

Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

Equality Annual Report 2024-25

Publication date: March 2026

Mae'r ddogfen hon hefyd ar gael yn y Gymraeg |
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Foreword

I am pleased to present this report on Medr's [Strategic Equality Plan](#) (SEP) - our first since becoming operational in August 2024. The report sets out the actions we took during our first eight months of operation, and the key period operating under our SEP to establish equality as a priority before Medr's launch. This is an important milestone for us as an organisation with a clear ambition: to support learners across the post-16 sector in Wales to succeed, and to do so in a way that places equality, diversity and inclusion at the heart of everything we do.

During this period, we engaged widely with learners, providers, partners and our workforce on the development of our [Strategic Plan 2025-2030](#). Across every conversation, equality, diversity and inclusion emerged as a consistent theme. This reinforced our belief that promoting equitable opportunities and inclusive environments should be a cross-cutting priority for Medr - fundamental to achieving our mission for tertiary education in Wales.

Promoting equality, diversity and inclusion within Medr is also fundamental to becoming the kind of organisation we want to be. A central aim of our [Strategic Plan](#) is to establish Medr as a highly effective organisation. Our staff have been instrumental in shaping this ambition. Colleagues who transferred from Welsh Government and HEFCW, alongside those who joined us through external recruitment, have helped build the foundations of a new organisation with shared values and a shared purpose.

In developing our organisational values, we worked closely with staff from HEFCW and with Welsh Government colleagues who were in scope to transfer to Medr. One of our core values - cynnwys pawb (to include everyone) - reflects our belief that an effective organisation is one where every member of staff feels respected, supported and able to contribute fully. It also signals our wider commitment to embedding equality, diversity and inclusion into our culture, our behaviours and our decision-making.

We have grounded the development of our well-being goals in the sustainable development principle, embedding the ways of working set out in the [Well-being of Future Generations \(Wales\) Act 2015](#) across our values, our planning and our organisational development. This includes thinking long-term, involving our staff, working collaboratively, and understanding how our decisions impact wellbeing now and in the future.

'Dysgu' – to learn – is another core Medr value. During our first eight months of operation, we have been building our capability to capture, analyse and use data to understand the impact of our policies and practices. We are always learning, and there is always more to be done, with our policies and practices under constant review to ensure that our commitments translate into meaningful and measurable progress.

Our responsibilities extend beyond our own organisation. As the funder and regulator of post-16 education and research in Wales, we play a central role in supporting providers to create inclusive environments and equitable experiences for learners and staff.

We believe in the transformational power of tertiary education and research. That is why the first strategic aim of our [Strategic Plan](#) is to focus the tertiary education sector around the needs of the learner, which involves founding commitments to advance

equality of opportunity, promote a person-centred approach to supporting learners with Additional Learning Needs, and to establish a learner engagement code to ensure consistent approaches to learner involvement across the sector.

We recently commenced work on a new regulatory framework that will take effect from April 2026. The framework will include a new Equality of Opportunity condition, which will require providers to demonstrate how they are identifying and addressing barriers to participation and success. This will be a significant step in ensuring that equality considerations are embedded in our core expectations of the sector.

Through our funding for the sector, we have supported a number of programmes and initiatives which widen access to tertiary education for underrepresented groups, provide targeted employability support and enable progress towards Welsh Government's [Anti-Racist Wales agenda](#), whilst promoting collaboration across the sector.

We also continue to work closely with our partners and the sector to ensure we are assured of the actions providers are taking to promote equality, diversity and inclusion. Through this engagement, we support the development of inclusive learning environments and encourage consistent, learner-centred approaches to quality improvement. We also publish guidance and support the sharing of good practice in promoting safe and inclusive environments which are essential for learners and staff to thrive.

This report reflects the early stages of our journey as a new organisation. It demonstrates how our ambition for learners and staff across the sector aligns with our commitment to equality, diversity and inclusion, and how our organisational values and practices support our aim of becoming a highly effective, inclusive organisation.

We know that achieving meaningful change requires sustained effort, collaboration and a willingness to learn. We remain committed to working with providers, partners and our own staff to ensure that equality, diversity and inclusion are embedded in everything we do, both as an employer and as a national body shaping the future of tertiary education in Wales.

