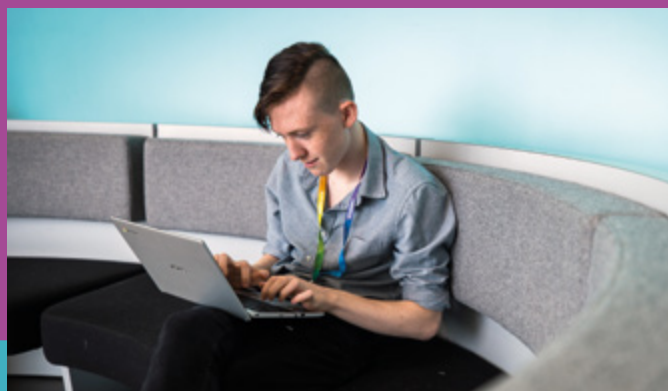


ANNUAL EQUALITY REPORT

2023-24



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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

Our staff data was captured on 22nd September 2023. Our learner data is reflective of the academic year 22/23 and reflects the number of learners within that academic year.

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 plans to improve data gathering methods and uptake of surveys is detailed in later sections.

OUR STAFF

| Gender | Managers | Business Support | Academic | Total Staff |
|--------|----------|------------------|----------|-------------|
| Male | 33 | 281 | 221 | 535 |
| Female | 59 | 516 | 271 | 846 |

| Age | Managers | Business Support | Academic | Total Staff |
|-------|----------|------------------|----------|-------------|
| 16-19 | 0 | 10 | 1 | 11 |
| 20-29 | 0 | 91 | 13 | 104 |
| 30-39 | 11 | 184 | 94 | 289 |
| 40-49 | 35 | 166 | 138 | 339 |
| 50-59 | 37 | 208 | 182 | 427 |
| 60-69 | 8 | 122 | 63 | 193 |
| 70+ | 0 | 16 | 5 | 21 |

| Gender Reassignment | Managers | Business Support | Academic | Total Staff |
|---------------------|----------|------------------|----------|-------------|
| Yes | 1 | 10 | 6 | 17 |
| No | 88 | 757 | 478 | 1323 |
| Prefer Not To Say | 2 | 30 | 12 | 44 |

Sexual Orientation

| | Managers | Business Support | Academic | Total Staff |
|-------------------|----------|------------------|----------|-------------|
| Heterosexual | 75 | 601 | 347 | 1023 |
| Gay or Lesbian | 6 | 15 | 10 | 31 |
| Bisexual | 1 | 10 | 2 | 13 |
| Other | 0 | 6 | 0 | 6 |
| Prefer Not To Say | 9 | 165 | 137 | 311 |

Disability

| | Managers | Business Support | Academic | Total Staff |
|---------------|----------|------------------|----------|-------------|
| No Disability | 87 | 756 | 463 | 1306 |
| Disability | 4 | 41 | 33 | 78 |

Religion

| | Managers | Business Support | Academic | Total Staff |
|--------------------------|----------|------------------|----------|-------------|
| Christian | 48 | 310 | 165 | 523 |
| Atheist | 2 | 15 | 9 | 26 |
| Buddhist | 0 | 3 | 2 | 5 |
| Muslim | 0 | 1 | 0 | 1 |
| No Religious Affiliation | 29 | 290 | 152 | 471 |
| Other | 0 | 10 | 5 | 15 |
| Prefer Not To Say | 12 | 168 | 162 | 342 |

4. Our People

| Race | Managers | Business Support | Academic | Total Staff |
|--|----------|------------------|----------|-------------|
| White British | 77 | 581 | 397 | 1055 |
| White Welsh | 11 | 121 | 59 | 191 |
| White English/Irish/ Scottish/Northern Irish | 2 | 24 | 9 | 35 |
| White Other | 1 | 21 | 12 | 34 |
| Asian / Asian British - Indian | 0 | 3 | 1 | 4 |
| Asian / Asian British - Pakistani | 0 | 0 | 0 | 0 |
| Asian / Asian British - Chinese | 0 | 3 | 1 | 4 |
| Asian / Asian British - Other | 0 | 1 | 0 | 1 |
| Black / Black British - African | 0 | 4 | 2 | 6 |
| Black / Black British - Caribbean | 0 | 0 | 1 | 1 |
| Mixed / Mixed British - Asian | 0 | 3 | 1 | 4 |
| Mixed / Mixed British - Black African | 0 | 1 | 0 | 1 |
| Mixed / Mixed British - Black Caribbean | 0 | 1 | 1 | 1 |
| Mixed / Mixed British - Other | 0 | 4 | 1 | 5 |
| Other / Other British - Arab | 0 | 1 | 0 | 1 |
| Other | 0 | 3 | 1 | 4 |
| Prefer Not To Say | 0 | 25 | 10 | 35 |

