

# STRATEGIC EQUALITY PLAN

2015 - 2018



## Mission Statement/Datganiad Cenhadaeth

Pembrokeshire College's mission is to provide the highest quality education, training and support services for all its learners.

Cenhadaeth Coleg Sir Benfro yw darparu addysg, hyfforddiant a gwasanaethau cefnogi o'r ansawdd gorau ar gyfer ei holl ddysgwyr.

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# 1.

## THE LAW

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it. The Act prohibits discrimination in employment, education and the provision of goods and services in respect of nine “protected characteristics”. They are:

**Age:** Refers to a person belonging to a particular age (e.g. 32 years old) or range of ages (e.g. 18 - 30 years old).

**Disability:** A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender reassignment:** The process of transitioning from one gender to another.

**Pregnancy and maternity:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race:** It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion and belief:** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sexual orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Marriage and civil partnership:** In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Yr iaith Gymraeg/The Welsh language:** although not a protected characteristic under the Equality Act 2010, the College has adopted the principle that in the conduct of public business in Wales, it will treat the English and Welsh languages on a basis of equality when providing services to the public.

**Sex:** A man or a woman.

# 2.

## AIMS, VISION, VALUES

Pembrokeshire College is committed to creating and sustaining a positive and supportive working environment for our staff and an excellent learning and teaching experience for our learners. Staff and learners are equally valued and respected, and are encouraged to thrive and reach their potential. We are committed to providing a fair, equitable and mutually supportive learning and working environment and this is reflected in the core values of the College as set out in our Vision and Strategy:

**Equality:** *We believe in equality of opportunity for all.*

**Diversity:** *We embrace the diversity of our staff, learners and other service users and see this as a great asset.*

We value the talent, skills and knowledge of every individual and we recognise that this is a key contributing factor in achieving excellent standards in all that we do. We aim to create an environment that respects the diversity of staff and learners and enables them to achieve their full potential, to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of the College.

In April 2011 the single Public Sector Equality Duty (PSED) was implemented and in the same month the Welsh Government introduced regulations putting in place a series of specific duties to underpin the general duty.

Public bodies are required to have due regard to the need to:

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

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.

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 PSED 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 externally facing functions, and the duty provides a mechanism for tackling institutional discrimination in policies, practices and procedures.

Pembrokeshire 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.

## 3.

### Specific Duties

The College will:

- prepare and publish our equality objectives
- publish objectives to meet the general duty
- publish a statement setting out the steps we have taken or intend to take to meet the objectives and how long we expect to take to meet each objective
- make appropriate arrangements to monitor progress towards meeting our objectives and to monitor the effectiveness of our approach
- give appropriate consideration to relevant equality information we hold when considering what our equality objectives should be.

## EQUALITY OBJECTIVES

### Objectives on pay difference

The College will:

- have due regard to the need to have objectives to address the causes of any pay differences that seem reasonably likely to be related to any of the protected characteristics
- publish an equality objective to address any gender pay gap identified.

### Review and revision of objectives

The College will:

- review all our equality objectives at least annually.

## Review and revision of objectives

We have used the following information to identify and set our equality objectives:

- Learner data
- Staff data
- Consultation with learners through the Learner Voice, College Council and VocalEyes
- Consultation with learners, staff, representatives, partners, key stakeholders and external communities through Equality and Diversity
- Committee meetings
- Consultation with our Corporation Board
- Senior Management Team meetings
- Team meetings
- Staff Voice Forum and VocalEyes
- Learner Voice Surveys
- Equality training evaluation and feedback
- Estyn inspection reports
- Local Joint Consultative Committee meetings with our recognised Trade Unions
- Consultation with, and involvement from, external agencies such as Pembrokeshire Mind, Shaw Trust and Remploy.

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## 5.

## OBJECTIVE 1: CURRICULUM

**Where we are now and how we arrived at our objectives:**

Following extensive engagement and involvement of staff and learners across the College, we have identified our priority objectives. In addition we have used our equality information to identify any gaps in access, course allocation and achievement for the different protected characteristics.

