Appendix 1 Strategic Equality Plan Annual Report Table of Progress 1st April 2021 to 31st March 2022

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| **OBJECTIVE 1 - We will build a culture of inclusion by promoting dignity, respect, fairness and wellbeing within the University and College communities.** | | | | | | |
| **REF** | **ACTION** | **RATIONALE &**  **PROTECTED CHARACTERISTIC** | **KEY**  **MILESTONES** | **TIME SCALE** | **Lead** | **PROGRESS**  **(01/04/2021-31/03/22)** |
| 1.2 | Implement the recommendations from the EHRC Inquiry into Racial Harrassment & Harrassment at Work Guidance. | To respond to the EHRC Inquiry into Racial Harrassment & Sexual Harrassment & Harrassment at Work Guidance.    **All Protected Characteristics** | * Develop revised Dignity at Work Policy * Develop revised Dignity at Study Policy and review Dignity Advisers scheme * Develop & Implement EHRC Inquiry Action Plan. | May 2021    May 2021 | Vice Principal Resources & Head of Wellbeing & Learner Services | TCMT will adopt the newly created ‘Dignity at USW’ Policy which has combined both Dignity at Work and Dignity at Study policies. |
| 1.4 | Develop and implement a Mental Health & Wellbeing Plan. | In response to UK’s Step Change Framework and HEFCW’s Wellbeing and Health in Higher Education Policy Statement.    **All Protected Characteristics** | * Create Mental Health & Wellbeing governance arrangements. * Develop & Implement Plan. | March 2024 | Vice Principal Resources & Head of Wellbeing & Learner Services | Governance Arrangements from operational to Board level are agreed and in place.  An internal audit report on the Mental Health & Wellbeing Strategy was carried out in February 2023 – Substantial Assurance (to be reported in next reporting period) |
| 1.5 | Deliver inclusion and equality training for staff | In response to engagement feedback and in compliance with the Equality Act General Duty to foster good relations  **All Protected Characteristics** | * Deliver of 1 session per term of Cultural Awareness Training, evaluating the training after the first year to assess impact/ongoing need. * Increase completion rates of EDI training and incorporate in probation for new starters. * Redevelop EIA guidance and resources | April 2021 | Vice Principal Resources & Head of Wellbeing & Learner Services | All staff complete a mandatory Equality module as part of the College induction process. - Complete  Continuous review of EIA paperwork  Training need and process review identified.  TCMT staff will engage with USW’s training programme. |
| 1.6 | Promote inclusion, cultural diversity and support the faith of students by creating an inclusive community on campus. | In response to engagement feedback and in compliance with Equality Act General Duties.    **All Protected Characteristics** | * Offer inclusive pastoral, religious, educational and social activities/ events/services to the USW community; offering support at times of crisis. * Support students in the expression of their faiths & cultures, including interfaith dialogue. * Support & host Staff LGBT+ Network and hold Chaplaincy events for enhancing understanding of gender identity & sexual orientation. | Ongoing | Head of Wellbeing & Learner Support | Wellbeing teams have continued to provide critical support to learners including but not limited to, social, emotional and wellbeing support   * Access to Chaplaincy support * Celebrating Black History Month * Observing Holocaust Memorial Day * Celebrating LGBT+ History Month * Observing International Women’s day * ‘time to talk’ coffee and chat sessions |

