



COLEG Sir Benfro  
Pembrokeshire COLLEGE

# EQUALITY REPORT

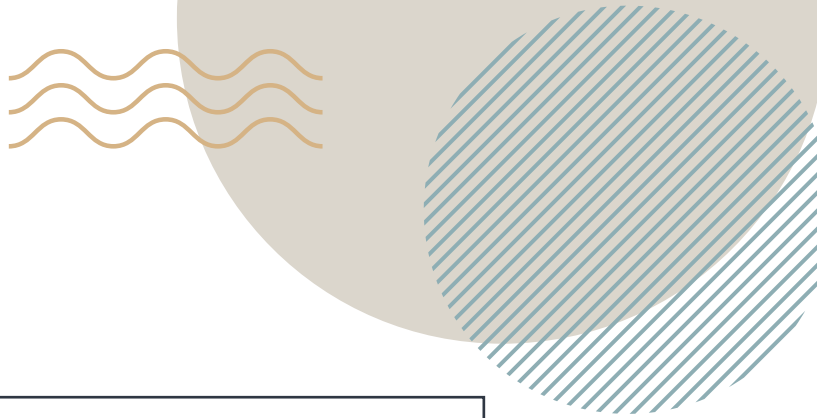
2022-2023





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# OVERVIEW



Pembrokeshire College is committed to creating and sustaining a fully inclusive working and learning environment for staff and learners which is fair, positive, supportive, and free from any form of discrimination, victimisation or harassment.

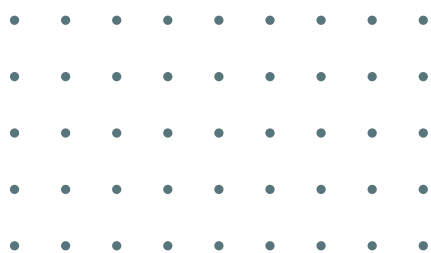
The College's Strategic Equality Plan 2020–2024 outlines the College's commitment to ensuring compliance with its legal responsibilities. The College's progress towards meeting these legal responsibilities is monitored by an Equality, Diversity and Inclusion Committee which is chaired by the College Principal.

This report summarises the progress made during the previous academic year in meeting its Equality Objectives.

If you have any queries or comments on the contents of this Report, the Strategic Equality Plan 2020 - 2024, or any aspect of Equality, Diversity or Inclusion, then please contact: Sian Thompson, ALN and Inclusion Lead on: [s.thompson@pembrokeshire.ac.uk](mailto:s.thompson@pembrokeshire.ac.uk)

This booklet is available in Welsh | Mae'r llyfryn hwn ar gael yn Gymraeg





# PROGRESS TOWARDS THE COLLEGE'S EQUALITY OBJECTIVES

Noted below are some highlights from the 2022-23 academic year.

## 2.1 Curriculum

Curriculum Managers ensure that the curriculum offer and the support provided meets learners' needs in light of the legislative requirements of the Equality Act and the Additional Learning Needs (ALN) Act 2018 and Additional Learning Needs Code 2021. Flexible curriculum options are considered by an admissions panel for some learners with ALN, learning difficulties and disabilities.

## 2.2 Learner Outcomes

The College's Inclusion Team has strong links with all the local secondary school Additional Learning Need Co-ordinators (ALNCOs) to ensure appropriate and robust transitional arrangements are in place for all school pupils with ALN planning to attend the College. A specialist Careers Wales Adviser also participates in annual reviews of pupils with Statements of Educational Needs, and Individual Development Plans, and they work closely with College staff to share relevant information to aid transition for new learners. The Inclusion Team College also attends the secondary schools Team Around the Pupil, Parent and School (TAPPaS) meetings to ensure that information is shared to support an effective transition for individual learners into College.

Specialist equipment and resources are available to ensure learners' needs are met and that they are able to access all aspects of College life.

## 2.3 Learner Support Services

The College is committed to creating and sustaining an excellent learning, teaching, and support experience for all its learners.

Learners are equally valued and respected and are encouraged to thrive and reach their potential, and to derive maximum benefit and enjoyment from their involvement in the life of the College.

The College publicity continues to promote images of males and females in non-traditional roles through all its social media, areas highlighted include Motor Vehicle, Plumbing, Science Technology, Engineering for female learners and Hair, Beauty, Health, and Childcare for male learners.

