

Annual Equality Report 2024 - 2025

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 Principal and Governing Body have overall responsibility for ensuring that the College complies with all its Equality, Diversity, and Inclusion legislative duties. Progress towards meeting these legal responsibilities is monitored by an Equality, Diversity and Inclusion Committee which is chaired by the Director of Learner Journey.

The College's Strategic Equality Plan 2024 - 2028 outlines how the College mainstreams equality, diversity, and inclusion in its internal and externally facing functions, as required by the Welsh Government and the Equality and Human Rights Commission (EHRC); and it highlights how the College has responded to the Welsh Government's Inclusion strategies during this period, which include:

- An Equal, Diverse and Inclusive Wales;
- Anti-Racist Wales 2030;
- The Well-being of Future Generations Act 2015;
- LGBTQ+ Action Plan to make Wales the most LGBTQ+ friendly nation in Wales;
- Learning Disability Strategic Action Plan;
- The Additional Learning Needs Implementation Programme;
- Digital Inclusion Strategy 2030;
- Socio-Economic Duty; and
- Advancing Gender Equality in Wales.

Whilst not a protected characteristic under the Equality Act 2010, the Welsh Language (Wales) Measure 2011 established a legal framework to impose duties on public organisations to comply with the requirement that Welsh must be treated no less favourably than English.

If you have any queries or comments on the contents of the Annual Report 2024 - 2025, the Strategic Equality Plan 2024 - 2028, or any aspect of Equality, Diversity, or Inclusion, then please contact the College's ALN and Inclusion Lead at s.thompson@pembrokeshire.ac.uk

The 2024 - 2025 Annual Equality Report summarises the progress the College has made in meeting its statutory general Public Sector Equality Duty under the Equality Act 2010 and the specific statutory duties under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

1. Public Sector Equality Duty

The College ensures that it contributes to a fairer society through advancing equality and good relations in all aspects of their work.

Learners and staff feel confident enough to discuss their lived experiences, report incidents and ask for reasonable adjustments, in confidence where necessary.

The College ensures that staff and learners comply with the three aims of the Equality Act 2010

- 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.

All employees are made aware that their professional conduct and language reflects their legal responsibilities in relation to all the protected groups. Further, that they should protect individuals who have a protected characteristic and be proactive and prevent any incidents of discrimination, harassment, victimisation, or bullying. The College works in partnership with recognised unions, to combat all forms of discrimination, harassment and victimisation and will ensure equality for every employee.

2. Specific Statutory Duties

The specific statutory duties overlap and can be flexible so that the College does what is necessary, productive, and proportionate.

2.1 Publication of key Equality Documentation

The College is required to publish a Strategic Equality Plan every four years. The College's Strategic Equality Plan 2024 – 2028 outlines the College's:

- commitment to all aspects of Equality, Diversity, and Inclusion for staff, learners, and members of its community; and
- Its Strategic Equality Objectives for the four years

The College is also required to publish an Annual Equality Report which highlights the College's progress towards achieving its general Public Sector Equality Duty, its specific legislative duties, and the equality objectives.

The Equality Objectives set for the academic year 2024 – 2025 were for the College to:

- Demonstrate a strong commitment to lead from the front on all areas of equality, diversity, and inclusion
- Consider the Socio-Economic duty when making strategic decisions and address any inequality arising out of being on a low income
- Promote the College's inclusive ethos and practices through its Culture, Values and Code of Conduct

- Ensure inclusive recruitment, induction, and employment processes for all potential and new staff
- Include inclusion, equality, and diversity in Aspire professional development and leadership programmes
- Ensure individuals with protected characteristics feel valued, treated fairly and positively
- Challenge and address all incidents of discrimination, harassment, and victimisation
- Provide opportunities to celebrate difference and promote anti-discrimination
- Promote a positive culture of learning, behaviour, and respect through ASPIRE and the College's Tutorial and Induction Programme
- Ensure support services, resources, and equipment create an accessible campus environment
- Ensure staff and learner engagement, support, and equal opportunities to develop College values
- Consider the views of staff, learners, and the College community with protected characteristics in policy and strategic decisions
- Collect, monitor, and publish staff and learner equality data via the College Dashboard

As noted in this Report and in the Inclusion Self-Assessment Report and Quality Development Plan for 2024 – 2025, excellent progress was made in achieving these objectives

2.2 Assess and monitor Policies and Practices

During 2024 and 2025, the Integrated Impact Assessment process was fully embedded by all report authors, ensuring that there was full consideration of potential barriers or impact; the College's Socio-Economic, Accessibility and Net Zero duties along with consultation on any strategic decision, policy or procedure engaging, where necessary with learners, staff, and members of the College community.