**Objective:**

We will improve access to courses, regardless of any of the protected characteristics and make sure that we take the needs and views of all protected groups into account when we design and deliver new courses and how we deliver the curriculum.

- We will continuously measure, monitor and improve the ways in which we deliver courses to different groups.
- We will build a positive culture, with a common understanding and approach through which we can integrate equality issues in respect of all protected groups into everyday work.
- We will ensure that equality is considered in the work-based learning opportunities offered to our learners.

# 4.

## CONSULTATION AND ENGAGEMENT

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This section outlines our key equality objectives, the steps we are taking or intend to take to meet them and the timescales we expect to achieve them in.

In drawing up these objectives and actions we have drawn on our work to date. We have extended consideration to each of the eight protected characteristics covered by all three of the main aims of the general duty (within the Public Sector Equality Duty) and the requirement to eliminate discrimination, harassment and other actions prohibited in the Equality Act 2010 in respect of the ninth protected characteristic relating to civil partnerships and marriage.

In drawing up these objectives we have taken a proportionate approach to making meaningful change in respect of the biggest issues identified through our partners and key stakeholders including staff and learners.

Each of the protected characteristics has been considered and objectives will clearly indicate where specific groups are being targeted through strategies, actions or positive action opportunities.

In arriving at our objectives, we have kept in mind the overriding purpose of the general duty. This is the requirement 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.

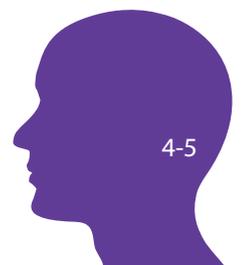
In consultation with our partners and key stakeholders we have identified the following functions of Pembrokeshire College as the most significant issues in respect of equality and the general duty. In broad terms they are:

1. Curriculum
2. Learner outcomes
3. Learner Services
  - Admissions and enrolment
  - Support services
  - International recruitment and delivery
  - Health, Safety and Wellbeing
  - Safeguarding
4. Employment
5. Physical environment
6. Staff training and awareness

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The steps we will take to meet this objective:

- We will continue to develop monitoring processes regarding all the protected characteristics.
- This data will include application for courses, success by groups in being placed on courses and academic achievement.
- This information will form part of our database and will be published and publicly available.
- Each year we will use this data to identify key issues and barriers for particular groups in consultation with staff, learners and expert groups.
- We will continue to review our course content to ensure that it positively reflects the needs and issues of all protected groups.
- We will continue to deliver training and awareness to all our academic staff in respect of equality issues and the curriculum.
- We will continue to promote good practice and tools for professional teaching staff to increase knowledge and expertise in respect of all the protected characteristics and curriculum issues.



## OBJECTIVE 2: LEARNER OUTCOMES

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### Where we are now and how we arrived at our objectives:

We are aware that different groups experience particular barriers and issues which mean that they do not have equal outcomes in respect of academic and vocational achievement.

### Objective:

We will continue to monitor and measure learner outcomes by all protected characteristics.

In particular we have identified, through our on-going equality work and our engagement activity, that different racial groups and disabled people experience particular types of disadvantage in achieving their academic potential.

### The steps we will take to meet this objective and when we will do this by:

- We will continue to deliver and develop our tailored support programme for disabled learners.
- We will use this information base to identify other priority actions to ensure that disabled learners, whatever their disability, have appropriate support packages and services in place.
- We will extend our engagement activities with disabled learners to identify appropriate actions. These will be included in our Equality Action Plan on an on-going basis.
- We will continue to work with ethnic minority groups to progress positive action.

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## OBJECTIVE 3: LEARNER SERVICES

### Where we are now and how we arrived at our objectives:

- We aim to ensure that all our learners, within any of the protected characteristics groups, have access to and are encouraged at every step to fulfil their potential and gain success as a learner at Pembrokeshire College. We are aware that some barriers will still exist and it is our aim to continue to work with staff and learners to identify and remove any obstacles and to positively improve the learner environment.
- We are also aware of groups of learners who may not specifically fall into one or more of the protected groups. For example male, white, potential and current learners who we will encourage to gain access to learning opportunities and achieve their potential.