The Welsh Government's Race Equality Action Plan was published and the College responded by publishing its own Race Equality Action Plan. The College has embraced the need to actively promote anti-racism and ensure the fair and positive treatment of Black, Asian, Minority Ethnic learners, apprentices, staff and communities in all communications, messaging, and optics.





“The College is committed to creating and sustaining an excellent learning, teaching and support experience for all its learners.



A College Race Equality task and finish group has been established which comprises key academic and business support staff to drive the Anti Racism agenda forward. Representatives from HR, Quality, Inclusion, Marketing, MIS, Curriculum, and Wellbeing attend these meetings and take responsibility for individual areas of the Action Plan.

Notable achievements during 22-23 include:

College Curriculum Managers have received two bespoke professional learning sessions on developing knowledge and understanding of antiracism. They have been given a starting point for embedding anti-racism into the curriculum including the contributions made by Black, Asian and Minority Ethnic people to society and Welsh culture.

The College Tutorial programme and wider curriculum activities will reflect the impact of racism on Black, Asian, Minority Ethnic people, and white people, and promote anti-racist values and behaviours.

# EQUALITY

Considerable professional development and leadership programmes has taken place with anti-racism as a central component. This includes the inclusion of anti-racist pedagogy as part of the teacher training programme; and as part of the senior and middle management professional learning CPD programme. Lived experiences of individuals from a Black, Asian or Minority Ethnic Communities have been highlighted as part of the anti-racism training and contributes to the College's Race Equality Action Plan. Staff training has taken place on the College's Anti Racism commitment and the Plan has been shared with staff.

The College has standardised its data collection for learners, apprentices, staff, and governor data by ethnic background, including actions to address any identified gaps on an annual basis. This will be evidenced in the annual reports for 2024/25.

There has been a comprehensive review of College recruitment processes to ensure that they are anti-racist and proactively redress imbalances in the ethnic diversity of staff and leadership at all levels.

In terms of preparation for the implementation of the requirements of the Additional Learning Needs (ALN) Act 2018 and Additional Learning Needs Code 2021 for September 2023, the Inclusion Services team taken the following actions:

- To build capacity and deliver an Action Plan that will promote effective approaches to meeting the needs of College FE and WBL learners who have ALN and who have an IDP (Individual Development Plans) and who are vulnerable at transition by reason of their ALN, including looked after learners.
- To contribute to delivering a fully inclusive teaching, learning and support programme for staff to ensure that all learners are supported to reach their potential.

- To support the College to become ALN Act 2018 and ALN Code1 2021 compliant. The ALN Code requires much closer working practices between the pre and post-16 sectors, with the reviewing, maintenance, starting and ending of Individual Development Plans (IDPs) for the College and between professionals from different services and agencies e.g., Local Authorities, Secondary schools, Health, Social Care etc.
- To promote good practice in relation to post-16 learner transitions from school to College and from the College to employment, further training, and independent living.
- To ensure effective multi-agency working arrangements will benefit all learners who are at risk of not making a successful transition to the College from school or from the College to another training, health or social care provider, employer, independent or supported living e.g., Careers Wales, the College, Local Authority officers, social care and health professionals, learners, parents and carers.

During this year, welfare, academic, pastoral, and learning support services continued to support learners. Additional support continued to be provided to our more vulnerable and at-risk learners, e.g., food vouchers and food parcels. Vulnerable learners were also able to come into the College building for pastoral and academic support and as a warm and safe space for those who need it. The Emotional Literacy Support Assistant (ELSA) provision has been extended to work with more learners who have ALN, learning difficulties and disabilities.

The College continues to work with multi agencies partners such as Pembrokeshire Supported Employment Network, Pembrokeshire County Council, Social Care Inclusion and Education Departments, to support College learner who need additional support outside of college and for transition out of College.

The College Supported Internship Pathway 4 programme has been expanded.

A bespoke programme for seven ILS (Independent Living Skills) learners has been established with a large local employer Bluestone National Park Resort which is a 5\* destination for holidays and short breaks in Pembrokeshire.

Supported placements have also been offered by other local employers including the college.

Two learners have progressed onto a supported apprenticeship programme and one onto paid employment. Two have progressed onto voluntary work placements with local organisations.

