

A large circular graphic with a white center and a multi-colored outer ring. The ring is composed of diagonal stripes in a rainbow spectrum of colors: green, yellow, orange, red, purple, blue, and cyan.

**ANNUAL
EQUALITY
REPORT
2021-2022**

Annual Equality Report Contents

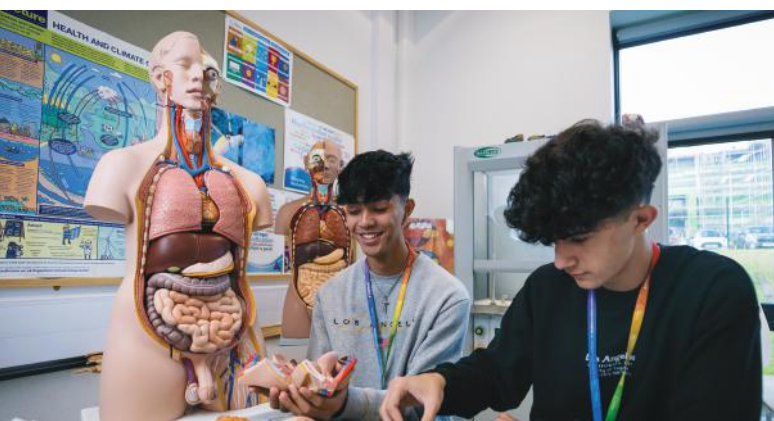


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Foreword

We are very pleased to introduce Coleg Cambria's Annual Equality Report, 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 identity or background.



1. About the College

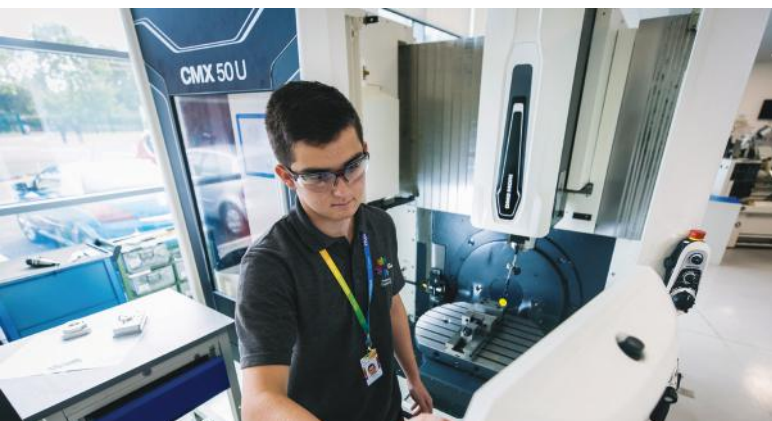
Coleg Cambria has rapidly established itself as a leading UK education provider. The overriding priority of the College is to deliver excellent teaching and learning, in order to stretch, challenge and inspire all learners to explore and achieve their full potential.

One of the largest colleges in the UK, Coleg Cambria has 6,300 full-time students and 6,500 part-time learners. 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.

2. Who does this report apply to?

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



3. 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:



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 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 practises 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.



