If you or someone you know would like this document in an alternative format please contact the Senior Officer: Diversity at diversity@nptcgroup.ac.uk or on 01639 648175 / 07825 231627
Introduction & Context

NPTC Group of colleges is pleased to publish its second Strategic Equality Plan covering the period 2016 to 2020 in line with the requirements of The Equality Act 2010. The act replaced a wide range of anti-discrimination legislation in Britain and in addition widened the scope of protection to nine protected characteristics.

The protected characteristics covered by the law are listed below; (see appendix 1 for a further description of each characteristic)

- Age
- Disability
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual Orientation
- Marriage and Partnership*

* only in respect of the need to eliminate discrimination

The aim of the 2010 act is to strengthen the law, smooth out anomalies and provide clarity for those who need to ensure compliance with the act. In addition it provides guidance and protection for individuals and groups and for any individual seeking advice on equality issues.

A listed public body is required to publish a Strategic Equality Plan and Equality Objectives at regular intervals and may revise the objectives if this is done in line with the published guidance.
Strategic Equality Plan 2016

Our initial SEP and associated equality objectives were successful in instigating the mainstreaming of equality and diversity within all college functions. In compiling the second SEP we will be building on the strengths of the previous plan and further embedding equality and diversity in all we do at NPTC Group.

As a listed public body the College has responsibilities under this act to comply with the public sector equality duty, known as the general duty. The general duty has three elements and public bodies must have due regard to all three.

The three elements or ‘aims’ as they are usually referred to are;

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act.

2. To advance equality of opportunity between people who share a relevant protected characteristic and those who do not.

3. To foster good relations between people who share a protected characteristic and those who do not.

Applying the general duties to the work of the College will aim to ensure we minimise disadvantage, try to meet the needs of people from protected groups where these are different from the needs of other people and encourage people to participate in public life where they are underrepresented. Fostering good relations requires us to tackle prejudice and promote understanding between all people.

The act specifically states that meeting this duty may involve treating some people more favourably than others.

Specific Duties

Wales has taken the equality agenda much further than other nations in the UK with the Welsh Government implementing a set of specific duties which are designed to detail the steps a listed body must take to demonstrate they are paying due regard to the general duty.

These specific duties were introduced to assist public bodies fulfil all three aims of the general duty as it is outlined above. The specific duties are designed to ensure that equality issues are included in policy design and within service delivery. The duties require the College to devise a review process and to provide evidence about the outcomes of actions taken to meet the Equality Objectives.

The Strategic Equality Plan and the associated Equality Objectives are in themselves a requirement of the specific duties and one that the College has found to helpful in driving equality forward.. The main purpose of a Strategic Equality Plan is to record in one published document the steps a listed body is taking to fulfil the specific duties. The plan must be publicly available and in an accessible format.

In order to ensure our plan was comprehensive, robust and relevant we have been guided at all times by Welsh Government priorities, Equality and Human Rights Commission guidance and relevant UK legislation.
Overview of NPTC Group

Background to the Organisation

NPTC Group of Colleges (NPTCGC) came into existence on 1 August 2013. It was formed as a result of the merger of Neath Port Talbot College and Coleg Powys. NPTCGC is one of the largest groups of colleges and education providers in Wales in terms of student numbers and has an annual turnover of circa £55 million. The four main campuses of the NPTCGC between them provide almost every conceivable vocational area of education and training, including an outstanding 6th Form Academy based on the Neath Campus.

The Group delivers a wide range of bespoke training for industry via its commercial arm ‘Trainingwales.com’. The College is also the lead provider and contract holder in ‘Skills Academy Wales’. This is a partnership of eight very experienced training providers who deliver between them a £10 million work based learning contract, the largest public sector contract in Wales. The Group also owns and runs an international language school in Hampshire, LSI Portsmouth. The school has been independently assessed as “exceeding expectations in all areas” in the recent ISI inspection of private Further Education Colleges. Overseas students attend the College from almost 50 different EU and non-EU countries. The Group also owns five wholly owned subsidiary companies.