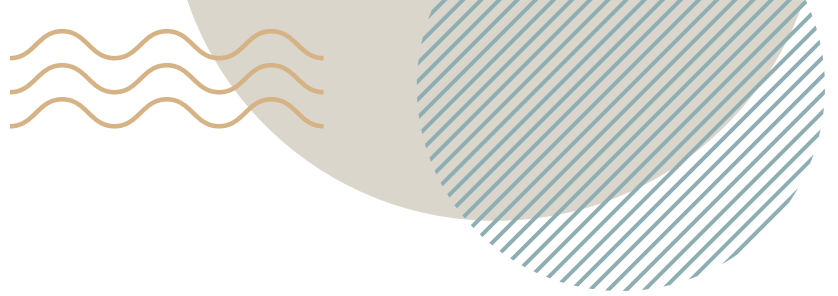
There were two employers' lunches which has provided the opportunity to raise the College's Internship Programme with a wider range of employers. The aim of which is to increase the number of employers who will accept learners with complex needs onto a supported internship programme.

There will be ongoing work with parents, carers, and learners to support individual learner's transition out of College into paid or voluntary employment or alternative training opportunities.

The College has recently undergone two habilitation audits of the main campus and one of the College off site locations (Withybush) to ensure that the College is meeting the needs of all its learners, particularly those with sensory impairments.

The College's ALN Professional Learning Network, and the College's Inclusion Aspire Mentor have been offering a range of professional CPD sessions for teaching and support staff to understand a range of neurodiverse conditions and effective strategies to aid their successful learning. The Network team have also provided advice and support to the College's Post-16 PGCE learners, staff and WBL partners across a range of key areas, including neurodiversity, sensory impairment, inclusive communication strategies, speech and language, outcomes training and person centred planning.

An exciting equal opportunities project is being rolled out for college learners. SPARC (Sustainable Power, Renewables and Construction) is a careers initiative co-constructed with industry partners: RWE Renewables, Blue Gem Wind, Ledwood Engineering, Floventis and the Port of Milford Haven. Further supported by the Swansea City Deal, Skills and Talent fund, it is designed to unlock the potential of women for new 'green' careers that align to renewable energy growth in Pembrokeshire.



# PROGRESS TOWARDS THE COLLEGE'S EQUALITY OBJECTIVES CONT...

In terms of the College's Financial Contingency Fund the breakdown of spend is:

Description	FCF Spend 22/23	FCF Spend 21/22
Bus Transport	£31,733	£14,097
ALN Transport	£117,826	£80,683
Books	£2,313	£3,136
Equipment	£41,315	£51,062
Childcare	£8,863	£17,501
Meal Support*	£67,254	£83,843
Other (DBS, petty cash etc.)	£8,665	£15,043
Total	£277,969	£265,356

The total numbers receiving support via EMA and WGLG are:

	2022/23	2021/22
EMA (no. learners in receipt)	444	446
WGLG (no. learners in receipt)	52	87

## 2.4 Employment

The College is committed to creating and sustaining an equitable, inclusive, and supportive working environment for its staff. The College is a Disability Confident Employer Lead.

The College's reaccreditation during 2023 of its Disability Leader status (the highest level of the Disability Confident scheme), has given reassurance that employees feel supported in the workplace and confident that their employment would not be negatively affected by declaring a disability.

Innovative ways to employ and support people with disabilities have been identified. The Guaranteed Interview Scheme is detailed within the College's recruitment literature and is considered for every vacancy. The College has also responded positively with the aim of increasing applications from members of the Black, Asian and Minority Ethnic Communities as part of its commitment in its Race Equality Action Plan.



The Welsh Language requirements to which the College is subject bring a particular challenge in Pembrokeshire. Multiple roles of Bilingual Tutors have been advertised throughout the year, and whilst it was possible eventually to find suitable candidates, it was a significant challenge.

The College works closely with Occupational Health to try to identify those who need and are entitled to protection and support in the workplace. It is hoped that employees see the College as an organisation that is supportive and inclusive which encourages disclosure.

A menopause group has also been established as part of the Health and Wellbeing programme. It is well attended, and Mental Health funding is utilised to employ the services of an ex-member of staff who is a nutritionist, having expertise in overall female health but specifically in relation to the menopause, to lead the group. She provides information on nutrition, supplementary support, diet, exercise and lifestyle. Allocation of funding for this will be considered during the 2023/24 academic year.

