



**Leaders in Diversity**



Cardiff and Vale College  
Coleg Caerdydd a'r Fro

# Strategic Equality Plan Cynllun Cydraddoldeb Strategol 2020 - 2024

Inspirational, Inclusive,  
Influential

Ysbrydoledig, Cynhwysol,  
Dylanwadol.

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# 1. Vision and Values

Cardiff and Vale College is firmly committed to the principles of inclusive learning and to meeting the educational needs of its students irrespective of their age, ability, gender, ethnicity, sexual orientation or social and economic circumstances by facilitating the widest possible access for all. This stance is a cornerstone that underpins the College's philosophy and educational ethos hence the College seeks to encourage equality in all that it does. This commitment to ensuring equality is reflected in our service provision and in our activities as an employer.

We believe it is important that all staff across the College implement the same approach and form a common understanding of equality issues. This Scheme builds on the first and outlines the work that will be needed to develop this common understanding and our approach to staff and student care and service provision.

Our mission is to deliver high quality education and training, outstanding results, skilled and employable people, excellent customer experience, innovative business growth and continued investment that supports prosperous communities and a thriving economy. Cardiff and Vale College's commitment to inclusive learning is articulated by the underpinning values of the College: Inspirational, Inclusive and Influential.

**Inspirational**  
Imaginative, creative and resourceful  
Adaptable and resilient – we are responsive, embracing change and challenge  
Positive and motivational - we lead by example and bring people with us

**Inclusive**  
Honest and trustworthy - we work with fairness and integrity  
Leaders in equality and diversity - we respect and celebrate individual differences and embrace our Welsh identity  
We are one team - working together to achieve our vision

**Influential**  
Dynamic and ambitious – we are thought-leaders, entrepreneurial in our approach  
Communicating, collaborating and empowering  
Knowledgeable and passionate - we're professionals in our fields and believe in what we do

The College's commitment to equality of opportunity is encapsulated in the College's Strategic Plan.

## Priorities

Cardiff and Vale College is committed to the following strategic priorities to guide our progress towards our vision:

### Quality

#### Outstanding learning

We will deliver high quality innovative teaching that inspires individuals, fosters creativity and drives achievement and success.

#### Excellent experiences

We will develop a culture that promotes excellent learning experiences with the support, service, knowledge and opportunities to widen skills and power progression.

#### Employable people

We will work with employers to grow a dynamic skilled workforce that meets business needs and supports a prosperous and sustainable economy.

### Efficiency

#### Financial resilience

We will ensure a robust financial strategy that generates the funds to finance on-going activities, replace assets, make new investments, deliver an ambitious estate strategy and maintain a financial reserve.

#### Value for money

We will ensure best practice in procurement and invest in the development of our people, our estate and the resources we use to ensure the efficiency and effectiveness of our public funds.

#### An inspirational estate

We will continue to transform teaching and learning environments – investing in inspirational facilities that are healthy and safe, embrace technology, reduce our carbon footprint and grow engagement with the communities we serve now and for future generations.

### Growth

#### Supporting employers

We will play a vital role for employers across the region – developing workforces, providing skilled talent pipelines and as a knowledge hub that informs and supports future investment and enables business growth.

#### Innovative growth

We will innovatively grow our business - pursuing opportunities that align with our vision, generate income and enable us to continually best meet the needs of our region.

#### Strong collaborators

We will work actively with a broad network of partners to transform education and training, increase opportunities and inspire. We will increase participation and engagement with communities through our work, offer and community focused campuses.

## 2. About the College

Cardiff and Vale College has a well-established vision and mission with supporting values of inspirational, inclusive and influential which are effectively communicated to all learners and staff; there is a clear focus on learners and the communities the college serves. Leaders and managers have high expectations for all aspects of college life, especially the success of learners. Leaders and managers are effective collaborators with partners and the community and this has a direct impact on learner experiences. The college strives to create 'Skilled and Employable' people and has developed a number of innovative programmes and partnerships to bridge the gap between learner's aspirations and their opportunities as we face the impact of a changing global economy.

The Cardiff Capital region is made up of ten local authorities, including the two authorities served by Cardiff and Vale College; Cardiff and the Vale of Glamorgan. It has an estimated population of 1.5m which is 48% of Wales' population. Of this population, around 960,000 people are estimated to be of working age (16 -64). The region generates 51% of the total gross value added (GVA) in Wales. Cardiff and Vale College serves a diverse region with significant pockets of high deprivation, particularly, in the Southern Arc of Cardiff. Half of the college's learners come from some of the most disadvantaged areas in Wales, including 11% of the most deprived people in Wales who live within walking distance of Dumballs Road. 32% of our learners live in workless households, with 24% of population having no qualifications. The percentage of pupils eligible for free school meals is 34%. The College is unlike any other college in Wales in relation to diversity and nearly 30% of our learners come from Black, Asian and Ethnic Minorities (BAME) backgrounds and our community includes over 50 nationalities. A significant number of college learners have experienced extreme adverse childhood experiences and often have limited support networks. The College has developed strong community support systems to meet the needs of these learners.

