

Education Workforce Council **Annual Equality Report 2022-23**



Mae'r ddogfen hon hefyd ar gael yn Gymraeg

Contents

Introduction	3
Our equality processes and procedures	3
Equality impact assessments	3
Procurement	4
Engagement.....	4
Achieving our objectives	5
Annex A – Employment information	11

Introduction

The Education Workforce Council (EWC) is the independent, professional regulator for the education workforce in Wales.

Established by the Education (Wales) Act 2014, practitioners from across seven different groups within the education workforce are legally required to register with the EWC. They include practitioners from the foundation phase through to further education, youth work, and work-based learning. Our [Register of Education Practitioners in Wales](#) is the biggest public register of any profession in Wales and the most wide-ranging register of education professionals in the world, with over 88,000 practitioners registered.

As a public body, we are bound by the Wales specific public sector equality duty (the equality duty), set out in the Equality Act 2010. This obliges us to produce a [Strategic Equality Plan \(SEP\)](#), equality objectives, action plans, and annual monitoring reports.

We published our SEP covering the period 2020–24 in April 2020, following consultation with stakeholders. During the period of the plan, we have reviewed it annually and made minor amendments only. The SEP explains how, through our role and remit, we seek to develop our approach to tackling discrimination and promoting equality and diversity. The plan also sets out a series of specific equality objectives.

We are committed to working towards inclusivity and equality within the sector and, as employers, to promoting fairness and diversity. This annual equality report sets out the progress we have made in achieving our four equality objectives during 2022–23.

Our equality processes and procedures

Compliance with our equalities duties is a standing agenda item at monthly senior management team (SMT) meetings, providing a formal forum to discuss updates or matters arising.

In March 2023, our equality processes and procedures were subject to a regulatory compliance audit which gave substantial assurance and no recommendations.

Equality impact assessments

As required by the specific duties, outlined within the Equality Act 2010, all relevant policies and procedures will be subject to an equality impact assessment (EqIA) which are stored in a library. This forms part of the development and approval process for any new (or reviewed) policy. It helps us to ensure that decision making is evidence-based and has specific regard to equalities.

During the reporting period we developed new guidance and a revised integrated form for recording EqIAs. Following its publication, all EqIAs were reviewed against the new guidance, and updated where necessary.

A summary of EqIAs is reviewed by SMT at its monthly meetings.

Procurement

As a public body, we have a responsibility to make sure equality is central in our procurement processes. Our Procurement policy includes a specific section about equality to ensure that all contractors and subcontractors providing a service to us are made aware of their obligations to adhere to our commitment to eliminate unlawful discrimination on the grounds of any of the protected characteristics, and to promote equality of opportunity and good relations between all sections of society. We have also published a [procurement statement](#) on our website.

Engagement

Throughout the reporting year, we have met with key stakeholders and interest groups where we have discussed equalities issues appropriate to our remit. We have highlighted relevant equalities information to our registrants and other stakeholders throughout the year (which we discuss in greater detail below).

We have participated in a number of equalities networks, groups, and partnerships, which have included:

- Public Sector Equality Duty Network
- South East Wales Equalities Network (SEWEN)
- BAMEed Network Wales
- Anti-Racist Wales FE Steering Group
- Diversity and Anti-Racist Professional Learning (DARPL)



Achieving our objectives

Objective 1: Review employment practices to identify barriers to recruitment and career progression

How will we achieve this objective?

We will monitor our employment practices. This will include examining staff remuneration and looking at staff, Council, and committee/panel members¹ recruitment processes and career progression, with the aim of identifying and addressing any barriers that exist to the development of a diverse workforce.

