

ANNUAL EQUALITY REPORT

2022-2023



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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. Equality & Diversity at Coleg Cambria

Equality, Diversity and Inclusion is a shared responsibility across Coleg Cambria. We all have an understanding and duty to uphold equality and diversity to create a truly inclusive college for all. To create an inclusive college culture, we have established structures, policies and processes to ensure that discrimination, harassment and victimisation are eradicated, that equality of opportunity is promoted, and that we foster good relations between our community.

Every aspect of our organisation from staff, to learners, to governors, to stakeholders should understand our commitment and approach to equality, diversity and inclusion. All of our Coleg Cambria community will represent our inclusive nature.

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.

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:

- 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 are 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 frame, 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 college 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 explain 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 objective 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 effective 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. Our People

Information Sources

The below data was captured for the years 20/21 and 21/22 for comparison. This data was captured in March 2023.

Student data on religion, sexual orientation and gender reassignment was captured through our LIFE survey that had a turnout of <25% of FE learners. There is a slight disparity between enrolment data and LIFE data, likely due to changes in identity whilst on course.

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

OUR STAFF

Gender	Managers	Business Support	Academic	Total Staff
Male	32	296	216	544
Female	55	510	261	826

Sexual Orientation	Managers	Business Support	Academic	Total Staff
Heterosexual	70	603	332	1005
Gay or Lesbian	6	17	7	30
Bisexual	1	12	2	15
Other	0	4	0	4
Unknown	10	170	136	316

Gender Reassignment	Managers	Business Support	Academic	Total Staff
Yes	0	2	0	2
No	84	793	463	1340
Prefer Not To Say	3	11	14	28

Disability

	Managers	Business Support	Academic	Total Staff
No Disability	83	769	448	1300
Disability	4	37	29	70

Race

	Managers	Business Support	Academic	Total Staff
White British	86	736	448	1270
White Other	1	25	11	37
Asian / Asian British - Indian	0	3	1	4
Asian / Asian British - Pakistani	0	0	1	1
Asian / Asian British - Chinese	0	2	0	2
Asian / Asian British - Other	0	1	0	1
Black / Black British - African	0	6	2	8
Mixed / Mixed British - Asian	0	2	1	3
Mixed / Mixed British - Black African	0	1	0	1
Mixed / Mixed British - Black Caribbean	0	1	0	1
Mixed / Mixed British - Other	0	6	0	6
Other	0	5	1	6
Prefer Not To Say	0	18	12	30

4. Our People

OUR LEARNERS: FURTHER EDUCATION

Learner Characteristics in 2022/23 - Captured on enrolment

Gender	% of FE student population
Male	52
Female	47
Other	1

Disability	% of FE student population
Autism Spectrum Disorder	4
Behavioural, Social & Emotional	3
No Disability	77
General Learning Difficult	<1
Hearing Impairment	<1
Information Refused	<1
Moderate Learning Difficulties	<1
Multi-sensory Impairment	<1
Physical and/or Medical Difficulties	2
Profound and Multiple Learning	<1
Self declared but type not known/declared	<1
Severe Learning Difficulties	<1
Speech, Language and Communication Difficulties	<1
SPLD - Attention Deficit Hyperactive Disorder	4
SPLD - Dyscalculia	<1
SPLD - Dyslexia	6
SPLD - Dyspraxia	<1
Unknown	<1
Visual Impairment	<1

Ethnicity

	% of FE student population
Any other White Background	2
Arab	<1
Asian - Bangladeshi	<1
Asian - Indian	<1
Asian - Pakistani	<1
Black - African	<1
Black - Caribbean	<1
Chinese	<1
Information Refused	<1
Irish	<1
Mixed - White and Asian	<1
Mixed - White and Black African	<1
Mixed - White and Black Caribbean	<1
Other Asian Background	<1
Other Black Background	<1
Other Ethnic Background	<1
Other Mixed Background	<1
Unknown	10
Welsh/English/Scottish/ Northern Irish/British	34
White	50