Since the college was formed in 2011 there has been a relentless emphasis on ensuring that we respond to the needs of our communities, bridge the social mobility gap, develop provision for all levels and abilities, raise aspirations, and provide the very best opportunities for learners to achieve their potential. We have continued to move at a fast pace to provide outstanding education and training by responding to the needs of individuals, communities, employers and the economy of the Capital Region of Wales. Our breadth of provision and the services offered to learners are unrivalled by any provider in the region. Cardiff and Vale College has become one of the largest and most exciting colleges in the country.

Serving the Capital Region of Wales comes with unique responsibilities, and Cardiff and Vale College has to take a different approach; to make sure we address both the lack of skills of the local population and the increasing employment opportunities within the region. The College is working in a region with the most diverse landscape in Wales in terms of economic prosperity and the sheer diversity of the communities within it. Our challenge is to tackle poverty across the region and support prosperous communities. To make a difference, the College works in innovative ways. Increasingly, the College is supporting an area which is experiencing enormous change – including one of the fastest growing populations in the UK; the growth of key business and industry sectors and significant economic development. This all contributes to the need for a strong, informed and responsive skills offer and pipeline of employable talent for the capital region. CAVC is also the largest ESOL provider in Wales; with its 'REACH' centre acting as a regional hub, ensuring that people get the ESOL provision that is right for them.

The College prides itself on being a '**skills machine and not a qualifications factory**'. The heart of its curriculum and enrichment programmes focuses on developing skilled and employable people. Our strong partnerships with key employers has identified the need for learners to develop soft and transferable skills that prepare them for a changing workforce. It is all too easy for a college to just simply ensure its learners achieve their qualifications and nothing else and therefore the college focuses on developing all the skills that make our learners more employable. CAVC strongly believes that learners' key skills and wellbeing are essential for future growth and addressing the social mobility gap. The college offers more than qualifications and that is what it has set out to do since merger. CAVC actively plan to produce creative, adaptable, skilled and employable people.

CAVC is committed to ensuring the learner journey is a valuable one. While our learners do achieve and the College's outcomes have improved significantly since merger (from 75% all qualifications to 91%), there is much more importance given to the individual learner. CAVC do this by adding value to each learner, by developing their all-round skills. From live projects, internships and mentoring through to foreign exchanges and national and international competitions, Cardiff and Vale College offers its learners opportunities that are life changing and life enhancing.

An entrepreneurial, enterprising education is at the heart of the College's offer – when a student leaves further education, they need to stand out with a skillset and outlook that will add instant value to any employer, without the need for further workplace training. This is crucial for the community and wider economy.

The College also strives to create opportunities where opportunities currently do not exist. Standing still simply isn't good enough for the region and the communities. Therefore, CAVC actively seek out challenges to its regions and adapts and responds to them, as well as working to meet Welsh Government priorities. One of the outcomes of this approach is the development of an innovative and ambitious shared Eastern Community Campus on the college's former Trowbridge site; where our provision helps ease the transition from school to vocational or sixth form education. The College also addressed the problem of 14 to 16-year-olds at risk of becoming NEET by creating the sector-leading and Beacon Award winning Junior Apprenticeship programme. A programme that has been such a resounding success that the Welsh Government recommended that it be rolled out by other colleges across Wales. Currently, the College is working in partnership with Cardiff's local authority on a development to support the equally challenging schools in the West of Cardiff and opened a new Cardiff West Community High School sixth form provision in February 2019.

As part of our 10 year Estate Strategy, the College is now focusing on the Vale of Glamorgan where the College is developing two inspirational facilities; one at its current ICAT site – a new Advanced Manufacturing Centre and one in Barry to replace the current Colcot Road facility.

Cardiff and Vale College invests in the future of its region for current and future generations. Since merger we have invested in creating state of the art new facilities that do not just enhance learning – they inspire people to learn. Other inspirational responses include our outstanding commercial facility, Business School development and the ESOL provision developed at our brand new campus 'One Canal Parade'. Over the last two years, CAVC has also developed new curriculum approaches such as Programmes of Accelerated Learning, Enhanced Programmes, Career Ready programmes, Junior Apprenticeships as well as working with Velindre Cancer Care to launch the UK's first ESOL+ Health and Cancer Awareness Resource.