In addition to the active menopause group the College provides information and appropriate signposting through the Health & Wellbeing at Work Officer and relevant training/activities through the Aspire team on staff CPD days.

The College has signed the Wellbeing of Women Menopause Workplace Pledge.

The College's Health & Wellbeing at Work Officer has been responsible for the development, implementation, co-ordination and promotion of comprehensive and proactive online and in-person health and wellbeing provision for staff,

with the aim of promoting positive physical and mental health, emotional wellbeing and resilience. In addition to the established menopause support group, is a carers support group and a neurodiverse support group for staff, established and run by one of the College's Life Skills Academy Lecturers. A weekly wellbeing walk has taken place on a Friday lunchtime weather permitting.

There is dedicated space for Wellbeing of Staff within the College's staff café and resources for support groups and mental health can be found there.

The College's Aspire team ran a 'Thrive' group for curriculum staff during 2022/23 dedicated to supporting and improving their mental health.

Some of the events and activities that took place during the 2022/23 academic year to promote wellbeing were:

- Macmillan coffee morning
- World Suicide Prevention Day
- World Mental Health Day and Mental Health Awareness Week
- Wear it Pink for breast cancer awareness
- Children in Need
- Movember
- Carers Rights Day
- Save the Children and Fundraising – Christmas jumper day, toy appeal, time to talk day, no smoking day, Comic Relief, stress awareness month, warm clothes appeal to tackle poverty in the college for staff and learners, autism awareness day, dementia action week, prostate talk, international men's health month, carers week, digital wellbeing for Aspire day and more.

158 employees to date have undergone Mental Health First Aid training in the workplace.

The College's in-house Occupational Health and Counselling services continued over the year with the counselling service seeing an increase in requests from college staff for counselling support.

Wellbeing and communication are priorities for the College as an employer. The College Principal continued to provide a weekly 'blog' providing essential and 'nice to know' information. This the 'one-stop-shop' covers college news, essential health, safety and wellbeing information and a shout out to individual staff and learners for exceptional achievement.

### Gender Pay Gap Report

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, requires organisations employing more than 250 employees to provide an annual report showing the pay gap between its male and female employees. There is no statutory duty for Colleges in Wales to publish this data but a small number of Colleges have chosen to do so. The College has not published this data to date but will include it in the Operating Review within the Financial Statements, the Human Resources Annual Report, and the staff element of the Equality Annual Report.

The gender pay gap is any difference between the average earnings of men and women. Any gap is expressed as a percentage of male earnings.

A positive percentage shows that on average women have lower pay than men.

A negative percentage show that on average men have lower pay than women.

The College is required to provide:

- » The difference in mean pay between genders
- » The difference in median pay between genders
- » The number of men and women in each quartile of the range

The College mean pay gap as at 31st March 2023 is: 6.2% (7.9% 2021/22).

The College median pay gap as at 31st March 2023 is: 9.8% (9.1% 2021/22).

How the figures are calculated:

- » The mean average is the total of all hourly rates divided by the total number of employees included in the data
- » The median requires all hourly rates to be listed in numerical order, with the median average being the middle rate.

There are specific differences between the Equal Pay and a Gender Pay Gap:

- » Equal Pay is a specific legal term dealing with the pay differences between men and women carrying out the same or comparable jobs.
- » Gender pay gaps are the outcome of economic, cultural, societal and educational factors (including personal choice) but a Gender Pay Gap does not necessarily evidence an equal pay problem and this is certainly true in Pembrokeshire College.

Whilst there is debate regarding the value of gender pay gap reporting, it is generally believed that the median calculation is likely to be more accurate than other measurements as it is less likely to be skewed by 'outliers' i.e., small numbers of individuals in receipt of either very high or very low pay at either end of the pay scales.

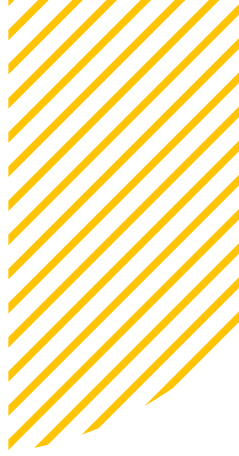
The College continues to have an open, inclusive and transparent approach to recruitment and salary progression.

