NPTC GROUP OF COLLEGES
ANTI-RACIST ACTION PLAN

2022 – 2024

Agreed by:

NPTC Group of Colleges

Board of Governors and

The Senior Management Team

Signed on behalf of NPTC Group of Colleges:

Mark Dacey: Principal / Chief Executive Officer

Dated: 28 March 2023

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TERMINOLOGY AND DEFINITIONS

Collective Experience of Racism

When it is necessary to refer to the collective experience of racism, the terms 'Black, Asian and Minority Ethnic' along with 'ethnic minorities' as a short version are used. Wherever possible, the term people is used over communities.[1]

Further Education Institutions (FEIs)

FEIs are defined as Further Education College Groups, FE Colleges and Sixth Form Colleges.

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[1] Anti-racist Wales Action Plan, page 12.

GLOSSARY

ALENCO:	Additional Learning Education Needs Co-ordinator
AP:C:	Assistant Principal: Curriculum
AP:Q:	Assistant Principal: Quality
AP: Skills	Assistant Principal: Quality
AP: Students	Assistant Principal: Students
AP:SR	Assistant Principal: Student Recruitment
ARAP:	Anti-racist Action Plan
CEO:	Chief Executive Officer
CSM	Core Skills Manager
DMG:	Diversity Management Group
DoS:	Director of Study
DLIM:	Digital Literacy Innovation manager
EM	Exams Manager
EWC:	Education Workforce Council.
FEI:	Further Education Institutions
FE:	Further Education
HoBIS	Head of Business Information Systems
HoS:	Head of School
HMC	Head of Marketing and Communications
HRD:	Human Resources Director
HRSG	Human Resources Strategy Group
JICC:	Joint informative Consultative Committee
NPTC:	Neath Port Talbot College
QM:	Quality Manager
SAW:	Skills Academy Wales
SDM:	Staff Development Manager
SEP:	Strategic Equality Plan
SL:	Senior Lecturer
SL:SP	Senior Lecturer Skills and Progression
SMT:	Senior Management Team

SO: EDI:	Senior Officer: Equality Diversity and Inclusion
SSIWI:	Senior Student Involvement Wellbeing and Inclusion Officer
SWOT:	Strengths, Weaknesses, Opportunities, and Threats
TLM:	Teaching and Learning Manager
VP:ER:	Vice Principal External Relations
VP:OS:	Vice Principal Operational Services

NPTC GROUP OF COLLEGES
ANTI-RACIST ACTION PLAN 2022-2024
STRATEGIC OVERVIEW

1. INTRODUCTION TO OUR ANTI-RACIST ACTION PLAN

Who are we?

NPTC Group of Colleges (The College) came into existence on 1 August 2013 when Neath Port Talbot College merged with Coleg Powys. It is one of the largest Further Education (FE) providers in Wales in terms of learner numbers, with approximately 10,000 learners of whom 4,000 are full time. The College employs around 880 staff and has an annual turnover of circa £70million. It covers nearly 30 per cent of the country's land mass. The College offers a large portfolio of academic and vocational courses of both full and part-time courses across its 8 sites to more than 270,000 residents across South to North Wales.

The four main Colleges are based in Afan, Brecon Beacons, Neath and Newtown and along with the sites at Llandarcy, Maesteg, Pontardawe, and Swansea, provide education and training for almost every vocational area, including the 6th Form Academy based at Neath College and the outstanding Sports Academy based at Llandarcy.

The College is also the Lead Partner of fourteen training providers brought together for the purposes of delivering education and training under the Welsh Government's Work-Based Learning Apprenticeship Contract. This Work-Based Learning Partnership is collectively known as Skills Academy Wales (SAW).

The College prides itself on an outstanding quality higher education programme, delivered in partnership with the University of South Wales, University of Wales Trinity St David, Glyndŵr University Wrexham and Pearson. It delivers over 40 higher education programmes including BSc (Hons) and BA (Hons) Degrees, Foundation Degrees, HNDs, HNCs, Diplomas in Higher Education, Certificates of Higher Education and the Professional Certificate in Education/Professional Graduate Certificate. The College is currently planning on expanding this provision even further.

Mission, Vision and Values

Promoting equality, diversity and inclusion is seen as integral to our work, with the College's mission statement being:

"Inspiring learning, enriching lives, delivering success".

This is underpinned by the Vision that the College will be:

- A key partner in strategic networks;
- A college delivering excellent teaching and learning;
- An enterprising and entrepreneurial college;
- A college that successfully prepares learners for positive progression;
- A recognised lead in using technology;
- An employer of choice;
- The employers' choice for learning and engagement;
- A college that is helping to tackle poverty by improving economic prosperity;
- A college that promotes Welsh-medium and bilingual learning.

Our College value statements commit us to being 'bound by equity and diversity as our guiding principles'. They set out our commitments regarding the approach we take to ensure we meet the highest standards by being;

- Learner 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.

Ethnicity demographics

The College is mainly served by two local authorities, Neath Port Talbot and Powys. Neath Port Talbot has a population of 142,300, with Black, Asian and Minority Ethnic people representing 3.4% (4,500) of the population. Powys covers a quarter of the land mass of Wales and has a population of 129,700 with Black, Asian and Minority Ethnic people representing 1.5% (1,900) of the population. The College through its satellite sites and partners delivers across a number of local authorities in Wales. Annexe A provides a full breakdown of the data for all of the relevant local authorities, including Neath Port Talbot and Powys.

The staff profile for the College shows that in 2021 and in 2022, 1.7% of members of staff identified themselves as from a Black Asian and Minority Ethnic background. Although positive steps have been made in attracting and appointing new staff from Black, Asian and Minority Ethnic backgrounds, further work needs to be done in the area of retention. Annexe B provides a full breakdown of staff ethnicity data for 2022 and 2021.

In terms of student profile, the county of Neath Port Talbot has an FEI student population of 5521 learners, with Black, Asian and Minority ethnic people representing 5% (245) of the population. Powys has an FEI population of 1154 learners, with Black, Asian and minority ethnic people representing 4% (57) of the population.

Across the College, in the academic year 2020/21 , there were 6773 FEI based learners, of which 5% (297) identified themselves as from a Black, Asian, and Minority Ethnic background. For the same period the College had 1873, Work Based Learners, of whom 2% (57) identified themselves as from a Black, Asian, and Minority Ethnic background. Annexe A provides a full breakdown of the student data.

2.   THE VISION, PURPOSE AND VALUES UNDERPINNING OUR ANTI-RACIST ACTION PLAN

We acknowledge the institutional, systemic and everyday racism that exists in our wider society and that further education is not immune to this problem. We understand we have a duty to eradicating racism and promoting race equality through education.

At NPTC Group of Colleges we have made a collective commitment to listen to, share and better understand the experiences of our staff, learners and apprentices, to learn from those indifferences and to take positive actions to be recognised as a college that upholds a totally anti-racist culture. We believe it is only by listening that we can take meaningful steps to change.

We are committed to tackle racism in all its forms to ensure that our education experience is one that is safe, respectful, and inclusive for people of all ethnic and racial backgrounds. We pledge to take a stand against racism within our college and in the wider community. We invite our staff, students and stakeholders to make the same commitment to ensure the College is a welcoming place for all. This being reflective in our practices, culture and embedded into the heart of our college ethos.

We will learn from those lived experiences and set clear expectations and accountabilities, striving and challenging ourselves to always do better.

Our vision and our responsibility are therefore not to be simply non-racist but to become visibly and actively anti-racist.

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 of Colleges is an inclusive organisation and believes it is essential that all members of the College community feel valued and are able to fulfil their full potential. An important element of this vision is that all staff and students feel their racial background is recognised and celebrated and is seen to add to the overall success of the College.