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| **OBJECTIVE 2 - We will mainstream equality, diversity and inclusion into University and College decision-making, policies, practices and procurement.** | | | | | | |
| **REF** | **ACTION** | **RATIONALE &**  **PROTECTED CHARACTERISTIC** | **KEY**  **MILESTONES** | **TIME SCALE** | **Lead** | **PROGRESS**  **(01/04/2021-31/03/22)** |
| 2.1 | Undertake EIAs of College Strategies, offering refresher training where appropriate and identified | In compliance with assessing impact Equality Act Specific Duty.    **All Protected Characteristics** | * Implementation Plans for each of the prioritised activities will receive an EIA. * Faculties and professional support areas to develop an Equality Impact Plan in their operational plans for delivery of strategies. | August 2020 | College Executive Team | A number of strategies and policies have been reviewed which have included EIAs. A policy/ procedure review matrix will be utilised to monitor this work. |
| 2.4 | Retain Time to Change Wales organisational pledge | In response to UK’s Step Change Framework, HEFCW’s Wellbeing & Health in HE Policy Statement and College signing the Time to Change Wales Pledge  **Disability** | * Implement core principles of Time to Change Wales Pledge. * Support Mental Health champions scheme | August 2024 | College Executive/Head of Wellbeing & Learner Services | Engagement in Time to Change campaigns Time to Talk day, February 2 – providing a safe community to talk about mental health and ‘#We can We Will’  **MH Champions in place 2/2/23 – next reporting period!** |
| 2.5 | Retain status as a Stonewall Diversity Champion & implement Stonewall Workplace Equality Index requirements. | In response to engagement feedback and in compliance with the Equality Act General Duties.    **Gender identity, sexual orientation** | * Renew Stonewall membership annually. * Implement Stonewall Workplace Equality Index criteria. * Enter Stonewall   Workplace Equality Index. | Sept 2020 & every Sept thereafter | College Executive/Head of Wellbeing & Learner Services as part of USW Group | The College continues to forward evidence of good practice to USW’s EDSG in support of LGBTQ+ initiatives at TCMT |
| 2.6 | Actively engage with staff and student union colleagues from and representing protected characteristic groups. | In compliance with the engagement Equality Act Specific Duty.    **All Protected Characteristics** | * Actively engage with Learner Senedd and work to get representation on groups. * Support the creation of a Black Asian and Minority Ethnic Staff Network and a Carers Network * Engage with and support the staff equality networks. | Ongoing  March 2023 | College Executive/Head of Wellbeing & Learner Services. | Engagement with ColegauCymru EDI network, to consider matters of equality & diversity in the further education sector in Wales and to report to the Principals’ Forum on actions to make progress in this sphere.  **Endorsement to reinstate college EDI group**  2021/22 Learner Voice Survey results:   * 94% of learners are satisfied with support at the college * 95% of learners feel safe at college * 90% of learners feel the college supports an inclusive environment * 86% of learners agree that college has supported their Health & Wellbeing   **2022/23 report: Affiliation to Black Leadership Group**  **Completion of and engagement with Anti-Racist action plan (core actions for leadership** |

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| **OBJECTIVE 3 - We will embed equality, diversity and inclusion into the design and delivery of our curriculum, courses and assessment methods.** | | | | | | |
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| 3.1 | Develop the provision of learning and development around equality and inclusion. | In response to engagement feedback and in compliance with the training Equality Act Specific Duty.    **All Protected Characteristics** | * Embed EDI into PGCert. * Embed EDI into the New to Teaching in HE course. * Consider other opportunities for training/seminars/ workshops.. | Ongoing, to be reviewed annually | College Executive/Vice Principal Academic | EDI has been purposely built into the PgCert and New to Teach programmes.  Targeted and effective support for learners with Additional Learning Needs to successfully complete their courses. Consider Autism Toolkit developed for staff to support Autistic learners ([Consider Autism (padlet.com)](https://padlet.com/ngracie/consider-autism-xvbq9fgdbc13i38w)  Effective inclusive Tutorial Programme consistently delivered  EDI calendar of events available  Staff CPD has included, but is not limited to:   * L7 Post Graduate Certificate SEN/ ALN * L7 Post Graduate Diploma ALN/ SEN (Specific learning Difficulties) * MA SEN/ ALN |
| 3.5 | Undertake an exploratory study into the experiences of BAME students and staff at USW. | In response to engagement feedback, the EHRC Inquiry into Racial Harassment and in compliance with the Equality Act General Duties.    **Race** | * Undertake an exploratory study into the experiences of Black Asian and Minority Ethnic staff & students at USW. | Sept 2020 | College Executive/ Deputy Director of CELT, Academic Subject Manager (Curriculum Design) | Renewed focus on improving staff disclosures has been key before engagement can begin.  Learner disclosures have improved and there is Black Asian and Minority Ethnic representation on the Learner Senedd group  TCMT is engaging with the Anti-Racist Action Plan (as part of its work in affiliation with the Black Leadership Group) – to be reported in the next reporting period. |