NPTCGC covers over one-third of the land mass of Wales. It operates from four large main centres: Afan Campus, Brecon Beacons Campus, Neath Campus and Newtown Campus. The Group also has smaller centres including: Pontardawe Campus; Maesteg Campus; Queen Street Campus; Swansea Campus; Llandrindod Wells Campus and a state-of-the-art Sports Academy in Llandarcy Park. Geographically, this means that there are approximately 100 miles between our furthest campus north and our furthest campus south. However, our subsidiary companies also operate at various venues in Swansea, Llandarcy, Llanelli and Portsmouth.
Strategic Equality Plan 2016

Promotion and Awareness of NPTC Strategic Equality Plan & Objectives

Promoting equality and diversity at NPTC is seen as integral to our work with our mission statement;

‘To be the best learning provider in Wales’

Our College value statements commit us to being ‘bound by equity and diversity as our guiding principles’.

Enabling success for all learners through the provision of high quality, flexible teaching and learning opportunities across a broad range of vocational and academic disciplines is the central aim of our work. In addition we seek to be a responsible and valued employer to our staff, a successful service provider in our commercial enterprises and an enthusiastic partner in our community activities.

Our Value Statements set out our commitments regarding the approach we take to ensure we meet the highest standards.

Value Statements

NPTC Group is committed to being

- Student and learning centred in our actions
- Caring and inclusive in our attitudes
- Responsible and respectful in our behaviour
- Bound by equity and diversity as our guiding principles
- Professional and corporate in our conduct
- Enterprising and innovative in our outlook
- Tolerant and supportive in our responses

Staff are aware of the role equality and diversity plays through the recruitment and selection process, during their induction, through an online training module and role specific training.

Students address equality and diversity throughout the induction process and during the tutorial programme to ensure understanding. Tutorial content and delivery is reviewed annually and the College gathers student feedback on the relevance and effectiveness of the tutorials.

We seek to maximise all opportunities to mainstream diversity within existing NPTC events and also to attempt innovative ideas wherever possible.

We believe that equality of opportunity is at the heart of all we do and is central to achieving our mission and promoting success for all our students. NPTC Group is an inclusive organisation and believes it is essential that all members of the College community feel valued and able to fulfil their potential. An important element of this vision is that equality and diversity are not separate or additional concerns but central to our College life and work.
Strategic Equality Plan 2016

Publication and Accessibility

NPTC will ensure that the Strategic Equality Plan and Equality Objectives are published in April 2016 in Welsh and English.

The document will be available on the College website and on both the student and staff intranets in Welsh and English. Hard copies will be available on request at each campus and will be available in alternative formats as required.

Alternative formats will be available in line with our standard accessibility statement;

If you or someone you know would like this document in an alternative format please contact the Senior Officer: Diversity at diversity@nptc.ac.uk or on 01639 648175

Employment - Equality Information and Data

As an employer NPTC already collects information relating to ethnicity, sex, relationship status, disability and age and during selection ensures short listing is completed without reference to these characteristics. NPTC Group is implementing a HR system to enable staff to complete and amend their own record online. Future reports and analysis will be informed by this data with the expectation that the information it provides will result in more robust and complete statistics

Procurement

NPTC Group complies with all applicable EU and UK procurement legislation, in particular the principle of non-discrimination, and apply the rules to all tenderers in a fair and transparent manner.

The College advertises contracts on the national procurement website – sell2wales.co.uk. Also suppliers from the Colleges Approved List will be invited to tender for low to high value tenders/quotes issued by the College.

Third sector organisations have the opportunity of tendering for College contracts via sell2wales.

Monitoring and Review Procedures

The Equality Objectives will primarily be monitored by the Diversity Management Group. The Senior Officer: Diversity will collate information relating to the progress of actions devised to meet the equality objectives. The objectives will be reviewed by the Diversity Management Group and progress reported each term in addition to an annual internal review. Evidence will be sought to support the monitoring process and inform the progression to date.