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 |

4. Our People

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 |

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 in Term 1

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 |

4. Our People

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 |

OUR LEARNERS: HIGHER EDUCATION

Learner Characteristics in 2022/23 - Captured on enrolment

| Gender | % of WBL student population |
|--------|-----------------------------|
| Female | 34 |
| Male | 66 |
| Other | 0 |

| Disability | % of WBL student population |
|---|-----------------------------|
| Autism Spectrum Disorder | <1 |
| Behavioural, Social & Emotional | <1 |
| No Disability | 87 |
| General Learning Difficult | 0 |
| Hearing Impairment | <1 |
| Information Refused | 0 |
| Moderate Learning Difficulties | <1 |
| Multi-sensory Impairment | 0 |
| Physical and/or Medical Difficulties | 1.6 |
| Profound and Multiple Learning | 0 |
| Self declared but type not known/declared | 3 |
| Severe Learning Difficulties | 0 |
| Speech, Language and Communication Difficulties | 0 |
| SPLD - Attention Deficit Hyperactive Disorder | <1 |
| SPLD - Dyscalculia | 0 |
| SPLD - Dyslexia | 6 |
| SPLD - Dyspraxia | <1 |
| Unknown | 0 |
| Visual Impairment | <1 |

4. Our People

| Ethnicity | % of WBL student population |
|--|-----------------------------|
| Any other White Background | 1 |
| Arab | <1 |
| Asian - Bangladeshi | <1 |
| Asian - Indian | <1 |
| Asian - Pakistani | <1 |
| Black - African | <1 |
| Black - Caribbean | 0 |
| Chinese | <1 |
| Information Refused | <1 |
| Irish | 0 |
| Mixed - White and Asian | <1 |
| Mixed - White and Black African | <1 |
| Mixed - White and Black Caribbean | <1 |
| Other Asian Background | 0 |
| Other Black Background | 0 |
| Other Ethnic Background | 0 |
| Other Mixed Background | <1 |
| Unknown | 6 |
| Welsh/English/Scottish/ Northern Irish/British | 55 |
| White | 33 |

| Age | % of WBL student population |
|-------|-----------------------------|
| 16-18 | 19 |
| 19-24 | 48 |
| 25+ | 33 |

| Deprivation | % of WBL student population |
|--------------------|------------------------------------|
| 1-2 | 3 |
| 3-4 | 12 |
| 5-6 | 13 |
| 7-8 | 22 |
| 9-10 | 21 |

WORK BASED LEARNING

Learner Characteristics in 2022/23 - Captured on enrolment

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

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

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

4. Our People

| 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 |

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

As reported in April, 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. 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.

We will also be changing the name of the Annual Equality Report to the Equality Impact Report. This is to reflect our focus on monitoring our actions and the impact they have had.

The Strategic Equality Plan 2024-2028 will be released by 1st April 2024. We will then provide updates on our progress annually in the Equality Impact Report 23/24 to be released in September 2024.

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 April 2023 |
| Strategic Equality Plan 2024-2028 | 1st September 2024 |

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

7. Our Progress

As we move into the development of our new Strategic Equality Plan 2024-2028, we will provide updates on the achievement of our actions laid out in our Strategic Equality Plan 2020-2024. Where actions have not been completed, we intend to use these areas to inform our Strategic Equality Plan 2024-2028.

In addition we will provide updates on the progress of the Year One of our Equality & Diversity Action Plan. From September 24/25 we will align all of our equality work under the new Strategic Equality Plan 2024-2028.

STRATEGIC EQUALITY PLAN 2020 - 2024 UPDATE

Objective 1: Accessibility for all

| Action | Update | Progress |
|---|---|----------|
| Developing supported work placements and opportunities for disabled people. | Development of two work based supported internship pathways for learners in ILS | COMPLETE |
| Adhering to the Additional Learning Needs Code for Wales. | A new ALN Manager has been recruited to oversee the implementation of the Additional Learning Needs Code for Wales Two new roles (IDP Specialist and Review Specialist) have been developed and recruited to support this work We uphold Statutory Practice | COMPLETE |
| Raising awareness of the impact of hidden disabilities on participation and inclusion in college life. | We offer training to curriculum areas around inclusive classrooms which raises awareness on the presence of invisible disabilities and how to support learners that experience them Awareness of the range of invisible disabilities has been embedded within the Coherent Curriculum that supports staff to embed inclusion within the curriculum We have developed a disability awareness training that is delivered to staff both on their induction day, and within our college wide CPD days | COMPLETE |
| Audits of college buildings to inform an action plan on how to improve access for staff, students and other stakeholders. | An audit of college buildings was undertaken and an action plan was developed to support this | COMPLETE |

| | | |
|--|--|-----------------|
| <p>Increase the number of staff and students completing Equality and Diversity monitoring forms.</p> | <p>All staff complete an E&D monitoring form, and are encouraged to regularly update this</p> <p>In academic year 22/23 learners completing the Equality & Diversity form more than doubled through embedded it within our LIFE Survey</p> | <p>COMPLETE</p> |
|--|--|-----------------|