### Objective:

- We will ensure that our learner services are fully assessed for the impact on different protected groups and that these impact assessments are used as a basis to identify appropriate actions to address barriers experienced by particular groups. This will include all aspects of our work on Health, Safety and Wellbeing and will therefore cross over into our work to support our staff.
- We will ensure that our international recruitment and delivery services are fully assessed for their impact on different equality characteristics and that appropriate actions are mainstreamed into our delivery of this area of work.

### The steps we will take to meet this objective and when we will do this by:

- We will continue to promote images of men and women in non-traditional roles, and encourage boys and girls in education to enter careers which are traditionally taken up by the opposite sex.

- We will ensure that staff and partners are aware of the role they have to play in supporting gender equality both internally and externally.
- We will ensure that we have the right data to be able to effectively analyse and mitigate against issues of inequality for all protected characteristics.

### Disability:

- We recognise from our previous equality work and from our engagement activities that disabled learners and prospective learners experience particular barriers and have specific needs from our learner services.
- We will continue to ensure that staff are trained in disability issues on an on-going basis. We will continue to engage with specialist groups to ensure that particular disability issues are identified and addressed. For learners with particular learning needs or mental health issues we will continue to monitor our services for disproportionate impact and provide relevant support.
- We will continue to monitor this activity and identify priority actions. These will be included in our Strategic Equality Plan on a regular basis.

### All protected characteristics:

- We will show how we have involved men, women, transgender people and disabled people in the decisions we have, and will, make in respect of learner services. These groups have been identified as experiencing particular issues in respect of our learner services and we will target our actions on them.
- We will continue to collect and monitor relevant information in respect of all of the protected characteristics and use this information and engagement activities to identify further priorities and objectives for action.

## OBJECTIVE 4: EMPLOYMENT

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Where we are now and how we arrived at our objectives:

- We recognise the importance of our employment policies, the opportunities they represent within the local community and the impact they have on our staff.
- We cannot hope to deliver our equality ambitions, or to be a local community leader in advancing equality or promoting good relations if our own policies are not assessed for their impact on equality.

**Objective:**

We will promote equality for all protected groups, particularly those who are most under-represented in our staff through appropriate and targeted positive action.

**The steps we will take to meet this objective and when we will do this by:**

- We will collect, monitor and publish equality data in respect of all protected characteristics and in respect of all aspects of our employment policies. This will be published, updated and reviewed every year.
- We will positively target recruitment of under represented groups following our engagement work with protected groups. This will include innovative uses of advertising employment opportunities within appropriate communities. In the first instance we will work with local ethnic communities and their leaders to identify appropriate actions.

- We will work with Transgender groups to target our recruitment at their community. We will also identify innovative ways to employ and support people with disabilities. These groups have been identified in the first instance as being under-represented and experiencing particular barriers.
- We will continue to monitor and measure employment application and success at all stages for all protected characteristics.
- We will build on our previous equality impact.
- We will identify appropriate actions and objectives from this work and include them in our Strategic Equality Plan.

**Gender and Sex equality:**

In particular we realise that a gender pay gap exists in our region and we are committed to working towards closing this gap. We are committed to diminishing occupational segregation and have therefore built this into our objectives.

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## OBJECTIVE 5: PHYSICAL ENVIRONMENT

Where we are now and how we arrived at our objectives:

We have already undertaken a significant amount of work to ensure that the physical environment of our facilities do not disadvantage protected groups, particularly disabled people.

Through our work we have identified a key priority in respect of outcomes for learners and carers of learners with particular physical and mental disabilities.

Engagement with relevant groups, and particularly disability experts, has identified our physical environment as key to advancing equality.

**Objective:**

- We will engage with appropriate disability groups including learners and staff to identify key environmental issues which create difficulties or barriers.
- We will put in place a programme of improvements specific to particular groups to continue to improve their access to all aspects of college business.