The College continues to be very proactive in responding to all incidents of discrimination or bullying and identifying any changes needed in College systems or processes.

2.3 Procurement

The College continues to expect that its suppliers will sign up to the Code of Practice to help ensure that ethical employment practices are carried out throughout the supply chain.

2.4 Publish specific employment information (to be confirmed by HR for 24/25)

2.4.1 Gender Pay

The Pay Gap Report quantifies any difference between the average earnings of men and women, Pembrokeshire College operates a fair and transparent pay system, using the nationally agreed 'Starting Salaries Matrix,' with structured pay spines. The College's gender pay gap is reported on in the Human Resources Annual Report.

- The College mean pay gap as of 31st March 2025 is 3.1%, this is a pleasing reduction from 5.6% in 2024.
- The College median pay gap as at 31st March 2025 is 6.6%, this compares to 6.9% in 2024.

2.4.2 Employees by protected groups

The College is committed to recruiting and retaining highly skilled and qualified individuals to deliver its strategic objectives. The contribution of staff is the most important resource that the College has to deliver and support the highest standards education and training.

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

The College introduced issuing of the interview questions to all candidates prior to their interview. The College is investigating the use of removing names from the application process.

The 2024/2025 Annual HR report provides a comprehensive summary of the work done to date in relation to its staff. Noted below is the data which the College is required to publish as part of its specific equality duties in relation to college employees.

Age

Age Range	Number of Staff Female	%	Number of staff Male	%	Total Staff	%
65+	15	4%	18	10%	33	6%
55-64	99	28%	54	30%	153	29%
45-54	100	28%	49	27%	149	28%
25-44	134	38%	50	28%	184	34%
16-24	8	2%	8	4%	16	3%
As at 31st July 2025	356	100%	179	100%	535	100%
As at 31st July 2024	358	100%	176	100%	534	100%

The trends indicate a slight increase in staff between the ages of 55 – 64, and 16 – 24, with a decrease for those between 45 – 54, with other age bands remaining the same.

Gender

Year	Number of Staff Female	% Female	Number of Staff Male	% Male	Total Headcount
2024/2025	356	67%	179	33%	535
2023/2024	358	67%	176	33%	534

24/25 sees a slight increase in male employees for the first time, however the proportion of female (67%) to male (33%) employees has remained the same as last year as 67% and within 2 % of previous years.

Disability

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 continues to hold Disability Leader status, which is the highest level of the Disability Confident scheme. The

College's Health and Wellbeing Officer provide support in the workplace for staff to ensure that appropriate reasonable adjustments are in place. The Guaranteed Interview Scheme is detailed within the College's recruitment literature and is considered for every vacancy.

The numbers of staff declaring a disability has remained the same as last year at 12%:

Disability	As at 31.07.2025		As at 31.07.2024	
	Headcount	% of workforce	Headcount	% of workforce
Disability - see below for breakdown	62	12%	63	12%
No disability	434	81%	427	80%
Prefer not to say	39	7%	44	8%
	535	100%	534	100%

A breakdown of declared disability	31. 07. 2025	31. 07. 2024
Autistic Spectrum Disorder/Asperger's Syndrome	3	1
Blind/partially sighted	1	1
Deaf/hearing impairment	6	7
Dyslexia/Dyspraxia/ADHD	12	13
Long standing chronic health condition	16	16
Mental health disability	5	5
Unseen disability	14	12
Wheelchair user/mobility difficulties	5	5
	535	534

There are a wide range of disabilities declared by College staff, all of which can be supported within the workplace via management actions, HSE specialist equipment, Occupational Health, Health and Wellbeing Advisor and in-house and external counselling services.

Ethnicity

The College has 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 2024/2025, which was written in response to the Welsh Government's Anti-Racist Agenda by 2030. A Race Task and Finish Group has been set up to ensure that the actions identified in the Action Plan are taken forward.

