes for all staff and students with protected characteristics or from disadvantaged groups, including economic deprivation.

We will do this by:

ACTIONS

- Developing schemes to support staff progression.
- Implementing mentoring, coaching and succession planning to support staff with protected characteristics to progress within the organisation.
- Continuing to develop and implement strategies to increase the involvement in apprenticeships of people from ethnic minorities and those with disabilities.
- Continuing to challenge gender stereotyping in apprenticeships.
- Collecting and analysing data on all protected characteristics of staff who have left the College. Identify actions that need to be implemented to redress any imbalance.
- Collecting disciplinary and grievance data by all protected characteristics and where appropriate identifying actions that need to be implemented to redress any imbalance.
- Identifying additional support strategies and ensuring learners with a disability and or learning difficulty take up the support that is offered.
- Reducing the attainment gap between different groups of learners by ensuring every learner has the same opportunity to succeed.
- Setting individual targets that stretch, challenge and inspire all learners to achieve their full potential and best possible grades.
- Expanding the range and raising awareness of the HE programmes within communities and workplaces to target adults from lower decile areas.



7.3 Objective 3: Voice and Influence

We will promote a diverse culture where students, apprentices and staff are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the College and local communities.

We will do this by:

ACTIONS

- Increasing the number of people with protected characteristics on the governing body, so it is more representative of the local community.
- Developing relationships with local communities and external stakeholders, particularly those representing protected groups, to deliver the equality objectives.
- Working with the wider student and staff body to increase engagement, influence and co-production in our equality, diversity and inclusion objectives and action plans.
- Creating opportunities for staff to engage with local communities and networks, to share best practice and build links with external groups.

7.4 Objective 4: Celebrate Diversity

We will seek and create opportunities to celebrate diversity, being responsive around the needs of the College community and ensure excellence through inclusion.

We will do this by:

ACTIONS

- Continuing to improve the diversity of the workforce to better reflect the profile of our students, and addressing under representation of protected groups, particularly in College management roles.
- Developing a 'Transgender Policy' that is flexible and supportive of staff and students.
- Celebrating the differences between members of the College community with actions, words and images, drawing on diversity in its broadest sense.
- Co-ordinating campaigns and activities for staff and students to plan, co-produce and lead activities which challenge non-inclusive behaviours.
- Committing to being a Disability Confident employer by developing and implementing a Disability Confident action plan.



7.5 Objective 5: Challenge Discrimination

We will promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations in our practice and communications.

We will do this by:

ACTIONS

- Identifying and taking action to address gender, ethnicity, disability pay differences, occupational segregation and employment gaps.
- Publishing action plans to address any pay gaps identified across protected characteristics.
- Ensuring that employers contracted by the College address the above.
- Offering flexible and part-time working for all roles unless there is a genuine business reason to prevent this.
- Ensuring that equal pay audits are undertaken and set appropriate actions based on findings.
- Monitoring and reviewing contract types by protected characteristics and identify any areas for action.
- Collecting and analysing information on all protected characteristics of staff who have changed position in the College and where appropriate identify actions to be implemented.
- Increasing the number of students with a protected characteristic accessing HE.
- Regularly reviewing and analysing training and development data in relation to staff with protected characteristics accessing professional training and consider appropriate actions based on findings.
- Ensuring that E&D training is regularly reviewed and evaluated to ensure its ongoing effectiveness and positive impact in the workplace.