We will:

- review and, where necessary, improve recruitment processes for staff, Council, and committee/panel members², to help deliver a diverse workforce, ensuring fairness to all under-represented groups
- analyse remuneration for all staff, to understand whether any pay gap exists, taking measures to rectify any issues that are uncovered
- identify barriers for staff, Council, and committee/panel members¹ in accessing training and development opportunities and take steps to remove these

Progress in 2022-23

We gather staff equalities data annually. The data is used to inform impact assessments, policy development, and training plans. For our most recent survey, of the 57 staff in post at the time, 41 responses were received (72% response rate). Our staff profile can be seen at [annex A](#).

We have transparent pay scales and employees receive annual increments until they reach the maximum rate for their pay band. We currently follow Welsh Government's pay scales. When Welsh Government agree a pay increase, we review this and, if accepted by us as the employer, we formally adopt it. We review our gender pay information annually. Our gender pay information for 2022-23 can be found at [annex A](#).

We use the performance and development review (PDR) process to identify individual training and development needs, review progress, and discuss any barriers to access. We also analyse training completed each year for equality monitoring purposes. Further details about training provided in 2022-23 can be found under [objective two](#).

We have an ongoing review of our recruitment processes to help us understand any potential barriers. We advertise all posts externally to reach a wide range of applicants and we collect diversity information for all direct applicants. To support our recruitment processes, in 2022-23, we developed a short, accessible, animation summarising EWC as an organisation including its staff values, positive organisational culture, and inclusive recruitment processes. In this reporting year we advertised 17 posts and received 51 diversity monitoring forms. Further details about the profile of applicants can be found at [annex A](#). Our application process ensures that all recruitment before interview stage is carried out 'blind', without reference to names or other potential indicators of protected characteristics.

¹ Including members of the Fitness to Practise (FtP) committee, Initial Teacher Education (ITE) accreditation board, and the Youth Work Quality Mark (YWQM) board.

As part of our work to promote careers in the education professions in Wales, we identified the need for, and recruited to, a post for a Recruitment and Support Officer with specific responsibility for promoting to black, Asian and minority ethnic individuals and working closely with black, Asian and minority ethnic organisations. The advert for the role actively encouraged applications from black, Asian and minority ethnic candidates.

We also collect equality information relating to our Council members, in respect of the nine protected characteristics. Council members are appointed by Welsh Government through the public appointments system, and we have no jurisdiction over this. However, by collecting this information, we can help inform the Welsh Government's appointment process. This year, following Welsh Government's recruitment process, six new members were appointed and six members reappointed for another term. Throughout the recruitment exercises, we signposted the vacancies to our registrants, stakeholders, and networks. Further recruitment activity is continuing for the remaining two vacancies, with the Minister for Education and Welsh Language seeking to enhance the ethnic diversity of the Council.

We recognise that there is limited ethnic diversity within our pool of fitness to practise panel members, Quality Mark assessors, and our ITE accreditation board, and will be starting to formally collect equality information from these groups in 2023-24. We have conducted a number of recruitment exercises this year and have added a positive statement to adverts to encourage applications from a wide and diverse range of individuals.



Objective 2: Develop an inclusive EWC workforce culture

How will we achieve this objective?

We will work to ensure that our organisation is inclusive, welcoming and understanding to all employees, Council, and committee/panel members², in order that they are able to be themselves and can perform to the best of their ability.

We will:

- support staff who have caring responsibilities
- foster greater awareness of equalities (including disability and LGBTQ+ issues) amongst our employees
- ensure that our bullying and harassment policies remain up to date in order to prevent sexual harassment in the workplace
- work to tackle mental health stigma and discrimination in line with the EWC's mental health and well-being policies and our commitment to the Time to Change Pledge

Progress in 2022-23

In February 2023, we introduced a formal hybrid working policy which allows staff to combine working in the office (for a minimum of three days per week), and working from home. We also offer a flexi-time system for all employees which has particular benefit to those with caring responsibilities.

We provide free access to the Employee Assistance Support Helpline where staff can receive confidential advice on a range of issues. We shared information about free wellbeing webinars from Care First with staff on a weekly basis.