3.   PROCESS OF DEVELOPING OUR ANTI-RACIST ACTION PLAN

In order to ensure our Anti Racist Action Plan is comprehensive, robust and relevant we have been guided by the Anti-Racist Wales Action Plan, the Black Leadership Group and the Equality Act 2010.

The College has worked to ensure this plan is both topical and comprehensive by relating it to the aims detailed with the Colleges Strategic Plan, including the Strategic Equality Plan and the Anti-Racist Wales Action Plan.

At the start of 2023, our Senior Management Team along with key members of the Board of Governors came together to look at the four key areas of curriculum, culture, climate and communications and to evaluate our anti-racist practice across these areas. The information and insights gathered as part of this exercise along with statistical analysis from the College's Annual Equality Reports and of our learner data informed the development of the actions contained within our Anti-racist Action Plan.

We have also recognised that aspects of our data collection reveal a low disclosure rate for the characteristic of race. To rectify this and ensure we move towards a better understanding of the ethnic diversity of our stakeholders we have included objectives specifically relating to the improvement of data quality and disclosure.

Engagement with our students and staff has provided valuable evidence for setting our objectives. The activities have helped us to understand the experiences and needs of our students and staff and have helped us shape the Anti- Racist Action Plan.

In March 2023, the College consulted with staff and students on our draft objectives. An online questionnaire was issued which posed several open-ended questions. Respondents were able to reply anonymously so as to encourage a higher response rate, however, both staff and students were provided with contact details to register potential interest in taking part in focus groups. The focus groups remain an ongoing action for the College, with the expectation that they will influence the Anti-racist Action Plan going forward.

Future events are planned to seek feedback and raise awareness on the final Anti-racist Action Plan. These include the Annual Student Representative Celebration Event on 29th March 2023, and a College CPD day on 31st March 2023.

4. THE CONTEXT FOR OUR ANTI-RACIST ACTION PLAN

Where we are now

As an education provider to over 10,000 stduents, we take pride that we are 'bound by equity and diversity as our guiding principles'. However, we know we have some way to go in becoming representative of the communities we serve, particularly our staffing population. Although our student profile is more aligned to the local authority and national data, our staff profile falls below the main local authority and national average.

Although the work we have undertaken has resulted in improvements in the ethnic diversity staffing profile of the College, we are not representative of the communities we serve. Improving the diversity of our staff has been an area of focus for some time and will continue to be. We recognise that it is crucial that our students have visible role models in all areas of the College and at all levels. We believe that a diverse teaching workforce, and a diverse leadership team will positively impact on the self belief and ambition of our Black, Asian and Minority Ethnic students and will benefit all students as a whole.

We have an established Diversity Management Group which oversees the implementation of the Strategic Equality Plan. The DMG is led by a member of the Executive team, the Vice Principal: Operational Services, and has clear lines of reporting into the Senior Management Team and the Board of Governors. The group has

representation for staff groups from across the College, including student representation. However we recognise that better representation is needed for some of the protected characteristics including Black, Asian and Minority Ethnic people.

We are committed to the pinciples of equality, diversity and inclusion and understand our responsibilities under the Equality Act 2010 and the Public Sector Equality Duties. The College has a comprehensive Strategic Equality Plan, which is aligned to our overall College strategy and progress against our objectives is monitored by the DMG. We publish our workforce information through our Annual Equality information report, and analysis of the data produced is used to inform our SEP. As part of this plan we aim to build upon our current foundation and publish our learner and governing body data. We also plan to publish our progress against both the ARAP and our SEP.

We have robust policies and procedures in place that enable us to deal with micro-agression, racial discrimination and harassment. At induction staff are informed of the processes and this is reinforced as part of the Equality and Diversity training that is mandatory for all staff.

Where we want to be

Through the objectives set out in our plan we aim to contribute to the overall vision of the Anti-Racist Wales Action Plan, to improve the education, the life chances and employment opportunities for people in the College and in our communities who are Black, Asian and Minority Ethnic.

Our fundamental aim is to create an Anti-Racist culture at the heart of the College, at the core of all aspects of the education of our learners and apprentices and at the core of all aspects of our staff's working life.

We aim to achieve this by;

- Continuing to eradicate any discrimination or micro-agressions that may exist for our staff or learners, through education ,training and development supported by robust policies and processes.
- Having a diverse staff population with improved career development opportunities for our Black Asian and Minority Ethnic staff through training, development, mentoring and allyship.
- Improving the education and life opportunities for our learners and apprentices through having an anti-racist, inclusive curriculum that inspires and educates our learners and by having visible role models in all areas and at all levels throughout the organisation.
- Actively addressing any gaps in acheivement for our Black, Asian and Minority Ethnic learners and apprentices.

In summary, we want the College to be a welcoming safe space that is inclusive for everyone and enables everyone to flourish, and achieve their full potential.

How we will resource our plan

The Anti-Racist Action Plan is supported by the Board of Governors with responsibilities allocated to the Senior Management Team, supported by key managers throughout the College. The Senior Student Involvement and Wellbeing Officer will play a key role in supporting those aspects of the plan relating to learners and apprentices. In addition,

the College in understanding its responsibilities under the Equalities Act 2010 and its role in contributing to the vision of Wales becoming an anti-racist nation by 2030 has appointed a Senior Officer with responsibility for Equality Diversity and Inclusion. The Senior Officer will play a key role in facilitating the implementation of the action plan and supporting those aspects that relate particularly to staff.

5.   OUR PRIORITIES FOR BUILDING A SOLID FOUNDATION TO ADVANCE ANTI-RACISM

In 2022/2023 our priorites are;

- To improve our learning and understanding of anti-racism through education, training and development
- To review and impact assess our policies, processes and practices to ensure they promote inclusion and anti-racist principles
- To review and impact assess our curriculum to ensure it promotes inclusion and anti-racism
- To consult with our staff and students more widely through surveys and focus groups to ensure our actions and informed an appropriate.
- To increase our engagement with community groups.

In 2023/2024 our priorities are;

- To introduce the Anti-Racism Pastoral Curriculum
- To introduce the Anti-Racism Subject Curriculum
- To develop and introduce an allyship scheme for staff and learners
- To develop and introduce a staff mentoring scheme

6.   ACCOUNTABILITY FOR ADVANCING ANTI-RACISM

The accountability for achieving the Anti-racist Action Plan and advancing anti-racism lays with the Diversity Management Group, led by the Vice Principal: Operational Services (VP:OS). As a member of the Executive team and a Senior Postholder the VP:OS will report regularly to the Senior Management Team and Board of Governors on progress, and these groups will hold the Diversity Management Group accountable for achieving the priorities set out in the plan.

PART A

NPTC Group of Colleges

SELF-EVALUATION

ANTI-RACIST WALES ACTION PLAN

CORE ACTIONS FOR LEADERSHIP

NPTC GROUP OF COLLEGES SELF-EVALUATION 2022/2023: CORE ACTIONS FOR LEADERSHIP

A self -evaluation framework for the FEI's current position in relation to the Anti-racist Wales Action Plan's Core Actions for Leadership of Public, Voluntary and Private Bodies funded by Welsh Government is set out below. Any further actions required by the FEI to satsify the Core should be included in Part B under the appropriate objectives.