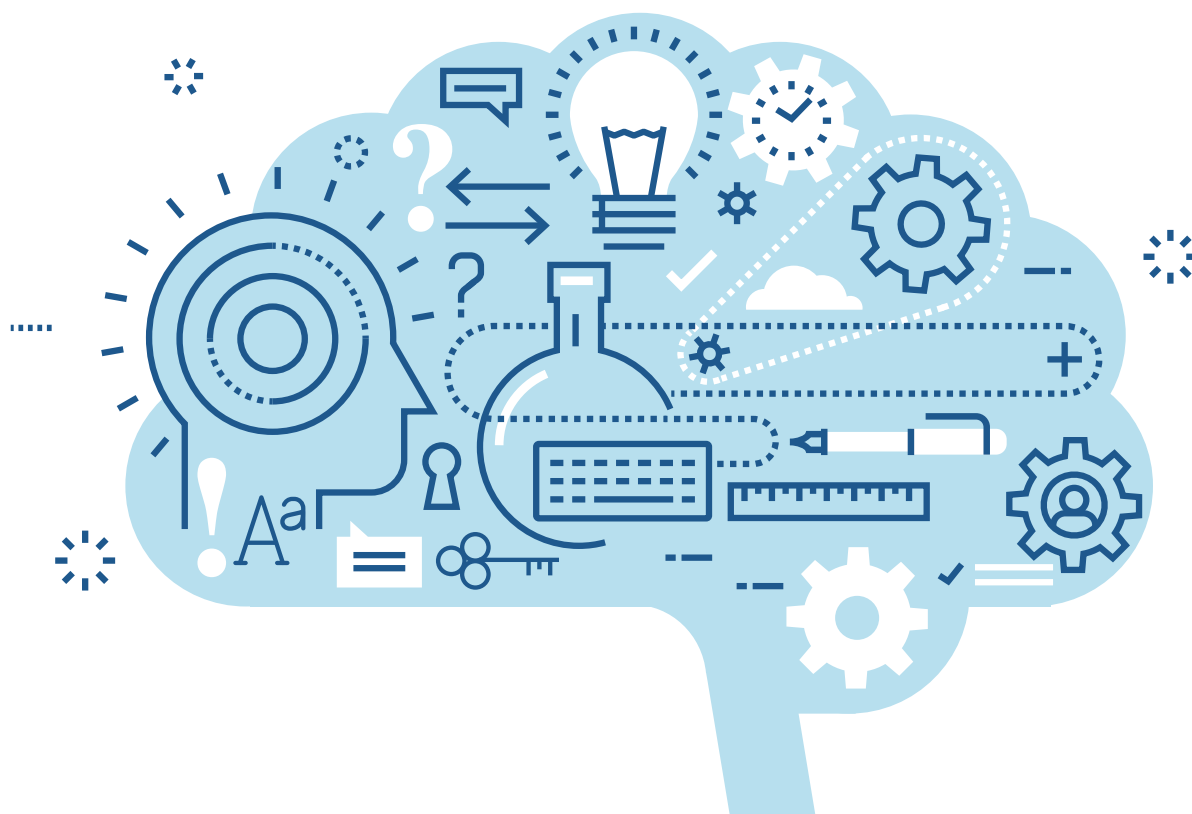
7.6 Objective 6: Health and Wellbeing

We will invest in and promote a culture of positive mental health and wellbeing across the College.

We will do this by:

ACTIONS

- Undertaking analysis of the protected characteristics of staff and student participation and engagement in wellbeing initiatives across the College and consider appropriate actions based upon findings.
- Developing effective management practice in dealing with mental health issues, including the development of a 'Mental Wellbeing Policy'.
- Creating a culture of safe disclosure around mental wellbeing and encouraging a work-life balance.
- Recognising that risk or vulnerability of staff and students may be heightened due to protected characteristics.



8 Our Staff



Staff Profile

The largest percentage of females are employed in business support roles (65%), males (35%). There are equal percentages of females employed in management as there are in academic posts (55%), males (45%).

The largest number of people declaring a disability are employed in a management role (4.5%) followed by academic posts (3.4%) with the lowest being business support staff (2%). An estimated 19% of working age adults have a disability, using the Equality Act definition.

There are more managers (3%) who identify as LGBT+ followed by support staff (2.1%) with the lowest being academic (1%). Less managers use the 'Prefer Not to Say' option (16%) followed by support staff (32.5%) with the academic staff being highest (34%).

67 managers identify as being white British with one preferring 'Not to Say'. 471 out of 504 academic staff identify as white British with 23 coming from other ethnic minorities and 10 preferring 'Not to Say'. 637 out of 668 Business Support staff identify as white British with 21 coming from other ethnic minorities and 10 preferring 'Not to Say'.

Out of 1,240 staff there are 47 under the age of 25. The largest number of managers, academic and business support staff are in the age band of 50-54. The next largest group of staff fall into the age band of 45-49. There are 57 members of staff over the age of 65.

Job Applicants

Out of a total number of 1,098 job applicants in the last academic year there were 779 females, 315 Males and 4 people preferred not to say.

78 of the job applicants identified had a disability and 1,020 did not.

There were 936 applicants who identified as White British and 147 coming from different ethnic backgrounds with 15 preferring not to say.

The largest number of applicants fell into the 46-55 age range (285) closely followed by the 26-35 age range (280) and then by the 36-45 age range (257).

Leavers

Out of 80 staff who left the College in the year prior to October 2019, 41 were female and 39 were male. With the other protected characteristics there is nothing to report as the numbers were too small.

Bullying and Harassment

The College has effective policies and training to prevent and respond to bullying and harassment. No cases were reported during the reporting period.

Grievance

The College has effective grievance procedures that aim to help to resolve individual grievances in a manner which is as fair, reasonable and timely as possible. It is the College's policy to find a solution to individual grievances as early in the procedure as possible. There is nothing to report during the reporting period as numbers were too small.

Disciplinary

The College has effective disciplinary procedures based on best practice guidance issued by the Advisory, Conciliation and Arbitration Services (ACAS). The procedure helps and encourages employees to achieve acceptable standards of conduct at work. It is also designed to ensure consistent and fair treatment for all in relation to disciplinary action taken in response to misconduct. During the reporting period there is nothing to report as numbers were too small.



9 Our Learners



Further Education and Work-based Learning

Male learners, learners with a disability or difficulty and those from the poorest backgrounds do not perform as well as their counterparts.

Female learners are more likely to achieve higher grades than males (F65%:M57%).

Learners with a disability or difficulty do not achieve the high grades at the same rate as those with no disability (Disability 46%: No disability 65%).

Although the gap has closed slightly there is still a significant achievement gap between those learners from the poorest areas and those from the most affluent areas (Decile 1-2 51%: Decile 9-10 70%).

10 Arrangements for Monitoring Progress



Successful delivery of the College's objectives in respect of the duty will require strong leadership. Leadership will be driven primarily by the Governing Body, the Chief Executive and the Senior Management Team.

A designated senior post holder has the strategic responsibility for the Equality and Diversity agenda and oversees the implementation, monitoring and review of Equality and Diversity.

Each member of the Senior Management Team will ensure their staff have the required appropriate skills and knowledge of equality and in this way the responsibility for operational delivery rests within all teams in the College.

The College will review its information, engagement evidence, impact assessments and objectives on an annual basis.

The College Equality and Diversity Committee, which meets on a termly basis, will monitor delivery against the objectives and scrutinise the information available to ensure the identification and implementation of new strategies and objectives appropriately.



11 Arrangements for collecting relevant equality information



The College is currently adopting best practice identified within the FE Sector in the pursuit of its equality objectives and will continue to have in place;

- appropriate systems for collecting all staff data in respect of all protected characteristics
- appropriate systems for collecting all student data in respect of all protected characteristics
- appropriate systems for collecting all job applicant data in respect of all protected characteristics
- appropriate systems for collecting all student data in respect of all student applications and protected characteristics
- appropriate systems for collecting all student data in respect of all protected characteristics and academic achievement

12 Arrangements for Publishing Equality Information



All equality information in respect of the protected characteristics will be published annually on the Coleg Cambria website www.cambria.ac.uk

This will be published in accordance with the categories identified above and will be first published by April 2021.

