THE COLLEGE MERTHYR TYDFIL (TCMT) LEARNER PROFILE INFOMARTION

2021-2022

**Equality**

The College will comply with all statutory duties in respect of The Equality Act 2010 and its Protected Characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The college will work within the terms of the Rehabilitation of Offenders Act 1974 and the Human Rights Act 1998 and any subsequent enactments or modifications.

Equality Impact Assessments will be carried out at the drafting stage for new policies and where existing policies are reviewed and updated.

**Sustainability**

The college will comply with all statutory duties in respect of sustainable development by seeking to improve the long-term economic, social and environmental wellbeing of people and communities. This needs to be done in ways which promote social justice, equality of opportunity and which enhance the natural and cultural environment while respecting its limits.

**Welsh Language**

The College will comply with its Welsh Language Scheme, which is a statutory document, in all of its activities. This includes conducting Welsh Language Impact Assessments for all new and revised policies and initiatives. A copy of this policy is also available in the medium of Welsh.

**Our commitment to being a Trauma Informed Organisation**

The College is committed to transforming into a trauma-informed institution where safety, collaboration, choice, trust and empowerment are central to our culture and practices, ensuring the wellbeing and resilience of all learners and staff. We prioritise the wellbeing of all, fostering positive relationships and experiences which develop and uphold the resilience of learners and staff.

**Our commitment to becoming an Antiracist Organisation**

Our approach will tackle racism on many levels. We will engage all members of our College community to support transformational change.

We are determined to tackle racial discrimination in all its forms and will be referring to the [Race Relations Act 1976](https://www.bing.com/ck/a?!&&p=fee515377e5babfeJmltdHM9MTY5OTIyODgwMCZpZ3VpZD0yZGEwYzc3My04ZmUxLTY1ZjMtMzI5MC1kNGRjOGUwMTY0MzEmaW5zaWQ9NTE5Nw&ptn=3&hsh=3&fclid=2da0c773-8fe1-65f3-3290-d4dc8e016431&psq=anti+racist+legislation+uk&u=a1aHR0cHM6Ly93d3cubGVnaXNsYXRpb24uZ292LnVrL3VrcGdhLzE5NzYvNzQvZW5hY3RlZA&ntb=1) and to achieve the actions set out in the Black Further Education Leadership Group (BFELG) 10 Point Plan.

We are committed to making sure that our College is inclusive. We want the experience of studying and working here to be positive and welcoming for everyone, of all ethnic and racial backgrounds.

We understand that this is the responsibility of all of us and we expect everyone to play an active part.

This is also available through the medium of Welsh.

The College Merthyr Tydfil’s (TCMT) Strategic Equality Plan aims to ensure that every person is treated with dignity and respect. We wish to promote and sustain a culture where mutual trust and respect are the foundation of working relationships between staff, students and visitors to the college. Further information on this important area of focus for TCMT can be found here - [Equality and Diversity | The College Merthyr](https://www.merthyr.ac.uk/en/equality-and-diversity/)

The Specific Duties within the Equality Act 2010 require public authorities to outline the steps that have been taken to identify and collect relevant information within the Strategic Equality Plan Annual Report. This report details the diversity of the learner population for the academic year 2021/2022. The statistical information is based on the information provided by 2405 Learners, 2177 Further Education (FE) Learners and 228 Higher Education (HE) Learners, through the enrolment process.

Where possible, benchmarking statistics are included from the Lifelong Learning Wales Record ([LLWR](https://statswales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Further-Education-and-Work-Based-Learning/Lifelong-Learning-Wales-Record)) data for the Academic Year 2020/21, and, the Higher Education Statistics Agency ([HESA](https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he)) for the Academic Year 2021/2022. LLWR and HESA are used to benchmark against FE and HE learners at TCMT respectively.

**Protected Characteristic overview**

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| --- | --- |
| **Age:** | 71.70% of FE Learners are aged 16 to 19 years old. 32.72% of HE Learners are aged 30+. These represent the largest number of learners in the FE and HE groups respectively. |
| **Disability:** | 20.72% of FE Learners have declared that they have a disability, which is reflective of programmes aimed at this population run at TCMT. |
| **Gender Identity:** | TCMT did not collect gender identity data for the 2021/22 Academic Year. |
| **Race:** | 96.51% of FE Learners are White, 2.62% are learners from a Black or Minority Ethnic, Asian or Mixed/Multiple Race group. Non-disclosure are low at 0.69%. 99.85% of HE Learners are White. |
| **Religion & Belief:** | TCMT has representation of learners in all listed religion or belief groups. 43.63% of FE Learners and 54.39% of HE Learners report they have no religion, which is consistent with sector comparators. Non-disclosure is high with an average 31.59% of learner at TCMT not disclosing information related to religion or belief. |
| **Sex:** | 52.10% of FE Learners are female, 47.63% of FE Learners are male, in line with sector comparators. Female have a high representative among HE learners at TCMT at 71.93%. |
| **Sexual Orientation:** | Non-disclosure of sexual orientation is high, specifically among FE Learners at 43.50% compared to 25.44% among HE Learners. 7.21% of FE Learners and 6.14% of HE Learners declare a sexual orientation under the LGBTQ+ group. |

