



ST DAVID'S COLLEGE STRATEGIC EQUALITY PLAN

2022-2026

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Foreward.



St David's Catholic Sixth Form College is pleased to publish this Strategic Equality Plan covering the period 2022 to 2026 in line with the requirements of The Equality Act 2010.

This Plan sets out our key equality objectives in pursuit of equality for all.

The College.

St David's Catholic Sixth Form College is the only designated Church Further Education College. It operates under a Trust Deed from which its Articles and Instruments are derived. The College's Trustee is the Most Revd. George Stack, Archbishop of Cardiff. The site and college buildings are owned by the Archdiocese. Until 1993, it was a sixth form college within the Local Education Authority resulting from the reorganisation of Catholic secondary education within South Glamorgan.

St David's Catholic Sixth Form College is located in the northeast area of Cardiff. As well as delivery on the main campus, it supports provision for learners through collaborative ventures between the Ely Federation in the west of the city.

The College is fully committed to the social inclusion and widening participation agenda with 54% of its learners from the four most deprived deciles in Cardiff. This also reflects the College's commitment to the poor, part of the social teaching of the Church.

St. David's strives to establish and sustain a community that gives witness to Christian values and belief. The College aims to realise a vision of the Gospel through its pastoral care, positive inter-personal relationships, high quality curriculum delivery and opportunities for religious and spiritual growth. As part of the College's commitment to the education of the whole person, all students of the College participate in the Spiritual Reflection programme which aims to represent an exciting introduction to the Catholic Faith as lived in today's world. This programme combines the classroom with service and theory with practice, whilst offering options that account for different interests and starting points with belief.

The College is fully committed to the development of the whole person and this commitment is reflected in all advanced learners, including learners enrolled onto the Honours Programme, undertaking the Welsh Baccalaureate as part of the St David's core entitlement. The College was one of the first College's in Wales to pilot the Advanced Level. The Welsh Baccalaureate remains a key strategy for the college in providing learners with a range of employability and essential skills required by the regional economy and to promote an individual learner's future success in education, life and work. College attainment rates for the Welsh Baccalaureate compare very favourably with national comparators.

The College has six 11-16 Catholic partner schools; three are in the City and County of Cardiff, two are in the Vale of Glamorgan and one is in the Torfaen County Borough. It has a close relationship through partnership and collaboration with one Church in Wales's 11-18 secondary school in Cardiff through the Faith Partnership. The college draws students from these three unitary authorities and beyond with students progressing to St. David's College from over 40 institutions.

The proportion of enrolments from ethnic minority groupings has increased from 34% in 2016/17 to 46% in 2021/22. Cardiff is a culturally diverse society and this diversity is evident within the College student body. The College's ethnic minority percentage is well above the Welsh national figure and above the figure for statutory.

Ensuring equality for all is central to the College's mission, vision and values.

St David's Mission.

A Catholic College for the community, seeking to discover and realise the full potential of all in an atmosphere of love, service and respect inspired by Christ.

Our Vision.

We seek the Way, the Truth and the Life: The formation of all members of our community in Christ.



Our Values.

Our values are based on the Gospel, as our mission is 'inspired by Christ' and all that we undertake is guided and directed by a Christ-centred vision. The values we share expressed by the words of Christ in the Beatitudes Matthew 5:

- "Blessed are the poor in spirit, for theirs is the Kingdom of heaven." Values: Faithfulness & Integrity
- "Blessed are those who mourn, for they shall be comforted." Values: Dignity & Compassion
- "Blessed are the meek, for they shall inherit the earth." Values: Humility & Gentleness
- "Blessed are those who hunger and thirst for righteousness, for they shall be satisfied." Values: Truth & Justice
- "Blessed are the merciful, for they shall obtain mercy." Values: Forgiveness & Mercy
- "Blessed are the pure in heart, for they will see God." Values: Purity & Holiness
- "Blessed are the peacemakers, for they shall be called children of God." Values: Tolerance & Peace
- "Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven." These words implore us to be a faith-filled community inspired by Christ in all that we do. This determines what we seek to be.