If you require this information in alternative formats please contact the Chief Operating Officer.

Hard copies of the Strategic Equality Plan 2020 - 2024 will be available from all libraries, receptions and on the staff and student intranet sites.

13 Arrangements for assessing likely, actual and ongoing impact on Protected Groups



Coleg Cambria is committed to measuring the impact of new and existing policies, practices, procedures and projects on all equality groups by conducting appropriate impact assessments. When conducting impact assessments the College will:

- establish clear criteria for measuring the relevance of a policy, practice, procedure and projects to equality of opportunity for all groups.
- prioritise and set a timetable to assess all existing and future policies, practices and procedures which are considered to have an impact on all groups.
- collect and analyse relevant data to assist with impact assessments.
- engage appropriately through involvement and consultation with people who are likely to be affected by the policies and programmes from the start of the development and planning processes.
- review and revise proposals in light of data collection, consultation and involvement of people to ensure any negative impact is mitigated.
- continue to provide staff with training and support to ensure they carry out Equality Impact Assessments with confidence and knowledge.
- aspire to provide a positive outcome for all equality groups in our work.
- in order to assess the impact of College policies and programmes on all protected characteristics the following information will be analysed:
 - i) demographic data and other statistics
 - ii) existing research findings
 - iii) benchmarking data
 - iv) survey data
 - v) equality monitoring data
 - vi) one off data gathering exercises



14 Promoting Knowledge and Understanding



Coleg Cambria's equality objectives include the commitment to developing and implementing a comprehensive training and awareness programme for all staff in respect of the general and specific duties.

The College has delivered the following training;

- training for all Governing Board Members and senior managers in respect of the duties and their responsibilities.
- a general training and awareness programme in respect of the duties for staff
- induction training for all new staff on Equality and Diversity.

Coleg Cambria will continue to deliver Equality and Diversity training during 2020-2024 through a variety of methods:

- Ensuring that the College Induction programme and process includes knowledge and awareness of the duties and what they mean for staff.
- Training for appropriate academic staff in respect of curriculum.
- Training for tutors and the production of appropriate material for tutors to use with students. This will assist in mainstreaming equality for all protected groups into student culture and behaviour.
- Tailored appropriate training on assessing the impact of policies and functions on all protected characteristics for appropriate staff.
- Tailored targeted disability training for identified priority staff.
- Mainstreaming of equality and the duties into all professional development training programmes and continue to train staff in general awareness in respect of their duties.



15 Engagement



The College has made a commitment to involving under-represented people in areas where its work will have the most impact on their participation in courses, and also in employment.

Engagement is always an important part of the College's work, but it is recognised that specific processes need to be put in place to ensure that the needs of people are taken into account and that the dimensions of diversity, such as ethnicity, age, disability, gender, transgender, pregnancy and maternity, sexual orientation and religion or belief, are all addressed.

The College will publish reports on the outcome of its engagement activity, including consultation and involvement, to show clearly how people and their representative groups have influenced planning and decision making.

16 Contact Details



Please contact:

Steve Jackson
Chief Operating Officer

Coleg Cambria
Kelsterton Road
Connah's Quay
Flintshire
CH5 4BR

steve.jackson@cambria.ac.uk
01978 267004

The Strategic Equality Plan 2020-2024 can be made available in alternative formats.

Copies of this document in Welsh are available.

A full version of The Strategic Plan and The College Annual Report can be requested.



Targeted Actions for Protected Characteristics



ACTIONS	AGE	DISABILITY	GENDER REASSIGN.	MARRIAGE / CP	PREGNANCY / MAT.	RACE	RELIGION / BELIEF	SEX	SEXUAL ORIENTAT.	TIMESCALE	COMMENT
OBJECTIVE 1											
Developing supported work placements and opportunities for disabled people.		•								L	
Increase the numbers of staff and learners completing Equality and Diversity monitoring form.	•	•	•	•	•	•	•	•	•	S	
Raising awareness of the impact of hidden disabilities on participation and inclusion in college life.		•								M	
Audits of college buildings to inform an action plan on how to improve physical access for staff, students and other stakeholders.		•					•	•		L	
OBJECTIVE 2											
Develop schemes to support staff progression.	•	•	•	•	•	•	•	•	•	M	
Implement mentoring, coaching and succession planning to support staff with protected characteristics to progress within the organisation.	•	•	•	•	•	•	•	•	•	M	
Continue to develop and implement strategies to increase the involvement in apprenticeships of people from ethnic minorities and those with disabilities.		•				•				M	
Continue to challenge gender stereotyping in apprenticeships.								•		M	
Collect and analyse data on all protected characteristics of staff who have left the College. Identify actions that need to be implemented to redress any imbalance.	•	•	•	•	•	•	•	•	•	S	



ACTIONS	AGE	DISABILITY	GENDER REASSIGN.	MARRIAGE / CP	PREGNANCY / MAT.	RACE	RELIGION / BELIEF	SEX	SEXUAL ORIENTAT.	TIMESCALE	COMMENT
OBJECTIVE 2 ctd.											
Collect disciplinary and grievance data by all protected characteristics and where appropriate identify actions that need to be implemented to redress any imbalance.	●	●	●	●	●	●	●	●	●	S	
Identifying additional support strategies and ensuring learners with a disability and/or learning difficulty take up the support that is offered.		●								L	
Reducing the attainment gap between different groups of learners by ensuring every learner has the same opportunity to succeed.	●	●	●	●	●	●	●	●	●	L	Intersectionality
Setting individual targets that stretch, challenge and inspire all learners to achieve their full potential and best possible grades.	●	●	●	●	●	●	●	●	●	S	
Expanding the range and raising awareness of HE programmes within communities and workplaces to target adults from lower decile areas.	●	●	●	●	●	●	●	●	●	M	Intersectionality
OBJECTIVE 3											
Increasing the number of people with protected characteristics on the governing body, so it is more representative of the local community.		●				●		●		M	
Developing relationships with local communities and external stakeholders, particularly those representing protected groups, to deliver the equality objectives.	●	●	●			●	●	●	●	S	