Ethnicity	Headcount	% of Workforce		Headcount	% of Workforce
White					
British	137	25.6%		137	25.7%
English	74	13.8%		78	14.6%
Irish	9	1.7%		8	1.5%
Northern Irish	0	0.0%		0	0.0%
Scottish	1	0.2%		1	0.2%
Welsh	263	49.2%		258	48.3%
Gypsy or Irish Traveller	1	0%		1	0.2%
Other White Background	9	2%		8	1.5%
Mixed/Multiple Ethnic Groups					
White and Black Caribbean	4	0.7%		3	0.6%
White & Black African	0	0.0%		0	0.0%
White & Asian	4	0.7%		3	0.6%
Asian/Asian British					
Indian	0	0.0%		0	0.0%
Pakistani	1	0.2%		1	0.2%
Bangladeshi	1	0.2%		1	0.2%
Chinese	0	0.0%		0	0.0%
European	1	0.2%		2	0.4%
Black/African/Caribbean/Black British					
African	1	0.2%		1	0.2%
Caribbean	0	0.0%		0	0.0%
Other Ethnic Group					
Arab	1	0.2%		0	0.0%
Prefer not to say	28	5.2%		32	6.0%
	535	100.0%		534	100.0%

For the last two years, 92% of college employees declare their Ethnicity as white (excluding gypsy or Irish travellers which equates to 0.2%). 2% declare themselves to be from a black or other minorities. This remains the same as last year as an overall percentage. The number of staff who prefer not to say has decreased slightly by 0.8%.

Sexual Orientation

Sexual Orientation	As at 31.07.25		As at 31.07.24	
	Headcount	% of Workforce	Headcount	% of Workforce
Bisexual	6	1.1%	5	0.9%
Gay Man	1	0.2%	2	0.4%
Gay Woman/Lesbian	4	0.7%	3	0.6%
Heterosexual	465	86.9%	457	85.6%
Asexual	2	0.4%	0	0.0%
Pansexual	1	0.2%	1	0.2%
Undecided	0	0.0%	0	0.0%
Prefer not to say	56	10.5%	66	12.4%
	535	100%	534	100%

There are slight changes to the data from 2023 2024, in the number of staff declaring their sexual orientation as heterosexual, bisexual, gay woman. The number of staff who prefer not to say has reduced by 2%.

Religion and Belief

Reported Data remains similar to the previous year. The number of 'prefer not to say' has increased by 6, and the number of no religion or beliefs has also increased by 16.

Religion and Belief	As at 31.07.2025		As at 31.07.2024	
	Headcount	% of Workforce	Headcount	% of Workforce
Buddhist	6	1.1%	5	0.9%
Christian	227	42.4%	235	44.0%
Hindu	1	0.2%	1	0.2%
Jewish	0	0.0%	0	0.0%
Muslim	2	0.4%	2	0.4%
Sikh	0	0.0%	0	0.0%
Atheist	1	0.2%	1	0.2%
Roman Catholic	1	0.2%	1	0.2%
No religion or belief	243	45.4%	227	42.5%
Prefer not to say	54	10.1%	62	11.6%
	535	100%	534	100%

2.4.3 Physical Environment

The College makes reasonable adjustments to ensure aspects of employment, or the premises, do not put an individual member of staff with one or more of the protected characteristics at a substantial disadvantage.

A continuing success this academic year was the Haven area which is a dedicated quiet space for learners who are neurodiverse or anxious. we have also seen a demand for learners requesting alternative eating spaces from the college refectory area.

Welsh Government ALN capital funding of £200k has enabled the college to make the Life Skills Academy learning and teaching spaces, more inclusive and accessible. This includes an outside teaching and learning area, adjoined to the classrooms.

2.4.4 Engagement

The College celebrates a culture of diversity and inclusion and is committed to equality of treatment for all employees working or wishing to work at Pembrokeshire College.