CORE ACTION	CURRENT POSITION	FURTHER ACTION(S)	FEI Anti-racist Action Plan Ref
Core Action 1: A strong commitment to lead from the front and demonstrate it in terms of anti-racist values, behaviours, representation at all levels of the organisation and accountability measures.	1.1Although it is recognised that our Senior Management Team and Board of Governors is not diverse in terms of race, we have strong advocates in both groups, which has resulted in positive actions to further diversify the governing body. 1.2 Although we have strong advocates for anti-racism and EDI, our leadership team would be strengthened by having formal training on 'Allyship'. 1.3 The profile of *Black staff employed by the College does not reflect the demographic of the student body (From the latest data available (2020/21) it stands at 5%) In comparison the staff profile is 1.7% of staff identify as *Black. Whilst positive steps have been taken in attracting *Black applicants (7.7% 2022, 6.3% 2020, 4.2% 2019), and the conversion rate from application to shortlisting has improved we need to improve the number of appointments made and improve retention. 1.4 The Diversity Management Group (DMG) is an established group that meets at regular intervals and has strategic responsibility for	1.1Positive steps have been taken to diversify the governing body and this has resulted in the appointment of a *Black governor to ensure there is representation for ethnic minorities. Further opportunities will be explored to diversify the Board and the Senior Management Team as they arise. 1.2-Provide and source suitable training and development opportunities, making it an essential requirement across all leadership positions. 1.3 Continue to focus on community engagement and improving the profile of the College as an 'Employer of Choice' for applicants from *Black backgrounds. Establish the reasons for recent improvements in the number of *Black applicants in recent years and develop actions to positively build upon this. Impact assess the recruitment and selection process to identify barriers and opportunities. 1.4 Continue to diversity the membership of the DMG and develop a route for active feedback from the formed focus groups so that our ARAP and SEP are informed.	3.1 2.1, 6.1, 6.2,6.3, 8.1 6.1, 6.2, 6.3 5.1, 5.2, 5.3

	the SEP and ARAP. There is representation from across the organisation however there is a need to improve *Black representation in the group.	1.5 Affiliate to the Black Leadership Group and commit to engaging in Anti-racism training focused on the 10 Point Plan.	9.1
Core Action 2: Participation in all decision making and senior leadership groups in a way that enables lived experiences of ethnic minority people to be heard and acted upon.	2.1 As a College we have very limited real access to staff or students with lived experiences to help us inform decision making. As part of the ARAP consultation process, we have asked for staff or students with 'lived experiences' to come forward and help us strengthen our anti-racist values across the organisation . 2.2 We have developed a survey that looks to establish people's experiences of working in the College through the lens of equality, diversity and inclusion (paying particular attention to race equality). 2.3-Appointment of SSIWO to support students and act as a point of liaison between the student and staff body to ensure the voices are heard and put forward to the SMT and appropriate areas within the College. 2.4 Appointment of SO:EDI to support all staff including leaders and act as a point of liaison to ensure voices are heard and put forward to the SMT and appropriate areas within the College.	2.1- Create awareness around anti-racism across the College through training and development and engaging with those who have 'lived experiences'. Focus groups to be formed for students and staff to share experiences with the SMT and appropriate staff. 2.2 Look to survey at regular intervals, and maintain student feedback through liaison with the Student Union officers and SSIWO. 2.3 Improve the ethnic diversity profile of staff at all levels in the organisation thereby creating opportunities for key decision making groups to include staff from a minority ethnic background allowing lived experiences to be heard and acted upon.	1.1, 3.2, 3.4, 5.3, 6.1, 6.2,6.3, 7.2, 8.1, 10.3 2.1, 2.3, 5.3, 9.1, 10.2, 10.3 2.3, 3.2, 3.3, 3.4, 6.1, 6.2,

CORE ACTION	CURRENT POSITION	FURTHER ACTION(S)	FEI Anti-racist Action Plan Ref
Core Action 3: Achieve, at the very least, minimum requirements of the Equality Act 2010 and publish the results in an open and accessible forum/platform.	3.1 The College achieves the minimum requirements of the Equality Act 2010. We currently publish our equality objectives in the Strategic Equality Plan, which is available to the general public in an accessible format on our website. We also publish our workforce information through our Annual Equality information report. This is also available on our website in an accessible format. As stated in our current report the ethnicity profile for the College has remained statis at 1.7%. Although positive steps have been made in attracting and appointing new staff from Black, Asian and Minority Ethnic backgrounds, further work is needed in the area of retention. We will continue to publish this information , however we plan to build upon our current foundation and publish our learner and governing body data. In terms of our current student profile 5% of our learners and 2% of our apprentices identified as Black*..	3.1-We plan to build upon our current foundations, paying particular attention to student and apprenticeship data. We plan to develop a system that incorporates the student learner data formed through ARAP. 3.2 Seek student engagement in drafting and developing actions. 3.3 Provide local demographic data and provide data on student achievements and data on uptake and completion of apprenticeships by ethnicity. 3.4 Provide baseline evidence for the objectives and outcomes in SEP. 3.5 Include equality data for the governing body, including ethnicity data. 3.6 Publish our progress against both the ARAP and our SEP as part of the Annual Equality Report.	3.1, 3.2, 3.3,3.4, 3.5, 3.6 5.4, 7.2, 10.2, 10.3 3.1, 3.2, 3.5, 7.1 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 3.1, 3.3 3.4
Core Action 4: Ensure minimum standards and provision of culturally sensitive and appropriate services, including provision of translation and interpretation.	4.1 We have translation services available, but they are not widely promoted to staff and students. 4.2 Enrolment and application forms are available bi-lingually (English/Welsh). However, they are not readily available in other languages spoken by our current students and staff. 4.3-We have some of the basic facilities to allow cultural provisions for staff and students, but	4.1 Promote the translation services across all platforms to both staff and student groups. 4.2 Look to provide bilingual literature. Review enrolment forms for the student application process and have provisions to ensure this can be provided bilingually if required.	10.1 10.1, 10.2

	these are not clearly signposted and missing some essential items. For example we have prayer/contemplation rooms and wash facilities but some items that may be needed for the different faiths to perform their prayers may be missing.	4.3 –To review all prayer/contemplation areas. Provide items (such as prayer mats) so that perceived barriers are removed allowing staff and students to use with ease. Clearly signpost the areas and educate all staff on where those provisions can be found and create awareness.	2.5
Core Action 5: Ensure robust complaints policies and processes for racial harassment that are validated to the satisfaction of ethnic minority groups.	5.1 We have robust complaints policies and processes in place for dealing with racial harassment. 5.2 Separate Staff and Student 'Standards and Codes of Conduct are in place which set out the expected behaviours form both groups and the Colleges position on zero tolerance to racism. Staff who are EWC registered are also held to the EWC Professional Standards. 5.3 –Separate Staff and Student Prevention of Bullying and Harassment policies in places which set out how each group is able to report complaints of harassment including racial harassment. Staff are directed to the Staff Grievance Procedure and students are directed to the Student Complaints Procedure both of which set out clearly the options open to the individual and how the complaint will be managed. 5.4 All of the above policies and procedures are available on SharePoint and are brought to the attention of new staff and students at induction and during the E-Step tutorial programme.	5.1 Utilise Equality and Anti-racist training sessions to promote awareness of the policies and procedures that exist to challenge and deal with racial harassment or other acts of racism. 5.2 Staff and student focus group activity to include consideration of the suitability of the current suite of policies and procedures with a view to seeking recommendations on strengthening them and raising awareness.	1.1, 2.1, 2.2, 2.3, 6.1, 6.2, 6.3, 8.1 5.4