The College sees the bigger picture and addresses it by acting differently; by being Inclusive, Influential and inspirational, the College continues to make a sustained difference to our communities. CAVC works constantly to develop new opportunities and education that make a difference, not just to individuals, but to their families and to the economy of our region. In 2019 we became the first college in Wales to achieve QAA accreditation which means we can run our own HR funded provision.

We also became Leaders in Diversity, ranked within the top 12 in the top 100 in the UK, and in 2020 we won the award for the most innovative EDI Initiative of the year for our work with our communities, specifically REACH and ESOL Cancer Awareness.

Below is a list of the awards won during 2018-19, recognising the achievements of our learners' skills, all of which raise learners' aspirations and promote success.

### 3. College, Learner and Staff Awards

#### Student shortlisting, awards and achievements:

- Tom Lewis, an electrical installation apprentice, was selected to represent Team UK at EuroSkills Budapest and the World Skills Finals in Kazan. Tom achieved a Medal of Excellence which are awarded to competitors who have achieved the highest international standards
- Kyle Woodward, a Cyber Security student was also successfully selected from organisations across the UK to compete at the World Skills UK Finals in Kazan.
- Morgan McNeil, IT Systems Admin, has officially been named part of the initial UK squad for Worldskills Shanghai.
- Career Ready Alumni Megan Harrington has won the Anne Spackman "Giving Back Award" for her work as a volunteer mentor on Local Advisory Boards. Current Career Ready student Jack Evans has won the North of England and Wales Regional Career Ready Student of the Year Award.
- Samantha Assinder. Level 2 Child Care won a medal in the Skills Wales Competitions.
- Vehicle Refinishing learner Naim Ahmed has made it to the shortlist for a prestigious Institute of the Motor Industry (IMI) Award, for the Student of the Year category. The results will be announced during the IMI's centenary dinner next month.
- Oscar Green and Omer Waheed both won silver medals in the Automotive Repair Body competition in Skills Competition Wales
- Mitchell Cole won a gold medal in the Automotive Refinishing competition in Skills Competition Wales
- Kristian Eirland won a gold medal in the Heavy Vehicle Technology competition in Skills Competition Wales
- Leah Olding won silver and Tasnim Bunyan won bronze medals in the IT Software Solutions for Business competition in Skills Competition Wales
- A team of learners won a gold medal in the Accountancy competition for Skills Competition Wales
- Ieuan Jones won silver and Nia Williams won bronze medals in the Culinary Arts competition for Skills Competition Wales
- Courtney Inker won silver in Inclusive Skills Hairdressing contest in Skills Competition Wales
- Esta Lewis Wales' first Heritage Outreach apprentice won Tomorrow's Talent Award at the Apprentice Awards Cymru.
- Kaiden Ashun has won the regional heat of the Sparks Electrical Apprentice of the Year contest which was held in Barry campus last week. Kaiden will also be taking part in the Skills Competition Wales regional heats before heading off to Coventry for the Sparks UK Finals.
- Level 3 Theatrical Makeup student Natalie Lupton won 1<sup>st</sup> prize in the Welsh Heat of the Concept Apprentice of the Year 2020 contest. The competition was run in conjunction with L'Oréal. Natalie will now go through to the UK Finals which will be held in L'Oréal Academy in London in March.
- Auto learner, William Davies has won the prestigious Ford Panel Apprentice of the Year Award.
- An ex Access to Nursing learner won Nurse of the Year at the Nursing and Midwifery Council.
- Lucy Richards received a letter of achievement from LIBF (London Institute of Banking and Finance) and £500 scholarship towards one of their degree courses.
- The Rugby Academy continued to do well. It had its first international fixtures, with a ground-breaking tour of Japan where it represented Wales at the Sanix World Youth Tournament, coming sixth. The CAVC Rugby Academy also finished in fourth position in the Welsh Schools and Colleges A Licence league, claiming regional A Licence bragging rights. 5 players have been selected for Wales. Player Nathan Evans joins his fellow players Jake Thomas and Evan Lloyd as CAVC's third Academy player signing a three-year contract with the Cardiff Blues Academy this academic year.
- Cardiff and Vale College's Netball Academy has had players be selected for Wales, Cardiff and Vale County and for Netball Superleague team the Celtic Dragons.
- FD Film learner, Meg O'Brien was named Creative Student of the Year at the Creative and Cultural Skills Wales Awards. Our shared apprenticeship programme Media Academy Cardiff won Creative Collaboration of the Year.