4. How we Manage Equality and Diversity

Roles and Responsibilities

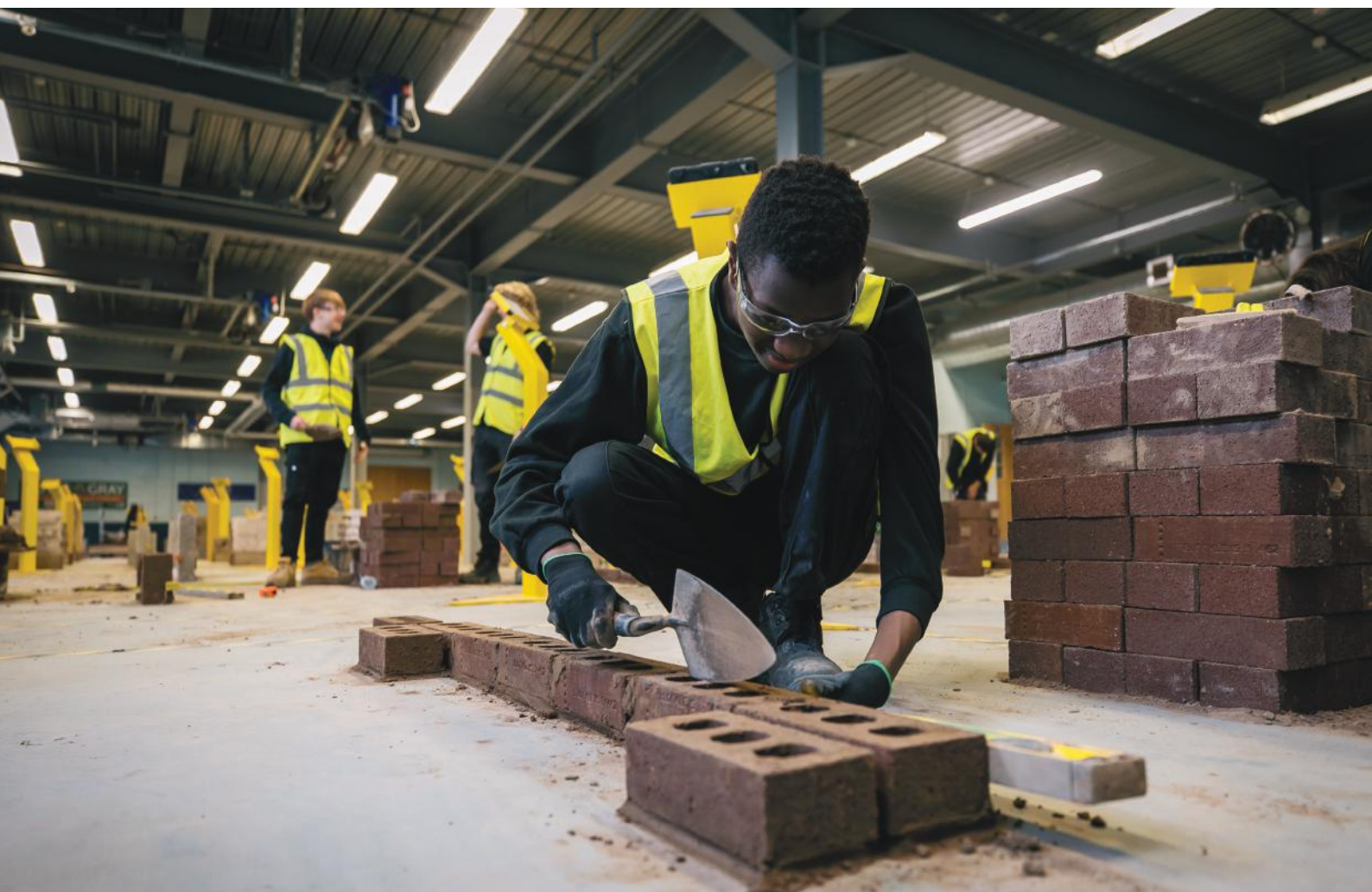
The College has established a number of structures to ensure that discrimination, harassment and victimisation are eradicated, and that equality of opportunity is promoted. These structures start from the top of our organisation and go through to every level. They ensure that responsibility for equality and diversity is clear.

The Corporation (Board of Governors) recognises their responsibility for Equality and Diversity and delegates to the Chief Executive overall responsibility for ensuring that legal and policy obligations are met. The Annual Equality and Diversity report presented to the Governors serves as an important monitoring tool as well as ensuring accountability.

The Deputy Chief Executive (People Experience and Culture) chairs the Equality & Diversity Committee that has a membership drawn from across the College. This group has the responsibility to:

- review and advise on Equality & Diversity policies
- scrutinise and monitor the progress on Equality objectives
- comment on initiatives relating to the promotion of Equality and Diversity

In addition, there are a range of focus groups, which play an important role in assisting the College to achieve an inclusive culture. Additionally, the College has its own dedicated Equality and Diversity Coordinator whose job is to provide advice and support as well as to set plans and monitor progress.



5. Information Sources

The data for Students in this section of the report refers to the academic year 2020-2021 and the Staff Data was captured in January 2022.

All data was correct at the point of writing and as a result may differ from that previously reported.

6. 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:

6.1 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:**

Key Actions include:

- Developing supported work placements and opportunities for disabled people.
- Audits of college buildings to inform an action plan on how to improve access for staff, students and other stakeholders.
- Increase the number of learners completing the E&D monitoring form.
- Continue raising awareness of the impact of hidden disabilities on participation and inclusion in college life.

Key Objectives Achieved:

- A 'Job Coach' has been appointed as part of a pilot scheme to improve participation rates by apprentices with a disability.
- All curriculum staff have completed awareness training in 'Neural Diversity'.
- Virtually all staff (98%) have completed their E&D monitoring form.
- The College is now able to capture all the protected characteristics of learners.
- Comprehensive Additional Learning Needs (ALN) information for curriculum areas is available.

• **A 'Full Audit' of college buildings has been completed. As a result, new, fully accessible facilities have been provided at the Deeside site and access has been improved at Llysfasi.**



- 342 Staff have now been trained in Trauma Informed Approaches and have a greater awareness of Trauma, Attachment and Adverse Childhood Experiences (ACEs)
- 13 staff have completed or are completing a Level 7 Post Graduate Certificate in Attachment, Trauma, and Mental Health.
- The majority of HR staff have attended Trauma and ACES training with 98% stating that this will have an impact on their practice.