Where actions are not achieving the intended outcome a determination can be made to modify actions and/or the objective after reviewing the available evidence.
Appendix 1

Protected characteristics: definitions

Age

Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage - between same or opposite sex couples, Civil Partnership - between same sex couples

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.
Consultation and Engagement

To ensure as many members of the College and wider community took part in this consultation we utilised the following methods of contact:

- NPTC Group website
- Networks, forums and partners were approached by email and during regular meetings
- College social media
- Staff and student intranet
- College Moodle
- Bi-lingual hard copies were available in all reception areas, Learning Resource Centres and Student Services on main campus sites
- The Diversity Management Group emailed all members of staff
- Line managers were approached by email and at departmental meetings
- Senior Management Team met to consider the objectives
- Governing Body were approached
- Commercial outlets at the College e.g. Nidum Theatre, Crèches and Bakery were used to maximise the range of potential respondents
# Strategic Equality Plan 2016

**Objective no.1**  
Embed the principles of Equality & Diversity across key decision making and policy within NPTC Group

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<tr>
<th>Dept/Area</th>
<th>Operational Outcomes</th>
<th>Achieved by</th>
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<th>Date</th>
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</table>
| SMT          | Embed equality & diversity issues in strategic and operational decisions including the commitments in the Welsh Language (Wales) Measure 2011 | 1. Ensuring equality is on all agendas and is considered in policy and decision making processes  
2. Tasking each chair with monitoring E&D impact on all action points and decisions made. | CEO Chair             | Sept 2016 |
| Board        | Embed equality & diversity issues in strategic decisions                              | 1. Ensuring equality is on all agendas and is considered in decision making processes         | GO Chair of Governors | Sept 2016 |
| College Groups | Review all decision processes considering equality & diversity                        | 1. Ensuring equality is on all agendas and is considered in policy and decision making processes.  
2. Tasking each chair with monitoring E&D impact on all action points and decisions made. | Group Chair DMG       | Sept 2016 |
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<tr>
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<tbody>
<tr>
<td>Cross College</td>
<td>Managers should use ELIA &amp; the equalities checklist when making decisions and reviewing their processes to take into account any equality &amp; diversity issues</td>
<td>1. Agreeing final draft of the equalities checklist for non-policy documents and processes and placing on Sharepoint&lt;br&gt;2. Producing an annual review sheet for LM’s and placing on Sharepoint&lt;br&gt;3. Line managers completing an annual review report for presentation to DMG outlining where equality and diversity issues have been taken into account.</td>
<td>SO:D</td>
<td>Sept 2016</td>
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**Strategic Equality Plan 2016**

**Objective no 2**
Expand the quantity and quality of data pertaining to protected characteristics on staff and students so that we can measure the impact of SEP

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<tbody>
<tr>
<td>HR</td>
<td>Provide robust and comprehensive staff equality data</td>
<td>1. All staff encouraged to update records on HR Dashboard</td>
<td>SO:HR</td>
<td>Ongoing during 2016</td>
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<tr>
<td></td>
<td></td>
<td>2. Production of annual reports</td>
<td>DMG</td>
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<td>3. Use the data to inform future actions &amp; support ELIA’s</td>
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<tr>
<td>Student Services &amp; MIS</td>
<td>Provide robust and comprehensive student equality data on application, enrolment &amp; retention, including HE and widening participation</td>
<td>1. Reviewing forms and processes</td>
<td>AP: SSI HB&amp;IS</td>
<td>2016-17</td>
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<tr>
<td></td>
<td></td>
<td>2. Achieving full disclosure</td>
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<td>3. Establishing baseline data</td>
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<td>4. Using the data to inform future actions &amp; support ELIA’s</td>
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<td>5. Including equality data specific tests to the internal audit process for MIS</td>
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<td>AP Quality</td>
<td>Provide data to assess attainment and completion in relation to the achievement of the requirements of the general duty Produce attainment statistics through the use of complaints data</td>
<td>1. Establishing baseline data against local and national benchmarks</td>
<td>AP: Q HB&amp;IS</td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Review ELIA on complaints policy</td>
<td>AP:Q &amp; SO: D</td>
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<td>3. Use the data to inform future actions &amp; support ELIA’s</td>
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**Strategic Equality Plan 2016**