### **College and staff awards and achievements:**

- CAVC were crowned the winners in the Most Innovative EDI Initiative at the National Centre for Diversity Awards for REACH and our ESOL Cancer Awareness project run in partnership with Velindre Charitable Trust, Public Health Wales and Cardiff and Vale University Health Board. We also went up from 15th to 12th in their UK Top 100 Index for Fairness, Respect, Equality, Diversity, Inclusion and Engagement.
- CAVC have been shortlisted for 3 TES awards: T&L Initiatives, Effective use of TEL – outstanding use of Technology for improving teaching, learning and assessment and Contribution to local community.
- Aoc Beacon Award for Transition to Post 16 Education for the Junior Apprenticeship Programme
- Aoc Beacon Award for Effective Delivery of Apprenticeships
- The Department of ESOL, ABE and Learndirect was awarded a Project Learning Together award for its work with BT
- Film/Media lecturer, Cristina Raad won Creative Tutor of the Year at the Creative and Cultural Skills Wales Awards.
- Public Services Lecturer Tom Jones shortlisted for TES FE Lecturer of the Year
- Shortlisted for the AOC Beacon Award for Wellbeing related to our support for learners, staff and the community.
- The ALN team won awards at NAMSS and Nasan – Post-16 providers
- James Donaldson won NAMSS Leader of the Year
- Assessment Services Matrix Award for our work with the community
- Geoff Shaw (Building Services) has been appointed a World Skills Training Manager
- Nicola Hamonda (Hair and Beauty) was the only education lecturer shortlisted in the Goldwell Colour Zoom 2019 final.
- The College was shortlisted in the Education category for its Junior Apprenticeship Programme and the Restaurant category for The Classroom at the Cardiff Life Awards
- We achieved Silver Investors in People in 2018.

## 4. The Law

Under the 2010 Equality Act public bodies are required to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
3. Foster good relations between people who share a protected characteristic and those who do not

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

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

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

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.

From this we understand that 'equality' does not 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 new equality duty is to ensure that equality is mainstreamed into our work and that this in turn should result in more appropriately delivered services and outcomes taking into account individuals' 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 must mainstream equality in both their internal and external facing functions, and the duty provides a mechanism for tackling institutional discrimination in policies, practices and procedures.

Cardiff and Vale College is committed to these principles of mainstreaming equality and welcomes these legislative changes. We are committed to providing high quality, lifelong education and training in support of individuals, communities, employees and their employers. We also 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.

We have set SMART outcome focused objectives which address the most pressing and persistent equality challenges facing Wales set out in Is Wales Fairer? 2018 and the Wellbeing of Future Generations Act, as well as the Welsh Government's own equality objectives. Most specifically we have considered the following information from Is Wales Fairer? and they have informed our equality objectives:

- Attainment gaps at school-leaving age persist for children with ALN and those eligible for FSM.
- Disabled people's employment rate in Wales is less than half that for non-disabled people. Disabled people are less likely than non-disabled people to work in managerial or professional occupations, which tend to have high pay.
- Certain groups of children are more at risk of being bullied than others. Sexist bullying tends to be targeted at girls, while lesbian, gay, bisexual and transgender (LGBT) children, and children with ALN are also more likely to be victims of bullying.
- Overall participation in higher education has increased. But men, disabled people and those from ethnic minorities experience attainment gaps.
- Subject and career choices remain highly gendered, with girls being much less likely to continue studying science and maths after school.
- Engagement in lifelong learning (education courses or job-related training) has declined since 2013/14, including among younger people aged 25–34.
- In apprenticeships, strong gender segregation remains. Ethnic minorities are under-represented in apprenticeships and the representation of disabled people is particularly low.
- Bullying and sexual harassment remain widespread in the workplace, although a lack of survey evidence means that it is difficult to quantify this.
- Women are more likely than men to work in caring, leisure and other service occupations, or sales and customer service occupations, or elementary occupations, which tend to have low pay, but similar proportions of women and men are in high-pay occupations.
- Women continue to earn less than men on average.
- Poverty has increased: a quarter of adults and a third of children are now living in poverty. Poverty and deprivation are both higher in Wales than in other nations in Britain, but severe material deprivation in Wales has decreased. Disabled people are more likely to live in poverty and experience severe material deprivation than non-disabled people.
- Despite an increase in funding, mental health provision in Wales is not meeting demand. The number of people waiting for mental health treatment has doubled in the past six years. The number of children and young people referred to, and waiting for treatment from, child and adolescent mental health services continues to increase; but, in contrast with England, there has been some improvement in longer waiting times.
- The number of recorded hate crimes has increased across all recorded protected characteristics in Wales, particularly for disability hate crimes.

The College will build on the excellent progress in meeting our responsibilities to our learners, staff and other stakeholders under equality legislation. We will address inequality across all of the protected characteristics focusing on the objectives within this report.