**The steps we will take to meet this objective and when we will do this by:**

We will manage a specific engagement event annually targeted at disabled people and particular groups with needs identified.

From this engagement we will identify any particular needs for specific groups such as the visually impaired, deaf or those with particular learning needs.

The highest priority needs will be included in our annual action plan, and we will ensure that this is publicly available and that we monitor delivery of the actions.

## OBJECTIVE 6: STAFF TRAINING AND AWARENESS

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We will continue to deliver a training and awareness programme for staff in respect of all protected characteristics and the requirements of the duties in Wales. This programme has to be tailored and designed to be appropriate to different staff with different functions. It includes mainstreaming equality and the duties into our induction programme and into all our CPD opportunities. This is a mandatory training requirement and all staff are required to attend. The awareness training has been in place since October 2010 and continues to feature in our annual staff development programme and staff induction.

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## OBJECTIVE 7: PAY OBJECTIVES

### Objective in respect of all protected characteristics:

- We will collect disaggregated information from our pay system in respect of all protected characteristics where this is available.
- Where we identify gaps in this information we will put appropriate actions in our systems to address them.
- We will use this information to identify pay gaps between the protected characteristics and to identify actions to address them.

### The steps we will take to meet this objective and when we will do this by:

- We will review this information with a view to creating meaningful and proportionate objectives where the need is identified.

### Gender Equal Pay:

We will review our own pay system to ensure it does not discriminate on the grounds of gender and we will expect our partners and contractors to have due regard to equal pay.

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## OTHER KEY QUALITY OBJECTIVES

### Equality Impact Assessments:

We will continue to undertake impact assessments on all new policies and functions.

### Engagement:

We will carry out external engagement exercises to identify areas for improvement in equality matters. These will be targeted at specific protected characteristics and we will concentrate on those groups and characteristics where we recognise we have least information and experience. These will include; age, transgender and sexual orientation.

### Identifying priorities for staff:

We establish equality issues from staff through our consultation arrangements to include the Staff Voice Forum, VocalEyes and the Equality and Diversity Committee.

### Pregnancy and Maternity:

In respect of pregnancy and maternity the College already has a raft of policies and positive action support programmes and policies for staff and learners. We will identify these policies and engage with staff, learners and expert groups to ensure that they are as effective and appropriate as possible.

### Race, Religion and Belief:

In our objectives we have identified opportunities to implement positive action in respect of recruitment of Black and Ethnic minority staff and learners.

We will continue to review our curriculum provision to identify opportunities to increase awareness of racial, cultural and religious issues, including consideration of various beliefs.

### Disability:

In our objectives we have particularly addressed disability issues in respect of curriculum, employment, physical access and learner support services.

### Gender and Sex:

Our objectives in respect of each of the areas above include consideration of different outcomes for women and men. We have also considered and produced an objective in relation to pregnancy and maternity.

We will identify appropriate Equal Pay objectives for women and men.

### Transgender:

We are aware that transgender people often experience the most difficult barriers and discrimination in both employment and access and success in education despite their relatively low numbers. We have had a number of individuals identifying as transgender access our services. We will build on this experience to identify positive action to address and overcome transgender people's issues.



### Age:

We will continue to collect and monitor age related information in relation to both staff and learners and prospective learners. We will identify and differentiate between age appropriate provision and aspects of our functions which may be creating disproportionate outcomes for people of different ages.

### Sexual orientation:

We will continue to collect information on sexual orientation in relation to staff, learners and prospective learners.

We will work with expert groups and LGBT staff and learners to identify appropriate proportionate actions. We continue to work on building trust and confidence within these communities with a view to improving reporting so that we can in turn use our information in a more meaningful way.

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## 6. ARRANGEMENTS FOR COLLECTING QUALITY DATA

### Internal employment data (profile)

The Director of Learner and Staff Services will put in place appropriate systems for collecting all staff data in respect of all protected characteristics.

### Learner data (profile)

The Head of Computer Services is responsible for learner data and will put in place appropriate systems for collecting all learner data in respect of all protected characteristics.