## 2.5 Physical Environment and Resources

The Inclusion Services Support Manager, Curriculum and Business Support Managers ensure that there is an appropriate physical environment and resources for staff and learners with Additional Learning Needs and disabilities. There is a dedicated quiet room for the Life Skills Academy learners, and the quieter learning area in the Haven which was set up in 2021-2022, is proving to be a popular area for learners to access.

An extensive transport network arrangement is in place, with the College working with Pembrokeshire County Council, enabling a large number of learners to access learning. The costs of special transport for 2022-2023 were £117,826 compared to the previous year of £80,683 showing a £37,143 increase overall. This is partially due to increased applications for the Life Skills Academy and learners who have increased anxiety etc.





# PROGRESS TOWARDS THE COLLEGE'S EQUALITY OBJECTIVES CONT...

## **2.6 Staff Continuous Professional Development**

Staff training and Continuous Professional Development (CPD) has continued to focus on inclusive learning, teaching and support strategies, Additional Learning Needs (ALN), Anti Racism, Mental Health, and Welsh.

## **2.7 ALN Hub**

Work has continued on the College's ALN Hub updating existing resources and ensuring that new resources and information are created and uploaded onto the Hub for college WBL and FE practitioners to access.

## **2.8 Equality Impact Assessments**

College Managers complete Equality Impact Assessments on all new and updated policies and these are signed off at Senior Management Team (SMT) meetings. At SMT and Curriculum Cluster, Equality Impact is considered in all discussions and decisions. For 2023 – 2024 the format of the College EIA is being reviewed.

## **2.9 Welsh Language**

The Strategic Equality Plan fully considers Yr Iaith Gymraeg / The Welsh Language. Although not a protected characteristic under the Equality Act, the College is required to treat the Welsh language no less favourably than the English language, promoting and facilitating the use of Welsh in all aspects of provision, in accordance with the Welsh Language Measure 2011 and the Welsh Language Standards. The 2022-23 Welsh Language annual report provides a comprehensive overview of how the College has:

1. complied with its Welsh Language Standards
2. strived to develop and promote its Welsh-medium and bilingual provision and opportunities
3. continued to increase learner and staff engagement in Welsh language/bilingual activity demonstrating the College's commitment to providing language choice to all its stakeholders and contributing to fulfilling the aspirations of 'Cymraeg 2050: A million Welsh speakers'.

## **2.10 Socio Economic Duty**

The College continues to ensure that its strategic decisions and actions reflect the Welsh Government's Socio Economic Duty which was introduced in 2019. Learners and staff on low incomes have continued to be supported when facing any difficulties

The cross college Financial Wellbeing Group has identified additional support, information and signposting for staff and learners who are facing financial hardship in the ongoing current economic climate.

