Coleg Gwent Strategic

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forward in our development, monitoring will play a fundamental role in understanding outcomes and the direction of future work.

We recognise that there is still much more for us to do. In the next four years we plan to be ambitious and this strategy document sets out four pillars of activity, the outcomes we want to achieve and the specific actions we will take to deliver them.

Diversity, Inclusion and Wellbeing Manager
Coleg Gwent

2. Strategic Equality Aims for 2023 -2026

The following high level strategic aims have been identified which will channel the focus

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(LGBT) children, and children with ALN are also more likely to be victims of bullying.

- The proportion of young people that are not in education, employment or training (NEET) has dropped considerably in recent years.
- Overall participation in higher education has increased. But men, disabled people and those from ethnic minorities experience attainment gaps.
- Subject and career choices remain highly gendered, with girls being much less likely to continue studying science and maths after school.
- Engagement in lifelong learning (education courses or job- related training) has declined since 2013/14, including among younger people aged 25–34.
- Hate crime increased by 26% across the whole of England and Wales
- Overall, the gender pay gap for all workers (i.e., full and part time workers) has reduced in Wales to 11.3%. However, the gender pay gap varies significantly across Wales, and we did see an increase in the gender pay gap for full-time workers only over the past twelve months, up from 4.9% to 6.1%.

The College will build on the excellent progress in meeting our duties to our learners, staff and other stakeholders under equality legislation. We will address inequality across all the protected characteristics focusing on the objectives within this plan.

6. How the College plans to deliver the Duty

Our intent is to use education as a catalyst for positive social change and prosperity for the community we serve, leaving no one behind. W e intend to do in the following ways:

Leading by example , Equality, Diversity and Inclusion (EDI) is part of everyday life, rather than a legal requirement. By building on the benefits of diversity within our leadership, teaching and support teams we will take an inclusive pedagogy approach to the teaching of our curriculum; to encompass the diversity of thought, life experience and identity.

Ensuring that our statutory responsibilities in relation to equality and diversity and integrating them fully into our shared services and everything that we do. The Equality Act places a special legal duty on public bodies which requires us to consider the needs of people w (n4793 0 Td p (v)-2.1d)(s)]TJ /T (ds o)d dipl wed2-5.3

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6a. Communication

The College actively engageswith

7. Principles and Behaviours

Our Diversity Statement:

We're an inclusive and diverse college where everyone is welcome. A place where you can be who you are without fear of judgement. A respectful environment, open- minded to different cultures, attitudes, beliefs, and outlooks, where everyone belongs.

By embracing diversity, we foster an open and welcoming environment where people of all backgrounds can learn and work together. We're committed to equity, inclusion, and wellbeing, with our diverse campuses offering academic, social, and wider community benefits.

Diversity enriches our college community and is a driving force in fulfilling our mission, so we'll continue to respond to changes in our increasingly interconnected world. By working together, we'll address the challenges of the future to remove barriers to success, while promoting a culture of inclusivity, compassion, and mutual respect.

We believe, if you create a team of talen ted people from diverse backgrounds, they'll each contribute their unique ways of thinking, responding, and problem solving. Naturally, the end result will be innovation, and combined with the diversity of experiences across our

- Human Resources: Resourcing, Staff Development and Policy Advancements
- Physical Environment, Facilities and Sustainability
-