6.2 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:

Key Actions include:

- Develop schemes to support staff progression.
- Implement mentoring, coaching and succession planning to support staff with protected characteristics to progress within the organisation.
- Continue to develop and implement strategies to increase the involvement in apprenticeships of people from ethnic minorities and those with disabilities.
- Continue to challenge gender stereotyping in apprenticeships.
- 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.
- Collect disciplinary and grievance data by all protected characteristics and where appropriate identify actions that need to be implemented to redress any imbalance.
- Identify additional support strategies and ensure learners with a disability and/or learning difficulty take up the offered support. .
- Reduce the achievement gap between different groups of learners by ensuring every learner has the same opportunity to succeed.
- Set individual targets that stretch, challenge and inspire all learners to achieve their full potential and best possible grades.
- Expand the range and raise awareness of HE programmes within communities and workplaces to target adults from lower decile areas.

Key Objectives Achieved:

- The performance of both males and females has increased.
- ‘Progress Coaches’ are supporting learners to set individual targets that stretch, challenge and inspire.
- College Disciplinary Procedures have been used to good effect to motivate learners to improve attendance, work submission and behaviour.
- Due to targeted Continuing Professional Development (CPD), success rates for learners with dyscalculia have been increasing steadily over 3 years.
- Overall success rates for learners with ALN specialist support remain above the FE success rates.
- WBL is actively involved in a national network to increase the number of disabled and ethnic minority apprentices.
- The College continues to promote non-traditional images in marketing and case studies.

• A new Leadership Development Programme has been embedded to support the development and progression of managers.



- A new ‘Aspiring Leaders Programme’ has been introduced and this includes a number of places for staff who are under represented at management level currently or those with protected characteristics.
- New Lead Inclusion Assistants have been employed to provide support for Neuro-diverse staff.

Key Objectives Achieved: (continued)

- Data has been collected and analysed on staff with protected characteristics leaving the organisation, no actions were identified.
- Over 140 staff have been assessed through ASSCC (Additional Staff Support at Coleg Cambria). 40 staff receive regular support.
- The performance of both males and females has increased.
- Due to targeted Continuing Professional Development (CPD), success rates for learners with dyscalculia have been increasing steadily over 3 years.
- E&D information is now easily available for curriculum areas and achievement gaps are monitored through the self-assessment and improvement plan process. As a result 33 E&D Targets and 178 actions have been created across the college curriculum areas, of which, 87.9% of targets and 72.5% of actions are on target.
- Overall, numbers of female HE learners remain significantly lower than male. However, this number has risen annually and there has been a 3% increase from 20/21. Planned events target Female applicants, including a practical day at Bersham Road on International Women's Day 2022.

- **A dashboard has been developed to provide curriculum areas with detailed E&D progress and achievement data. The Self-Assessment and improvement processes support the reduction of achievement gaps.**



- A new 'Value Added Matrix' has been piloted and is being implemented in the college to stretch and challenge learners in non-academic areas.
- RaRPA has been embedded within the Life Skills department and this provides individualised, non-accredited targets and assessment.
- There is equity within FE across both gender and ethnicity
- Overall, learners with complex needs (Education Health and Care Plan or Learning and Skills PPlan) succeed at the same rate as learners without.
- Very few (3%) of HE learners recorded a non-white ethnicity, however, all remained on programme and had the same success as white learners
- Learners with Autism achieve higher GCSE and skills success than their Neurotypical counterparts (+4%). Those with general learning difficulties succeed at 1% higher
- All Learners with Protected characteristics and from the lowest decile feel safe in FE.
- 99% of WBL learners with ALN and all learners from the lowest decile feel safe at work.
- Reaching Wider' sessions and accessing electronic resources in HE have reduced the number of requests for assignment extensions.
- Data has been collected and analysed on staff with protected characteristics relating to disciplinary and grievance, due to the very low numbers no actions were identified.
- Bid successfully for Reaching Wider funding to support non-traditional HE learners and those with care responsibilities in academic skills. High learner satisfaction for group sessions delivered at Deeside and Yale.

6.3 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:

Key Actions include:

- Continue to increase the number of people with protected characteristics on the governing body to make it more representative of the local community.
- Further develop relationships with local communities and external stakeholders representing people with protected characteristics.
- Continue to work with the wider student and staff body to increase engagement, influence and co-production in our equality, diversity, inclusion objectives and action plans.
- Create further opportunities for staff to engage with local communities and networks to share best practice and build links with external groups.