## 5. Information Sources

A variety of information has been used to formulate the equality objectives within this document, this includes:

- Learner enrolment and performance data 2016/17, 2017/18, 2018/19 and 2019/20
- Staff data 2016/17, 2017/18, 2018/19 and 2019/20
- Learner voice information
- Community board minutes
- Equality and Diversity Committee minutes
- Complaints
- Procurement information
- Surveys undertaken for Leaders in Diversity
- Action plan for Leaders in Diversity
- Quality assurance activities
- Quality improvement activities such as internal reviews

Staff and learner data are published with this report – College Performance Report and Staff Equality Report.

## 6. Consultation

In preparing for this Strategic Equality Plan consultation has been undertaken with:

- Community members
- Community Board
- Staff – all levels
- Learners via focus groups
- The Student Union
- Partners
- Employers
- Sub-contractors
- Unions

The main forum for this consultation has been the Equality and Diversity Committee and the Community Board, as well as bespoke consultation activities.

## 7. Equality Objectives

**These objectives form part of the self-assessment process and are found in more detail in the relevant QDP. Please note the information in brackets after each action refers to the specific protected characteristic.**

### 7.1 Diversity of Learners and the Learner Journey

**To attract, select and retain a diverse range of learners to College by breaking down barriers to access and creating an environment that encourages and supports all learners to actively engage.**

#### Short Term Actions (1 year)

1. To review progress towards meeting the actions set in the campus accessibility audits eg gender neutral toilets, disability access. (All)
2. To ratify procedures to support Transgender/non-gender specific learners including exam access arrangements and learner records. (G & T)
3. To review and revise our plan to raise awareness of the apprenticeship route within our community including working with local employers. (E & D)
4. To review impact of childcare provision on ESOL learners to ensure the current offer is appropriate and not having an adverse impact. (G & E)
5. To review learner experience of Black Caribbean, Mixed White Black African and those who identify as 'Other' gender and set actions to improve success rates. (E & G)
6. To review enrolment and recruitment events to ensure they meet the needs of learners who are sensorally challenged. (D)
7. To monitor recruitment and enrolment conversion data by protected characteristic, setting actions where any differential impact is identified. (All)
8. To further develop the work of learner societies ie LGBTQ+ society.
9. To continue to support the community homework clubs on college Cardiff campus. (E)

#### Mid Term Actions (2-3 years)

1. To ensure all new campuses are designed to reflect the diverse needs of all learners ie accessibility, prayer space etc. (All)
2. To develop a pool of diverse case studies highlighting the impact of studying and working at College. Use these case studies on the website and in other publicity. (All)
3. To develop the use of a diverse range of learner and staff role models. (All)
4. To develop the effective use of value added to ensure all learners make appropriate progress against their individual starting points. (All)
5. To fully develop an effective I2A provision. (All)
6. To run and review the impact of NUS campaigns – mental health, community cohesion, islamophobia, antisemitism and sexual orientation. (D&S)
7. To improve college visibility at key EDI events eg Pride. (All)
8. To embed learner journey portal, college app and On Track to maximise communication and learner experience. (All)
9. To fully embed the College's EIA process. (All)
10. To meet the targets in the Transgender Charter Action Plan. (T)
11. To respond to results of data analysis of each academic year and set actions to improve. (All)
12. To develop the use of the Community Board to ensure it reflects the diversity of college and its community and that it is effective in supporting the college to meet its strategic aims. (All)

### **Long Term Actions (4 years)**

1. To put in place a programme of learner voice surgeries run by learners expert in EDI to support PCs. (All)
2. To analyse impact of the Transgender Charter. (T)
3. To embed EDI into the curriculum planning process to ensure the curriculum fully meets the needs of our diverse community. (All)

## 7.2 Academic Achievement

To ensure all learners are facilitated to have equal opportunity to achieve their qualifications to develop the skills they need to progress into meaningful further study or employment.

### Short Term Actions (1 year)

1. To continue to report on 4 protected characteristics as part of data monitoring. (G, A, R and D)
2. To continue to embed this into self-assessment and QDP processes in all areas. (G, A, R and D)
3. To undertake an impact assessment on initial advice and guidance of the apprenticeship provision. (All)
4. To review support for learning within the apprenticeship provision adapting procedure to ensure all support needs are identified, met where appropriate and monitored. (D)
5. To improve the timely completion and accuracy of exam access arrangement applications. (D)
6. To review the impact of I2A. (All)

### Mid Term Actions (2-3 years)

1. To support staff to develop inclusive teaching practices in order to improve universal provision across college. (D)
2. To develop provision for learners with more complex needs considering curriculum, the physical environment, additional support and training for staff. (D)
3. To develop a revised EDI training programme for staff which covers all protected characteristics and meets the specific, diverse needs of our community.
4. To review ALN provision in line with the new ALN Act yearly, reporting to Welsh Government and the Local Authority. (D)

### Long Term Actions (4 years)

1. To ensure college is compliant with ALN Bill. (D)
2. To review the impact of the ALN Bill. (D)

### 7.3 Inclusive Culture

To promote equality, respect and inclusion across College and its partners and embed equality into the decision making at all levels.