NPTC Group of Colleges

ANTI-RACIST ACTION PLAN

KEY OBJECTIVES 2022-2024

Objective 1: Curriculum A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.					
ACTION(S)	**OPERATIONAL PERFORMANCE MEASURES (OPMs)**	**TIMELINE**		**LEAD/TEAM**	**PROGRESS**
		START	**END**		
1.1 Curricula, whilst meeting awarding requirements, reflect an anti-racist Wales, covering wherever possible contemporary Welsh values, the importance of colonial history and the contribution made by Black, Asian and Minority Ethnic people to society.					
1.1.1 Professional development and support required on how to deliver an anti-racist curriculum and promotion of inclusivity and cultural diversity. Refresher on unconscious bias.	All teaching staff will undertake as part of their annual mandatory CPD programme, training on the delivery of an effective anti-racist curriculum and how best to develop an inclusive and diversity conscious learning programme including the recognition of colonisation, discrimination, injustice and oppression where applicable in their subject and specialist areas. Through evaluation monitor the impact of training and development on teaching practices and adaptations to resources etc. This will be	March 2023 Nov 2023	September 2023 Jan 2024	SDM AP: Q/ SDM/QM	

	monitored annually through the SelfE (Self-reflective practice undertaken by all teaching staff and is part of the appraisal process)				
1.1.2 Identify impact and areas of staff development for further training opportunities via SelfE.	All staff (both academic, operational and supporting staff) to undertake Unconscious bias refresher training.	April 2023	June 2023	TLM / AP: Q / AP:C / SDM	
1.1.3 Training for staff in respect of their responsibilities to challenge racism and discrimination.	Subject reviews and SOW Develop tool for staff to review, internally developed and electronically stored resources.	June 2023	June 2023	SDM	
1.1.4 Develop curriculum tool enabling subject teams to conduct a review of curriculum content and materials to identify any biases that exist within the curriculum.	All tutors evaluate the use of anti-racist, non-discriminatory language and communication within the context of the classroom, workshop or simulated working area i.e., Salons. Data will be used to analyse review.	May 2023	Dec 2023	TLM /AP: Q / AP: C / SL's	
1.1.5. Undertake a SWOT Analysis of current resources	Identify the strengths, weaknesses, opportunities and threats in our current lesson plans, schemes of work etc. Use data to audit School approaches. 100% Curricula content does not purely reflect western, European,	April 2023	July 2023	HoS / TLM and SL's	

1.1.6 Identify areas across FE curriculum where the above point is met. This is currently implicit (yet not explicitly assessed) in WJEC A Level Sociology, History, Criminology, Religious Studies and Psychology, and AQA Government and Politics.	white, male perspectives - is content extending knowledge, ideas and perspectives of Black and marginalized people in Wales, UK and Globally – where applicable in the subject.	May 2023	July 2023	AP:C	
1.1.7 Anti-racist values as part of the new Advanced Skills Baccalaureate Wales qualification.	Assessment of outcomes will be measured through learner voice focus group feedback on how the A Level and Vocational qualifications to embed and identify awareness of anti-racist and wide-ranging diversity issues.	July 2023	September 2024	CSM	
1.1.8 Subject content reviewed to ensure it challenges discrimination, diversity and encourage inclusion - including aspects for practical areas – dress, cultural & religious requirements. Including: • Extent of coverage. • Opportunities for students to complete independent learning. • Curricula may depend on local demographics. • Identify reflection through listening to lived experiences.	Audit to ensure compliance with content review. Student focus groups to enable assurance students are completing and have opportunities for independent learning and reflective practice	September 2023	June 2024	AP:Q	

1.1.9 Engage with the FE Anti-Racism Curriculum pilot testing to ensure readiness for implementation in academic year 23-24	Engagement of staff with the curriculum areas / materials	June 2023	July 2023	AP: C	
1.1.20 Deploy Anti-Racism Pastoral Curriculum across all full-time courses using MOODLE	All full time learners engaged with E-Step MOODLE	September 2023	December 2024	AP:C / SL:SP	
1.1.21 Facilitate Anti-Racism Pastoral Sessions* with selected groups through use of E-Step MOODLE. *Sessions to be delivered by trained staff	Pilot group complete the Anti Racist pastoral sessions as part of the ESTEP Tutorial programme.	September 2023	December 2023	AP:C	
1.1.22 Deploy Anti-Racism Subject Curriculum across all relevant full-time courses	All full time learners engage with the subject specific Curriculum	September 2023	December 2024	AP:C	
1.2 Tutorial programmes and wider curriculum activities reflect the impact of racism on Black, Asian and Minority Ethnic people and white people, and promote anti-racist values and behaviours.					
1.2.1 Conduct a review of existing material on the E-step tutorial identifying where further enhancement may be required.	E-step tutorial content reviewed through termly sampling.	September 2023	December 2024	SL:SP	
	Conduct learner voice focus group feedback on how the ESTEP tutorial embeds/identifies awareness.	October 2023	November 2023	AP:C	
	Use data identified in Anti Racism toolkit to analyse extent of how				

1.2.2 Develop resources as part of the Global Citizenship section or create a new section for empowerment of anti-racist values and behaviours. Currently on the ESTEP programme there is limited information on 'Global Citizenship.'	the current resources are being used	June 2023	Feb 2024	AP:C /CSM	
1. 2. 3 Skills and T& L Managers to collaborate with Blended Learning Consortia to enable a wider coverage of resource materials and digital learning opportunities.	Collaboration with other FE colleges – Qualitative report on potential impact of shared resources	June 2023	Feb 2024	AP: Q / TLM / DLIM	
1.2.4. Enhance the current section 'Personal Lifestyle and Wellbeing' to ensure coverage of Black Lives Matter, Black History Guide and Black History Month. 1.2.5 Further develop tutorial content promoting anti-racist values, behaviours and inclusivity.	Identify areas within the curriculum where the above action point is met through audit check in annual observation cycle. – New Schemes of Work	Sept 2023	Dec 2024	Tutors	
1.2.6 Explore the development of further cross-college events to help promote anti-racist values and behaviours	Standardised calendar of events to ensure all key dates and activities are included in SoW	Sept 2023	Sept 2023	SO:EDI /SDM	

Objective 1: Curriculum A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
1.3 The choice of assessment strategies and qualifications (including optional units) promotes cultural inclusiveness and anti-racism.					
1.3.1 Review and evaluate assessment processes to identify any potential biases or areas for improvement.	Learner data indicates improvements in the retention and attainment data relating to Black, Asian and Minority Ethnic Students.	May 2023	Oct 2023	AP:Q	
1.3.2 Ensure reasonable adjustments and additional support is in place, in line with awarding body requirements for learners who may face any challenges e.g. language barriers	Reasonable adjustments and additional supports put in place are compliant with individual needs for assessment – in line with JCQ and awarding organisations	May 2023	July 2023	AP:Q /ALENCO/ EM	
1.4 High quality, consistent further education is in place to meet the needs of immigrants, refugees and asylum seekers, supporting progression to higher-level learning and work					
1.4.1 Further develop an inclusive teaching and learning environment that values cultural diversity and utilises culturally responsive resources (as per 1.1)	Teaching and learning materials updated to be inclusive and respond to social and cultural diversity within our communities.	April 2023	Sept 2023	TLM / CSM	

	Learner data indicates improvements in the retention and attainment data relating to Black, Asian and Minority Ethnic Students.				