Key Objectives Achieved:

- The Board of Governors has achieved a gender balance.
- A list of organisations that represent people with 'Protected Characteristics' is available for all staff to access.
- Staff and student advisory groups that represent particular protected characteristics, have been developed and during this year met virtually.
- Learners with protected characteristics have represented the College at the 'NUS Liberation Conference'.
- The process to encourage learners with additional learning needs to access support has been updated.
- The process to encourage learners with mental health needs to access support has been updated.
- New Mental Health Coordinator now in role, targeted to increase links with external stakeholders, including third sector organisations.
- Sustained relationships with external stakeholders
- The Head of Inclusion and the VP provides representation at the Apprenticeship Providers' Equality, Diversity and Inclusion Group (EDIG) for Apprenticeships
- LGBTQ+ and Disability Groups meet regularly.

- **LGBTQ+ google classroom has been set up to create a support network for learners, and to create a safe communication platform for LGBTQ+ learners.**



- Stonewall training has been delivered to support staff with understanding LGBT identities and experiences in order to confidently advocate for more inclusive workplaces. Trans awareness training has been booked to be delivered to all A level staff to support them with understanding the correct language and approach to learners who identify as trans.

6.4 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:

Key Actions include:

- Continue to improve the diversity of the workforce to better reflect the profile of our students and address under representation of protected groups.
- Develop a 'Transgender Policy' that is flexible and supportive of staff and students.
- Continue to celebrate the differences between members of the College community with actions, words and images, drawing on diversity in its broadest sense.
- Coordinate campaigns and activities for staff and students to plan, co-produce and lead activities, which challenge non-inclusive behaviours.
- Become a 'Disability Confident Leader'.

Key Objectives Achieved:

- The new 'Pastoral Programme' is based on the 'Wellbeing of Future Generations', embedding themes of equality and cohesion.
- Data on the protected characteristics of job applicants and shortlisted candidates is now available.
- All job adverts are forwarded to a specialist agency, which targets people with disabilities.
- Guidance documents for supporting transgender staff and students have been approved.
- Virtual events have been used to celebrate diversity throughout the pandemic year.
- A virtual Equality and Diversity (E&D) area has been created for staff where relevant information and resources are shared.
- The College is now recognised as a Disability Confident Leader.

- **There has been an improvement in both the completion and disclosure rates of equality and diversity information.**



- Completion of the equality and diversity profile increased from 98.4% (2020) to 99% and disclosure (those entering details instead of ticking 'prefer not to say' from 85.6% (2020) to 92.2%. Increases in both disability and LGBT disclosure further demonstrates a culture that welcomes, encourages and celebrates diversity.
- Thursday lunchtime groups are currently happening for LGBTQ+ learners and LGBTQ+ allies to meet and get to know each other. This is also currently being set up in the Deeside campus.

6.5 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:

Key Actions include:

- Identify and take action to address gender, ethnicity, disability pay differences, and occupational segregation and employment gaps.
- Publish action plans to address any pay gaps identified focussing on equal pay for work of equal value.
- Ensure that employers contracted by the College comply with statutory requirements regarding equality of opportunity.
- Offer flexible and part-time working for all roles unless there is a genuine business reason to prevent this.
- Ensure that equal pay audits are undertaken and set appropriate actions based on finding.
- Monitor and review contract types by protected characteristics. Identify any areas for action.
- Collect and analyse information on all protected characteristics of staff who have changed position in the college and where appropriate, identify actions to for implementation.
- Continue monitoring and reviewing contract types by protected characteristics and identifying any areas for action.
- Increase the numbers of students with protected characteristics accessing HE Programmes.
- Continue to review and analyse training and development data in relation to staff with protected characteristics accessing professional training and consider appropriate actions based on findings.
- Ensure that E&D training is regularly reviewed and evaluated to for ongoing positive impact in the workplace.

Key Objectives Achieved:

- The College promotes equality in the procurement of goods, works and services.
- The College's vision for equality and diversity is integrated into the process and procedures associated with tenders and procurement.
- Appropriate provisions are provided in contract documents.
- The promotion and impact of equality measures are monitored and reviewed throughout the duration of any contract.
- The college publishes an annual gender pay gap report complete with relevant analysis.

- **Supported Holocaust Memorial Day across all sites and linked to the status of refugees locally, within communities and internationally. Learners were invited to contribute messages and thoughts to share with others.**



6.6 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:

Key Actions include:

- Undertake analysis of the protected characteristics of staff and student participation and engagement in wellbeing initiatives across the college and consider appropriate actions.
- Develop effective management practice in dealing with mental health issues, including the development of a 'Mental Health Wellbeing Policy'.
- Create a culture of safe disclosure around mental wellbeing and encourage a life work balance.
- Recognise that risk or vulnerability of students and staff may be heightened due to protected characteristics.