#### Short Term Actions (1 year)

1. To deliver a programme of management training to enable them to support and challenge behaviours in line with college values. (All)
2. To review Leaders in Diversity responses relating to staff behaviours in line with values across college and produce action plan where any disparity is identified. (All)
3. To renew Leaders in Diversity. (All)
4. To review the current tutorial provision and develop a new programme in line with the Wellbeing of Future Generations Act. (All)
5. To develop a tutorial for the WBL provision in College in line with the Wellbeing of Future Generations Act accessible to all apprenticeships within the QSA. (All)
6. To set up a Student Management Group for Active Well-being ensuring that its membership is representative of the College community. (All)
7. To address recommendations of the Estyn thematic report on LGBTQ+. (SO)
8. To retain Matrix accreditation. (All)

#### Mid Term Actions (2-3 years)

1. To develop a method of quality checking the appraisal process to support inclusive culture and behaviours in line with college values. (All)
2. To develop a strategy to use role models across college to further promote the inclusive culture. (All)
3. To review the tutorial programme yearly for impact and effectiveness. (All)

#### Long Term Actions (4 years)

1. To develop and deliver EIA training for all managers which will equip them to undertake effective impact assessments. (All)

### 7.4 Collaboration and Engagement

To ensure that engagement takes place with staff, learners, communities and local voluntary/third sector groups from protected characteristics through collaboration, communication and consultation.

#### Short Term Actions (1 year)

1. To launch a staff survey, review responses and agree recommendations for implementation. This will become a yearly process.
2. To continue to work effectively with current partners. (All)
3. To extend the representation of the Governing Body to ensure it more fully reflects our community. (All)
4. To train all members of the Governing Body in EDI. (All)
5. To develop staff engagement in planning for College involvement in community events ie Pride. (All)

### **Mid Term Actions (2-3 years)**

1. Develop a process for staff focus groups, extending communication and consultation across College.
2. Review effectiveness of staff communication strategy.

### **On-going Actions**

1. To continue to develop new partnerships which support the College's strategic objectives. (All)

#### **7.5 Attracting, Retaining & Investing in the Development of Staff**

**To attract, retain and develop a diverse range of people to work at the College to enable staff demographics to match learner demographics more closely and to enable those that work here to have access to open and transparent career development and progression.**

### **Short Term Actions (1 year)**

1. To sign the Cardiff Bay Community Jobs Compact with a view to increasing staff diversity. (All)
2. To further develop the Aspiring Teachers bursary for college staff, community and ex-learners. (All)
3. To use SDF money to support the training needs of our community to maximise the opportunity to upskill and provide a pipe-line of employees. (All)
4. To continue to produce and publish staff data yearly and develop actions as a result. (All)
5. Attain IIP Gold. (All)
6. To meet the actions in the Time to Change action plan. (D)
7. To review the membership of the staff Wellbeing Group to ensure it represents the college community. (D)

### **Mid Term Actions (2-3 years)**

1. To gain Disability Confident Level 3. (D).
2. To embed the activities of the staff mental health champions and review impact. (D)
3. Monitor recruitment data by protected characteristic and use to plan community activities. (All)
4. As part of the Jobs Compact, run practical application events to support members of the community to apply for jobs at college. (All)
5. To implement Transgender procedures supporting staff to meet the needs of those within the organisation, as well as enabling the college to effectively meet the needs of any transgender staff. (T)

### **Long Term Actions (4 years)**

1. To review the impact of activities and develop further actions. (All)



## 7.6 Accessibility and Estate

To ensure the Estate reflects the diverse needs of our community and provide accessible and inclusive working and learning environments.

### Short Term Actions (1 year)

1. To review progress towards meeting the actions set in the campus accessibility audits eg gender neutral toilets, disability access. (All)

### Mid Term Actions (2-3 years)

1. To ensure all new campuses are designed to reflect the diverse needs of all learners ie accessibility, prayer space etc. (All)
2. To explore opportunities to achieve quality marks for accessibility. (D, R&B & T)

## 7.7 Fair Pay

To continue to ensure all staff from all protected characteristics are paid a fair wage and we actively reduce any pay gap.