ACTIONS	AGE	DISABILITY	GENDER REASSIGN.	MARRIAGE / CP	PREGNANCY / MAT.	RACE	RELIGION / BELIEF	SEX	SEXUAL ORIENTAT.	TIMESCALE	COMMENT
OBJECTIVE 3 ctd.											
Working with the wider student and staff body to increase engagement, influence and co-production in our equality, diversity and inclusion objectives and action plans.	●	●	●	●	●	●	●	●	●	M	
Creating opportunities for staff to engage with local communities and networks, to share best practice and build links with external groups.	●	●	●	●	●	●	●	●	●	M	
OBJECTIVE 4											
Continue to improve the diversity of the workforce to better reflect the profile of our students, and addressing under representation of protected groups, particularly in college.	●	●	●			●	●	●	●	L	
Develop a 'Transgender Policy' that is flexible and supportive of staff and students.			●							S	
Celebrating the differences between members of the College community with actions, words and images, drawing on diversity in its broadest sense.	●	●	●			●	●	●	●	S	
Coordinating campaigns and activities for staff and students to plan, co-produce and lead activities which challenge non-inclusive behaviours.	●	●	●			●	●	●	●	M	
Committing to being a Disability Confident employer by developing and implementing a Disability Confident action plan.		●								M	



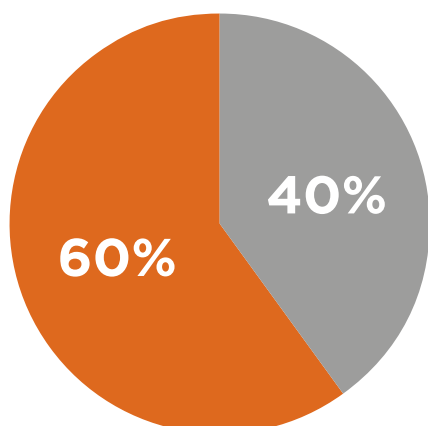
ACTIONS	AGE	DISABILITY	GENDER REASSIGN.	MARRIAGE / CP	PREGNANCY / MAT.	RACE	RELIGION / BELIEF	SEX	SEXUAL ORIENTAT.	TIMESCALE	COMMENT
OBJECTIVE 5											
Identify and take action to address gender, ethnicity, disability pay differences, occupational segregation and employment gaps.		●				●		●		S	
Publish action plans to address any pay gaps identified across protected characteristics.		●				●		●		M	Intersectionality
Ensure that employers contracted by the College address the above.		●				●		●		L	
Offer flexible and part-time working for all roles unless there is a genuine business reason to prevent this.	●	●	●	●	●	●	●	●	●	M	Intersectionality
Ensure that equal pay audits are undertaken and set appropriate actions based on findings.		●				●		●		M	
Monitor and review contract types by protected characteristics and identify any areas for action.	●	●	●			●	●	●	●	S	
Collect and analyse information on all protected characteristics of staff who have changed position in the College and where appropriate identify actions to be implemented.	●	●	●		●	●	●	●	●	M	
Increase the number of students with protected characteristics accessing HE programmes.	●	●	●	●	●	●	●	●	●	M	
Regularly review and analyse training and development data in relation to staff with protected characteristics accessing professional training and consider appropriate actions based on findings.	●	●	●	●	●	●	●	●	●	S	



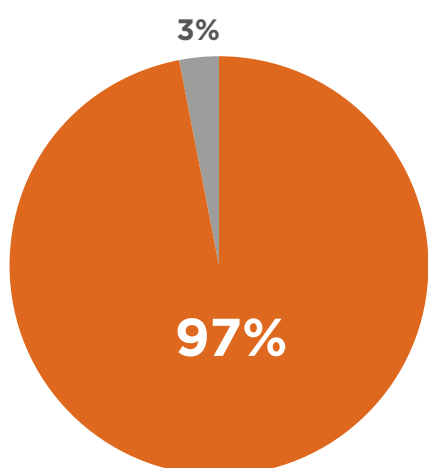
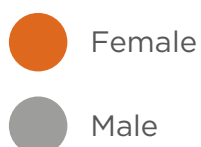
ACTIONS	AGE	DISABILITY	GENDER REASSIGN.	MARRIAGE / CP	PREGNANCY / MAT.	RACE	RELIGION / BELIEF	SEX	SEXUAL ORIENTAT.	TIMESCALE	COMMENT
OBJECTIVE 5 ctd.											
To ensure that E&D training is regularly reviewed and evaluated to ensure its ongoing effectiveness and positive impact in the workplace.	•	•	•	•	•	•	•	•	•	S	
OBJECTIVE 6											
Undertake analysis of the protected characteristics of staff and student participation and engagement in wellbeing initiatives across the College and consider appropriate actions based upon findings.	•	•	•		•	•	•	•	•	S	
Develop effective management practice in dealing with mental health issues, including the development of a 'Mental Wellbeing Policy'.		•								M	Intersectionality
Creating a culture of safe disclosure around mental wellbeing and encourage a life work balance.		•								L	Intersectionality
Recognising that risk or vulnerability of students and staff may be heightened due to protected characteristics.										M	Intersectionality