Key Objectives Achieved:

- A staff 'Mental Health and Wellbeing Policy' has been developed.
- A 'Mental Health and Wellbeing Practitioner' has been appointed.
- Development of an early intervention programme for learners with mental health and wellbeing needs.
- 'Resilience Coaches' are supporting learners.
- A graduated approach for students' health and wellbeing has been developed.
- Online support for staff and learners mental health and wellbeing has been implemented.
- Throughout this year the 'Inclusion Team' has actively supported vulnerable learners.
- Staff and student mental health training is being rolled out across the College.
- A Mental Health Coordinator has been appointed.
- A new process for transition for learner's with Mental Ill Health has been implemented with CAMHS and Young Peoples Counselling Service.
- LGBTQ sessions have been embedded in Progress Coach sessions.
- The College maintains a 'Vulnerable Learner Tracker' that is monitored on a weekly basis by Progress Coaches and the Inclusion Team.
- The College maintains and monitors an 'At Risk' tracker for learners with mental ill health.

- **The Wellbeing and Early Intervention Tool (WEIT), supports the early identification of support needs. This is also being developed for staff.**



- 'Study Skills team' in place to support learners and offer 'out of class support' with a range of topics to help motivate and encourage success.
- Host and support safer online activities with regular sessions to raise awareness and help learners protect themselves and take control when engaging with online platforms.

7. Our Staff

Staff Profile

Virtually all staff (98%) have completed their E&D monitoring form. There has been a decline in staff selecting the 'prefers not to say' option for Religion (3.8% in 2020/2021 compared to 4.6% in 2019/2020) and Sexual Orientation (4.0% in 2020/2021 compared to 4.2% in 2019/2020). However, there has been an increase in staff selecting the 'prefers not to say' option for Gender (3.6% on 2020/2021 compared to 3.1% in 2019/2020) and Marital Status (10.2% in 2020/2021 compared to 9.9% in 2019/2020).

Gender							
Managers		Business Support Staff		Academic Staff		Total Staff	
Female	50	Female	466	Female	276	Female	792
Male	33	Male	263	Male	217	Male	513
Prefers not to say	1	Prefers not to say	1	Prefers not to say	1	Prefers not to say	6

The overall percentage of female (61%) to male (39%) employees has remained the same this year. The largest percentage of females are employed in business support roles (64%) compared to (36%) male with the figures which is also the same as the previous year. Whilst the numbers of females in management roles has continued to grow this year (1%) the numbers of female academic staff has fallen by 2%.

Disability							
Managers		Business Support Staff		Academic Staff		Total Staff	
No Disability	81	No Disability	713	No Disability	475	No Disability	1269
Disability	3	Disability	20	Disability	19	Disability	42

An estimated 19% of working age adults have a disability, using the Equality Act definition. This year just 3% of the workforce disclosed having a disability which is significantly below the national average. The largest number of people declaring a disability are employed in management and academic roles, both 4% compared to 3% in business support roles.

Sexual Orientation							
Managers		Business Support Staff		Academic Staff		Total Staff	
Bisexual	1	Bisexual	7	Bisexual	1	Bisexual	9
Gay/Lesbian	6	Gay/Lesbian	14	Gay/Lesbian	6	Gay/Lesbian	26
Hetrosexual	66	Hetrosexual	538	Hetrosexual	342	Hetrosexual	946
Unknown	11	Unknown	173	Unknown	145	Unknown	329

In 2020/2021 there was an increase in managers (1.5%) and business support staff (0.2%) who identified as LGBTQ+ compared to 2019/2020. The numbers of staff using the 'Prefers not to say' option continues to fall compared to the previous year for managers (1.2%), business support (3.9%) and academic staff (2.5%).

Age							
Managers		Business Support Staff		Academic Staff		Total Staff	
16-25	0	16-25	52	16-25	4	16-25	56
26-35	7	26-35	149	26-35	64	26-35	220
36-45	24	36-45	150	36-45	126	36-45	300
46-55	37	46-55	190	46-55	182	46-55	409
55-65	16	55-65	170	55-65	104	55-65	290
66+	0	66+	22	66+	14	66+	36

The largest number of managers, academic and business support staff are in the age band of 46-55. The next largest group for managers and academic staff fall into the age band of 36 - 45, and for business support staff it is the 56 - 65 age band.

Ethnicity					
		Managers	Business Support Staff	Academic Staff	Total Staff
Asian/Asian British	Chinese	0	1	0	1
	Other	0	3	0	3
	Indian	0	1	1	2
Black/Black British	African	0	4	2	6
	Caribbean	0	0	1	1
Mixed	Other	0	5	0	5
	White-Asian	0	2	1	3
	White-Black African	0	1	0	1
	White-Black Caribbean	0	1	1	2
Other	Other	0	2	1	3
	Arab	0	1	1	2
	Prefers not to say	1	11	7	19
White	British	82	688	465	1236
	Other	1	13	14	27

This year there are 82 (99.8%) managers in comparison to 72 (98.6%) last year who identify as being white British and in both years one manager 'preferred not to say'.