Objective 2: Promote Social Mobility

| Action | Update | Progress |
|--|---|-----------------|
| <p>Developing schemes to support staff progression.</p> | <p>Aspiring Leaders Programme has been developed</p> <p>In 23/24 the Aspiring Leaders Programme held 25% of its spaces for staff from underrepresented backgrounds e.g. LGBTQ+, ethnic minority, disabled or neurodiverse</p> | <p>COMPLETE</p> |
| <p>Implementing mentoring, coaching and successful planning to support staff with protected characteristics to progress within the organisation.</p> | <p>Stand alone and integrated coaching and mentoring programmes form part of the management development provision. These include formal qualifications and bespoke in-house sessions</p> | <p>COMPLETE</p> |
| <p>Continuing to develop and implement strategies to increase the involvement in apprenticeships of people from ethnic minorities and those with disabilities.</p> | <p>Promoting the disabled apprentice wage subsidy to encourage employer base to take on more apprentices</p> <p>Staff in WBL have engaged in extra training around specific conditions such as ASD</p> | <p>COMPLETE</p> |
| <p>Continuing to challenge gender stereotyping in apprenticeships.</p> | <p>Engaging in case studies to support this</p> <p>Women in construction/engineering days take place within Institutes of Technologies across sites</p> | <p>COMPLETE</p> |
| <p>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.</p> | <p>Exit interviews are now conducted by managers and the data is centrally collected by HR</p> <p>Exit interview data is analysed by HRBP and will consider an equality based approach to understanding the data</p> | <p>COMPLETE</p> |

7. Our Progress

| | | |
|--|--|-----------------|
| <p>Collecting all disciplinary and grievance data by all protected characteristics and where appropriate identifying actions that need to be implemented to redress any imbalance.</p> | <p>All disciplinary and grievance data is collected and protected characteristics are identified</p> | <p>COMPLETE</p> |
| <p>Identifying additional support strategies and ensuring learners with a disability and or learning difficulty take up the support that is offered.</p> | <p>Learners with IDP/EHCP/LSP are reviewed at a panel where we assess what support needs we can provide them</p> <p>We undertake person centred reviews for learners with plans to monitor their progress and identify areas for development</p> <p>We offer bespoke transitions for learners that have requested additional learning support, or mental health support.</p> | <p>COMPLETE</p> |
| <p>Reducing the attainment gap between different groups of learners by ensuring every learner has the same opportunity to succeed.</p> | <p>Gaps between different groups of learners are tracked and monitored on the DICE Dashboard</p> <p>In 21/22 a mandatory target to reduce attainment gaps was given to each area of the college; which were 80% on target/achieved</p> | <p>COMPLETE</p> |
| <p>Setting individual targets that stretch, challenge and inspire all learners to achieve their full potential and best possible grades.</p> | <p>Neuro programmes have been developed which specifically support learners with social and communication difficulties e.g. ASD. They are delivered their sessions in a bespoke tailored classroom setting for them</p> <p>Staff work with learners with plans to support their targets and outcomes within the IDP and EHCP</p> <p>RARPA logs are undertaken for learners in Neuro programmes to allow them to reach their own objectives</p> | <p>COMPLETE</p> |
| <p>Expanding the range and raising awareness of the HE programmes within communities and workplaces to target adults from lower decile areas.</p> | <p>A new HE Marketing Plan has been developed to target learners from underrepresented groups in our HE provision</p> <p>Monitoring of learners by deprivation is reported to the HE and Access Committee termly</p> | <p>COMPLETE</p> |

Objective 3: Voice and Influence

| Action | Update | Progress |
|---|---|----------|
| Increasing the number of people with protected characteristics on the governing body, so it is more representative of the local community. | <p>At the end of 2022/23, the gender balance of the Board of Governors was 10 male (55.5%) and 8 female (44.5%), which has increased.</p> <p>The Equality & Diversity monitoring form for the governors has been updated to align with the staff Equality & Diversity monitoring form</p> | COMPLETE |
| Developing relationships with local communities and external stakeholders, particularly those representing protected groups, to deliver the equality objectives. | <p>We have developed contacts with local charities, organisations and groups supporting equality in the local area e.g. EYST, Viva LGBTQ+, Chester & Wrexham Pride</p> <p>We sponsored Chester Pride, and marched in their parade with over 60 staff and students</p> | COMPLETE |
| 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. | We have developed a new staff and learner equality representation system to ensure that lived experience is embedded throughout our offering | COMPLETE |
| Creating opportunities for staff to engage with local communities and networks, to share best practice and build links with external groups. | <p>Beginning to build connections between staff and local communities</p> <ul style="list-style-type: none"> - Staff trip to visit the Mosque for Ramadan - Chester Pride attendance | COMPLETE |