There has been a celebration of a range of cultural and social events throughout the year as part of the College's Impact Tutorial programme, atrium, and theatre events. Part of the College's Learner Executive comprised two Equality Ambassadors with a passion for equality and inclusion. Their role was to undertake events and activities and promote key EDI messages with learners. They were very proactive in college events and activities and maintained a regular presence in the atrium along with other members of the Learner Executive e.g., International Men's Day, International Women's Day, Children in Need, Show Racism the Red Card, a Pride Walk etc

The College is committed to work to eliminate prejudice and discrimination in employment practices, as well as to encourage changes in individual behaviour and attitudes and ensure equality of opportunity and treatment for all workers, regardless of their protected characteristic. It practises equality, diversity, and inclusion in the operation and implementation of all its employment policies.

The SPARC Alliance, a STEM initiative founded by Pembrokeshire College, promotes diversity and equality in the underrepresented sectors of engineering and construction for 14–16-year-olds — and it is going from strength to strength. The SPARC Alliance is a tri-partnership between industry, the local education authority, and Pembrokeshire College, with the goal of inspiring young women to pursue careers in Sustainable Energy, Renewables, and Construction.

Over 350 business leaders, entrepreneurs and sustainability executives from across the UK's green economy gathered in Central London for the annual Women in Green Business Awards. The SPARC Alliance, co-led by Pembrokeshire College, came away with two national honours — winning Diversity and Inclusion Strategy of the Year and being highly commended for Campaign of the Year. Kicking off the evening, the chair of judges Cecilia Keating hailed the hundreds of finalists at this year's awards as evidence of how women are both working to develop solutions to tackle the climate crisis and "challenging industries that are, in the majority of instances, still designed to cater to the needs of men".

Pembrokeshire College is committed to embedding the Anti-Racism Wales Action Plan (AWRAP) at all levels, including within the curriculum. In January 2025, the College initiated a Continuing Professional Development (CPD) programme aimed at upskilling staff with key anti-racism teaching principles. This training encompassed critical concepts such as microaggressions, unconscious bias, and white privilege.

The College continued its affiliation to the Black Leadership Group, which continued to provide access to UK wide organisations working towards being anti racist, and access to professional training and resources.

A dedicated SharePoint repository has been established on the staff portal to serve as a centralised resource hub. This platform provides access to materials designed to support curriculum and tutorial delivery, ensuring staff remain informed on both local and national developments in anti-racism education. The site is regularly updated and serves as a signposting tool for further CPD opportunities while also enabling staff to share best practices across faculties.

As part of the College's commitment to fostering an inclusive learning environment, staff have received training on embedding anti-racism within schemes of learning. The emphasis has been on the principle of "small change, big impact," encouraging a reflective approach to reviewing and adapting current learning schemes through an inclusive lens. Further training has been provided to ensure staff are confident in using appropriate terminology and are fully aware of the procedures for reporting racism within the institution.

The ARC Champion, alongside several Aspire Coaches, has participated in several BLG online training sessions. This programme has provided valuable expertise in the delivery of anti-racism training and has supported the transition from a "bystander" to an "upstander" culture within the College. The training has also been attended by representatives from Human Resources (HR) and a College governor, ensuring that anti-racism principles are embedded at all levels of leadership and governance.

The Anti-Racism Curriculum (ARC) at Pembrokeshire College has played a significant role in developing ARC training in collaboration with Cardiff and Vale College (CAVC). Training has been delivered both online and in person, with the Pembrokeshire team sharing best practices at events in Cardiff and Wrexham. This pan-Wales engagement has provided an opportunity to showcase the College's progress while critically reflecting on areas for further development. Close collaboration with the Anti-Racism Curriculum Coordinator at CAVC has facilitated the development and implementation of strategies for embedding anti-racism within the curriculum.

The College's commitment to anti-racism education has been recognised in the ARC December newsletter, which highlighted the impact of its initiatives. Participation in networking events has allowed staff to engage with colleagues across Wales, further fostering a more inclusive and equitable learning environment.

Additionally, Pembrokeshire College hosted a visit from the CAVC anti-racism team, providing them with a first-hand experience of the College's anti-racism practices. This visit involved direct engagement with learners, policy reviews, and observations of teaching and learning environments, enabling the team to assess the impact of the initiatives in practice.

Further reinforcing its commitment, the ARC team attended the 2024 DARPL (Developing Anti-Racist Professional Learning) annual conference and participated in DARPL training within Pembrokeshire. This engagement has contributed to the completion of the DARPL Leadership qualification, further enhancing the College's capacity to lead and implement anti-racism strategies effectively.