465 out of 494 (94.1%) academic staff identify as white British compared to 486 out of 519 (93.6%) last year. 688 (93.8%) of 733 Business Support staff identify as white British compared to 676 (93.9%) out of 720 last year. Those who preferred 'Not to Say' have fallen from 13 (1.8%) to 6 (0.95%)

7. Our Staff - Continued

Job Applicants			
	Applications	Shortlisted	Appointed
Female	1776	469	100
Male	739	232	52
Prefers not to say	20	2	0
Disability	177	46	3
Ethnic Background	269	49	13
LGBTQ+	126	45	8
Age Groups			
16-25	410	105	25
26-35	762	208	44
36-45	593	151	31
46-55	498	152	36
56-65	212	76	15
66 and over	18	6	1
Prefers not to say	42	5	0

The number of females applying for jobs in the College outnumbered males. Out of the 469 (26.4%) females shortlisted 100 (21.3%) were appointed and out of the 232 (31.3%) males shortlisted 52 (22.4%) were appointed. Of the 177 people, with a disability, who applied for jobs 46 (26%) were shortlisted and 3 (1.69%) were appointed. The number of applicants from ethnic minority backgrounds was 269, with 49 (18.2%) shortlisted and 13 (4.8%) appointed. There were 126 applicants for jobs from the LGBTQ+ community out of which 45 (35.7%) were shortlisted and 8 (6.3%) appointed. The largest number of applicants fall into the age band 26-35 of which 208 (27.3) were shortlisted and 44 (21.2%) appointed. The second highest number of applicants came from the age band 36-45 of which 31 were appointed. The third highest number of applicants came from the 46-55 age band of which 36 were appointed. The lowest number of applicants came from the over 66 age band and with one appointed.

Leavers

The number of female (68%) leavers was higher than that of males (32%) and largely in line with the total numbers of staff - female (61%) and males (39%). The number of leavers identifying as LGBTQ+ (3.18%) and those with a disability (3.7%) was higher than the college profile (2.67%) and (3.2%).

Bullying and Harassment

The College has effective policies and training to prevent and respond to bullying and harassment and there were no identified trends in the protected characteristics of staff data relating to bullying and harassment.

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.

No significant trends have been identified in the protected characteristic of staff data relating to grievance.

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.

No significant trends have been identified in the protected characteristic of staff data relating to discipline.

Promotion				
	Managers	Business Support Staff	Academic Staff	Total Staff
Employees by Sex				
Female	1	29	19	49
Male	4	9	4	17
Employees by Gender				
Female	1	29	19	49
Male	4	9	4	17
Employees by Age				
16-25	0	10	1	11
26-35	2	10	8	20
36-45	0	5	7	12
46-55	1	6	5	12
56-65	2	7	2	11
66 and over	0	0	0	0
Employees by Marital Status				
Married	3	11	12	26
Other	2	27	11	40
Prefers not to say	0	0	0	0
Employees by Sexual Orientation				
Bisexual	0	2	0	2
Gay	1	0	0	1
Heterosexual	4	36	22	62
Lesbian	0	0	0	0
Prefers not to say	0	0	1	1

7. Our Staff - Continued

Promotion - Continued				
	Managers	Business Support Staff	Academic Staff	Total Staff
Employees by Religion				
Atheist	0	3	1	4
Buddhist	0	0	0	0
Christian	3	16	10	29
Hindu	0	0	0	0
Muslim	0	0	10	10
None	1	18	2	21
Other	1	1	0	2
Prefers not to say	0	0	0	0
Employees by Religion				
Asian/Asian British - Chinese	0	1	0	1
Asian/Asian British - Indian	0	0	0	0
Black/BlackBritish - African	0	0	0	0
Black/BlackBritish - Caribbean	0	0	0	0
Mixed - Other	0	0	0	0
Mixed - White/Asian	0	1	1	2
Mixed - White/Black African	0	0	0	0
Mixed - White/Black Caribbean	0	0	0	0
Other	0	0	0	0
Prefers not to say	0	0	0	0
White - British	5	35	22	62
White - Other	0	1	0	1
Employees by Disability				
No Disability	5	36	21	62
Disability	0	2	2	4

The largest number of staff promoted in College were female (49) and males (17). The largest number of staff promoted were in the 26-35 age group (20) followed by the 36-45 and 46-55 age group (12) and the 16-25 and 56-65 (11) age groups. The over 66 group had none. Four people with a disability were promoted and three people from the LGBTQ+ community and ethnic minority group were promoted.