Age

	% of FE student population
16-18	50
19-24	12
25+	38

4. Our People

Deprivation	% of FE student population
1-2	14
3-4	21
5-6	15
7-8	20
9-10	20

OUR LEARNERS: FURTHER EDUCATION

Learner Characteristics in 2022/23 - Captured in LIFE survey

Religion	% of LIFE completion
Atheist	39
Spiritual But Not Religious	9
Other	12
Prefer Not To Say	13
Buddhist	<1
Jewish	<1
Muslim	1
Hindu	<1
Christian	17
Sikh	<1
Humanist	<1
Agnostic	5

Sexual Orientation

	% of LIFE completion
Straight / Heterosexual	73
Gay Man	1
Gay Woman / Lesbian	2
Bisexual	8
Pansexual	3
Asexual	1
Queer	1
Other	1
Prefer Not To Say	5

Transgender Identity

	% of LIFE completion
Trans Man	2
Trans Woman	1
Non-Binary	10

Success Rates By Gender

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
Female	10748	84	81	70	66
Male	8870	83	82	61	54
Other	147	82	74	57	59

4. Our People

Success Rates By Ethnicity

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
Any other White Background	233	84	82	63	60
Arab	68	84	89	25	50
Asian - Bangladeshi	69	82	72	67	63
Asian - Indian	33	68	54	82	31
Asian - Pakistani	18	100	94	83	91
Black - African	118	77	81	50	36
Black - Caribbean	10	100	100	0	0
Chinese	33	93	73	25	50
Information Refused	41	80	77	62	70
Irish	7	50	67	0	0
Mixed - White and Asian	104	90	79	65	65
Mixed - White and Black African	60	78	88	57	55
Mixed - White and Black Caribbean	20	87	68	67	17
Other Asian Background	153	88	93	92	80
Other Black Background	56	87	82	58	82
Other Ethnic Background	130	86	83	83	70
Other Mixed Background	66	95	87	69	78
Unknown	1637	85	82	64	54
Welsh/English/Scottish/ Northern Irish/British	2922	86	77	55	44
White	13987	83	82	67	63

Success Rates By Disability and/or Learning Difficulty	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
Autism Spectrum Disorder	725	83	81	56	53
Behavioural, Social & Emotional	421	74	70	52	48
No Disability	14869	85	82	69	65
General Learning Difficult	219	79	82	46	51
Hearing Impairment	101	79	67	64	50
Information Refused	8	73	100	0	0
Moderate Learning Difficulties	143	73	83	22	23
Multi-sensory Impairment	11	100	86	50	50
Physical and/or Medical Difficulties	427	85	77	57	56
Profound and Multiple Learning	2	100	0	0	0
Self declared but type not known/declared	498	84	78	61	46
Severe Learning Difficulties	13	0	100	0	0
Speech, Language and Communication Difficulties	132	81	82	52	32
SPLD - Attention Deficit Hyperactive Disorder	649	78	78	46	41
SPLD - Dyscalculia	43	83	78	45	43
SPLD - Dyslexia	1248	81	79	51	43
SPLD - Dyspraxia	89	92	80	53	49
Unknown	7	90	50	0	0
Visual Impairment	160	82	78	57	57



4. Our People

Success Rates By Age and Level

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22

Age 16-18

Level 1	1129	75	78	41	44
Level 2	3061	83	79	38	32
Level 3	7272	90	82	74	68

Age 19-24

Level 1	270	77	74	35	38
Level 2	835	83	82	45	39
Level 3	584	82	77	71	64

Age 25+

Level 1	1209	75	88	33	0
Level 2	1303	80	81	65	58
Level 3	625	80	86	65	76

Success Rates By Deprivation Deciles*

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22

1-2	2865	80	79	60	54
3-4	4215	82	80	62	57
5-6	2892	83	83	64	59
7-8	3928	85	83	66	60
9-10	4149	87	81	70	67