In April 2025, the college's 'Spilt Milk' podcast series featured an anti-racism podcast featuring the Inclusion Services Manager, Learner Executive representative and the college's Tutorial Co-ordinator.

Pembrokeshire College remains dedicated to ensuring that anti-racism is a fundamental aspect of its educational provision, fostering a culture of inclusivity and equity for all learners and staff.

Following an incident of misogyny in the SVE faculty a series of education sessions was organised by the acting Curriculum Area Manager which was delivered to learners in the sport, public services and business department aimed at teaching learners the consequences and impact of misogyny and other discriminatory behaviours.

The College held a bespoke information session for members of the Pembrokeshire electively home education community. This was well attended by over 30 learners, parents, and carers. There were presentations from college support services and curriculum areas and several of the college's current learners who were previously home educated described their experiences of enrolling at college. The EHE community in Pembrokeshire has seen a growth in learners being educated at home over the past five years, these young people experience difficulty with accessing formal GCSE qualifications. The College is extending its working relationship with the EHE and the Gypsy and Romany Travellers in collaboration with the EHE Support Team at Pembrokeshire County Council with the aim of removing barriers these individuals may face in attending college. One of the responses to this was to develop a basic skills assessment for learners who did not have traditional entry qualifications to college courses. This work will continue next academic year.

The College Welsh Language team have been highly successful in ensuring first language Welsh learners fully engage in their studies, and assessments through the Welsh medium. The Welsh Language Annual Report provides a comprehensive overview of how the College meets this duty and how it promotes and facilitates the use of Welsh in all aspects of provision.

Coleg Sir Benfro remains committed to providing Welsh language and cultural opportunities for all learners, ensuring that language choice is embedded across much of its provision. The College's Strategic Equality Plan includes Yr Iaith Gymraeg, reflecting the principle of treating Welsh and English equally when delivering services, as required by the Welsh Language Measure 2011 (reported separately in the [Welsh Language Standards annual report](#)).

During 2024/25, the College made good progress in promoting the Welsh language and culture, enhancing learner engagement across curriculum and extra-curricular activity. Supported by Y Coleg Cymraeg Cenedlaethol Hybu a Hyrwyddo grant, Menter Iaith Sir Benfro, and the Welsh Language Development Team, 15 Welsh language and cultural events were held. Highlights included Heritage and Culture Focus Week and the Dydd Gŵyl Dewi Eisteddfod, celebrating learner creativity, achievement, and cultural identity.

Y Coleg Cymraeg Cenedlaethol Welsh Language Ambassadors scheme continued successfully, with six ambassadors and one apprentice ambassador promoting bilingualism across College life and at public events. Two A-Level learners also benefitted from Cynllun Sbarduno, a mentoring programme for Black, Asian, and Minority Ethnic Welsh speakers. Learner participation in the Urdd grew significantly, with success at the 2025 National Urdd Eisteddfod resulting in 13 medals.

Curriculum delivery was further strengthened through the expansion of the Welsh Language Development Team. Bilingual Support Tutors were deployed across eight priority areas, embedding contextualised Welsh language awareness and employability skills through weekly Cymru Fodern sessions. Learner engagement with Welsh in assessments increased from 796 to 1,107 instances, reflecting growing confidence and application of bilingual skills. Tutors supported fluent speakers to complete assessments and tutorials in Welsh and developed bilingual learning resources to enhance accessibility. Two learners received the College's Gwobr Cymraeg y Coleg for completing a significant proportion of their qualifications through the medium of Welsh. Learners studying A-Level Welsh, as

well as those completing the Advanced Skills Baccalaureate Wales and GCSE Maths through Welsh, continued to strengthen their academic bilingualism.

Staff development also remained a key priority. Twenty-eight staff registered on the national Cymraeg Gwaith scheme, attending weekly classes and one-to-one mentoring delivered by the College's Cymraeg Gwaith Tutor. Cymraeg Gwaith continues to be central to raising staff confidence and the visibility of Welsh across the College.