This year we launched our staff wellbeing programme. The programme included a wide range of activities and opportunities to support staff wellbeing. We consulted with staff on next year's programme via our Employee Forum and incorporated a number of ideas and suggestions made by staff into the programme.

Our annual training plan includes at least one mandatory session for all staff on equality issues. This year, all staff received training on unconscious bias. Relevant staff also completed training on undertaking equality impact assessments. We currently have four members of staff who are trained as mental health first aiders.

We include equality inputs in annual training for Council and committee/panel members².

² Including members of the fitness to practise (FtP) committees, Initial Teacher Education (ITE) accreditation board, and the Youth Work Quality Mark (YWQM) assessors.

Objective 3: Improve our understanding of the needs of our registrants and stakeholders, and support our registrants to implement fair and inclusive professional practice

How will we achieve this objective?

As the independent, professional regulator for the education workforce in Wales, we must ensure that we identify any barriers that our registrants and other stakeholders might face when interacting with us. This includes learners and parents/guardians. We also need to support our registrants to implement fair and inclusive professional practice.

We will:

- consult and engage with registrants and stakeholders regarding whether our services meet their diverse needs
- identify any barriers faced by registrants and stakeholders when interacting with the EWC and take steps to remove these, as appropriate and proportionate
- review and publish fitness to practise data to monitor the appropriateness of guidance and inform training needs
- promote awareness of equality and diversity issues within the education workforce, to enhance professional practice

Progress in 2022-23

We are committed to making our communications and information as accessible as possible. In early 2022-23, we issued a survey to our registrants and stakeholders to seek their thoughts on whether our communications and services are inclusive and accessible, and what might be improved. Although we only received a small number of responses, no issues or concerns were raised in relation to the accessibility or inclusivity of our services.

Our website currently conforms to level A standard of WCAG 2.0. We carried out a review of our website this year, and have identified a number of improvements in areas such as accessibility, user journey, branding, and layout. We have begun work on a full redesign of the website and look forward to launching our new website in spring/summer 2023.

On our website, we provide access to the ReachDeck Toolbar, web accessibility software which supports people with visual impairments and hidden disabilities, as well as those who lack basic digital skills and people who wish to read the website in a language other than Welsh or English.

We caption all video content (with sound), that is added to our website in Welsh and English. Our publications are usually in electronic format and we offer alternative formats on request. An increasing number of our publications are also now published in HTML format, as well as pdf. We continue to review our publications to ensure that they are accessible and inclusive for registrants and the public.

We've held a number of online events throughout the year. We administer our ticketing through the bilingual platform, tocyn.cymru, which allows attendees to indicate any reasonable adjustments required for the event. We have made adjustments for two attendees during the year including providing advice to an attendee on how to access the live subtitling facility in the event platform, and providing presentation slides to another in advance of the event.

We have provided BSL interpretation for deaf and hard of hearing professionals or registrants who have been involved in virtual fitness to practise meetings.

Throughout the reporting year we have discussed equalities issues appropriate to our remit when meeting with key stakeholders and interest groups including representatives from BAMEed Network Wales and DARPL (Diversity and Anti-Racist Professional Learning). This has led to a number of collaborative projects, including:

- two twilight sessions with BAMEed Network Wales on talking to staff and learners about race (June 2022), and the importance of reporting racism and addressing inclusion (November 2022)
- an anti-racism leadership conference with DARPL, NAEL and CSC, which will take place in June 2023

We have attended meetings of the South East Wales Equality Network (SEWEN), PSED Network, and the Anti-Racist Wales FE Steering Group throughout the year. In addition to this, we attended a number of events and webinars focused on equality issues including the DARPL event 'Developing our Anti-Racist Professional Learning Journey as System Leaders' and the Policy Profession's Equality, Diversity and Inclusion Campaign information meeting.

We continue to gather equality data from registrants subject to fitness to practise proceedings through our case management system. In August 2022, we published our Fitness to Practise Annual Report, which included equality data for all registrant groups.