Changing Roles

	Managers	Business Support Staff	Academic Staff	Total Staff
Employees by Sex				
Female	3	22	4	29
Male	1	6	2	9
Employees by Gender				
Female	3	22	4	29
Male	1	6	2	9
Employees by Age				
16-25	0	3	0	3
26-35	0	6	3	9
36-45	1	11	1	13
46-55	3	6	2	11
56-65	0	2	0	2
66 and over	0	0	0	0
Employees by Marital Status				
Married	4	12	3	19
Other	0	16	3	19
Prefers not to say	0	0	0	0
Employees by Sexual Orientation				
Bisexual	0	0	0	0
Gay	0	1	0	1
Heterosexual	4	22	6	32
Lesbian	0	7	0	7
Prefers not to say	0	0	0	0

7. Our Staff - Continued

Changing Roles - Continued				
	Managers	Business Support Staff	Academic Staff	Total Staff
Employees by Religion				
Atheist	0	3	0	3
Buddhist	0	0	0	0
Christian	0	7	3	10
Hindu	0	0	0	0
Muslim	0	0	0	0
None	3	12	3	18
Other	0	1	0	1
Prefers not to say	1	5	0	6
Employees by Religion				
Asian/Asian British - Chinese	0	1	0	1
Asian/Asian British - Indian	0	0	0	0
Black/BlackBritish - African	0	0	0	0
Black/BlackBritish - Caribbean	0	0	0	0
Mixed - Other	0	0	0	0
Mixed - White/Asian	0	1	0	1
Mixed - White/Black African	0	0	0	0
Mixed - White/Black Caribbean	0	0	0	0
Other	0	0	0	0
Prefers not to say	0	0	0	0
White - British	4	26	6	36
White - Other	0	0	0	0
Employees by Disability				
No Disability	4	28	6	38
Disability	0	0	0	0

More females (29) than males (9) changed roles in the College. The greatest number of staff changing positions by age was in the 36-45 age group (13) then came the 46-55 age group (11) followed by the 26-35 age group (9) and the 16-25 (3). Two people from the 56-65 age group changed roles and no one from the 60+ group changed roles. One person changed roles in the college from the LGBTQ+ community and two from an ethnic minority changed positions, but nobody with a disability did.

8. Our Learners

Further Education Data

Success rates by Gender					
Gender	Entries (Completed)	Success Rate % (main qualification)		High Grades %	
	2020/2021	2019/2020	2020/2021	2019/2020	2020/2021
Female	4006	88	88	82	78
Male	4066	89	87	74	66

The overall performance of females has stayed the same this year at 88% however high grades have decreased by 4%. Despite this they still outperformed males by 12%. Male performance has decreased overall by 2% with high grades also falling by 8%.

Success rate by Ethnicity					
Ethnicity	Entries (Completed)	Success Rate % (main qualification)		High Grades %	
	2020/2021	2019/2020	2020/21	2019/2020	2020/2021
Any other white background	10	92	73	50	50
Arab	7	50	100	0	17
Asian - Bangladeshi	13	81	93	65	78
Asian - Indian	9	100	90	100	86
Asian - Pakistani	12	75	100	50	80
Black - African	14	95	75	100	50
Black- Caribbean	1	50	100	100	0
Chinese	5	71	100	100	0
Information refused	18	100	74	67	67
Mixed - White and Asian	33	72	88	60	78
Mixed - White and Black African	10	100	90	89	86
Mixed - White and Black Caribbean	15	85	88	62	67
Other Asian Background	37	95	95	100	97
Other Black Background	16	60	94	100	88
Other Ethnic Background	43	88	91	81	93
Other Mixed Background	29	78	94	80	77
Unknown	387	86	88	73	73
White	6770	88	88	79	73

In relation to ethnicity, whilst the overwhelming majority of learners are white (89%) the success rate for non white students is 2% higher than white learners.

8. Our Learners - Continued

Success rate by Disability and/or Learning Difficulty					
Disability	Entries (Completed)	Success Rate % (main qualification)		High Grades %	
		2020/2021	2019/2020	2020/21	2019/2020
Autism Spectrum Disorder	292	87	87	66	64
Behavioural, Social & Emotional	134	85	72	76	63
No Disability	5857	89	88	83	75
General Learning Difficulties	169	82	89	53	55
Hearing Impairment	35	73	94	67	80
Information Refused	4	100	100	-	-
Moderate Learning Difficulties	41	87	89	63	0
Multi-Sensory Impairment	1	-	100	-	0
Physical and/or Medical Difficulties	157	88	88	75	62
Profound and Multiple	1	100	100	-	-
Self declared - type not known	580	90	88	64	70
Severe Learning Difficulties	13	0	0	0	0
Speech, Language and Communication Difficulties	51	92	94	73	72
SPLD - Attention Deficit Hyperactivity Disorder	224	88	79	48	55
SPLD - Dyscalculia	20	80	91	71	54
SPLD - Dyslexia	438	86	86	66	58
SPLD - Dyspraxia	53	91	94	60	64
Unknown	3	100	100	-	-
Visual Impairment	54	83	82	63	68