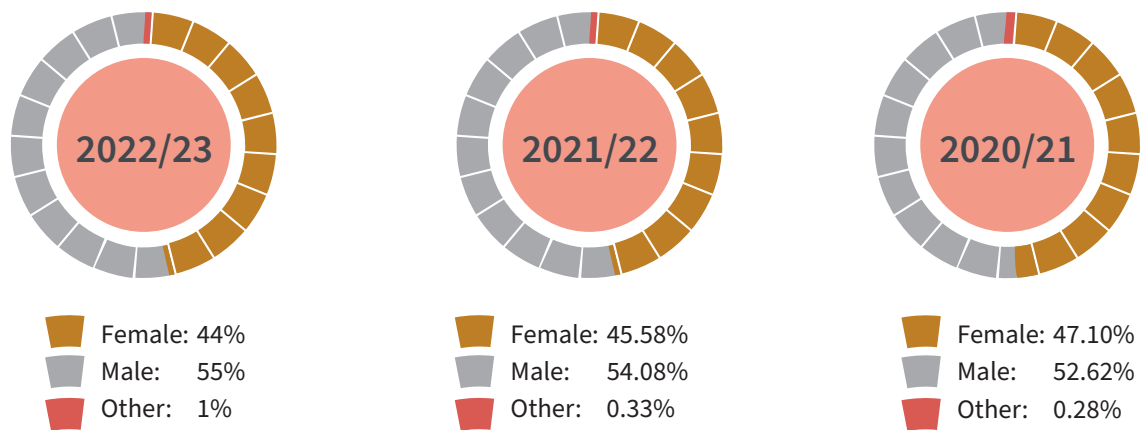




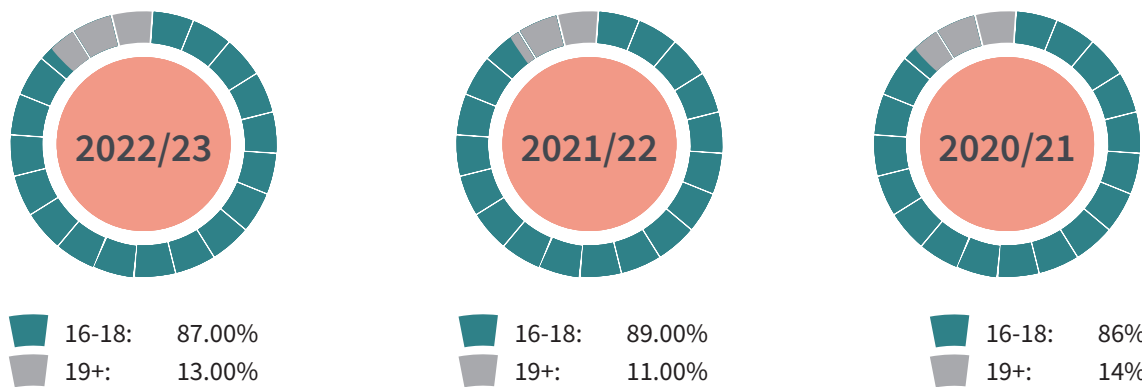
# EQUALITY DATA TRENDS FOR LEARNERS

For 2022-2023, there were a total of 1,770 learners on role on November 1st 2022. This compares with a total of 1,748 learners from the academic year 2021-2022.

**3.1 Gender Male, Female or Other (learners who declare that they are transgender or gender neutral):**  
There is a continuing trend of more males enrolling at college with a further increase this year of 0.92%. This is reflected in the Office for National Statistics data for Pembrokeshire. There is an increase in the number of learners who have declared themselves as other, a 0.77% increase from last year.

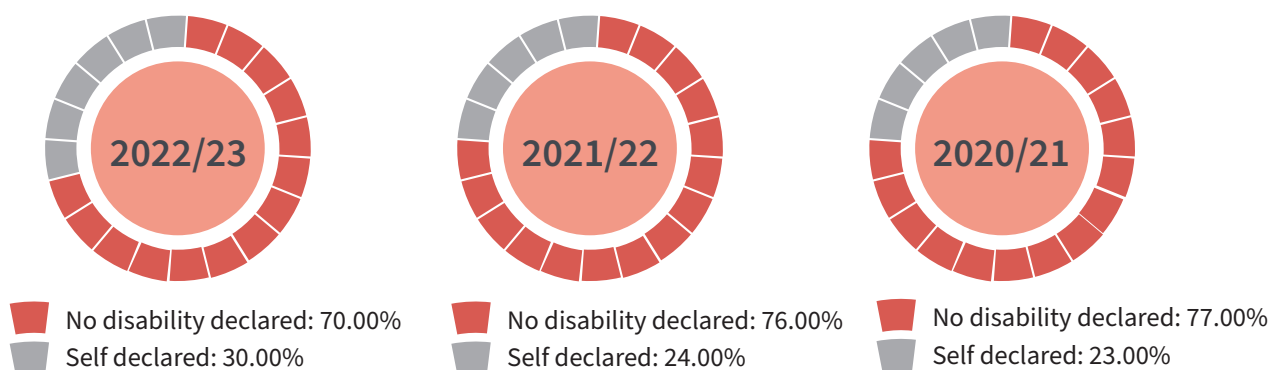


**3.2 Age**  
Enrolment trends for full-time FE learners between 16-18 has decreased by 1% from last year. However, the trend for learners between the ages of 19+ has increased by 2%.



**3.3 Additional Learning Need:** learners who declare an Additional Learning Need, learning difficulty or disability e.g., dyslexia, dyscalculia, dyspraxia, neurodiversity, hearing, or sight difficulties etc.