**Objective no 3**  
Improve enrolment, retention & attainment for all and in particular for students from any underrepresented protected characteristic group.

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<tbody>
<tr>
<td>Admissions</td>
<td>Using the data, identify areas of under representation and consider strategies for improvement</td>
<td>1. Ensuring all admission teams have an awareness of potential barriers and are able to help address them</td>
<td>AP: SSI</td>
<td>January 2017</td>
</tr>
</tbody>
</table>
| Marketing   | Using the data, identify areas of under representation and consider strategies for improvement | 1. Reviewing marketing material & newsletters  
2. Piloting targeted initiatives & assess through evaluation  
3. Use the evaluation to inform future actions & support ELIA’s | HBD | January 2017 |
| Schools    | Using the data, identify areas of under representation or underachievement and consider strategies for improvement | 1. Devising subject specific initiatives to address anomalies  
2. Assessing year 1 Baseline data  
3. Using the assessment to inform future actions & support ELIA’s  
4. Including progress in HoS annual review report to DMG | HoS  
SO: D | By July 2017 |
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<tbody>
<tr>
<td>Student Services</td>
<td>Establish who accesses student services and ensure barriers are identified and addressed</td>
<td>1. Establishing relevant issues which impact on retention</td>
<td>Head of SS</td>
<td>During 2016-17</td>
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<td>2. Developing &amp; implementing a process to address barriers</td>
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<td>3. Using the evaluation to inform future actions &amp; support relevant ELIA’s</td>
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## Objective no 4
Improve the recruitment and retention of staff, in particular those from any underrepresented protected characteristic group.

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| HR – Recruitment & Selection Team | Review data and target specific areas of under representation and develop strategies to address the anomalies | 1. Impact assessing the selection & recruitment process  
2. Impact assessing the staff induction process and reviewing the effectiveness of the procedures in general and against the protected characteristics | HRM SO:R&S SO:D | July 2016 Sept 2016 |
| Functional Areas                  | Ensure that the potential barriers in relation to protected characteristics do not negatively impact on selection or employment | 1. Awareness raising sessions with LM’s  
2. Including topic in annual review report to DMG ensuring examples of good practice are noted | SO:D HRM Functional LM’s | Dec 2016 |
| Schools                           | Ensure that the potential barriers in relation to protected characteristics do not negatively impact on selection or employment | 1. Awareness raising sessions with LM’s  
2. Including topic in annual review report to DMG ensuring examples of good practice are noted | SO:D HRM HoS | Dec 2016 |
### Strategic Equality Plan 2016

**Objective no 5**  
Ensure access to learning opportunities and employment by improving facilities and services for all, regardless of their protected characteristics.