7. Our Progress

Objective 4: Celebrate Diversity

| Action | Update | Progress |
|--|--|----------|
| 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. | <p>Diversity of staff is recorded and tracked within the Annual Equality Report</p> <p>Inclusive Recruitment project has been undertaken to address barriers to applying</p> | COMPLETE |
| Developing a 'Transgender Policy' that is flexible and supportive of staff and students. | <p>Policy for both staff transitioning in college, and guidance on supporting trans students has been developed</p> <p>These are being reviewed in academic year 23/24</p> <p>Coleg Cambria staff represent Colegau Cymru on the Welsh Government consultation group on developing guidance for schools on supporting trans and nonbinary learners</p> | COMPLETE |
| Celebrating the differences between members of the College community with actions, words and images, drawing on diversity in its broadest sense. | <p>Developed a new 'Did You Know?' Campaign to share facts and information about key communities</p> <p>Marketing materials developed specifically for key communities e.g. LGBTQ+</p> | COMPLETE |
| Co-ordinating campaigns and activities for staff and students to plan, co-produce and lead activities which challenge non-inclusive behaviours. | <p>Staff-Learner Partnership Group developed as part of Respect Project</p> <p>'Did You Know?' campaign sharing key facts and knowledge</p> <p>Student Equality Reps elected to contribute to equality work at college</p> | COMPLETE |
| Committing to being a Disability Confident employer by developing and implementing a Disability Confident action plan. | <p>The college is a Disability Confident employer</p> <p>Our ASSCC programme supports staff understanding their neurodiversity and wellbeing</p> | COMPLETE |

Objective 5: Challenge Discrimination

| Action | Update | Progress |
|---|--|----------|
| Identifying and taking action to address gender, ethnicity, disability pay differences, occupational segregation and employment gaps. | Pay gap reports have been developed for gender, disability and ethnicity pay gaps and is reported to Communications and Culture Committee, and Equality & Diversity Committee Actions to improve gaps will be developed | COMPLETE |
| Publishing action plans to address any pay gaps identified across protected characteristics. | Action plans will be developed and published to address significant pay gaps in the college | COMPLETE |
| Ensuring that employers contracted by the College address the above. | Action to be moved into future work addressing prevalence of inclusion within WBL | |
| Offering flexible and part-time working for all roles unless there is a genuine business reason to prevent this. | A flexible working policy and process has been developed and is in place for staff to benefit from | COMPLETE |
| Ensuring that equal pay audits are undertaken and set appropriate actions based on findings. | Pay gap reports have been developed for gender, disability and ethnicity pay gaps and is reported to Communications and Culture Committee, and Equality & Diversity Committee Actions to improve gaps will be developed | COMPLETE |
| Monitoring and reviewing contract types by protected characteristics and identifying any areas for action. | Action to be moved into future work supporting diversity of staff | |
| 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. | Progression of staff monitored within Annual Equality Reports Aspiring Leaders programme reserves 25% of places to people from underrepresented backgrounds | COMPLETE |

7. Our Progress

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| <p>Increasing the number of students with a protected characteristic accessing HE.</p> | <p>Since academic year 19/20 the makeup of HE learners has increased as follows:</p> <ul style="list-style-type: none"> - Learners from other ethnicities has increased by 2.3% - Female learners has increased by 2.5% <p>There has not been an increase on deprivation or disability so this will be continued in ongoing work to support equality in HE</p> | <p>COMPLETE</p> |
| <p>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.</p> | <p>All training & development data including data is reported as part of the college Quality cycle. Actions such as holding programme places and more flexible access to CPD have been adopted.</p> | <p>COMPLETE</p> |
| <p>Ensuring that E&D training is regularly reviewed and evaluated to ensure its ongoing effectiveness and positive impact in the workplace.</p> | <p>All staff must complete E&D training on arrival</p> <p>This training has been reviewed and developed</p> <p>There is further E&D training available to all staff as part of the 'Phased Approach to Inclusion Training'</p> | <p>COMPLETE</p> |