We want to be a College:

- That provides an environment in which learners are enabled to build and deepen their relationship with God;
- That fosters an academic culture aimed at the pursuit of Truth;
- That actively promotes growth in virtue;
- Where people are believed in and cherished;
- Where all talents and abilities are recognised and celebrated;
- Where individual's contributions and accomplishments are appreciated;
- Where everyone is treated fairly and justly;
- Where sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged is commonplace;
- Where encouragement and support are freely available to ensure that all reach their fullest, individual potential for excellence; and
- Where we help one another and work together with enthusiasm and generosity, attempting to model the ideals we uphold.

The Law.

The Equality Act 2010 includes a public sector equality duty to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between people who share a relevant protected characteristics and others
- Foster good relations between people who share a relevant protected characteristic and those who do not

This general duty covers the following protected characteristics:

- age
- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership



The Law and our requirements.

The Act explains that having due regard for advancing equality involves the following:

- Removing or minimising disadvantages experienced by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people with protected characteristics to participate in public life or other activities where their participation is disproportionately low

The Act describes fostering good relations as tackling prejudice and promoting understanding between people who share a protected characteristic and those who do not. Meeting the duty may involve treating some people more favourably than others, as long as this does not contravene other provisions within the Act.

‘Equality’ does not therefore simply mean treating everyone the same, it means understanding and tackling the different barriers to equal opportunities that different people face so that everyone has a fair chance to fulfil their potential.

The Overall Aim.

The overall aim of the equality duty is to ensure that equality is mainstreamed into the college's work, and that this in turn should result in more appropriately delivered services and outcomes, taking into account individual's backgrounds.

The duty builds on the previous duties in respect of gender, race, and disability. It represents a significant shift in approach from a legal framework, which relied on individual people making complaints of discrimination, to a context where the public sector becomes a proactive agent of change.

The Government and the Equality and Human Rights Commission (EHRC) have made it clear that public bodies, including colleges of further education, must mainstream equality in both their internal and externally facing functions, and the duty provides a mechanism for tackling institutional discrimination in policies, practices, and procedures.

St David's College is committed to these principles of mainstreaming equality and welcomes these legislative changes. We understand that mainstreaming equality issues means actively considering equality in day-to-day activities throughout the functions of the College and embedding these in our policies, meetings, and processes.

Specific Duties in Wales.

The Welsh Government implemented a set of specific duties which detail the steps a listed body must take to demonstrate they are paying due regard to the general duty. The specific duties are designed to ensure that equality issues are included in policy design and within service delivery and they are:

- To publish equality objectives which are to be reviewed every 4 years
- To publish a statement setting out the steps that is has taken or intends to take to fulfil each objective and the timescale.
- To monitor the progress and effectiveness of the steps taken
- To identify, seek out and where appropriate, publish information that can be used to gauge whether the general duty is being met
- To carry out and publish impact assessments showing how it is current and proposed policies and practices affect the organisation's ability to comply with the general duty
- On an annual basis, collect and publish certain employee data by reference to protected characteristics
- To promote employee's understanding of the general and specific duties

The College's Key Challenges.

The college has identified five key challenges that it seeks to focus on over the coming four years.

1. Equality Monitoring Data

Participation levels amongst staff in providing a complete and up to date record of their equality data, most notably in the following sections: Disability, Sexual Orientation and Religious Belief, is lower than desired.

2. Diverse Recruitment

Diversity in the workplace brings different perspectives and approaches, and creates real impact and benefits. Research shows that organisations with greater workplace diversity achieve key tangible outputs including the outperforming of competitors, higher innovation, higher employee engagement, and improved learner outcomes. Inclusive recruiting is an attempt to understand how current recruitment and unconscious bias may exist and ways to address this. The College is committed to more closely aligning its staff profile with that of the students and the geographical area.

3. Diversity in Leadership roles and progression

The representation of those with protected characteristics on the Senior Leadership Team or the Governing Body is minimal. In particular, there is no Black representation on the Board. The College is committed to more closely aligning its Senior Leaders and Governor profile with that of the students and the geographical area.