Objective 1: Curriculum A radical revision of FE curricula and qualifications to reflect contemporary Welsh values, incorporating the importance of colonial history and its influence on society historically and now; the impact of racism on Black, Asian and Minority Ethnic and white people; the contributions made by Black, Asian and Minority Ethnic people to society.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
1.5 Institutional course/programme validation arrangements ensure that curricula and qualifications (content, assessment strategies, delivery models and pedagogy) are culturally inclusive, reflect contemporary Welsh values and promote anti-racism.					
1.5.1 Professional development for individuals involved with validation processes (as per 1.1) to identify any potential biases.	CPD records, Appraisal records	May 2023	Nov 2023	HoS / SDM	
1.5.2 Encourage a culture of inclusiveness throughout the validation processes and engage a diverse group of stakeholders to incorporate a range of perspectives	Attendees of validation processes – Work with the awarding organisations during approval and validation process to ensure qualifications are culturally inclusive.	Sept 2023	Dec 2024	AP: Q / HoS / AP: C	

1.6 Black, Asian and Minority Ethnic staff, learners and apprentices are represented within advisory forums. Groups or boards that develop, validate, audit/review and oversee effective implementation of curricula and qualifications.					
1.6.1Conduct a demographic analysis of staff, learners and apprentices in order to identify any underrepresented groups.	Demographics analysis of staff, learners and apprentices	April 2023	Jan 2024	HRD / AP:S	
1.6.2 Encourage and support Black, Asian and Minority Ethnic staff participation in any staff and learner advisory forums.	Events, campaigns promotion of advisory forums	April 2023	Feb 2024	HRD / AP:S	

	ACTION(S)	OPERATIONAL PERFORMANCE MEASURES (OPMs)	TIMELINE		LEAD/TEAM	PROGRESS
Objective 2: Culture {CPD} All professional development and leadership programmes to include, as a central component, the consideration of anti-racism and for teacher training, the inclusion of anti-racist pedagogy.						
			START	END		
2.1 Professional development and leadership programmes ensure that staff at all levels are equipped to a) deal with issues around racism and b} promote anti-racism.						
	2.1.1 To continue with equality and diversity awareness training for staff, at the point of induction and at regular updates.	100% staff have received E&D training within their first 3 months of probation and compliance is tied to their probationary assessment.	April 2023	December 2024	SDM	
	2.1.2 Ensure that the awareness training includes a focus on anti-racism, including the College's position and how to deal with racism. This will be developed as a model to be embedded into the current training programme.	Anti- racism is embedded into the training programme. This would be tested through the improvement in outputs from staff and student surveys and focus groups. (see section 3.4)	April 2023	September 2023	SDM	
	2.1.3 Ensure that the College Aspiring Leadership programme includes the College's position on anti-racism and how to deal with racism.	Module for anti-racism within the programme. This would be tested through the improvement in outputs	April 2023	September 2023	DoS / HRD	

This will be developed as a model to be embedded into the current training programme. 2.1.4 Curriculum leaders and Senior Management leaders to attend Anti-Racism Curriculum leadership training. 2.1.5 All curriculum staff to engage with Anti-Racism Curriculum pastoral training 2.1.6 Selected curriculum staff to attend Session Facilitation training, to safely deploy Anti-Racism Pastoral sessions. 2.1.7 Subject curriculum staff to attend relevant training sessions to safely deliver Anti-Racism Subject sessions.	from staff and student surveys and focus groups. (see section 3.4) 95% engagement in training. 100% Personal Tutors engage in training. 100% of staff identified to participate attend training. 100% of staff identified to participate attend training.	May 2023 June 2023 Sept 2023 Sept 2023	August 2023 December 2023 December 2023 December 2023	SMT AP:C AP:C AP:C	
2.2 Internally delivered qualification-based teacher and work based learning assessor training programmes and other teacher/assessor training activities include, as a core component, anti-racist pedagogy.					
2.2.1 Evaluate and review the current programmes to ensure the key components include anti – racist pedagogy. Once identified develop and implement an appropriate programme.	The programmes are appropriate, equip new teachers and trainers to tackle racism and develop anti – racist pedagogy.	June 2023	August 2023	AP:Q /T&LM	

2.2.2 Work with current PGCE PCET / PCE PCET partnership organisation University of South Wales to develop anti-racist teacher training curriculum	Lesson observations will measure the impact of the curriculum to ensure content and delivery are appropriate	June 2023	August 2023	AP:Q /T&LM / Course Lead PGCE PCET/PCE PCET	
2.2.3 Embed anti racism into the PGCE PCET and PCE PCET as part of embedding equality, diversity and inclusion into the design and delivery of the curriculum, courses and assessment methods in collaboration with University Partners (USW Strategic Equality Plan 2020-2024)		June 2023	August 2023	AP:Q /T&LM / Course Lead PGCE PCET/PCE PCET	

Objective 2: Culture (CPD)

All professional development and leadership programmes to include, as a central component, the consideration of anti-racism and for teacher training, the inclusion of anti-racist pedagogy.

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
2.3 The commitment to promote anti-racism stretches beyond staff development, to include all HR processes (e.g., *induction, appraisals, conduct and capability, succession planning, etc.*).					
2.3.1 To continue with the rollout of the 'Managing Inclusive Teams' programme to all line managers, assistant managers and Senior Officers, to enable our management teams to promote anti-racism within their areas of responsibility at key times such at induction, probation, and appraisal and to develop their confidence in dealing with racism, micro-aggressions and potential marginalisation.	All line managers, assistant managers, and senior officers trained in 'Managing Inclusive Teams'	April 2023	Dec 2024	SDM/Staff Development	
2.3.2 Update the College induction programme to incorporate a section on the College's position on anti-racism and how to deal with racism.	100% new appointments familiar with the College's Anti-racist Action Plan (ARAP), and the policies and procedures to promote and support anti-racism within 3 months of starting.	April 2023	June 2023	SDM	

2.3.3 To develop a staff mentoring scheme for Black Asian and Minority Ethnic background staff.	Improved progression of staff with an ethnic minority background.	Sept 2024	Dec 2024	SDM	
	An ethnically diverse management profile with an increase in the proportion of Black, Asian and Minority Ethnic managers increased from 1.3% to 3.2%	Sept 2023	Dec 2024	HRD/SO:EDI	
2.3.4 To develop a workplace 'allyship' programme to advance anti-racism and promote inclusivity and reduce marginalisation.	An active Allyship programme.

Survey and focus groups indicate an inclusive culture. | April 2024 | Dec 2024 | HRD/SO:EDI | |
| 2.3.5 To review all prayer/contemplation areas, in terms of access, facilities and signposting, so that perceived barriers are lifted. | Prayer contemplation areas are clearly signposted and resourced appropriately and used by staff and students. | Sept 2024 | Dec 2024 | HRD/SO:EDI | |

Objective 3: Culture (Data 1)					
FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
3.1 The institution has an effective strategy for the collection of ethnicity data, communicated through diverse media and involving consultation with staff at all levels, trade unions and advisory groups.					
3.1.1 To continue to collect ethnicity data at the entry point to the College for both staff (recruitment) and learners (enrolment).	Disclosure rates of ethnicity data for learners and apprentices in line with or better than all Wales disclosure rates.	April 2023	Dec 2024	HRD / AP:S	
3.1.2 To continue to promote the functionality of the HR Dashboard in updating staff personal equality information at induction and at key times throughout the year, such as CPD days.	Disclosure rates for staff improved to 90% Disclosure rates for governors 95% Accurate ethnicity profiles held for staff, learners, apprentices, and governors.	April 2023	Dec 2024	HRD / SO:EDI	
3.1.3 Collect and collate ethnicity data for governors.		April 2023	Dec 2024	VP: ER	
3.1.4. Consult with staff, JICC and the DMG on the current strategy for the collection of staff, student and governor ethnicity data and communications.		April 2023	July 2023	HRD / SO:EDI / AP:S / VP: ER	