The Welsh Language Development Officer, the College's Branch Administrator for Coleg Cymraeg Cenedlaethol and Inclusion Services Manager collaborated throughout the academic year on a 'Bilingualism in the Classroom and Digital Accessibility' staff development Thrive group. The group explored various tools and resources on both areas and on the common ground between the two topics. The Welsh Language Development Officer and Inclusion Services Manager also collaborated on testing screen reader technologies, they were not able to find a screen reader that could handle Welsh and English in the same document which impacts on the college's commitment to provide bilingual resources, despite exploring several different brands. It is hoped that this technology will be developed in line with technological advances in AI.

Through these initiatives, Coleg Sir Benfro has further embedded its bilingual ethos, enhanced learner, and staff confidence, and ensured that the Welsh language, culture, and identity remain integral to the learner experience and to the College's contribution to Cymraeg 2050.

2.4.5 Continuous Professional Development

Continuous Professional Development on all aspects of Equality, Diversity, and Inclusion supported academic and business support staff to comply with their legal responsibilities and to help them provide inclusive strategies to support all college learners to help them engage and achieve their learning outcomes. This included the inclusion of anti-racist pedagogy as part of the teacher training programme and the roll out of the Anti-Racist Curriculum Metaverse Platform, supported by the Aspire Learning and Teaching Mentors. Staff training has taken place on the College's Anti Racism commitment, and the Plan has been shared with staff. The Aspire Coaches support teaching and learning staff to help them embed anti-racism in their schemes of learning, classroom, workshop, and resources.

Work has continued on the College's ALN Hub and the Equality Hub with updating existing resources and ensuring that new resources and information are created and uploaded for college WBL and FE practitioners to access. Links to these resources are also provided on Maytas for the BWBL partners to access. There was a dedicated 0.2 Inclusion Aspire Coach to support staff develop their pedagogy in relation to inclusive teaching and learning practices.

All new employees undertake mandatory training in Equality, Diversity, and Inclusion on commencing employment and undertake refresher training every three years. They also required to attend relevant Aspire CPD activities throughout the academic year to fully engage in a culture of equality, diversity, and inclusion. The College provided training, awareness raising and support to staff and learners who do not have a lived experience to better understand and work to reduce the Challenges that those from protected characteristics groups may face. Training included an awareness of their own unconscious bias, microaggressions and other forms of discrimination which will give them confidence to address issues that they witness or experience.

A cross college Digital Accessibility Strategic Group was established to develop the College's compliance with the Accessibility Regulations 2018, WCAG 2.1 and the Equality Act 2010. Staff training on creating accessible documents (SCULPT) model has been ongoing, and an Accessibility Guidance book has been developed to support staff. CPD on Artificial Intelligence commenced this year to support teaching, learning and support staff to create more engaging, and inclusive resources and strategies. College Staff developed and delivered session at the BWBL Annual Staff conference, on supporting learners whose first language is not English, and anti-racism.

Staff from BWBL private providers attended the College's Inclusive Practices CPD In January 2024 and July 2024 and Digifest in March 2025 ensuring that inclusive learning, teaching, and support strategies are provided to our WBL staff.

2.4.6 Staff recruitment

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 outlined in its Race Equality Action Plan.

3. Learner Equality Information

The College does not have a legal duty to report on learner equality trends but outlined in this Report is a summary of the excellent work staff do to support learners with one or more of the protected characteristics. There is also a summary of the learner enrolment data in terms of age, gender, ALN and ethnicity which shows any trends. The Inclusion team and the individual Faculty teams work together to monitor trends and take any appropriate actions to address any gaps or barriers.

Further information and analysis are noted in the Department's Self-Assessment Report for 2024/2025 and any identified areas for development are found in the Department's Quality Development Plan for 2025/2026. The Quality Development Plan will be reviewed and monitored by the College's Equality, Diversity, and Inclusion Committee over the course of the academic year.

3.1 Transition and Learning Support

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.

An audit by Wylie Bisset took place in January 2024 and the Inclusion Department received an overall substantial level of assurance over the College's processes in place to provide additional learning support across the College. Several areas of good practice were identified, and the findings were that the College does meet the needs of learners and there are appropriate arrangements in place to provided support and resources to learners.

The College's 0.65 FTE Specialist Assessor carried out 372 exam access arrangement assessments rose this year, with 351 approved. This compares with 345 in the previous academic year. This was an increase of 27 from the previous year. The increased numbers were due to more courses requiring formal exam assessments; an increase from Work Based Learners; and a rise in the numbers of learners presenting with mental health issues. Also, they provided advice and guidance for reasonable adjustments and specialist support to learners; and delivered staff training and support around Additional Learning Needs (ALN) and complex Specific Learning Difficulties and Disabilities (SpLDD).