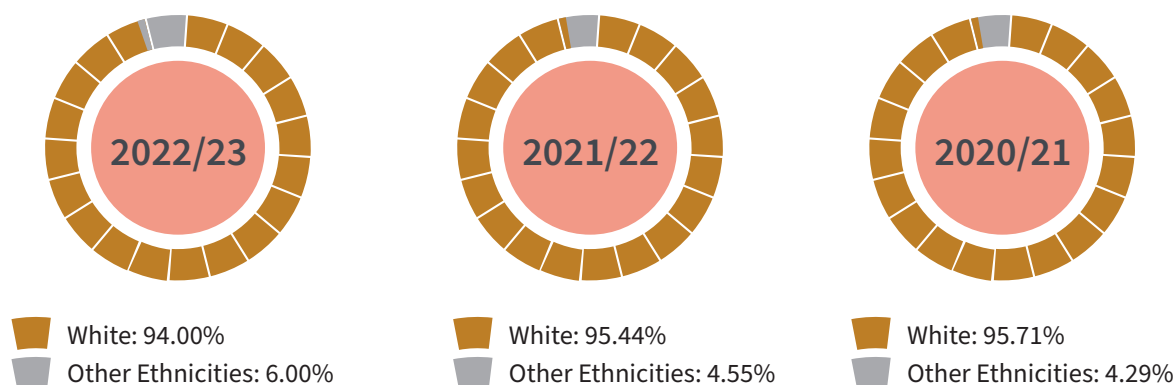
The percentage of full-time FE learners who have self-declared an ALN on enrolment has increased by 6% from the previous year. This is above the all Wales average of 21.1% (gov.wales).



For 2022/23 learners with evidenced ALN was 16% compared to 13% for 2021/22. There are significant delays in neurodiverse assessments in Pembrokeshire, e.g. autism has a three year waiting list.

**3.4 Ethnicity:** a social group that shares a common and distinctive culture, religion, language, set of traditions or the lack of belonging to one of these groups.

Full-time FE learners from other ethnicities shows an increase of 1.45% from the previous year. The Welsh Government's Anti Racist Wales Vision and the College's Race Equality Action Plan will support the College to work with Black, Asian and minority ethnicity groups to encourage more participation in education for these learners.



# EQUALITY DATA TRENDS FOR STAFF

## 4.1 Gender

Year	No. of Employees: Female	% Female	No. of Employees: Male	% Male	Total Headcount
<b>2022/2023</b>	<b>347</b>	<b>65%</b>	<b>188</b>	<b>35%</b>	<b>535</b>
2021/2022	340	64%	193	36%	533

The % breakdown of female/male employees across the College has remained within 2 percentage points since 2015/16 when it was 65/35.

## 4.2 All Staff Age Profile by Gender

Age Range	No. of Employees: Female	%	No. of Employees: Male	%	Total Headcount	%
65+	12	3%	18	10%	30	6%
55-64	85	25%	54	29%	139	26%
45-54	112	32%	48	26%	160	30%
25-44	132	38%	55	29%	187	35%
16-24	6	2%	13	7%	19	4%
<b>As at 31st July 2023</b>	<b>347</b>	<b>100%</b>	<b>188</b>	<b>100%</b>	<b>535</b>	<b>100%</b>
As at 31st July 2022	340		193		533	



### 4.3 Disability

Disability	Headcount	% of Workforce
Disability	61	11%
No disability	420	79%
Prefer not to say	54	10%
	<b>535</b>	<b>100%</b>

According to the Office of National Statistics Census 2021, 11.1% of the population in Pembrokeshire declared a disability under the Disability Act (with their day-to-day activities limited a little).

The College undertook a full equality audit during 2022/23 academic year and invited employees to review their own equality data and to update it if it had changed. The emphasis on updating data was particularly around disability as that can change over time. This audit resulted in the College's statistics of disabled employees increasing from 7% (2022/23) to 11% in 2022/23, an increase of 25 individuals. This indicates that whilst individuals may feel they wish to withhold disability information during recruitment (perhaps linked to past experiences or concerns it could affect the outcome) many employees have then during the audit been sufficiently comfortable to provide that updated information.