Objective 6: Health and Wellbeing

| Action | Update | Progress |
|---|---|----------|
| Undertaking analysis of the protected characteristics of staff and student participation and engagement in wellbeing initiatives across the College and consider appropriate actions upon findings. | <p>LIFE Survey was developed to allow us to understand the characteristics of our learners and also monitor their wellbeing a support needs</p> <p>We have developed feedback forms and attendance monitoring for our wellbeing hubs and activities</p> <p>We monitor stats on our wellbeing referrals and sessions attended</p> <p>We deliver staff training and summer workshops for learner transitions related to their wellbeing</p> | COMPLETE |
| Developing effective management practice in dealing with mental health issues, including the development of a 'Mental Wellbeing Policy'. | <p>A 'Mental Health & Wellbeing Policy' has been developed, and is currently being reviewed to be completed in 2023.</p> <p>We have developed a Graduated Approach to Mental Health for both staff and learners for effective signposting</p> | COMPLETE |
| Creating a culture of safe disclosure around mental wellbeing and encouraging a work-life balance. | <p>We have the Employee Assistance Programme for staff</p> <p>Staff often access and use our Wellbeing hubs</p> <p>Three Union Wellbeing Reps have been appointed</p> <p>We raise awareness and run events on key Mental Health Days</p> <p>There is a new referral process for MH on ebs, and MH support plans for learners are also available on EBS</p> | COMPLETE |
| Recognising that risk of vulnerability of staff and students may be heightened due to protected characteristics. | <p>Risk to learners is identified through referral and transition process and appropriate support and adjustments are implemented</p> <p>We support staff to implement a trauma informed approach to classroom management and reasonable adjustments</p> <p>We run the Additional Staff Support Coleg Cambria programme that gives staff support to explore their own wellbeing and neurodiversity</p> | COMPLETE |

7. Our Progress

EQUALITY & DIVERSITY ACTION PLAN UPDATE

Our new Equality & Diversity Action Plan lays out six key work areas through which we wish to develop. Below are updates on the achieved actions within Year One of the Equality & Diversity Action Plan. This plan is separated by key areas of development for the college and our actions we will implement to improve inclusion within these areas.

Visible, Holistic & Intersectional Approach

| Action | Update | Progress |
|---|--|----------|
| <p>Devise a branded Equality Advice Service for staff and students</p> <p>Establish online resources and advice guidance and support for the service</p> | <p>Equality & Diversity Coordinator undertaken training in Advice and Guidance</p> <p>Equality advice service for staff and learners have been developed and promoted</p> <p>Advice advertised within E&D offering communications</p> <p>New system developed for storing student notes</p> <p>Began offering advice to other FE colleges</p> <p>Updated staff intranet to include FAQs and resources</p> <p>Staff briefings on a range of key equality topics e.g. Andrew Tate, World Cup & LGBTQ+ Issues</p> <p>Communication with learners about key equality topics e.g. Brianna Ghey murder, trans conversion therapy</p> | COMPLETE |
| Analyse performance of the review of college buildings for accessibility | ACTION MOVED INTO YEAR TWO | |
| Create guidance for estates around access and awareness of physical sites | ACTION MOVED INTO YEAR TWO | |
| <p>Outline the current prevalence of inclusion within non-FE pathways e.g. HE, WBL, ESOL</p> <p>Embed the inclusion team (E&D, Mental Health & ALN) within these departments to support their work</p> <p>Audit inclusion team offering to consider non-FE pathways</p> | <p>A thorough health check of the current Equality & Diversity provision across the college has been undertaken</p> <p>Began an holistic dive into how equality takes form within non-FE provision e.g. WBL, HE, ESOL</p> <p>Created new website pages to advertise student support for HE and WBL students</p> <p>Established the 'ESOL Working Group' to assess how general support can be embedded within our ESOL offering</p> | COMPLETE |

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| <p>Increase our public voice on equality issues by sharing stances on national issues</p> <p>Maintain prevalence in national conversation around equality</p> <p>Continue to maintain networks and contacts</p> | <p>We have taken place as FE representative on Welsh Government's creation of a Guidance for Schools and Colleges on Working with Trans and Non-Binary Students</p> <p>Developed and maintained connections with staff responsible for equality and diversity in all other Welsh colleges</p> <p>Key staff members are a part of the national Colegau Cymru Equality & Diversity Committee</p> <p>Working in collaborative project on tackling harassment in the sector</p> <p>Staff and learners consulted for the Estyn thematic report on peer on peer sexual harassment</p> <p>We sponsored Chester Pride, and marched in their parade with over 60 staff and students</p> | <p>COMPLETE</p> |
| <p>Increase the presence of equality issues throughout our social media</p> | <p>Launched a new campaign called 'Did You Know?' which focuses on sharing knowledge on key equality dates throughout the year</p> <p>- Collaboration between key departments e.g. equality, cymraeg, chaplaincy</p> <p>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</p> <p>Social media is monitored in Support Services Collaboration Meetings</p> | <p>COMPLETE</p> |
| <p>Develop a series of student and staff facing campaigns to focus on key equality issues</p> | <p>'Did You Know?' campaign is promoting equality facts and information to students, staff and public</p> <p>'Did You Know?' campaign is aligned with MADE programme to be embedded within Progress Coach Sessions</p> | <p>COMPLETE</p> |
| <p>Develop guidance on equality events throughout the year for staff and learners and support with resource and information</p> <p>Lead on celebration and awareness raising for key events</p> | <p>Support Services Collaboration group established which promotes cohesion of key equality dates throughout the year</p> <p>Progress Coaches are supplied with 'Did You Know?' information to embed within tutorial sessions</p> <p>The Equality & Diversity Calendar informs staff on key events throughout the academic year.</p> | <p>COMPLETE</p> |