*Welsh Index of Multiple Deprivation

Success Rates By Learners in Receipt of EMA

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
EMA	3314	83	82	60	53
No EMA	16451	84	81	67	63

OUR LEARNERS: HIGHER EDUCATION

Learner Characteristics in 2022/23

Success Rates By Gender (HE)

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
Female	79	86	81	74	60
Male	131	81	73	69	59
Other	2	N/A	100	N/A	50

Success Rates By Age (HE)

	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
Age 16-18	1	100	50	50	100
Age 19-24	131	89	81	69	51
Age 25+	80	72	68	74	72

4. Our People



Success Rates By Ethnicity

	Entries (Completed)		Success Rate %		High Grade %	
	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
Any other White Background	1	0	100	N/A	100	N/A
Asian - Indian	2	0	100	N/A	100	N/A
Information Refused	0	2	N/A	50	N/A	0
Mixed - White and Asian	2	0	100	N/A	50	N/A
Other Black Background	1	0	100	N/A	0	N/A
Other Ethnic Background	2	0	100	N/A	50	N/A
Other Mixed Background	1	0	100	N/A	0	N/A
Unknown	9	7	55	60	22	43
Welsh/English/Scottish/ Northern Irish/British	40	57	93	93	85	52
White	192	146	83	72	71	64



Success Rates By Disability and/or Learning Difficulty	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
Behavioural, Social & Emotional	2	100	100	100	50
No Disability	174	83	79	71	60
General Learning Difficulties	0	100	N/A	100	N/A
Hearing Impairment	2	0	100	0	100
Physical and/or Medical Difficulties	6	88	63	50	67
Self declared but type not known/declared	14	87	61	67	42
SPLD - Attention Deficit Hyperactive Disorder	1	N/A	100	N/A	100
SPLD - Dyslexia	11	75	63	67	70
SPLD - Dyspraxia	0	100	N/A	100	N/A
Visual Impairment	2	100	100	100	0

Success Rates By Deprivation Deciles (HE)*	Entries (Completed)	Success Rate %		High Grade %	
	2021/22	2020/21	2021/22	2020/21	2021/22
1-2	13	84	63	53	45
3-4	28	80	78	56	46
5-6	19	86	79	61	72
7-8	48	80	77	67	60
9-10	43	88	75	77	61

*Welsh Index of Multiple Deprivation

4. Our People

WORK BASED LEARNING

Learner Characteristics in 2022/23 - Captured on enrolment

Gender	% of WBL student population
Female	39
Male	61
Other	<1

Disability	% of WBL student population
Autism Spectrum Disorder	<1
Behavioural, Social & Emotional	<1
No Disability	84
General Learning Difficult	<1
Hearing Impairment	<1
Information Refused	<1
Moderate Learning Difficulties	<1
Multi-sensory Impairment	<1
Physical and/or Medical Difficulties	<1
Profound and Multiple Learning	<1
Self declared but type not known/declared	4
Severe Learning Difficulties	<1
Speech, Language and Communication Difficulties	<1
SPLD - Attention Deficit Hyperactive Disorder	1
SPLD - Dyscalculia	<1
SPLD - Dyslexia	6
SPLD - Dyspraxia	<1
Unknown	1
Visual Impairment	<1

Ethnicity

	% of WBL student population
Any other White Background	7
Arab	<1
Asian - Bangladeshi	<1
Asian - Indian	<1
Asian - Pakistani	<1
Black - African	<1
Black - Caribbean	<1
Chinese	<1
Information Refused	<1
Irish	<1
Mixed - White and Asian	<1
Mixed - White and Black African	<1
Mixed - White and Black Caribbean	<1
Other Asian Background	<1
Other Black Background	<1
Other Ethnic Background	<1
Other Mixed Background	<1
Unknown	<1
Welsh/English/Scottish/ Northern Irish/British	75
White	20

Age

	% of WBL student population
16-18	30
19-24	33
25+	37

4. Our People

Deprivation	% of WBL student population
1-2	8
3-4	17
5-6	16
7-8	24
9-10	21

5. Our Promise

Coleg Cambria is committed to creating a truly inclusive and equal place for all of our community. We understand that inclusion must be at the heart of what we do.