We aim to increase awareness of mental health issues for education professionals. In June 2022, we held an online event with Education Support where a range of speakers shared and discussed practical mental health and wellbeing strategies for registrants. This was complemented by the development of a [good practice guide to support registrants' mental health and wellbeing](#), also in collaboration with Education Support, which was published in January 2023.

In September 2022, we published our revised [Code of Professional Conduct and Practice](#) for EWC registrants. We promoted this via our website, newsletters, and presentations. The Code includes a requirement for all registrants to demonstrate a commitment to equality and diversity. If a registrant fails to comply with the requirements of the Code, we are able to take action through our fitness to practise procedures.

Objective 4: Promote the development of a diverse education workforce in Wales

How will we achieve this objective?

Our regulatory responsibilities include promoting careers in the education professions and advising the Welsh Government on matters related to the education workforce, and teaching and learning. We will use our influence in this area to highlight and help address issues of diversity within the education workforce, including gender imbalance, and underrepresentation of disabled and black, Asian and minority ethnic communities.

We will:

- use our data to monitor and highlight issues relating to equality and diversity across all of our registrant groups
- promote diversity within the education workforce as part of a broader campaign to promote careers within the workforce

Progress in 2022-23

The [Register of Education Practitioners](#) offers a high-quality evidence base in relation to equality and diversity issues. We have undertaken a number of actions throughout the year to ensure the quality and completeness of the data of the Register. In September, we published the [Annual Education Workforce Statistics for Wales 2022](#). This included equalities data on practitioners across all seven of our registrant groups. We have also published a number of other statistical releases throughout the year which have included equalities data, including ITE student results, data on the supply workforce (school teachers and school learning support workers), school leadership, and newly qualified teachers.

In November 2022, we provided a data input to the Anti-Racist Wales FE Steering Group on Post-16 workforce development: improving data and encouraging recruitment of ethnic minority staff.

Also in November 2022, in collaboration with Welsh Government, we allocated ITE intake numbers to ITE partnerships for programmes commencing in September 2023. As part of this, we provided partnerships with specific requirements for the recruitment of Welsh medium teachers and teachers from black, Asian and minority ethnic communities. We monitored recruitment to programmes in 2022-23, and reported on this to Welsh Government.

We have reviewed and developed content for [Educators Wales](#) (the brand and website that supports the promotion of careers in the education professions in Wales), in order to ensure that the pages depict a diverse workforce.

Our advocacy and support team has developed recruitment and engagement plans which include targeted recruitment activity for black, Asian and minority ethnic people. To lead the implementation of the targeted plan, we recruited a dedicated Recruitment and Support Officer. The advert for the role actively encouraged applications from black, Asian and minority ethnic candidates. Work undertaken since their recruitment began has included engagement with the North Wales African Society, Cardiff Council Race Equality Taskforce, SCVS, and secondary schools with a high proportion of students identifying as black, Asian and minority ethnic.

Annex A

Employment information

Number of people employed by protected characteristic

We gather staff equalities data through our annual staff survey. The data is used to inform impact assessments, policy development, and training plans. Our most recent survey took place in March 2023. Of the 57 staff in post at the time, 41 responses were received (72% response rate). Due to the size of our organisation, where figures account for 10% or less, we have removed details to prevent individuals from being identified.

Age

16-24	*
25-34	17
35-44	8
45-54	8
55-64	6

Gender/sex

Male	13
Female	27
Non-Binary	*

Are you trans?