3.1.5 Develop a mechanism that allows learners to update their equality data on the Student Management Information System routinely.	Student Portal has enhanced capability that allows students to update their equality data and other personal data independently and routinely	June 2023	Sep 2024	AP Students /HoBIS	
3.2 Annual reports incorporate learner and apprentice profile, performance, destination and lived experience data for the whole of the 'learner journey' by ethnic background, including actions to address any identified gaps.					
3.2.1 Continue to produce an annual diversity report on learner and apprentice profiles.	Annual report will include learner and apprentice equality data, including ethnic background.	April 2023	April 2024	AP Students / AP Skills	
3.2.2 Utilise the student ethnicity data provided by Welsh Government to report on learner and apprentice performance, identifying areas of concern.	Annual report uses performance data provided by Welsh Government for ethnicity and analysis of this data results in the identification of measurable targets for improvement in area of under representation and underperformance	April 2023	April 2024	AP Students / AP Skills	
3.2.3 Gather lived experiences of learners and apprentices in relation to the learner journey by ethnic background and incorporate in the annual report.	Annual report uses learner journey lived experiences and other learner and apprentice case studies to inform and enhance the use of the quantitative data provided internally by the college and externally by Welsh Government	April 2023	April 2024	AP Students / AP Skills / SSIWO	

	Disclosure rates of ethnicity data for learners and apprentices in line with, or better than all Wales disclosure rates.	Sep 2023	Dec 2024	AP Students and AP Skills	
3.2.4 Analyse quantitative and qualitative data to develop actions that address concerns, remove barriers and reduce inequalities for learners and apprentices.	ARAP and SEP objectives regarding ethnicity will be informed by comprehensive and accurate data and form the basis of actions that will address any concerns raised, remove barriers, and reduce any inequalities that learners and apprentices have faced	April 2023	April 2024	AP Students and AP Skills	

Objective 3: Culture (Data 1) FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
3.3 Annual reports incorporate staff and governor profile data by ethnic background, including actions to address any identified gaps.					
3.3.1 To continue to publish the staff profile data by ethnicity in the Annual Equality Report.	Annual Equality Report will include staff and governor equality data, including ethnic background.	April 2023	Dec 2024	HRD/SO:EDI	
3.3.2 Incorporate governor profile data into the Annual Report on all protected characteristics including ethnicity.		April 2024	Dec 2024	VP:ER / SO: EDI	
3.3.3 To continue to include information in the Annual Equality Report on the collection of data and the actions taken to address low disclosure rates, where appropriate.	Annual Equality Report will include actions to address identified gaps.	April 2024	Dec 2024	HRD/SO:EDI	
3.3.4 To continue to promote the value of gathering staff equality data periodically at key times during the college calendar year, for example CPD days.	Disclosure rates of ethnicity data for staff at 85% or better and at 95% of better for governors.	April 2023	Dec 2024	HRD/SO:EDI	

3.3.5 Revise the content and method of staff communications regarding the collection of equality data as appropriate, following consultation with staff, JICC and governors.	ARAP and SEP objectives regarding ethnicity will be informed by comprehensive and accurate data.	May 2023	July 2023	HRD/SO:EDI/DMG	
3.4 Annual reports include staff recruitment and selection. Progression and lived experience data by ethnic background, including actions to address any identified gaps.					
3.4.1 To continue to report on external staff recruitment and selection processes and outcomes in the Annual Equality Report, utilizing the information to inform the ARAP and SEP.	Annual Report will provide a full breakdown of equality data relating to recruitment and selection, including internal recruitment and progression. Annual Equality Report will include actions to address identified gaps.	April 2023	Dec 2024	HRD/SO:EDI/DMG	
3.4.2 Review the format of the Annual Equality Report to incorporate internal progression broken down by protected characteristic including ethnic background.	Improvement in the staffing diversity profile of the College.	April 2024	Dec 2024	HRD / SO:EDI	
3.4.3 Gather lived experiences of staff in relation to recruitment and selection and progression opportunities at the College.		May 2023	Dec 2024	HRD/ SO:EDI	

Objective 3: Culture (Data 1) FEIs to publish annually learner, apprentice, staff and governor data by ethnic background, including actions to address any identified gaps.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
3.5 Persistent imbalances in participation, outcomes and lived experiences are addressed, and the preemption of future challenges with reference to anti-racism are incorporated in strategic plans.					
3.5.1 To undertake a review of qualitative and quantitative data to inform strategic decisions and address gaps/imbalances for the remainder of the life of the current Strategic Plan. 3.5.2 To utilise the qualitative and quantitative data gathered as part of the ARAP project to inform the drafting of the Strategic Equality Plan 2024-2028. 3.5.3 To incorporate the ARAP in the Colleges established strategic review process.	The ARAP is aligned with the strategic vision and values of the College.	April 2023 April 2023 April 2023	Dec 2023 Dec 2023 Dec 2023	CEO/SMT CEO/SMT CEO/SMT	

3.6 Annual reports include information on learner, apprenticeship and staff incidents of racist abuse, discrimination and an/or bullying, outcomes of actions taken by the institution in relation to these and progress made in preventing such incidents.					
3.6.1 To continue to report on staff incidents of racist abuse /discrimination and/or bullying and outcomes of actions taken in the Annual Equality Report. 3.6.2 To include in the Annual Equality Report incidents of racist abuse /discrimination and/or bullying against learners and apprentices and outcomes of actions taken in the Annual Equality Report.	Annual report will include information on any learner, apprentice and staff incidents of racist abuse, discrimination and/or bullying, the outcomes, and the actions taken by the College, and the effectiveness of these in preventing reoccurrence.	April 2023 April 2024	Dec 2024 Dec 2024	HRD / SO:EDI HRD / SO:EDI	

Objective 4: Culture (Data 2) All regulatory bodies, funders and membership groups publish workforce, leadership and governance profile data by ethnic background, including actions to address any gaps.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
4.1 The institution sets and communicates their expectations for information published by partners and other external bodies/organiations with whom they work.					

Objective 5: Culture (Expertise and Insights) All institutional committees, boards or advisory groups established to address racism and inequalities to be led by and made up of those with real insight of these issues, or expertise in these areas.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
5.1 Committees/ advisory groups are established to address issues relating to anti-racism.					
5.1.1 The membership of the Diversity Management Group (DMG) is reviewed to ensure there is appropriate expertise drawn from within the College. Where there are gaps, members from within the college with the pre-requisite expertise and insight into anti-racism will be recruited into the group. 5.1.2 The development of an advisory group/panel to include expertise from the local community who have appropriate insights to advise the Diversity Management Group, including but not limited to EYST, NPT CVS, REC, BAME(NPT) and LAC's.	The DMG has the knowledge and credibility to advise the College and wider Group in order to address racism and inequalities	April 2023 Sept 2023	Oct 2023 Dec 2023	VP:OS / DMG SO:EDI / SSIWO	

5.2 The leadership and membership of committees/advisory groups are credible and representative.					
5.2.1 Ensure the leader of the DMG is suitably trained and credible at leading the College's Anti-Racism Agenda	The DMG and Advisory Group have leaders and members are credible, with the expertise and insight to lead and take forward the college's anti-racism agenda.	April 2023	Dec 2023	VP: OS / DMG	
5.2.2 Ensure that the leadership of the Advisory Group is credible and representative	The DMG and Advisory Group as they develop are ethnically diverse and representative	Sept 2023	Dec 2023	VP:OS / DMG / SO:EDI	
5.2.3 Ensure that the membership of both groups is representative and has the insight or expertise to lead and take forward the college's anti-racism agenda.		April 2023	Dec 2023	VP: OS	

Objective 5 Culture (Expertise and Insights) All institutional committees, boards or advisory groups established to address racism and inequalities to be led by and made up of those with real insight of these issues, or expertise in these areas.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
5.3 Processes are implemented to assess the extent of 'hostile environments', racial bias, discrimination and/or disadvantage, and steps taken to address these.					
5.3.1 Continue to monitor incidents of racial bias or discrimination through the Annual Equality Report 5.3.2 Review staff and student perception surveys to include an assessment of racism and the effectiveness of current anti-racist practice and to gather lived experiences. 5.3.3 Review and revise the ARAP in light of the findings published in the Annual Equality Report.	Where racial bias or discrimination are reported, positives outcomes are sought and used to inform future objectives and prevent reoccurrences. A cycle of continual improvement is developed leading to a fully inclusive culture.	April 2023 Sept 2023 April 2024	Dec 2024 Dec 2023 May 2024	HRD / SO:EDI AP:S / SSIWO HRD/ AP:S	