We have created a brand new approach to Equality & Diversity here at Coleg Cambria. This approach is about ensuring that all of our staff, learners and stakeholders are aware of the shared responsibility to upholding equality; and that everyone has the knowledge, understanding and support to do this.

Within this new approach we have set a goal to become 'The Most Proactive College for Inclusion in Wales by 2024'. This will revitalise our approach to ensure that inclusion is embedded in everything we do. We recognise that equality, diversity and inclusion are continuous processes that we must always be striving to improve on. We therefore have launched a new action plan, and a new approach to support our work in this area.

6. Our Plans

Equality & Diversity Action Plan 2022-2024

To sit alongside our new goal of becoming ‘The Most Proactive College for Inclusion in Wales by 2024’, we developed a new Equality & Diversity Action Plan 2022-2024. The plan was created considering the current Strategic Equality Plan, considering the work we have already achieved, and areas we can improve on within our new approach. This action plan lays out the key areas of development for the college and our actions we will implement to improve inclusion within these areas. These key areas are:

- Visible, Holistic & Intersectional Approach
- Policies, Processes & Governance
- Promoting Respect & Preventing Bias
- Commitment & Knowledge
- Learning & Education
- Lived Experience

Reports and Plans Release Schedule

To support our new approach and our own internal self assessment and planning, Coleg Cambria will be changing the release schedule for the Annual Equality Report and Strategic Equality Plans. Going forward the Annual Equality Report will be released by 1st September annually to reflect on the previous academic year. These will be released in advance of the national deadline for 1st April the following year. This means the current and upcoming release schedule for Equality and Diversity reports and plans will be:

Report/Plan	Release Date
Equality & Diversity Action Plan*	1st September 2022
Anti-Racist Action Plan 2022-2024	1st April 2023
Annual Equality Report 2022-2023 (#1)	1st April 2023
Annual Equality Report 2022-2023 (#2)	1st September 2023
Annual Equality Report 2023-2024	1st September 2024
Strategic Equality Plan 2024-2028	1st September 2024

*temporary plan which will be incorporated into the Strategic Equality Plan from 2024

7. Our Progress

Our new Equality & Diversity Action Plan lays out six key work areas through which we wish to develop.

Key objectives were also identified within our Strategic Equality Plan 2020-2024. Whilst we will report our progress so far on the new Equality & Diversity Action Plan which is underpinning our new approach and has been created to also achieve the actions within the Strategic Equality Plan 2020-2024.

Visible, Holistic & Intersectional Approach

Actions Achieved in 2022 - 2023

- A thorough health check of the current Equality & Diversity provision has been undertaken
- Equality advice service for staff and learners have been developed and promoted
- Staff briefings on a range of key equality topics e.g. Andrew Tate, World Cup & LGBTQ+ Issues
- Communication with learners about key equality topics e.g. Brianna Ghey murder, trans conversion therapy
- Began an holistic dive into how equality takes form within non-FE provision e.g. WBL, HE, ESOL
- Collaboration calendar and monthly meetings established across support services for planning of key celebration days and events such Pride, Mental Health Week, LGBTQ+ History Month
- Developed and maintained connections with staff responsible for equality and diversity in all other Welsh colleges
- Key staff members are a part of the national Colegau Cymru Equality & Diversity Committee