KEY

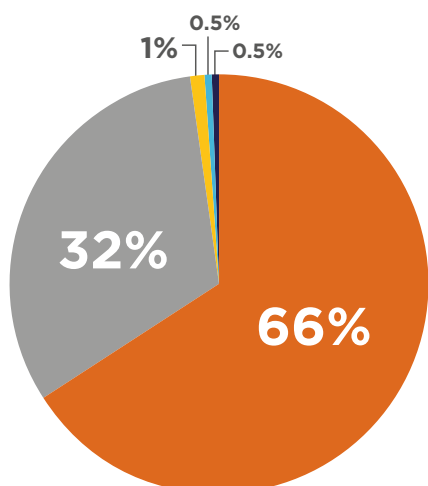
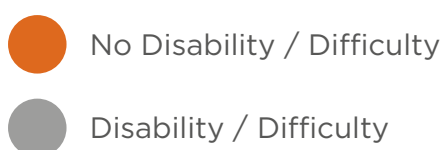
S	Short-term (within 1 year)
M	Medium-term (within 2-3 years)
L	Long-term (within 4 years)
GENDER REASSIGN.	Gender Reassignment
MARRIAGE / CP	Marriage/Civil Partnership
PREGNANCY / MAT.	Pregnancy/Maternity
SEXUAL ORIENTAT.	Sexual Orientation



Staff by Gender

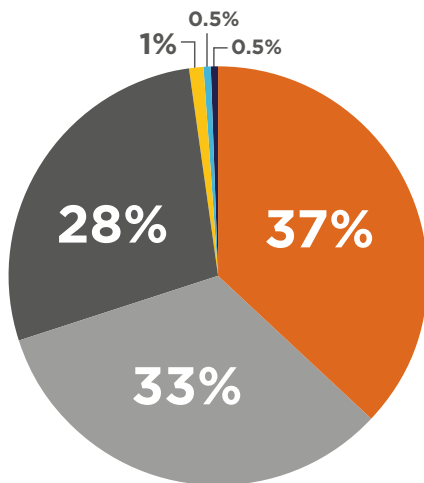


Staff by Disability / Difficulty

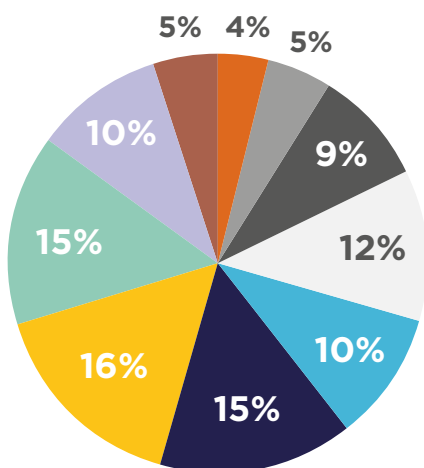


Staff by Sexual Orientation

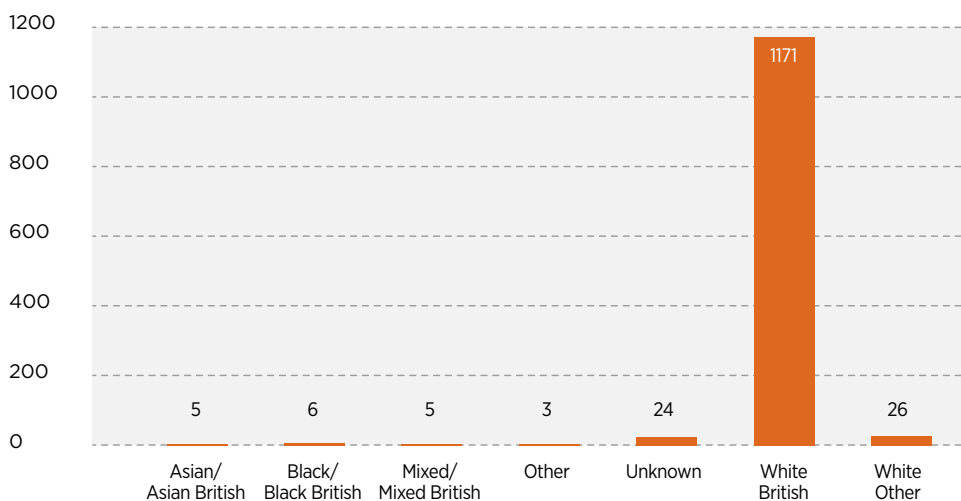
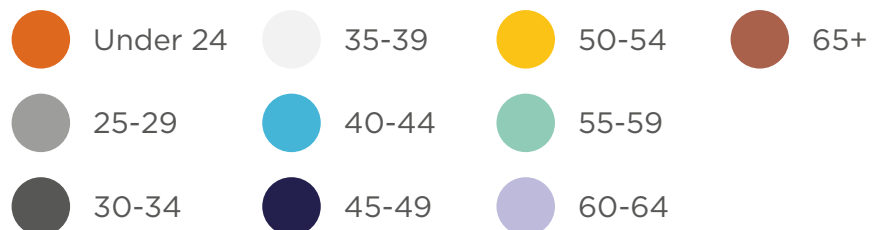




Staff by Religion or Belief



Staff by Age



Staff by Race



Further Education

There were 12,894 learners enrolled onto FE funded programmes in 2018/19 of which 44% were full time.