5.4 The institution has a policy for responding to racism, co-designed with Black, Asian and Minority Ethnic learners, apprentices and staff.					
5.4.1 Consult with staff, learners and apprentices on appropriateness and effectiveness of existing policies.	Robust staff and student policies in place to respond appropriately to racism.	April 2023	Dec 2023	HRD / SO:EDI AP:S / SSIWO	
5.4.2 Revise policies in light of the feedback gathered as part of the consultation.	Polices validated by the DMG advisory group, and Black, Asian and Minority Ethnic staff, students and apprentices.	January 2024	Dec 2024	Policy Authors	

Objective 6: Climate (Recruitment) Recruitment and selection processes, including the deployment of recruitment companies to be anti-racist and proactively redress imbalances in the ethnic diversity of staffing and leadership at all levels.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
6,1 Recruitment and selection processes, including the deployment of recruitment companies, are anti-racist and proactively address imbalances in the diversity of staff and leadership at all levels.					
6.1.1 To continue with the current practice of removing personal identifying information during the application and shortlisting stage.	Improved ethnicity profile of job applicants (year on year comparison).	April 2023	Dec 2024	HRD / Human Resources	
6.1.2 To continue having Black Asian and Minority Ethnic background representation or HR representation on appointment panels where there are Ethnic background candidates shortlisted.	Improved shortlisting and appointment rates of applicants from an ethnic minority background from 3.9% to 7.8% Improved progression of staff with an ethnic minority background.	April 2023	Dec 2024	HRD / Human Resources	
6.1.3 To continue with the 'Managing Diversity' training and 'Unconscious Bias' training for staff with recruitment responsibilities.	An ethnically diverse management profile with an increase in the proportion of Black, Asian and Minority Ethnic managers increased from 1.3% to 3.2%	April 2023	Dec 2024	HRD / Human Resources	
6.1.4 Conduct an Equality Impact Assessment of current recruitment and selection processes, materials		June 2023	Dec 2023	SO:EDI	

and website and implement any arising actions.					
6.1.5 Consult with Black Asian and Minority Ethnic background staff to identify what attracted them to the College, gather lived experiences and identify potential barriers. Implementation of recommended actions.		April 2023	Aug 2023	SO:EDI	
6.1.6 Improve engagement with local community groups to raise the profile of the College as an Employer of Choice with Black Asian and Minority Ethnic Minority background people.		April 2023	Dec 2024	HRD/ SO:EDI	

6.2 Workforce strategies incorporate targeted support for Black, Asian and Minority Ethnic staff to develop their careers and succeed in their roles.

6.2.1 To continue with the 'Managing Diversity' training and 'Unconscious Bias' training for staff with recruitment responsibilities.	All appointment panels trained in Managing Diversity and Unconscious Bias.	April 2023	Dec 2024	SDM / Staff Development	
6.2.2 To continue having Black Asian and Minority Ethnic background representation or HR representation on appointment panels where there are ethnic minority background candidates shortlisted.	Participation in Aspiring Managers programme resulting in improved progression of staff from an ethnic minority background. An ethnically diverse management profile with an increase in the proportion of Black, Asian and	April 2023	Dec 2024	HRD/Human Resources	

| 6.2.3 To develop a staff mentoring scheme for Black Asian and Minority Ethnic background staff. | Minority Ethnic managers increased from 1.3% to 3.2% | Sept 2024 | Dec 2024 | SDM | |
| 6.2.4 To develop a workplace 'allyship' programme to promote inclusivity and reduce marginalisation. | Improved retention of staff from an ethnic minority background. | April 2024 | Dec 2024 | HRD/SO:EDI | |

Objective 6: Climate (Recruitment)					
Recruitment and selection processes, including the deployment of recruitment companies to be anti-racist and proactively redress imbalances in the ethnic diversity of staffing and leadership at all levels.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
6.3 Recruitment and retention issues of teachers from ethnic minority communities in the PCET sector are identified and appropriate positive actions are in place where required and impact assessed, strengthening representation.					
6.3.1 Analyse the ethnicity data for recruitment and retention of teaching posts, to develop actions that address concerns, remove barriers and reduce inequalities. 6.3.2 To continue with the 'Managing Diversity' training and 'Unconscious Bias' training for staff with recruitment responsibilities.	Increased number of applications for teaching posts from people from an ethnic minority background (year on year) Increased proportion of teaching staff from ethnic minority background (year of year comparison)	May 2023 April 2023	July 2023 Dec 2024	HRD/SO:EDI SDM/Staff Development	

6.3.3To continue having Black Asian and Minority Ethnic background representation or HR representation on appointment panels where candidates from an ethnic minority background have been shortlisted.		April 2023	Dec 2024	HRD / Human Resources	
6.3.4 To develop a staff mentoring scheme for Black Asian and Minority Ethnic background staff.		Sept 2024	Dec 2024	SDM	
6.3.5 To develop a workplace 'allyship' programme to promote inclusivity and reduce marginalisation.		April 2024	Dec 2024	HRD/SO:EDI	
6.3.6 Improve engagement with staff by providing safe spaces, gathering and listening to lived experiences		April 2023	Dec 2024	SO:EDI	

Objective 7: Climate (Quality Systems)					
Quality systems evaluate the effectiveness of pedagogy and curriculum practice in promoting anti-racism, alongside strategies to address attainment gaps through reviews and annual reports.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
7.1 Quality assurance processes evaluate the effectiveness of pedagogy and curriculum practice in promoting anti-racism, alongside strategies to address attainment gaps through Quality Development Plans.					
7.1.1 Quality cycle includes observations and scrutiny of learner work, teaching and learning resources to ensure key themes are addressed and observed in the classroom.	Observation forms Analysis of student work – hard copy or digital. OPM Discussion with the student about their work.	October 2024	January 2024	AP: Q / TLM / QM/ SL T&L	
7.1.2 Tutors plan lessons that promote anti-racism and aspects of inclusivity is acknowledged in respect of learning support, access arrangements applicable to ensure fairness in assessment for all students.	Anti racism and inclusivity a criteria assessed when scrutinising lesson planning documents, schemes of work, student learning plans	October 2023	January 2024	AP: Q / TLM / QM SL T&L	

7.2 Quality evaluations ensure that all learners and apprentices have equitable access to curricula and digital learning.					
7.2.1 All students have the opportunity to have their voice heard and their opinions, thoughts, concerns and ideas brought within the annual quality cycle. The use of questionnaires will enable the inclusion of information gathering to assess perceptions of equity.	Student questionnaires – 1 – Learner Journey (Induction and start of programmes)	October 2023	November 2023	AP: Q / TLM / QM SL T&L	
	2 – Learner Journey (In the classroom – our learning experience)	February 2024	March 2024		
	3 – Learner Journey (Evaluation and progression)	May 2023	June 2023		
7.2.2 Opportunities to listen to student opinions	Focus groups across all campuses. Termly – range of students contributing to focus groups.	October / February / April 2024	October / February / April 2024		