Commitment & Knowledge

Actions Achieved in 2022 - 2023

- Established an 'Equality & Diversity Volunteer' position to support with training and awareness raising across the college
- 22 hours of 'Understanding LGBTQ+' staff training delivered so far this academic year
- Over 300 learners have received 'Understanding LGBTQ+' and 'Changemaking' sessions from Equality & Diversity team
- Over 1555 learners have received sessions on world religions from Chaplaincy team
- All staff members to undertake mandatory training on Unconscious Bias before Easter 2023
- All managers introduced to key equality concepts to be embedded throughout the college at managers meetings e.g. Intersectionality, Cultural Intelligence
- Student leaders were delivered training on creating an inclusive college through Student Parliament
- Equality & Diversity embedded into new student induction to raise awareness of equality support from day one
- Toolkits for staff on Neurodiversity, Disability, LGBTQ+, Tackling Harassment and Anti-Racism were developed
- A dedicated Equality and Diversity page on staff intranet has been developed to share knowledge, information and guidance on equality at college
- 'Building An Inclusive Cambria' workshops using the Lego Serious Play method were piloted by Equality & Diversity team

Policies, Processes & Governance

Actions Achieved

- Equality & Diversity embedded within the updated Student Code of Conduct
- Equality Impact Assessment has been updated and a new EIA is to be completed for all policies
- All EIAs now signed off and approved by Equality & Diversity Coordinator
- Intersectionality is beginning to be embedded into yearly targets e.g. all inclusion assistants have a college wide target of understanding intersectionality
- LIFE Survey for learners launched to capture learners feelings, experiences, environment and characteristics which enables targeted support from key teams e.g. Equality & Diversity, Chaplaincy, Mental Health & Wellbeing and Learning Support
- Over 100 students have been offered Equality & Diversity support following LIFE survey
- Over 25% of learners have disclosed their equality characteristic data through LIFE survey, which is double the previous year
- Pilot project of creating LIFE Survey for staff is in development
- New staff referral scheme introduced which incentivises recruitment of people from ethnic minority backgrounds, that are LGBTQ+ or have a disability

Learning & Education

Actions Achieved in 2022 - 2023

- College wide attainment gaps were identified and addressed through the 21/22 Continual Improvement Process
- Equality & Diversity, as well as ALN, is involved in the ADRE Process to offer holistic and tailored support to curriculum areas on the inclusivity of their offering
- Respect Project incorporates two work streams focused on educating learners; Inclusive Curriculums & Respect Education
- Coherent Curriculum project launched to create resource and guidance for curriculum areas on how to embed inclusivity within their area
- Targeted equality training utilised in key areas to address specific gaps e.g. ALN and disciplinary training, transgender awareness training

Promoting Respect & Preventing Bias

Actions Achieved in 2022 - 2023

- Development of Respect Project which explores how we educate, listen to and respond to issues of respect and dignity at college
- Working group established to co-create education focused on respect to sit alongside MADE programme
- Increased integration of the college disciplinary data based on characteristics leading to identification of trends
- Trends within disciplinary data addressed through increased training in key areas
- Both disciplinary and safeguarding labelling updated to gather better understanding of key issues
- New staff Dignity & Tolerance Policy created and published
- Reporting tool 'Raise & Respect' created for staff which enables informal and educative resolution for staff conflict

7. Our Progress

Lived Experience

Actions Achieved in 2022 - 2023

- 10 Equality Student Officers elected to represent key communities e.g. LGBTQ+ Students Officer, Disabled Students Officer, International Students Officer
- Relaunch of Staff Equality Networks: Disabled Staff Network, Ethnic Minority Staff Network, Women Staff Network, LGBTQ+ Staff Network, Multifaith Staff Network
- Staff Network Chairs update to college Equality & Diversity Committee
- Establishment of community focused student groups: LGBTQ+ Society, International Student Group, Mature Learners Association
- Presentation on 'Supporting Trans Students' co-created with Student Governor and Equality and Diversity Coordinator for the Board of Governors
- Scoping of 'Inclusive Recruitment' has began, and an up to date Equality Impact Assessment of the recruitment process is underway
- Two series of learner LGBTQ+ Podcasts focused on sharing knowledge and understanding across the college have been recorded
- Equality & Diversity Apprentice (Anti-Racism) job description has been created and will recruit for the next academic year
- Anti-Racist Action Plan developed in partnership with Black Leadership Group and through consultation with ethnic minority staff and learners