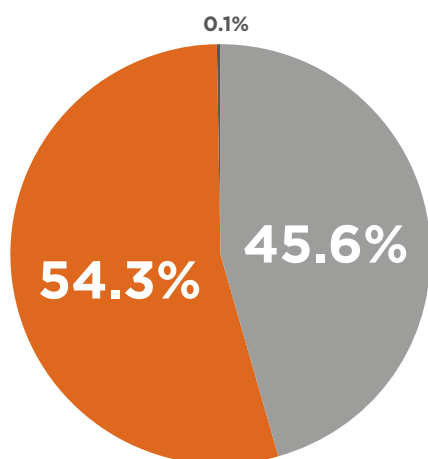
There has been a slight shift in the ratio of female to male from the previous year as the percentage of female learners has increased. In 2017/18 there were 47.6% male and 52.4% female learners. 69% of part time learners are 25+ and 78% of full time learners are 16-18.

The percentage of learners from areas of social deprivation (deciles 1-2) has declined from 16.1% to 12.8%. The Wrexham campuses (Yale/Bersham) have a higher percentage of learners from the lower deciles (15.1% deciles 1-2 and 22% deciles 3-4) than Deeside and

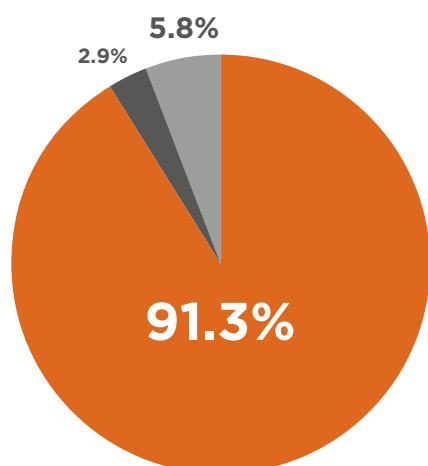
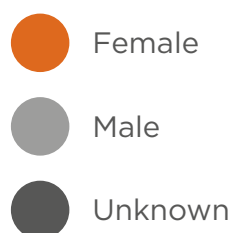
Northop combined (11.9% deciles 1-2 and 17.9% deciles 3-4). These are broadly in line with the Welsh Index of Multiple deprivation (WIMD) data for the region (Wrexham 13%, Flintshire 12%, Denbighshire 15.5%) StatsWales 2014 .

The largest areas of disability/difficulty are Dyslexia (38%), Autism (11%) ADHD (10%) and physical/medical (10%).

2.7% of learners are from non-white ethnic backgrounds. The largest groups of non-white ethnic groups are from Asian descent. These numbers are in line with regional demographics.

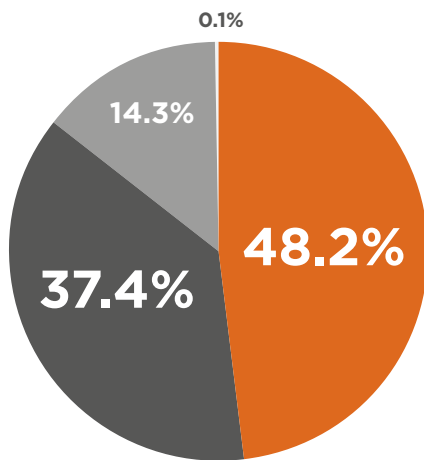


FE Learners by Gender

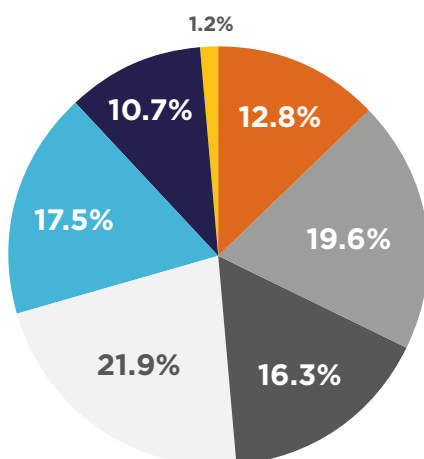
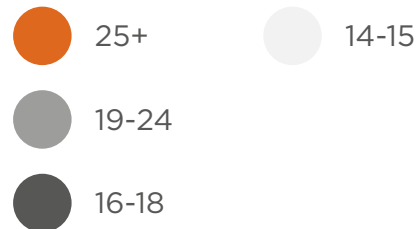


FE Learners by Ethnicity

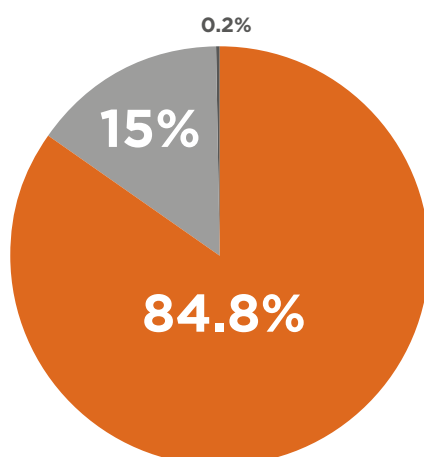




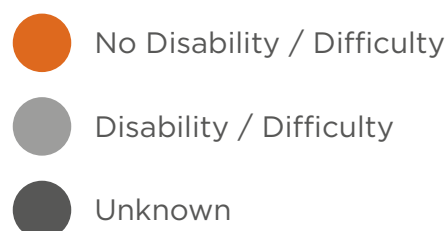
FE Learners by Age Group



FE Learners by Decile Area



FE Learners by Disability / Difficulty





Further Education

The Further Education success rates and the high grades by learner characteristic for 2018/19 are detailed in the tables below. The gap in high grade attainment for 25+ has been closed. However there are some notable gaps in success rates for example female learners are more likely to achieve higher grades than males (F65%:M57%). Learners with a disability or difficulty do not achieve the high grades at the same rate as those with no disability (Disability 46%: No disability 65%). Although the gap has closed slightly there is still a significant achievement gap between those learners from the poorest areas and those from the most affluent areas (Decile 1-2 51%: Decile 9-10 70%).