7. Our Progress

Commitment & Knowledge

| Action | Update | Progress |
|---|--|----------|
| Assemble a strong cohesive staff training programme | <p>Developed a new 'Phased Approach to Inclusion Training' which brings E&D training in with other areas of inclusion</p> <p>This training enables staff to standardise their awareness of key inclusion issues: learning and specialist support, mental health and wellbeing, and equality and diversity</p> <p>Staff are able to upskill in specific areas of inclusion that interest them</p> <p>Established an 'Equality & Diversity Volunteer' position to support with training and awareness raising across the college</p> <p>Inclusion Training utilises Lego Serious Play Method to encourage diverse ways of learning</p> | COMPLETE |
| Develop resources and toolkits | <p>New training programmes, resources and toolkits have been developed for the 'Phase Approach to Inclusion Training'</p> <p>Two new graduated approaches have been developed to support staff with dealing with learner behaviour</p> <p>Resources for curriculum staff on embedding equality has been developed as part of the college's Coherent Curriculum programme</p> <p>A dedicated Equality and Diversity page on staff intranet has been developed to share knowledge, information and guidance on equality at college</p> | COMPLETE |
| Update the compulsory Equality and Diversity briefing | A review of the Equality & Diversity briefing is currently being undertaken | COMPLETE |
| Create specific managers training | <p>The 'Phased Approach to Inclusion Training' is separated by staff areas as:</p> <ul style="list-style-type: none"> - Curriculum Staff - Business Support Staff - Management <p>Curriculum Directors have received specific E&D training through the Coherent Curriculum Management Training Sessions</p> | COMPLETE |

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| Increase presence of equality at staff induction days | <p>A new Inclusion half day has been developed where staff are explicitly trained in all areas of inclusion, including Equality & Diversity</p> <p>Staff are specifically trained in unconscious bias</p> | COMPLETE |
| Undertake a literature review of the sector and analyse any key gaps in knowledge | <p>A health check of Equality and Diversity at the college was undertaken</p> <p>- This overviewed the work that the college had done so far in line with recommendations from action plans, reports and other guidance documents in the sector</p> | COMPLETE |
| Undertake research projects to utilise our specific areas of expertise and plug the sector wise knowledge gaps | <p>In a collaborative project with CAVC we supported the development of a research project to explore the topic of peer on peer abuse</p> <p>- Our Equality & Diversity Coordinator presented the findings of this research at the Colegau Cymru Conference</p> <p>Our learners and staff were involved in the Estyn thematic report on peer on peer sexual harassment</p> <p>Our learners were consulted for the Welsh Government Guidance for schools and colleges on supporting trans learners</p> | COMPLETE |
| Pilot a Student Research Internship for learners over summer to support equality related research projects | <p>An Equality & Diversity Apprentice role looking at Anti-Racism was proposed however is currently on pause</p> <p>This action is currently on hold, but will be revisited</p> | ACTION CANCELLED |
| Offer leadership and campaigning training to our equality student leaders | <p>Equality & Diversity training was delivered to student representatives within Student Parliament</p> <p>10 Student Equality Leaders were trained in leadership and changemaking</p> | COMPLETE |
| Communicate with learners about key equality issues, how to engage with changemaking processes, and educate on identity focused politics | <p>Learners have been delivered sessions in: Identity & Changemaking, and Understanding LGBTQ+ by the E&D team</p> <p>- In 22/23 97 hours of training was delivered to over 600 learners</p> | COMPLETE |
| Design and deliver a pilot 'Equality and Diversity' non-accredited qualification for our staff | <p>This is rolled within the 'Phased Approach to Inclusion Training' which offers a specific guided course in all aspects of equality & diversity</p> | COMPLETE |