Success rate by Age Group and Level

Age Group + Level of Study	Entries (Completed)	Success Rate % (main qualification)		High Grades %	
		2020/2021	2019/2020	2020/21	2019/2020
Age 16-18					
Level 1	694	86	81	42	41
Level 2	1164	81	82	54	53
Level 3	4588	91	91	83	75
Age 19-24					
Level 1	82	91	78	38	35
Level 2	237	80	82	56	55
Level 3	480	86	86	79	78
Age 25+					
Level 1	35	77	76	60	33
Level 2	130	83	80	92	67
Level 3	199	83	87	81	72

As learners increase in age the high grade achievement decreases particularly at 25+ which has seen a sharp decline (21%) mostly attributed to level 1 (27%) and level 2 (25%)

Success rates by Deciles (Welsh Index of Multiple Deprivation)

Deciles	Entries (Completed)	Success Rate % (main qualification)		High Grades %	
		2020/2021	2019/2020	2020/21	2019/2020
1-2	1106	84	84	75	68
3-4	1481	86	85	78	69
5-6	1246	90	88	77	72
7-8	1851	90	89	79	73
9-10	1648	91	91	82	75

When categorised by the Welsh index of deprivation learners performance across all deciles in 2020/21 success rates have remained constant across all deciles whereas high grades have decreased in every decile.

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 68% and Decile 9-10 75%).

8. Our Learners - Continued

Success rates for Learners in Receipt of EMA

EMA Status	Entries (Completed)	Success Rate % (main qualification)		High Grades %	
		2020/2021	2019/2020	2020/21	2019/2020
EMA	1962	87	86	75	68
NO EMA	6165	89	88	80	73

The success rate of learners in receipt of EMA has remained constant 2020/2021. This has resulted in the achievement gap widening slightly to 2%.

Higher Education Data

Gender Split on HE Programmes

Gender	Learners	%
Female	166	32
Male	357	68
Other	2	0

There continues to be more male than female learners within H.E. provision, however there has been an increase of 1% females across the cohort this year.

Decile Breakdown on HE Programmes

Decile	Learners	%
Non Wales	166	32
Unknown	8	2
1-2	37	7
3-4	58	11
5-6	63	12
7-8	104	20
9-10	89	17

There has been a 4% increase in learners from outside of Wales studying on the HE programmes in 2020-21, compared to 2019-20.

Work Based Learning

The global covid pandemic and the subsequent period of lockdown increase in redundancies and furlough will all have undoubtedly impacted the success rates of apprentices to some extent.

Success by Gender		
Gender	Learners	%
Female	1285	79
Male	1716	84
Other	3	0

Males outperform females by 5% despite there being lower numbers.

Success by Ethnicity		
Ethnicity	Learners	%
Non White	118	76
White	2885	82
Unknown	1	0

White apprentices outperformed their non white counterparts by 6% with success rates increasing by 2% compared to 2019-202. Success rates in non white apprentices increased by 36% compared to 2019-2020 (40%).

Success by Disability		
Disability	Learners	%
Disability	370	81
No Disability	2575	82
Unknown	59	90

Success rates in apprentices declaring a disability has increased by 11% compared to apprentices with no disability which increased by 4%. This continues the trend of narrowing in success rates between apprentices who declare a disability and those who do not - 2020-2021 the gap is 1%, in 2019-20 it was 8% and in 2018-19 the gap was 11%.

8. Our Learners - Continued

Success by Age Group

Age Group	Learners	%
Age 16-18	727	85
Age 19-24	1060	86
Age 25+	1245	77

There has been an increase in success rates in the Age 16-18 (7%) and 19-24 (10%) when compared to 2019-2020. Numbers of apprentices in the Age 25+ group have risen by over 60% compared to 2019-2020 and performance has dropped by 1% however this is an improvement on 2019-2020 when performance in the sage group declined by 4%.

Success by Decile Group

Decile Group	Learners	%
1-2	296	73
3-4	529	76
5-6	524	79
7-8	699	84
9-10	545	85
Non Wales	382	91
Unknown Wales	29	80

The trend shows that success rates increase as the level of deprivation lessens.





A large, circular graphic with a white center and a thick, multi-colored border. The border is composed of many small, overlapping segments in a rainbow color palette, including shades of green, yellow, orange, red, purple, and blue. The text is centered within the white circle.

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