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</table>
| Estates                                | Improve access to sites and facilities and increase satisfaction with services provided | 1. Auditing of the Estate  
2. Engaging with staff to identify & implement improvements in services & facilities  
3. Engaging with students to identify & implement improvements in services & facilities | F&EM | 2017-19   |
| Campus Managers                        | Improve access to sites and facilities and increase satisfaction with services provided | 1. Monitor and co-ordinate site specific requirements                         | CM   | Dec 2016  |
| HR & Staff Development                 | Ensure that HR and SD services are inclusive                                          | 1. Undertaking a review of materials and information available on sharepoint  
2. Implementing any identified improvements                                    | HRM SO:SD SO:D                  | Aug 2016  |
| Functional Areas                       | Ensure accessibility to all service users and all potential users                     | 1. Undertaking an audit of services and facilities in each area  
2. Implementing improvements as identified                                       | SO:D LM’s                      | Oct 2016  |
| Student Services                       | Use all student engagement opportunities to identify any improvements that can be made to facilities and services, in particular to students from underrepresented groups | 1. Engaging with students to identify & implement improvements in services & facilities utilising SU, student parliament & Vocalise | AP:SSI | Aug 2016  |
| Corporate Services; Marketing | Ensure learning opportunities & services on offer are appealing, open and accessible to all thereby encouraging interest and applications from all sections of the community to advance equality of opportunity | 1. Reviewing marketing material & communication processes  
2. Implementing improvements which contribute to NPTC Group being a college of choice to stakeholders | HBD | January 2017 |
## Strategic Equality Plan 2016

**Objective 6**  
Consolidate equality & diversity related awareness raising and training for all the NPTC Group

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| Staff Development  | Ensure all staff successfully undertake appropriate E&D awareness raising training. | 1. Monitoring of e-learning in conjunction with LM’s  
2. SO:D monitoring and reporting to LM’s and the DMG on uptake & completion of training  
3. Facilitating e-learning sessions when appropriate & on demand  
4. Facilitating the arrangement & uptake of specialist training as necessary | SO:SD  
LM’s     | August 2016               |
| Schools            | Establish a programme of awareness raising through curriculum and tutorial provision | 1. Promoting and recording awareness raising activities to facilitate reporting to DMG  
2. Producing Online Tutorial resources incorporating E&D themes and content.  
3. Incorporating E&D into WBQ Challenges where appropriate | HoS    | Sept 2016  |
| Schools            | Ensure that teaching & learning practices and resources enable full participation by all, by embedding E&D in schemes of work and lesson planning | 1. Evaluating resources & practices to ensure that E&D is fully embedded and allows for full participation  
2. Identifying examples of best practice within Schools and including these within the annual report to the DMG | HoS    | Sept 2016  |
## Strategic Equality Plan 2016

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| DMG       | Monitor all awareness raising activity across the Group.                               | 1. DMG receiving and monitoring annual reports from Schools & Functional Areas  
2. Regular input into newsletters, social media and bulletins | DCEO HoS HBD | 2016-17 |
| Board     | Ensure that Board members have a good knowledge and awareness of E&D to enable them to scrutinise and where necessary challenge the actions and activities of the NPTC Group regarding E&D | 1. Relevant training and awareness raising | GO SO:D       | Oct 2016 |
| SO:D      | Schedule a programme of annual awareness raising activities which provide opportunities for participation across all levels and subjects | 1. Providing a programme of events that cover a wide range of E&D areas  
### Strategic Equality Plan 2016

#### Objective 7
Continue to foster effective working relationships with community groups, partners and public bodies

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<tbody>
<tr>
<td>DMG</td>
<td>Share equality &amp; diversity good practice, foster good relations and promote community cohesion</td>
<td>1. Maintaining membership of relevant networks and forums</td>
<td>DCEO SO:D</td>
<td>Ongoing</td>
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<td>2. Where possible undertaking joint equality objectives with local and regional partners</td>
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<td>2017</td>
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<td></td>
<td></td>
<td>3. Contributing to community cohesion initiatives.</td>
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<td>2017</td>
</tr>
<tr>
<td>Other College Areas</td>
<td>Establish links with other organisations, groups, partners and public bodies to help embed equality and diversity across the College</td>
<td>1. Identify and engage with organisations, groups, partners and public bodies who can help advance equality of opportunity across the College</td>
<td>LM SO:D</td>
<td>ongoing</td>
</tr>
<tr>
<td>Trade Unions</td>
<td>Maintain links with Joint Information Consultative Committee at NPTC Group</td>
<td>1. Continue the established programme of JICC meetings</td>
<td>AP HR</td>
<td>ongoing</td>
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