7. Our Progress

Policies, Processes & Governance

| Action | Update | Progress |
|---|---|----------|
| Embed Equality Impact Assessments into all our services and offering | <p>EIA are completed for all policies</p> <p>New EIA form requires sign off from E&D Coordinator to quality assure the completion</p> <p>E&D Coordinator sits on Communications & Culture Committee to oversee the sign off of EIAs for policies</p> | COMPLETE |
| Review the process of EIAs | New process for EIAs introduced that requires them to be signed off by E&D Coordinator | COMPLETE |
| Create updated guidance and advice on EIAs | <p>Training on EIAs delivered to staff as part of 'creating an inclusive college'</p> <p>EIA training to be embedded within the 'Phased Approach to Inclusion Training'</p> | COMPLETE |
| Develop knowledge on intersectionality | <p>Intersectionality training delivered on CPD Days</p> <p>All Inclusion Assistants had Intersectionality as key focus for academic year 22/23</p> <p>Intersectionality as concept delivered to management through managers meetings</p> | COMPLETE |
| <p>Organise the E&D related policies so all are aligned and consistent</p> <p>Review our current policies around E&D</p> <p>Establish a specific E&D policy</p> | <p>E&D involvement in policies through Communications and Culture Committees</p> <p>Many policies related to E&D have been updated e.g. bullying and harassment, maternity</p> <p>Equality & Diversity Coordinator is consulted on key relevant policy updates</p> <p>Policy audit of harassment related policies undertaken to support tackling peer on peer abuse</p> <p>E&D Policy to be developed alongside the 2024 - 2028 Strategic Equality Plan</p> <p>New staff referral scheme introduced which incentivises recruitment of people from ethnic minority backgrounds, that are LGBTQ+ or have a disability</p> | COMPLETE |

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| <p>Examine Governor's current knowledge, understanding and engagement with E&D initiatives</p> <p>Establish Equality training for Governors</p> | <p>ACTION MOVED INTO YEAR TWO</p> | |
| <p>Update systems for gathering learner data on different characteristics</p> | <p>Learner characteristics are now captured through LIFE Survey which has doubled the response rates</p> <p>Long term plans to update application form and embed all learner characteristics within ebs to be updated through LIFE Survey</p> <p>Over 100 students were contacted to offer E&D support following the LIFE Survey</p> | <p>COMPLETE</p> |
| <p>Gather staff data on Neurodiversity to offer tailored support and guidance</p> | <p>Staff data on disability is gathered through equality monitoring forms</p> <p>Additional data on neurodiversity is gathered anonymously and confidentially by staff that oversee ASSCC process</p> | <p>COMPLETE</p> |
| <p>Pilot the LIFE survey to staff</p> | <p>Consulted on this but decided it would intertwine with the staff survey so decided to not do this currently</p> | <p>COMPLETE</p> |
| <p>Update student code of conduct to include Equality and Diversity</p> | <p>Student Code of Conduct now includes section on E&D which adheres to the PSED</p> <p>Equality & Diversity embedded into new student induction to raise awareness of equality support from day one</p> | <p>COMPLETE</p> |
| <p>Strengthen links between Equality & Diversity and Social Partnership</p> | <p>Head of Inclusion a part of Social Partnership</p> <p>Social Partnership Representative for Equality & Diversity identified and collaborates with Equality & Diversity Coordinator</p> | <p>COMPLETE</p> |

7. Our Progress

Learning & Education

| Action | Update | Progress |
|--|---|----------|
| Analyse the college wide attainment gaps and progress from the mandatory targets | <p>Mandatory targets for all on monitoring and closing attainment gaps in 22/23</p> <p>Attainment gaps are regularly tracked on college wide basis by Equality & Diversity Coordinator using the DICE Dashboard</p> <p>New report that analyses college progress on Equality for academic year 22/23</p> <p>Analysis of attainment gap data through ADRE process</p> <p>Enhanced training and awareness of DICE Dashboard through Coherent Curriculum and Phased Approach to Inclusion Training</p> | COMPLETE |
| Share best practice from across departments | Best practice shared within ADRE meetings and utilised throughout Coherent Curriculum | COMPLETE |
| Audit each curriculum area for their specific attainment gaps, and their current initiatives to support this | Each area has an Inclusion Check Up as part of their ADRE where we oversee their attainment gaps and monitor current initiatives to support these | COMPLETE |
| Ask and analyse questions on inclusivity of curriculum onto student feedback forms | New questions focused on equality, inclusion and identity are utilised within the ADRE student questionnaire process | COMPLETE |
| Develop a diversifying curriculum toolkit to support curriculum areas | <p>Diversifying curriculum was embedded within the Coherent Curriculum programme</p> <p>Training on how to diversify curriculums was provided within the Coherent Curriculum Management Training</p> | COMPLETE |

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| <p>Embed equality within the ADRE process</p> <p>Offer resource and guidance to Progress Coaches on E&D related elements of MADE programme</p> <p>Pilot equality sessions in PC curriculum</p> | <p>Each curriculum director partakes in an catch up with Equality & Diversity Coordinator and Learning Support Manager within the ADRE</p> <p>Questions on equality, inclusion and identity are included in the learner feedback sessions</p> <p>Managers were given training on how to promote equality within Session Visits</p> <p>22/23 Equality & Diversity Volunteer delivered LGBTQ+ awareness to over 600 students in 97 hours of PC sessions</p> <p>We are beginning to develop training packages and online trainings for PCs to deliver in sessions</p> <p>Over 1555 learners have received learning within Progress Coach sessions on world religions from Chaplaincy team</p> <p>Respect strand to the MADE programme developed</p> | <p>COMPLETE</p> |
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Promoting Respect & Preventing Bias