12. Our Staff

Gender

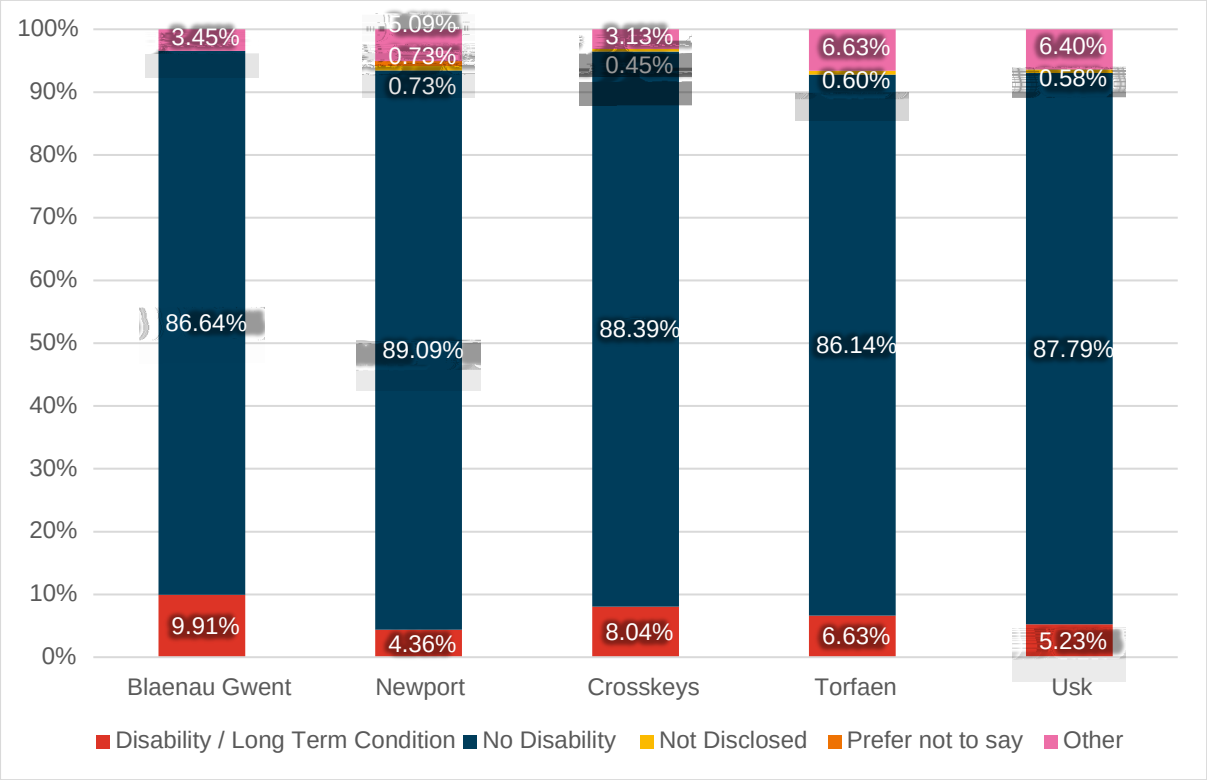
Our college

We will continue to implement best practice initiatives as suggested by the Government's Equality Office report and we are committed to nurturing an environment where everyone

Ethnicity

Coleg Gwent supports a number of communities within Wales with varying ethnicity demographics, these vary from Newport who report a 12.7% Black, Asian & Ethnic Minority

Disability



We have a small percentage of employees who have not disclosed within this area which we aim to reduce further . When the fields were set up on our system, it included an 'other' option which 7% of our employees have selected. Through our Enabled Network, Coleg Gwent wants to ensure that our colleagues are both educated and feel safe to discuss and disclose their disability to the college. In addition, as well as encouraging disclosure , the college is able to adapt, make reasonable adjustments and be understanding of everyone's needs.

The college continues to run its guaranteed interview scheme for disability and is working toward becoming a Disability Confident Employer.

Sexual Orientation

The college has a strong LGBTQ+ network which has over 50 active members. The college has created a lot of awareness and partnerships with the LGBTQ+ community by supporting Pride Month, attending Pride events and participating in awareness training throughout the year.