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| **OBJECTIVE 4 - We will extend our attractiveness as a university and college of choice for students and staff from diverse backgrounds, cultures and identities.** | | | | | | |
| **REF** | **ACTION** | **RATIONALE &**  **PROTECTED CHARACTERISTIC** | **KEY**  **MILESTONES** | **TIME SCALE** | **Lead** | **PROGRESS**  **(01/04/2021-31/03/22)** |
| 4.3 | Implement measures to reach the diversity targets within the Fee & Access Plan. | To meet HEFCW’s Fee & Access Plan requirements and in compliance with the Equality Act General Duties.    Age, Disability, Race, Sex | * Implement equality targets in Fee & Access Plan. * Review of Admissions policy to ensure recruitment is inclusive | September each year  Annually | Head of Planning & Performance | As a result of the global pandemic HEFCW implemented a light touch to reporting however USW continued to track and monitor USW progress within its annual reporting, with its monitoring report for 20/21 submitted to Execs in December 2021.  TCMT will adopt the USW plan.  College monitors applications, offers made and the ‘Swap don’t drop’ process in line with protected characteristics.  Monitor retention rates in line with protected characteristics to inform future curriculum planning    Groups identified by HEFCW as under-represented in higher education  • Students of all ages from the bottom two quintiles of the Welsh Index of Multiple Deprivation 2014, including a sub-group of Children from Military Families  • Students of all ages from the bottom quintile of the Welsh Index of Multiple Deprivation 2014.  • Students of all ages studying part-time.  • Students of all ages studying through the medium of Welsh.  • People of all ages, including mature students, from UK low participation in HE areas.  Groups supported through the institution’s institutional contribution to the Reaching Wider Programme  • post-16 young people within the bottom two quintiles of the Welsh Index of Multiple Deprivation, working with the same priority schools,  • adults without level 4 qualifications within the bottom two quintiles of the Welsh Index of Multiple Deprivation, to provide progression to level 4 provision, and  • care experienced applicants and carers in all age groups across Wales  Groups identified by the institution as under-represented in HE.  • Students with disabilities  • Students from BAME backgrounds for the University as a whole and for subject areas where populations are lower |

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| **OBJECTIVE 5 - We will work to increase the accessibility of our IT systems, physical environments and communications** | | | | | | |
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| 5.1 | Undertake an Access Audit or our physical environment and infrastructure and develop a plan for implementation | In compliance with the accessibility Equality Act specific duty.    **Disability, Gender Identity** | * Undertake Access Audit, with Priorities assessed and implementation plan developed * Implementation of accessibility changes to priority areas * Gender neutral facilities available on college campus | March each year | Vice Principal Resources. Head of Wellbeing & Learner Support Services | Detailed Access guides are available on the College website and reviewed annually. AccessAble guides highlight routes to college and accessibility once inside the buildings.  Environmental Audit Report by Local Authority Habilitation Specialist for learners with Visual Impairment, delivered 2020 |
| 5.2 | Undertake actions to comply with the Public Sector Bodies (Websites and Mobile Applications) Accessibility regulations | In compliance with Equality Act statutory duty on pay differences.    **Age, Disability, Race, Religion & Belief, Sexual Orientation & Sex** | * Implement accessibility improvements to web delivered services and apps | June 2021 | Vice Principal, Resources | The College website uses the accessibility software ‘Recite me’ to provide an inclusive online experience  Learners have access to a wide variety of Assistive technology (AT) so that content and functionality is fully available and can be used by learners with disabilities  Trained staff to support implementation of AT packages |

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| **OBJECTIVE 6 - We will take action to reduce the pay gaps at USW and The College.** | | | | | | |
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| 6.1 | Publish USW’s mean and median gender pay gaps on the Government’s report tool annually. | In compliance with Equality Act statutory duty on pay differences.    **Sex** | * Gender pay gaps analysed and published annually. * Data used to assess impact of actions undertaken to reduce gender pay gaps. | March each year | Vice Principal Resources | The College Mean (average) pay gap for the period up to 31st March 2022 is 3.67% in favour of males. The UK average is 13.90% in favour of males.  The College Median pay gap for the same period is 15.43% in favour of males, whilst the UK rate is 14.90% in favour of males |
| 6.2 | Undertake a full Equal Pay Review. | In compliance with Equality Act statutory duty on pay differences.    **Age, Disability, Race, Religion & Belief, Sexual Orientation & Sex** | * Equal Pay Audit Undertaken and recommendations developed. | June 2020 | Vice Principal, Resources | Due to global pandemic and capacity, an extension to the timescale is proposed – TBC. Equal Pay Audit to be undertaken in the next reporting period. Findings will be reviewed and discussed with an action plan developed if required. |