| Action | Update | Progress |
|--|--|-----------------|
| <p>Audit the staff and student reporting process for incidents of harassment, hate crime and sexual misconduct</p> <p>Audit the staff and student disciplinary process in relation to these issues</p> <p>Audit what support is available to staff and students who have disclosed an incident</p> | <p>Coleg Cambria policies and processes related to harassment, hate crime and discrimination alongside other college's policies and processes</p> <p>- This was undertaken as part of the PoPA project</p> <p>Report from this will be released in Winter 2023</p> | <p>COMPLETE</p> |
| <p>Improve student and staff awareness of reporting systems</p> <p>Run a campaign on bias, harassment, hate crimes and sexual misconduct to students</p> | <p>ACTION MOVED INTO YEAR TWO</p> | |

7. Our Progress

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|---|---|-----------------|
| <p>Review and update bullying and harassment policies</p> | <p>Bully & Harassment Policy was reviewed and updated in November 2022</p> | <p>COMPLETE</p> |
| <p>Audit the staff and student disciplinary process in relation to these issues</p> | <p>New system for labelling student disciplinarys</p> <p>Graduated Approach to Behaviour and Disciplinary developed</p> <p>- Graduated Approach to PoPA in development</p> <p>All Progress Coaches and Curriculum Directors received information session new Graduated Approach to behaviour and disciplinary</p> | <p>COMPLETE</p> |
| <p>Develop training on harassment, hate crimes and sexual misconduct for all staff involved in discipline and investigation</p> <p>Pilot training on bias, harassment, hate crimes and sexual misconduct to relevant teams e.g. safeguarding, mental health, support services</p> | <p>ACTION MOVED INTO YEAR TWO</p> | |
| <p>Research into the current knowledge base of our learners</p> <p>Learn from upcoming Estyn report on sexual harassment and other relevant data</p> <p>Work within collaborative project to learn from best practice in the sector</p> | <p>Research has been undertaken as part of the PoPA Collaborative Project. This explored:</p> <ul style="list-style-type: none"> - Learner Awareness - Staff Confidence - College Policies and Processes <p>Report to be released Winter 2023</p> <p>Briefing on Estyn Report was written and distributed to Senior Leaders</p> <p>Year Two of PoPA Project actions align with our internal actions around tackling the issue</p> <p>Equality & Diversity Coordinator presented on tackling PoPA at Colegau Cymru Conference alongside Estyn</p> | <p>COMPLETE</p> |

Lived Experience

| Action | Update | Progress |
|--|--|----------|
| <p>Establish and thoroughly train Student Equality Officers & Student Equality Leads</p> <p>Create Student Equality Forum to feed into Equality & Diversity Committee</p> | <p>In 22/23 10 Student Equality Officers were elected and trained on Student Voice and Changemaking</p> <p>Online student Equality Forum allowed student leaders to input their feedback and thoughts to the Equality & Diversity Coordinator</p> <p>Two student representatives sat on the Equality & Diversity Committee</p> <p>Presentation on 'Supporting Trans Students' co-created with Student Governor and Equality and Diversity Coordinator for the Board of Governors</p> | COMPLETE |
| <p>Support and analyse the existing LGBTQ+ Student Groups</p> | <p>LGBTQ+ Groups delivered at Yale, Deeside and Northop</p> <p>Subscribed to the Proud Trust to receive guidance and materials for delivering the group</p> <p>Developed three new learner equality groups:</p> <ul style="list-style-type: none"> - Mature Learners Group - International Student Group - BSL Club | COMPLETE |
| <p>Reform the Staff Network Process</p> <p>Establish a Staff Equality Forum for all staff to feedback and engage with</p> | <p>In academic year 22/23 there were five active staff networks:</p> <ul style="list-style-type: none"> - LGBTQ+ - Women's - Disability - Multifaith - Ethnic Minority <p>Staff Network Chair's sat on and reported to the Equality & Diversity Committee</p> <p>Anti-Racist Action Plan developed in partnership with Black Leadership Group and through consultation with ethnic minority staff and learners</p> | COMPLETE |
| <p>Create guidance for Equality Impact Assessments of all job adverts, job descriptions and interviews</p> <p>Develop a training programme on inclusive interviews and unconscious bias for all involved in interviewing</p> | <p>Undertaken an EIA of the recruitment process under the Inclusive Recruitment Project</p> <ul style="list-style-type: none"> - Updates and changes made to reflect this <p>All HR staff have received specific recruitment focused unconscious bias training</p> <p>All staff have undertaken mandatory unconscious bias training</p> <p>All new staff receive light touch unconscious bias training as part of their Inclusion Induction</p> | COMPLETE |