#### 4.4 Ethnicity

	As at 31.07.23	
Ethnicity	Headcount	% of Workforce
<b>White</b>		
British	134	25.0%
English	80	15.0%
Irish	9	1.7%
Northern Irish	0	0.0%
Scottish	3	0.6%
Welsh	251	46.9%
Gypsy or Irish Traveller	1	0.2%
Other White Background	8	1.5%
<b>Mixed/Multiple Ethnic Groups</b>		
White and Black Caribbean	3	0.6%
White & Black African	0	0.0%
White & Asian	4	0.7%
<b>Asian/Asian British</b>		
Indian	0	0.0%
Pakistani	1	0.2%
Bangladeshi	1	0.2%
Chinese	0	0.0%
European	1	0.2%
<b>Black/African/Caribbean/Black British</b>		
African	1	0.2%
Caribbean	0	0.0%
<b>Other Ethnic Group</b>		
Arab	1	0.2%
Prefer not to say	37	6.9%
	<b>535</b>	<b>100%</b>

The College's recent equality audit resulted in a reduction in the number of employees stating 'prefer not to say' with a reduction from 9.4% to 6.9% (13 individuals). That is pleasing and enables the College to move better towards having an accurate picture of employee ethnicity.

Stats Wales as at March 2023 evidences that 4.8% overall of the Welsh population is from a Black, Asian or Minority Ethnicity. However, there are large regional differences within Wales, with only 3.1% (an increase of 1.2% from 2019) of the Pembrokeshire population. The College figure of 3% is broadly comparable with the local employment pool in Pembrokeshire. However, the College aim is to increase the number of employees from a black, Asian or minority ethnicity as part of its partnership with the Black Leadership Group (BLG). The BLG are working with all Welsh colleges towards the Welsh Government's commitment to be an anti-racist Wales by 2030.

All recruitment materials encourage applications from those from a Black, Asian or Minority Ethnic background. Additional paid leave is allocated for those who, based on their declared religion, celebrate religious festivals outside of the UK bank holiday periods.

## 4.5 Sexual Orientation

	As at 31.07.23	
Sexual Orientation	Headcount	% of Workforce
Bisexual	4	0.7%
Gay Man	1	0.2%
Gay Woman/Lesbian	4	0.7%
Heterosexual	458	85.6%
Asexual	0	0.0%
Pansexual	2	0.4%
Undecided	1	0.2%
Prefer not to say	65	12.1%
	<b>535</b>	<b>100%</b>

College employees have initial equality training upon commencement of employment and regular refresher training throughout employment. Equality is a key focus within the College, with the result that the College has an open, welcoming and inclusive culture for both employees and learners.

#### 4.4 Religion and Belief

	As at 31.07.23	
Religion and Belief	Headcount	% of Workforce
Buddhist	4	0.7%
Christian	235	43.9%
Hindu	1	0.2%
Jewish	0	0.0%
Muslim	2	0.4%
Sikh	0	0.0%
Atheist	1	0.2%
Roman Catholic	1	0.2%
No religion or belief	226	42.2%
Prefer not to say	65	12.1%
	<b>535</b>	<b>100%</b>

Data for equality has remained stable. The reduction in 'prefer not to say' from 15.4% (82 headcount) to 12.1% (65 headcount) following the recent equality audit.





# EQUALITY DATA TRENDS FOR STAFF

What is the impact or potential impact on the following protected groups	Positive Impact Y/N	Negative Impact Y/N	No Impact Y/N
Age	Y		
Disability	Y		
Gender Reassignment	Y		
Marriage and Civil Partnership	Y		
Pregnancy, Maternity, Paternity and Adoption	Y		
Race	Y		
Religion / Belief	Y		
Sex	Y		
Sexual Orientation	Y		
Welsh Language	Y		
<b>Other</b> (e.g. human rights, poverty, rurality, non-majority language speakers, persons with dependents, Gypsy and Traveller communities, those in poverty, young carers, and refugees)	Y		

Equality Impact Assessment Action Plan				
Outline how you could limit any negative impact OR if you are not going to limit any negative impact, please justify why:				
What is the negative impact?	What action will you take to limit any negative impact?	If you are not going to limit any negative impact, please indicate why?	By Whom	By When

Completed by: Sian Thompson  
 Job Title: ALN and Inclusion Lead  
 Date: 1 March 2024



# EQUALITY REPORT

## 2022/23



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