Objective 8: Climate (Impact Assessments) Annual reports and diagnostic and structural reviews to compare data on Black, Asian, Minority Ethnic leaders, managers, staff and governors against the student body profile and local demographics and incorporate anti-racism impact assessments.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
8.1 Annual reports and, where appropriate, all strategic reviews and key decisions incorporate anti-racism impact assessments.					
8.1.1 To review the Equality and Linguistic Impact Assessment form to incorporate an anti-racist impact assessment. 8.1.2 To review the Equality and Linguistic Impact Assessment Training, so that staff are equipped to assess in terms of anti-racism. 8.1.3 To continue with the current programme of carrying out Equality and Linguistic Impact Assessments on strategic reviews, projects, key decisions and policy changes.	All Equality and Linguistic Impact Assessments include an anti-racism impact assessment and where risks are identified, they are mitigated. The College strategy, new projects, key decisions and policy changes promote and enhance equality, diversity and inclusion.	May 2023 May 2023 April 2023	July 2023 July 2023 Dec 2024	DMG/ HRD / SO:EDI HRD / SO:EDI All Staff	

8.2 Restructuring decisions, including changes to leadership and governance, incorporate impact assessments for anti-racism, including actions to mitigate any adverse outcomes.					
8.2.1 To review the Equality and Linguistic Impact Assessment form to incorporate an anti-racist impact assessment.	Equality and Linguistic Impact Assessment conducted for all restructuring decisions, including changes to leadership and governance.	May 2023	July 2023	DMG/ HRD / SO:EDI	
8.2.2 To continue with the established process of carrying out Equality and Linguistic Impact Assessments on all restructuring decisions.	Organisational structural changes promote and enhance equality, diversity and inclusion.	April 2023	Dec 2024	HRD/HRM	
8.2.3 To continue with the established process of consulting with the trade unions and staff on the proposed changes.		April 2023	Dec 2024	HRD/HRM	

Objective 9: Climate (Best Practice)

The design and implementation of a common framework to share best practice in the advancement of anti-racism across all modes of learning.
To be developed through sector wide collaboration (i.e., FE regulators, development organisations, employer bodies, unions and FEIs).

ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
9.1. Collaboration with other relevant institutions and/or sectoral bodies leads to the adoption and embedding of best practice in the advancement of anti-racism.					
9.1.1 Participation in Colegau Cymru EDI network to enable sharing of good practice.	Best practice from external organisations brought into the College and implemented.	April 2023	Dec 2024	HRD / SO:EDI	
9.1.2 Participation in Business in the Community (BITC) race related events including The Race At Work Survey.	Best practice from the College shared with external organisations.	April 2023	Dec 2024	HRD/SO:EDI	
9.1.3 Collaboration with other external groups, such as, EYST, NPT CVS, REC, BAME(NPT) and LAC's.	Viewed externally as an inclusive employer and education provider.	April 2023	Dec 2024	DMG / VP:OS	
9.1.4 Promotion of best practice anti-racist activities, and actions on the College website and social media channels.		April 2022	Dec 2024	HMC/ Marketing & Communications	

9.2 Leaders ensure the institution acts as a role model in its own implementation and impact of 'best anti-racist practice'.					
9.2.1 The Board of Governors, Senior Management Team and leaders at all levels in the College actively involved in the launch and review of the ARAP	All leaders within the College fully engaged in developing an anti-racist culture	April 2023	Dec 2024	CEO/SMT/Governors	

Objective 10: Communications FEIs to promote anti-racism and ensure fair and positive treatment of Black, Asian, Minority Ethnic learners, apprentices, staff and communities in all communications, messaging and optics.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
10.1 Institutional statements unequivocally communicate a responsibility and commitment towards promoting anti-racism.					
10.1.1 To develop and publish a statement that outlines the College's position on anti-racism.	Anti-racism statement drafted and approved by the SMT and the Board of Governors.	March 2023	April 2023	CEO/SMT/Board/DMG	
10.1.2 To clearly communicate and promote the College's commitment to anti- racism, through the publication of its statement to internal and external stake-holders	The College strategy and policy updates support, promote and enhance equality, diversity and inclusion.	March 2023	Dec 2024	CEO/SMT/Board/DMG	
	Internal and external events and campaigns to promote the ARAP and the College's position statement on Anti-Racism	April 2023	July 2024	HMC/Marketing & Communications Team (in conjunction with HRD / SO:EDI)	
	Website and Social media campaigns aligned to College's position as an Anti-racist FEI.	April 2023	Dec 2024	HMC/Marketing & Communications Team	
	Regular updates on internal communication channels such as			HRD / SO:EDI/SSIWO	

	email bulletins, Teams staff channel 'The Loop' and Student Teams channel 'The Community' on the Anti-Racism Action Plan.				
10.1.3 To promote the translation service across all platforms to both staff and student groups.	Improved use of the translation service used by staff and student groups.	May 2023	Dec 2024	HMC/ SO:EDI/SSIWO	
10.1.4 Review literature for the student application process and have provisions to ensure this can be provided bilingually if required.	Positive feedback provided on enrolment process	May 2023	Sept 2024	AP: SR / HoBIS	

10.2.1 To review the staff and student perception surveys to incorporate an anti-racism evaluation.	Future Staff and Student annual perception surveys include section on EDI including an evaluation on the College's commitment to anti-racism.	March 2023	Aug 2023	HR Strategy Group/Staff and Student Involvement Group /DMG	
10.2.2 To utilise the qualitative and quantitative data gathered as part of the surveys to inform the reviews and ongoing development on the ARAP	The qualitative and quantitative data is collated, evaluated and discussed by the relevant strategy groups and used to inform the review the ARAP.	Dec 2023	Feb 24	HRD / SO:EDI AP:S / SSIWIO	
	ARAP is a live document that continually evolves.	April 2023	Dec 2024	Exec/DMG	
	The College is recognised internally and externally as anti-racist.				

Objective 10: Communications FEIs to promote anti-racism and ensure fair and positive treatment of Black, Asian, Minority Ethnic learners, apprentices, staff and communities in all communications, messaging and optics.					
ACTION(S)	OPMs	TIMELINE		LEAD/TEAM	PROGRESS
		START	END		
10.3. Leaders create opportunities for reflection and dialogue on racism, providing safe spaces within the institution where people can share their experiences openly.					
10.3.1 To consult with Black, Asian and Minority Ethnic staff and students through focus groups and one to one conversations about how best to create opportunities and safe spaces for reflection and dialogue on racism. 10.3.2 Utilise the information gathered and lived experiences to create and promote better opportunities for reflection and dialogue. 10.3.3 Encourage engagement through our internal and external communication channels based on the feedback from the focus group 10.3.4 To develop a workplace 'allyship' programme to promote inclusivity and reduce marginalisation.	Improved opportunities for shared reflection for both staff and students. Staff and Student perception surveys show an improved perception of anti-racism within the College year on year. Staff Race Equality Group established and active. Student Race Equality Group established and active. Improved retention of staff from an ethnic minority background.	April 2023 Dec 2023 April 2023 April 2024	Dec 2024 Dec 2024 Dec 2024 Dec 2024	AP:S / SSIWIO HRD / SO:EDI AP:S / SSIWIO HRD / SO:EDI HMC/Marketing & Communications Team HRD/SO:EDI	

10.4 Organisational values, culture and behaviours are anti-racist, ensuring fair and positive treatment of learners, apprentices, staff and communities.					
10.4.1 To consult with internal and external stakeholders to evaluate our Core Values to ensure they reflect the College's commitment to anti-racism.	Staff and students have a clear understanding and commitment to the Colleges values.	April 2023	July 2023	HRD /SO:EDI AP:S / SSIWO	
10.4.2 Assess the current employee and learner Codes of Conduct and Standards to ensure that they are explicit in relation to our commitment to anti-racism.	College strategy and policies demonstrate a clear commitment to anti-racism.	Sept 2023	Dec 2023	AP:S / HRD	