No	40
Did not respond	*

Sexual orientation

Bi	*
Gay/lesbian	*
Heterosexual	37

Relationship status

Married or in a civil partnership	17
Divorced	*
Single	9
Living with a partner in a long-term relationship	13
Prefer not to say	*

Religion of belief

No religion	25
Atheist	*
Christian	12
Muslim	*
Prefer not to say	*

Ethnicity

White – Welsh/English/Scottish/Northern Irish/ British	37
Mixed – white and black Caribbean	*
Mixed – white and Asian	*
Asian/Asian British – Indian	*
Asian/Asian British – Bangladeshi	*

National identity

Welsh	29
English	*
Irish	*
British	8
No response	*

Caring responsibilities

None	20
Primary carer of a child/children (under 18)	13
Secondary carer	*
Prefer not to say	*

Disability – Do you consider yourself to have a disability?

Learning impairment or disability (for example dyslexia, Downs syndrome, Autism etc.)	*
Long-term health condition (for example epilepsy, diabetes or cancer)	*
Mental ill health (for example depression, anxiety, or schizophrenia)	*
Mobility impairment	*
Prefer not to say	*

Disability – Do you have a disability, as defined by the Equality Act 2010?³

Yes	*
No	37
Prefer not to say	*

Recruitment data

Where possible, we collect and analyse equalities information relating to staff recruitment. In some instances, where limited applications are received and the use of a recruitment agency is necessary, equalities information is not always provided. Additionally where internal staff apply for posts, completion of a diversity monitoring form is not mandatory.

In the reporting period, 17 posts were advertised for external recruitment. All direct candidates were provided with the opportunity to complete a diversity monitoring form at point of application. We received 60 direct applications, and from these we received 51 completed diversity monitoring forms.

³ You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Number of applications received by protected characteristic (where a diversity monitoring form was completed)

Gender/sex

Male	15
Female	36

Sexual orientation

Bisexual	*
Gay/lesbian	*
Heterosexual	47
Prefer not to say	*
Did not respond	*

Relationship status

Married	23
Divorced	*
Single	19
Co-habiting	6
Separated	*

Religion of belief

No religion or belief	28
Christian (all denominations)	16
Muslim	*
Any other religion or belief	*
Prefer not to say	*

Ethnicity

White – English/Scottish/Welsh/Northern Irish/ British/Gypsy/Irish Traveller/Irish	44
White – other	*
Mixed – white and black Caribbean	*
Mixed – white and Asian	*
Asian – Bangladeshi	*

Disability – Do you consider yourself to have a disability?

Yes	*
No	49

Disability – Do you have a disability, as defined by the Equality Act 2010?

Yes	*
No	49



Learning and development

We provide regular training for all staff in relation to the equality duty. When a new member of staff is appointed, the induction process will include an overview of the equality duty.

Our annual training plan includes at least one mandatory session for all staff on equality issues. This year all staff received training on unconscious bias, and relevant staff received training on equality impact assessments.

We use the performance and development review (PDR), process to identify individual training and development needs. All employees have equality of opportunity regarding training where it is considered relevant to the role. As all employee equality data is anonymised, no specific data relating to the protected characteristics of employees who undertook individual training is available.

Grievance Procedures

No employees were involved in grievance procedures either as complainant or as a person against whom a complaint was made during 2022-23.

Disciplinary Procedures

No employees were subject to disciplinary procedures during 2022-23.

Leavers

As all employee equality data is anonymised, no specific data relating to the protected characteristics of employees who left the organisation is available.

Additional gender pay information as at 31 March 2023

Salary	Grade	Male	Female	Total
£22,150 - £25,620	Team support	0	2	2
£26,900 - £30,610	EO	9	18	27
£32,460 - £39,690	HEO	6	8	14
£41,700 - £49,370	SEO	3	6	9
£53,440 - £63,900	Grade 7	1	0	1
£67,100 - £76,990	Grade 6	0	3	3
£86,377 - £101,006	Chief Executive	1	0	1
Total		20	37	57

Contract type	Male	Female	Total
Permanent	19	37	56
Fixed Term	1	0	1
Temporary	0	0	0
Total	20	37	57

Working pattern	Male	Female	Total
Full Time	18	26	54
Part Time	2	1	3
Total	20	37	57

Note: analysis includes officers on maternity leave.