### On-going Action

1. We will continue to produce and publish staff pay data yearly and develop actions as a result. (All)
2. We will continue to work towards actions in the above plan. (All)
3. We will continue to look for best practice in challenging the pay gap. (All)

### Short Term Action (1 year)

1. To become a Living Wage accredited organisation. (All)

## 7.8 Procurement

We will ensure that other organisations who deliver functions on our behalf give due regard to equality and we will monitor their performance towards meeting the Duty

### Short Term Actions (1 year)

1. To establish an audit process, assigning responsibilities for all of our procurement services to measure whether each organisation gives due regard to equality. (All)
2. To fully implement the EDI Procurement Policy. (All)
3. To fully implement the EDI Procurement procedures within and outside any consortium agreement. (All)

### Mid Term Actions (2-3 years)

1. We will monitor the implementation of these procedures, producing actions as required. (All)

### Long Term Actions (4 years)

1. We will monitor the impact of our procurement procedures. (All)

2. To include data from equality monitoring of suppliers as part of every contract renewal process to ensure they have the highest standard of compliance with equality and diversity legislation. (All)

### **7.9 Data Collection and Monitoring**

**To enhance the collection, analysis and monitoring of equalities data and relevant equalities information.**

#### **Short Term Actions (1 year)**

1. To review the recording of reasons for withdrawals for all learners to support collection, analysis and monitoring of equalities data. (All)
2. To review the information gathered in On Track to ensure that it is used effectively to support learners at risk. (All)

#### **Mid Term Actions (2-3 years)**

1. To undertake a research project on retention and success of specific BAME groups in further education, this will encompass college and our community. (E)
2. To develop scholarly activity around EDI as part of CPD sponsorship. (All)

#### **On-going Actions**

1. To continue to report on 4 protected characteristics as part of data monitoring and develop actions as a result. (G, A, R and D)
2. To continue to produce and publish staff data yearly and develop actions as a result. (All)
3. To continue to report and respond to learner voice data for all PCs and develop actions as a result. (All)

## 8. Approach to Positive Action to Achieve Equality Outcomes

We have based our approach on the advice and guidance pages of the Equality and Human Rights Commission website and have considered the publication "*Exploring Positive Action as a Tool to Address Under-representation in Apprenticeships*" (EHRC, 2019).

We are aware of our right to take action to tackle a particular disadvantage, different need or disproportionately low participation of a particular group of learner or staff. We will only use positive action where it is a proportionate action to remedy the disadvantage faced by that particular group and the steps. An impact assessment of this will always be conducted before the decision is made.

Positive action is not the same as positive discrimination which involves preferential treatment for a particular disadvantaged group which does not meet the positive action conditions. It is never unlawful to treat disabled students (or applicants) more favourably than non-disabled students (or applicants).

## 9. Approach to Using Procurement to Achieve Equality Outcomes

We have considered the Equality Human Rights Commission Guidance “*Procurement: a Guide for Listed Public Authorities in Wales*”.

We note that when procuring works, goods or services from other organisations on the basis of a relevant agreement, we must:

- have due regard to whether it would be appropriate for the award criteria for that contract to include considerations to help meet the general duty
- have due regard to whether it would be appropriate to stipulate conditions relating to the performance of the contract to help meet the three aims of the general duty.

We have built equality considerations into our procurement processes and will ensure everyone involved in a tender process is aware of the responsibilities that may arise under the public sector equality duty; we will offer assistance where appropriate. We are aware we will need to have 'due regard' at all stages of the procurement process to the need to advance equality.

We will consider this duty at all stages of a recruitment process and will ensure we are clear about where we should address a range of needs or have to mitigate disadvantage. We will need to assess our procurement policies and strategies to consider whether they adequately meet the aims of the duty. Policies and strategies cover planning and carrying out procurement and the subsequent management and enforcement of contracts.

We will take steps to monitor the actual performance of any contract and will act promptly if we become aware of poor or non-performance regarding the equality requirements of a contract.

We will make appropriate arrangements to promote knowledge and understanding of the general and specific duties amongst any supplier employees and to identify and address staff training needs. We will also undertake targeted training for College staff involved in our procurement processes.

## 10. Arrangements for Monitoring Progress

Successful delivery of our objectives will require strong leadership. Leadership will be driven primarily by our Governing Board and Principal through the Executive Team. The Dean of Quality Improvement has the strategic responsibility for the equality and diversity agenda and oversees the implementation, monitoring and review of equality and diversity in relation to both staff and students with the support of the Head of Operational HR.

Responsibility for operational delivery rests with all teams within the College. Each Head of Department will ensure their staff have the appropriate skills and knowledge of equality that are required.

We will review our information, engagement evidence, impact assessments and objectives on an annual basis. Our Equality and Diversity Committee will monitor delivery against the objectives and scrutinise the information available to ensure we identify and implement new strategies and objectives appropriately. This will be reported to the Quality standards Board and the Governing Body. The Community Board will support the consultation of these objectives.