### External applicant data (access to opportunities)

The Director of Learner and Staff Services will put in place appropriate systems for collecting all data in respect of applicants for employment in respect of all protected characteristics.

### Learner applicant data (access to opportunities)

The Head of Computer Services is responsible for learner data and will put in place appropriate systems for collecting all learner data in respect of all learner applications and protected characteristics.

### Academic achievement data

The Head of Computer Services is responsible for learner data and will put in place appropriate systems for collecting all learner data in respect of all protected characteristics and academic achievement.

### Arrangements for publishing equality information

All equality information in respect of the protected characteristics will be published annually on our website in accordance with the categories identified above.

Should you require this information in alternative formats please contact the Learning Support and Equality Manager on 01437 753304 or email: [kr.davies@pembrokeshire.ac.uk](mailto:kr.davies@pembrokeshire.ac.uk)

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

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## 7. ARRANGEMENT FOR MONITORING PROGRESS

Successful delivery of our objectives will require strong leadership. Leadership will be driven primarily by our Corporation Board and Principal through the Equality and Diversity Committee. Our Director of Learner and Staff Services has the strategic responsibility for the equality and diversity agenda and oversees the implementation, monitoring and review of equality and diversity for employment issues and for learner matters.

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.

# 8.

## ASSESSING IMPACT ON PROTECTED GROUPS

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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 the 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, 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.

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# 9.

## PROMOTING KNOWLEDGE AND UNDERSTANDING

Our objectives above include the commitment to developing and implementing a comprehensive training and awareness programme for all staff in respect of the general and specific duties.

We will deliver this through a variety of methods:

1. Ensuring that our induction programme and process includes knowledge and awareness of the duties and what they mean for staff.
2. A general training and awareness programme in respect of the duties for all staff.
3. Training for all senior managers and governors in respect of the duties and their responsibilities.
4. Training for appropriate academic staff in respect of curriculum.
5. Training for tutors and the production of appropriate material for tutors to use with learners. This will assist in mainstreaming equality for all protected groups into learner culture and behaviour.
6. Tailored appropriate training on assessing the impact of policies and functions on all protected characteristics for appropriate staff.
7. Appropriate tailored training for key support staff including catering, cleaning, caretaking and estates staff.
8. Tailored targeted disability training for identified priority staff particularly in respect of Weston House staff.
9. Mainstreaming of equality and the duties into all professional development training programmes.

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 under-represented 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, gender, 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 Pembrokeshire College.

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## CONTACT US

If you have any questions, or require further information, regarding our Strategic Equality Plan, please contact:

**Kathryn Robson, Director of Learner and Staff Services and Lead for Equality & Diversity:**

01437 753192 or email: [k.robson@pembrokeshire.ac.uk](mailto:k.robson@pembrokeshire.ac.uk)

**Kristal Davies, Learning Support & Equality Manager:**

01437 753304 or email: [kr.davies@pembrokeshire.ac.uk](mailto:kr.davies@pembrokeshire.ac.uk)



Our Strategic Equality Plan is available online: [pembrokeshire.ac.uk/college/policies](http://pembrokeshire.ac.uk/college/policies). It is also available, on request in a range of formats including, large print Braille, cassette tape, disk, CD Rom and in Welsh. Should you, or someone you know require this in an alternative format, please contact the Learning Support and Equality Manager on 01437 753304 or email: [kr.davies@pembrokeshire.ac.uk](mailto:kr.davies@pembrokeshire.ac.uk)

Os hoffech chi gopi Cymraeg o'r adroddiad hwn, yna cystylltwch â Swyddog Datblygu'r Iaith Gymraeg y Coleg, Janice Morgan ar 01437 753435 / ebost: [ja.morgan@pembrokeshire.ac.uk](mailto:ja.morgan@pembrokeshire.ac.uk). If you would like a Welsh copy of our SEP, please contact the College's Welsh Language Development Officer, Janice Morgan on 01437 753435 or email [ja.morgan@pembrokeshire.ac.uk](mailto:ja.morgan@pembrokeshire.ac.uk)