Several learners with Additional Learning Needs, learning difficulties and disabilities achieve medals in the 2024 Skills competitions and these were supported by members of the Inclusion Team. The College's Inclusion Team has very 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, learning difficulties and disabilities. The College offered a wide range of bespoke and group transition activities for individuals and small groups.

We have many examples of learners successfully integrating into the college environment, having had a bespoke transition programme and many successes where they have transitioned out to employment, further training, or independent living.

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 learners who need additional support outside of college and for transition in and out of College.

The College's Financial Contingency Fund continues to support learners who are facing financial hardship in the ongoing current economic climate and helps them engage in their learning. The Fund contributed to the costs of special transport for learners with Additional Learning Needs, learning difficulties and disabilities of £131,403.65. This was on a par with the amount from the 2023 2024 of £131,082.76.

For the College's WBL Apprentices, 23 learners were supported over 40 occurrences and a total allocated was £9350.44. For JGW+ 24 learners were supported over 33 occurrences and a total of £907.73 was allocated. This compares to 2022- 2-023 was for WBL Apprentices there were 52 occurrences over 23 learners and a total of £7390.14 was allocated. For JGW+ there were 12 occurrences over 12 learners and a total of £658.75 was allocated.

Pembrokeshire College has an active Learner Executive team which includes an Equality, Diversity, and Inclusion Committee. The committee, in collaboration with the college's Inclusion Department ran a 'Neurodiversity Awareness Week' in May 2025. The week included a neurodiversity quiz, a college podcast, awareness raising posters on college public area screens which focussed on successful neurodivergent people and myth busting, a new student SharePoint page about neurodivergent conditions was developed and a request went out to staff and learners for sharing their life hacks and a neurodiversity staff drop in session was held to support staff with any questions they might have about neurodiversity.

A College Strategic Digital Accessibility Group has been working on improving access to our digital resources and online services. The group were aiming to achieve the bronze award in Ability Net's Maturity Model which in turn will ensure compliance with WCAG2.2 guidelines. The Group undertook a preliminary audit which found that significant progress had been made since the previous year and that there were areas of silver standard practice evidenced. The badging audit will take place early 2026.

3.2 Equality and Diversity Trends for Learners 2024/2025

Gender

The percentage learners who were male were 51.12% which is a decrease from the previous year of 54% and for females it is 48.41% which is an increase from the previous year of 44% 0.47% of learners declare themselves as other, this is a decrease for 24 – 25 of 1%.

Age

The percentage of learners aged 16 to 18 years was 90.55% and for those who were 19 plus was 9.45%. This represents an increase the 16 – 18 category which was 87% for 23 – 25; and for the 19+ category, a reduction from the previous year of 13%.

ALN

The proportion of learners who did not declare any ALN was 63%, this compares with 66% in 2023-24 and 69% in 2022-23.

The proportion of learners who declared their ALN but did not provide evidence was 16% which is on a par with the previous year.

2024/25 was the college's second year of enrolling learners with Individual Development Plans (IDP). There were 88 learners with an IDP's which had been written or maintained. This was an increase of 58 IDP's from the year before, which was the first year of implementation.

The IDP is a legal document which describes a learner's ALN, the ALP they need to support their learning and the intended outcomes they need to achieve to help them achieve their programme of learning. The IDP must be maintained and reviewed annually as part of a person-centred review meeting, where the IDP will be discussed with the learner. The College is responsible for maintaining all school based IDPs and to support the Local Authority to maintain learners with LA IDPs, whilst they are in College. This duty is covered by the ALNeT Act 2018 and ALN Code 2021 and means that the College can be challenged if the learner feels that the College is not providing the ALP stated in the IDP.

The College received WG funding of £47,000 for the third year to support the College in the preparation for the ALN process.

Ethnicity

The number of learners who enrolled identifying as white was 92.37% and other than white was 7.63%. This is an increase of 1.63% on the previous year, which was 6% other than white. The College has been actively trying to encourage more engagement with members of the Black, Asian and Minority Ethnic Communities