As far as is possible we have linked the Strategic Equality Plan with the College's Quality Assurance timetable to help us as we embed E&D into the College planning and monitoring systems.

## 11. Arrangements for Collecting Relevant Equality Information

### **Internal employment data (profile)**

Human Resources will put in place appropriate systems for collecting all staff data in respect of all protected characteristics.

This will be published on our internet website annually in April.

### **Student data (profile)**

The Information Systems and Quality departments are responsible for student data and will put in place appropriate systems for collecting all student data in respect of all protected characteristics.

This will be published on our internet website annually in the Autumn Term.

### **External applicant data (access to opportunities)**

Human Resources will put in place appropriate systems for collecting all data in respect of applicants for employment in respect of all protected characteristics.

This will be published on our internet website annually in April.

### **Student applicant data (access to opportunities)**

The Director of Information Services is responsible for student data and will put in place appropriate systems for collecting all student data in respect of all student applications and protected characteristics.

This will be published on our internet website annually in the Autumn Term.

### **Academic achievement data**

The Information Systems and Quality departments are responsible for student data and will put in place appropriate systems for collecting all student data in respect of all protected characteristics and academic achievement.

This will be published on our internet website annually in the Autumn Term.

## 12. Arrangements for Publishing Equality Information

We will publish a review of our equality objectives at the end of each year as part of our quality self-assessment procedures. This will include the data outlined above.

All information will be reviewed by the Equality and Diversity Committee and the Quality Standards Board.

The information will be published on our intranet and website. We will use internal communication and learner voice systems to ensure staff and learners have access to the information.

### 13. Arrangements for Assessing Likely, Actual and Ongoing Impact on Protected Groups

We are committed to measuring the impact of new and existing policies, practices and procedures on all equality groups by conducting appropriate impact assessments. When conducting assessments we will:

- Establish clear criteria for measuring the relevance of a policy, practice or procedure to equality of opportunity for all groups
- Prioritise and set a timetable to assess all existing and future policies, practices and procedures which are considered to have an impact on all groups
- Collect and analyse relevant data to assist with impact assessments
- Engage appropriately through involvement and consultation with people who are likely to be affected by policies and programmes from the start of the development and planning processes
- Review and revise proposals in light of data collection, consultation and involvement of people to ensure any negative impact is mitigated
- Provide our staff with training and support to ensure they carry out equality impact assessments with confidence and knowledge
- Aspire to provide a positive outcome for all equality groups in our work

In order to assess the impact of our policies and programmes on all protected characteristics we will need to utilise the following information:

- Demographic data and other statistics, including census findings
- Existing research findings
- Comparisons with other colleges
- Survey data
- Equality monitoring data
- One-off data gathering exercises
- Specially commissioned research



## 14. Promoting Knowledge and Understanding

Our objectives above include the commitment to continue training and awareness for all staff in respect of the general and specific duties.

We will deliver this through a variety of methods:

- Ensuring that our induction programme and process includes knowledge and awareness of the duties and what they mean for staff.
- A general training and awareness programme in respect of the duties for all staff; this will include a compulsory online training unit
- Training for all Senior Managers and Governors in respect of the duties and their responsibilities; this will include a compulsory online training unit.
- Training for appropriate academic staff in respect of curriculum.
- Training for tutors and the production of appropriate material for tutors to use with students. This will assist in mainstreaming equality for all protected groups into student culture and behaviour.
- Appropriate tailored training on assessing the impact of policies and functions on all protected characteristics for appropriate staff.
- Appropriate tailored training for key support staff including catering, cleaning, caretaking and estates staff.
- Mainstreaming of equality and the duties into all professional development training programmes.

## 15. Engagement

We recognise that equality is diverse and we cannot know what people need or how we can help them unlock their potential without involving them, and their representative groups, in our planning and decision making processes. We have committed ourselves to involving underrepresented people in areas where our work will have most impact on their participation in our courses and in employment with us.

Engagement is always an important part of our work, but we recognise that we now need to put specific processes in place to ensure that the needs of people are taken into account, and that the dimensions of diversity (such as ethnicity, age, disability, transgender, pregnancy and maternity, sexual orientation and religion or belief) are all addressed. Disabled staff and stakeholders will be fully involved with the delivery, implementation and monitoring and evaluation of our objectives.

We will publish reports on the outcome of our engagement activity including consultation and involvement to show clearly how people and their representative groups have influenced planning and decision-making within Cardiff and Vale College. This plan has previously outlined how we consulted over the development of the new equality objectives.

## 16. Contact details

For further information please contact:

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Should you require this information in alternative formats please contact Michell Hiller-Forster as outlined above.