Table 1: Learners by Gender

	ENTRIES	SUCCESS RATE (MAIN QUALS)		HIGH GRADES	
	2018/19	2017/18	2018/19	2017/18	2018/19
Male	3,715	85%	86%	59%	57%
Female	3,921	84%	85%	63%	65%

Table 2: Learners by Ethnicity

	ENTRIES	SUCCESS RATE (MAIN QUALS)		HIGH GRADES	
	2018/19	2017/18	2018/19	2017/18	2018/19
Non White	234	89%	89%	68%	73%
White	7,335	84%	85%	61%	61%

Table 3: Learners by Disability and/or Learning Difficulty

	ENTRIES	SUCCESS RATE (MAIN QUALS)		HIGH GRADES	
	2018/19	2017/18	2018/19	2017/18	2018/19
Disability	1,565	82%	83%	45%	46%
No Disability	6,079	85%	86%	66%	65%

Table 4: Learners by Age Group

	ENTRIES	SUCCESS RATE (MAIN QUALS)		HIGH GRADES	
	2018/19	2017/18	2018/19	2017/18	2018/19
Age 16-18	6,455	85%	86%	63%	62%
Age 19-24	828	80%	85%	51%	58%
Age 25+	361	85%	82%	39%	66%



Table 5: Learners by Decile Area (Welsh Index of Multiple Deprivation)

	ENTRIES	SUCCESS RATE (MAIN QUALS)		HIGH GRADES	
	2018/19	2017/18	2018/19	2017/18	2018/19
1-2	986	79%	82%	50%	51%
3-4	1,426	84%	84%	56%	56%
5-6	1,132	83%	84%	59%	58%
7-8	1,785	84%	87%	63%	64%
9-10	1,634	90%	88%	72%	70%

Table 6: Learners in Receipt of EMA

	ENTRIES	SUCCESS RATE (MAIN QUALS)		HIGH GRADES	
	2018/19	2017/18	2018/19	2017/18	2018/19
EMA	2,086	82%	83%	57%	56%
No EMA	5,558	86%	86%	63%	63%

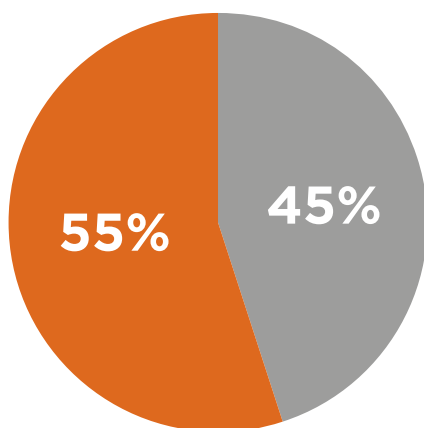


Work Based Learning

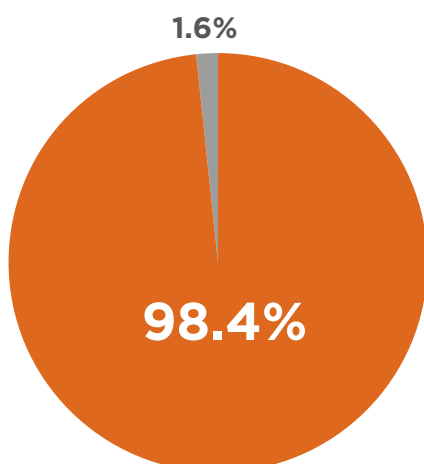
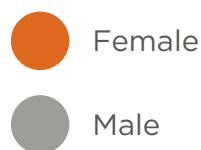
Approximately 1600 apprentices completed their programmes in 2018/19. The charts show the composition of those learners by characteristic.

The proportion of male learners has increased from 39% to 45%. In 2018/19 98.4% [2017/18 94.9%] of apprentices described themselves as white British, and 1.6% [2017/18 3.3%] described themselves as white

non-British, which represents a shift in proportion of the ethnicity of learners which is not representative of the regional population. The 2011 census data shows that in Wrexham 81.4% of residents describe themselves as white British or Irish, as opposed to 96.3% in Flintshire (UK average 80.5%).

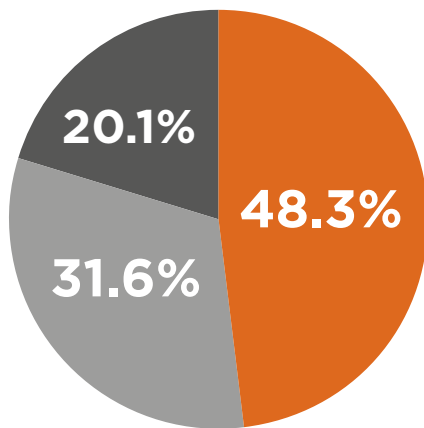


WBL Learners by Gender

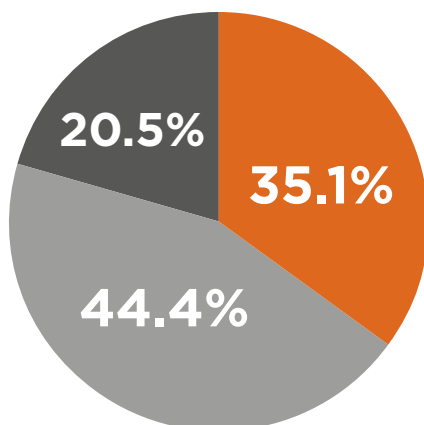
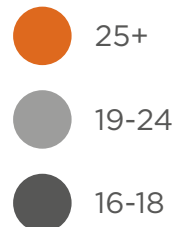