**Age**

**Figure 1: Age Group of TCMT FE Learners with Sector Comparator**

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| --- | --- | --- |
| **Age Group** | **2021/22** | **Sector – LLWR 2020/21** |
| 16 - 19 | 71.70% | 45.13% |
| 20 - 49 | 24.99% | 44.05% |
| 50+ | 3.31% | 10.82% |

**Figure 2: Age Group of TCMT HE Learners with Sector Comparator**

|  |  |  |
| --- | --- | --- |
| **Age Group** | **2021/22** | **Sector – HESA 21/22 (Wales)** |
| 18 - 20 | 25.88% | 32.56% |
| 21 - 24 | 26.75% | 25.09% |
| 25 - 29 | 9.65% | 13.85% |
| 30+ | 37.72% | 28.50% |

**Disability**

**Figure 3: Proportion of Students by Disability Declaration with Sector Comparator**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **FE** | **Sector – LLWR 2020/21** | **HE** | **Sector – HESA 21/22 (Wales)** |
| Declared Disability | 20.72% | 6.52% | 25.00% | 16.51% |
| No Declared Disability | 79.28% | 93.19% | 75.00% | 83.49% |
| Unknown | 0.00% | 0.29% | 0.00% | 0.00% |

**Figure 4: Proportion of Disabilities by Category**

|  |  |
| --- | --- |
| **Disability** | **%** |
| SPLD's - ADHD, Dyscalculia, Dyslexia, Dyspraxia, General Learning Difficulties | 36.42% |
| Behavioural, Emotional and Social | 18.11% |
| Physical and/or Mental Difficulties | 17.91% |
| Autistic Spectrum Disorders | 12.20% |
| Learner considers himself/herself to have a learning difficulty/disability not listed | 9.65% |
| Hearing Impairment | 1.57% |
| Moderate Learning Difficulties | 1.38% |
| Severe Learning Difficulties | 1.18% |
| Speech, Language and Difficulties | 0.98% |
| Visual Impairment | 0.60% |

**Gender Identity**

**TCMT did not collect Gender Identity Data in 2021/2022**

**Race**

**Figure 5: Ethnicity of FE and HE Learners at TCMT with Sector Comparators**

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| --- | --- | --- | --- | --- |
| **Ethnicity** | **FE** | **Sector – LLWR 2020/21** | **HE** | Sector – HESA 2021/22 (Wales) |
| White | 96.51% | 79.23% | 99.85% | 85.20% |
| Black & Minority Ethnicities | 0.33% | 2.13% | 0.05% | 3.07% |
| Asian | 1.33% | 3.13% | 0.05% | 5.79% |
| Mixed/Multiple Ethnicities | 0.96% | 1.72% | 0.00% | 3.07% |
| Other Ethnic Groups | 0.18% | 2.54% | 0.00% | 1.27% |
| Not Stated or Undisclosed | 0.51% | 11.25% | 0.05% | 1.60% |
| Prefer not to say | 0.18% | 0.00% |

**Religion & Belief**

**Figure 6: Religion and Belief of FE and HE Learners at TCMT with Sector Comparators**

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| --- | --- | --- | --- | --- |
| **Religion & Belief** | **FE** | **Sector – LLWR 2020/21** | **HE** | Sector – HESA 2021/22 (Wales) |
| Any other religion or belief | 1.61% | No data available | 2.19% | 1.52% |
| Buddhist | 0.28% | 0.44% | 1.10% |
| Christian | 12.03% | 19.74% | 24.12% |
| Hindu | 0.05% | 0.00% | 2.68% |
| Information refused / no response | 41.25% | 21.93% | 13.11% |
| Jewish | 0.05% | 0.00% | 0.15% |
| Muslim | 0.32% | 0.44% | 6.57% |
| No religion | 43.63% | 54.39% | 48.55% |
| Sikh | 0.18% | 0.00% | 0.55% |
| Spiritual | 0.60% | 0.87% | 1.66% |

**Sex**

**Figure 7: Sex of FE Learners at TCMT with Sector Comparator**

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| --- | --- | --- |
| TCMT – FE Learners | | |
| Female | Male | Other |
| 52.10% | 47.63% | 0.27% |

|  |  |  |
| --- | --- | --- |
| **Sector – LLWR 2020/21** | | |
| Female | Male | Unknown |
| 55.18% | 44.53% | 0.29% |

**Figure 8: Sex of HE Learners at TCMT with Sector Comparator**

|  |  |  |
| --- | --- | --- |
| TCMT – HE Learners | | |
| Female | Male | Other |
| 71.93% | 28.07% | 0.00% |

|  |  |  |
| --- | --- | --- |
| Sector – HESA 2021/22 (Wales Only) | | |
| Female | Male | Other |
| 56.31% | 43.35% | 0.34% |

**Sexual Orientation**

**Figure 9: Sexual orientation of FE and HE Learners at TCMT**

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| --- | --- | --- |
| **Sexual Orientation** | **FE** | **HE** |
| A Sexual | 0.83% | 0.00% |
| Bisexual | 3.95% | 3.51% |
| Gay man | 0.96% | 0.44% |
| Gay woman/lesbian | 1.01% | 1.75% |
| Heterosexual | 46.16% | 66.23% |
| Information refused/not provided | 43.50% | 25.44% |
| Other | 3.12% | 2.19% |
| Pan Sexual | 0.46% | 0.44% |