4. To ensure that all students, from all backgrounds succeed in their studies

There should be no disadvantage in attainment experienced by students due to their protected characteristics.

5. To ensure that all students, from all backgrounds can progress into employment or further study.

Again, there should be no disadvantage of intended destination experienced by students due to their protected characteristics.

Consultation.

When preparing this Strategic Equality Plan, consultation on Equality was undertaken with the following:

1. College Staff Members (via equality questionnaire)
2. College Learners (Via focus group)
3. Union Representative (via meetings)
4. The Senior Leadership Team (via meetings)



Information Sources.

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- Well Being of future Generations (Wales) Act 2015
 - Public Sector Equality Duty and Further Education Sector in Wales 2019. Equality and Human Rights Commission
 - Is Wales Fairer? 2018. Equality and Human Rights Commission
 - Verified performance data
 - Learner and Staff Voice



Our Strategic Equality Objectives.

St David's College has identified five 'core' strategic objectives that it will focus on over the next four years:

1. Recruitment and Progression

To improve our recruitment levels and promotion opportunities for staff who are underrepresented.

2. Data collection, monitoring and reporting

To improve our data collection and monitoring and reporting so that we can make evidence-based interventions in areas such as attainment, pay and progression.

3. Training and Awareness

To continue to raise awareness of equality and diversity issues amongst staff and learners with the assistance of external providers who provide expert perspectives on a range of equality issues.

5. Analysis of destinations

To annually undertake thorough analysis of destinations data by sub-groups, including acceptance rate to Higher Education and routes for progression, and producing annual thematic foci, for example, gender and STEM courses, socioeconomic status and progression routes and ethnicity in relation to Oxbridge applications and conversions.

4. Analysis of outcomes

To annually undertake thorough analysis of individual target grades and actual grades, and analysis of attainment of subgroups against the aggregate at each grade boundary.

Strategic Equality Objective 1.

To improve our recruitment levels and promotion opportunities for staff who are underrepresented

What will the benefit be to the College?

Improved Student Performance: Studies have demonstrated that fostering diversity in the classroom has a significant impact on student performance. According to research conducted by The Institute of Employment Studies (IES), FE learners had higher confidence, self-esteem, and aspirations as a result of ED interventions

Staff Engagement: According to ACAS, workplace encouraging equality, diversity and inclusion can help an organisation by:

- keeping employees happy and motivated
- preventing serious or legal issues arising, such as bullying, harassment and discrimination
- improving ideas and problem-solving
- attracting and keep skilled staff

The college will address Strategic Equality Objective 1 through the following actions:

Action 1.1

Developing a much-improved equality presence on website with a dedicated page on Equality and Diversity.

Action 1.2

Working with Better Jobs and Better Futures department, concerning the promotion and advertising of college vacancies.

Action 1.3

Working with specific organisations to help us achieve our objective. E.g., Disability confident, Race Equality Wales, Black FE Leadership Group, and our local community groups.

Action 1.4

Advertising the Equality and Human Rights Commission 'working forward' logo on our recruitment page.

Action 1.5

Collaborating with The Black FE Leadership Group via their 10-point plan to address systemic racism in colleges.

Strategic Equality Objective 2.

To improve our data collection and monitoring for staff and students

What will the benefit be to the College?

With more accurate data on the demographics of our staff and learners, we can provide more evidence-based interventions in terms of support, policies, and impact assessments to ensure fairness and equality for those with protected characteristics.

The college will address Strategic Equality Objective 2 through the following actions:

Action 2.1

Informing staff and students regularly on why we collect the data and what we use it for.

Action 2.2

Include this statement on our Job adverts, Staff Portal/dedicated website page.

Action 2.3

Producing Termly reports to the Senior Leadership team and the Governing Body to review staff and student demographics.

Action 2.4

Exploring different methods of collection to seek improvement in response rates.

Strategic Equality Objective 3.

To continue to raise awareness of equality and diversity issues amongst staff and learners with the assistance of external providers who provide expert perspectives on a range of equality issues

What will the benefit be to the College?