The college recognises the recent commitment from Welsh Government to reduce discrimination towards all members of the LGBTQ+ recognising the impact which can occur to confidence, employment and opportunity. The college has a transgender policy which is contained within the Equality Policy recognising that some members of the LGBTQ+ community need workplace adaptations and some colleagues may need educating and access to

13. Our Learners

This report will review the enrolment data of our learners across the various EDI strands. The aim of the report is to identify the backgrounds of our learners, to

EDI Data

Notes for the reader

The College comprehensively tracks our learner EDI data through our enrolment processes. The fields captured are dictated largely by the guidance provided in the LLWR manual from the Welsh Government. Primarily, we monitor the following:

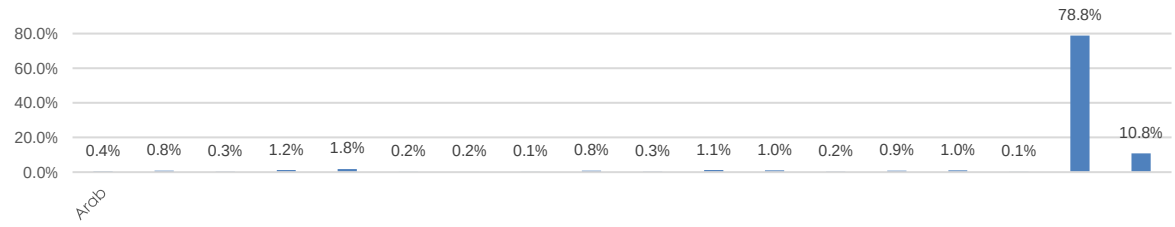
- Learners' age;
- Deprivation status;
- Disability;
- Ethnicity;
- Gender;
- National identity.

Coleg Gwent is committed to ensuring that we offer fair and equitable chances for all of our learners. Part of this aim involves comprehensively tracking our learner EDI profiles, therefore ensur..7 (d( )Tw 3.4 (t)8.7 a)19.i.f(ner)

Deprivation

Over half of our current learners fall within deciles one to four, those being the most deprived areas according to the Welsh Index of Multiple Deprivation (the WIMD). Recruitment of our learners is primarily

The author notes the occurrences of blanks in the ethnicity dataset, including unknown and undisclosed values:
Blanks – 27
Information refused – 23
Not known – 61



Gender

There are 181 more female learners than there are males. Learners who identify as an 'other' gender account for 1.2%, or 81 learners. The number of learners in this category is increasing. In the 22-23 academic year, there were 57 learners whom identified as such, or 0.8%. Coleg Gwent's recruitment, selection and career progression support aims to ensure that learners of any gender get equal changes to develop and advance.

Sexual Orientation/Gender Identity

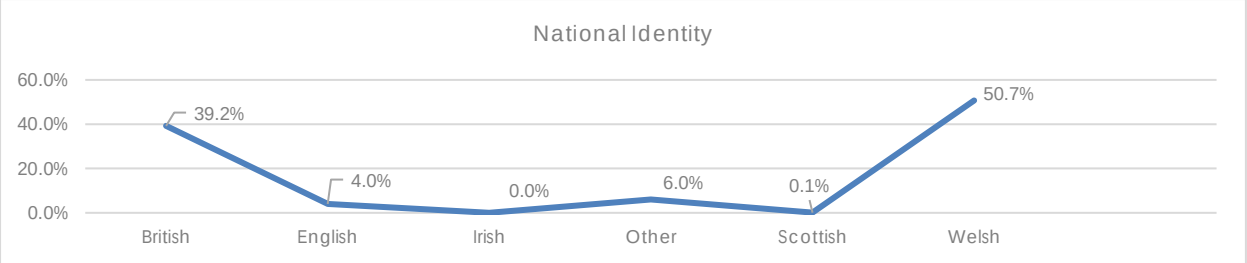
This category of data is not currently recorded centrally by the College. There is work being undertaken, however, to capture this information going forward.

Language

The primary language of our learners is not yet captured in our data, however, the appropriate steps for this data capture are being implemented currently.

National Identity

Our dataset reviews the data of our full time, further education learners for the 2023-24 academic year. The chart below provides a visual of the learners' national identity status. Please note, that those without information (25 learners), or those whom have chosen not to respond (35 learners) have been excluded so as to not distort the data.


National Identity
60.0%
40.0%
20.0%
0.0%
39.2%
4.0%
0.0%
6.0%
0.1%
50.7%
British
English
Irish
Other
Scottish
Welsh