WBL Learners by Ethnicity

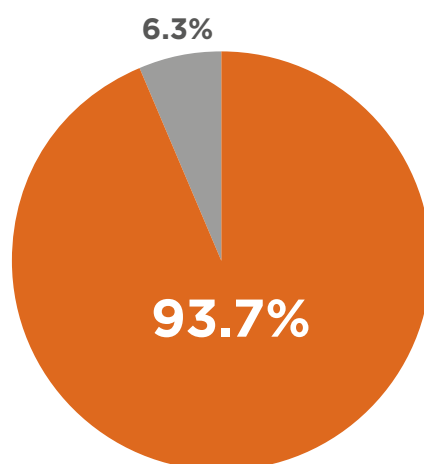




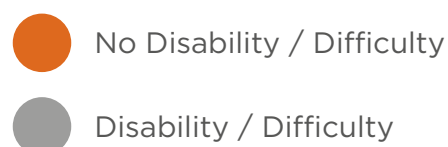
WBL Learners by Age Group



WBL Learners by Decile Area



WBL Learners by Disability / Difficulty





Work Based Learning

The tables below show the framework success rates of apprentices over a 3 year period by characteristic. There is a very close correlation of performance by gender, although females achieve at a slightly lower rate than their male counterparts (table 1). Learners who describe themselves as white do not perform on average as well as their counterparts who describe themselves as non white, the gap of 13pp is significant (table 2). Table 3 shows an 11pp achievement gap between this with a disability/difficulty and those without. Younger learners do better than more mature learners (table 4). One of the reasons for this is the time away from full time formal study and the addition of the essential skills into the framework which many mature learners find a challenge.

Table 1: Learners by Gender

	LEAVERS	FRAMEWORK SUCCESS RATES		
	2018/19	2016/17	2017/18	2018/19
Male	712	82%	84%	83%
Female	870	85%	84%	82%

Table 2: Learners by Ethnicity

	LEAVERS	FRAMEWORK SUCCESS RATES		
	2018/19	2016/17	2017/18	2018/19
Non White	26	88%	83%	89%
White	1,565	84%	84%	76%

Table 3: Learners by Disability and/or Learning Difficulty

	LEAVERS	FRAMEWORK SUCCESS RATES		
	2018/19	2016/17	2017/18	2018/19
Disability	101	84%	77%	73%
No Disability	1,493	84%	84%	84%

Table 4: Learners by Age Group

	LEAVERS	FRAMEWORK SUCCESS RATES		
	2018/19	2016/17	2017/18	2018/19
Age 16-18	320	85%	84%	86%
Age 19-24	504	84%	87%	82%
Age 25+	770	82%	81%	82%



Table 5: Learners by Decile Area (Welsh Index of Multiple Deprivation)

	LEAVERS	FRAMEWORK SUCCESS RATES		
	2018/19	2016/17	2017/18	2018/19
1-3	478	85%	83%	81%
4-7	605	83%	83%	82%
8-10	280	83%	84%	86%

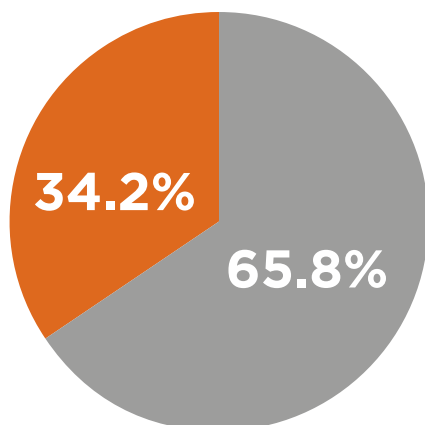


Higher Education

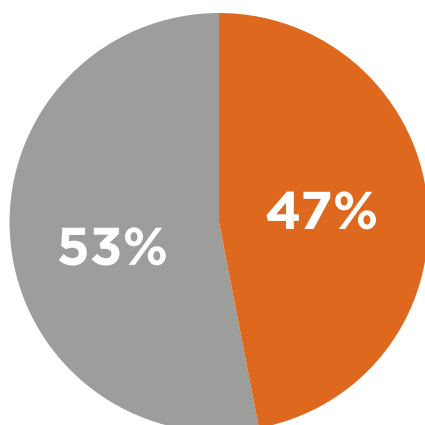
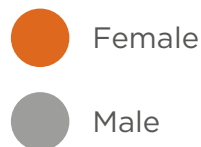
There were approximately 400 students enrolled onto HE funded programmes in 2018/19 with a broadly even split between 18-24 year olds and 25+.

Almost 66% are male, this is due to the domination of Engineering and Construction programmes, although this is changing with the addition of other programmes such as Childcare and Business & Management. HE students are predominantly from the more affluent areas and 10% of HE students have declared a disability

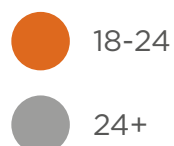
or learning difficulty. 90% of Higher Education students describe themselves as white. The HE curriculum has expanded rapidly over the last 2 years which has brought about a more inclusive HE offer with a wider range of subject areas and more flexible delivery patterns. This is having a positive impact on the student composition which will continue to change rapidly over the next 2-3 years as the provision is rolled out and embedded.

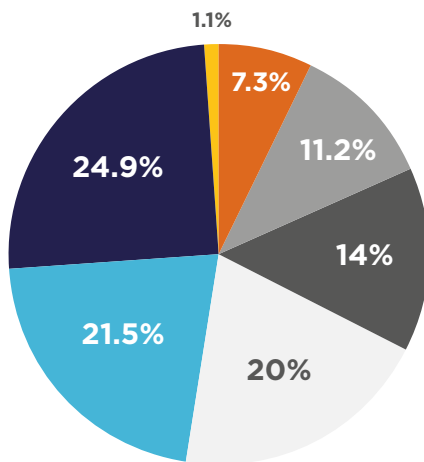


HE Learners by Gender



HE Learners by Age Group





HE Learners by Decile Area