Enhance awareness and understanding of the value of an inclusive workforce and student population

Better meet the needs of diverse service users and clients

Enhanced knowledge and engagement in good diversity and inclusion practice at the College

Ensure staff are meeting legal obligations

The college will address Strategic Equality Objective 3 through the following actions:

Action 3.1

Continuing to provide regular Equality and Diversity Training to staff and students

Action 3.2

Exploring ways to improve, evaluate and expand this training

Action 3.3

Incorporating Equality and Diversity as a standing item for the following existing groups:

Staff Formation and Wellbeing Committee

Finance and Resources Committee

Student Experience Committee

Senior Leadership Team meetings

Action 3.4

Increasing diversity and equality presence on the website, recruitment boards and on social media.

Strategic Equality Objective 4.

To annually undertake thorough analysis of individual target grades and actual grades, and analysis of attainment of subgroups against the aggregate at each grade boundary

What will the benefit be to the College?

It will identify where specific quality improvement interventions may be needed to improve subgroup outcomes

The college will address Strategic Equality Objective 4 through the following actions:

Action 4.1

Once the data has been thoroughly scrutinised, to target these specific subgroups with interventions.

Action 4.2

Evaluating the impact of the interventions in order to ensure that all students, from all backgrounds succeed in their studies.

Strategic Equality Objective 5.

To annually undertake thorough analysis of destinations data by sub-groups, including acceptance rate to Higher Education and routes for progression, and producing annual thematic foci, for example, gender and STEM courses, socioeconomic status and progression routes and ethnicity in relation to Oxbridge applications and conversions

What will the benefit be to the College?

Highlighting where specific interventions may be needed to improve equality of destinations

The college will address Strategic Equality Objective 5 through the following actions:

Action 5.1

Once the data has been thoroughly scrutinised, targeting these specific subgroups with interventions.

Action 5.2

Evaluating the impact in order to ensure that all students, from all backgrounds are able to progress into employment or further study.

Arrangements for Collecting Relevant Equality Information.

Our Human Resources department are responsible for:

- collecting all staff data in respect of protected characteristics
- collecting all external applicant data in respect of protected characteristics

Our Management Information Services are responsible for:

- Current student profile data
- Applicant data

Our Management Information Services and Quality department are responsible for:

- Outcome data including destinations, attainment and retention



Arrangements for publishing Equality Information.

St David's College produces an Equality and Diversity report that is published annually. This also reports on progress in relation to our Equality Objectives.

This report is reviewed and approved by the Senior Leadership Team and the Full Governing Body.

The information is published in April of each year, and uploaded on our staff intranet to ensure staff and learners have easy access to the information.

Arrangements for monitoring progress of our objectives.

The Senior Leadership Team and Finance and Resources Committee will review the progress towards objectives on a termly basis. The Full Governing Body will receive the report annually

Progress will be documented and published in the College's Equality and Diversity Annual Report which is then published on the College web pages by April of each year.

Arrangements for assessing likely, actual and ongoing impact on protected groups.

St David's Catholic College is committed to measuring the impact of new and existing policies, practices, procedures and projects on all equality groups by conducting appropriate impact assessments.

When conducting impact assessments the College will:

- establish clear criteria for measuring the relevance of a policy, practice, procedure and projects to equality of opportunity for all groups.
- prioritise and set a timetable to assess all existing and future policies, practices and procedures which are considered to have an impact on all groups.
- collect and analyse relevant data to assist with impact assessments.

- engage appropriately through involvement and consultation with people who are likely to be affected by the policies and programmes from the start of the development and planning processes.
- review and revise proposals in light of data collection, consultation and involvement of people to ensure any negative impact is mitigated.
- continue to provide staff with training and support to ensure they carry out Equality Impact Assessments with confidence and knowledge.
- aspire to provide a positive outcome for all equality groups in our work.
- in order to assess the impact of College policies and programmes on all protected characteristics the following information will be analysed:

- i) demographic data and other statistics
- ii) existing research findings
- iii) benchmarking data
- iv) survey data
- iv) equality monitoring data
- v) one off data gathering exercises





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Catholic Sixth Form College