James Owen
Chief Executive

Introduction

1. This is the first Equality Annual Report published by Medr, following its establishment on 1 August 2024. The report covers the financial year (FY) April 2024 to March 2025 (2024-2025) and provides an overview of Medr's progress towards meeting objectives laid out in our [Strategic Equality Plan](#), and our statutory responsibilities in relation to the [Equality Act 2010](#) and the [specific duties in Wales](#) that fall under the [Public Sector Equality Duty](#).
2. Strategic Equality Plans (SEPs) cover a period of four years. Our current [Strategic Equality Plan](#), against which we are reporting, covers the period from April 2024 to March 2028.
3. This report aims to provide our stakeholders and staff with an account of our work in supporting equality and diversity and meeting our statutory responsibilities, both in relation to the tertiary education sector in Wales and to Medr as an employer.
4. This report provides information about Medr as an organisation, including our role and responsibilities in relation to securing equality of opportunity, and it outlines the legislative framework for equalities within which we operate. The report sets out the actions we have taken, and the progress made in 2024-25, both in relation to our equality duties as an employer and in supporting the tertiary sector to make progress towards furthering equality and diversity for staff and learners.

Medr – The Commission for Tertiary Education and Research

5. Medr (*'the Commission for Tertiary Education and Research'*) is an arm's-length body of the Welsh Government, established by the [Tertiary Education and Research \(Wales\) Act 2022](#) to fund and regulate the tertiary education sector in Wales. This includes:
 - i. further education;
 - ii. higher education including research and innovation;
 - iii. adult community learning and work-based education;
 - iv. apprenticeships; and
 - v. local authority maintained school sixth-forms.
6. Medr has a strategic duty to promote equality of opportunity in tertiary education, and will introduce a regulatory condition relating to Equality of Opportunity. The [Tertiary Education and Research \(Wales\) Bill: Explanatory Memorandum](#) notes:

'The equal opportunity conditions will require registered providers to deliver outcomes which further the following aims:

 - i) *increasing participation in tertiary education by people from under-represented groups;*
 - ii) *retention of learners in tertiary education who are members of under-represented groups;*
 - iii) *reduction of gaps in attainment in tertiary education between groups where the differences between the groups result from social, cultural, economic, and other structural inequalities; and*
 - iv) *provision of support for tertiary education learners from under-represented groups finishing their courses, to continue in education, find employment or start a business.'*

Background and context to our reporting

7. Medr is a listed authority under [Schedule 19](#) of the Equality Act 2010, has statutory responsibilities under the [general duty](#) and [Wales specific duties](#).
8. The [Wales specific duties](#) require us to publish an equality report by 31 March of each year. The report must include information on the steps we have taken annually to meet the [Equality Act 2010](#) and [Public Sector Equality Duty](#) (PSED) and on our progress towards fulfilling our equality objectives set out within our [Strategic Equality Plan](#) (SEP) 2024-2028, as published on our website.

Relevant information

9. This annual report should be read in conjunction with Medr's [Strategic Equality Plan](#) and [Annual Report and Accounts 2024-25](#).

Equality monitoring to inform Medr in its role as an employer

10. Medr is a small employer of approximately 105¹ staff (FY to March 2025), although is growing rapidly following its establishment on 1 August 2024. As an employer, we routinely collect and analyse relevant information to inform our understanding of equality-related issues and to meet the General [Public Sector Equality Duty](#), and the [Wales-specific duties](#) within the [Equality Act 2010](#).
11. Medr's employment and applicant data covering the reporting period (1 April 2024 – 31 March 2025) starts from 1 August 2024, when Medr became operational. No staff were employed directly by Medr from 1 April 2024 – 31 July 2024; any staff undertaking work for Medr during this period were secondees from either the Higher Education Funding Council for Wales (HEFCW), or the Welsh Government.
12. The equality-related staff information collected in financial year 2024-25 takes account of:
 - age;
 - disability;
 - gender;
 - marriage and civil partnership;
 - race;
 - religion or belief; and
 - sexual orientation.
13. Through Civil Service Jobs, we monitor the equality data of applicants to Medr vacancies across the following protected characteristics:
 - age;
 - disability;
 - gender;
 - race;

¹ Medr's standard data disclosure control procedure has been applied. This means that all numbers are rounded up or down to the nearest multiple of 5. Any number lower than 2.5 is rounded to 0. Halves are rounded upwards (e.g. 2.5 is rounded to 5). Totals are the rounded sum of unrounded data and therefore may appear to be slightly different from the sum of rounded data.

- religion or belief; and
 - sexual orientation.
14. We additionally receive a socio-economic profile of our applicants from Civil Service Jobs, outlining the employment level and employment status of a principal wage earner, and information about secondary schooling.
 15. Grievance and disciplinary data are collected by our People and Culture Team, but not published for reasons explained below.
 16. Our use of staff and applicant data is affected by organisational size. Most of the data we collect fall under [General Data Protection Regulation](#) (GDPR) and [Data Protection Act \(2018\)](#) requirements. Therefore, we are unable to publish some data as this would potentially identify individual applicants and/or members of staff. Where data are sufficiently large, we publish them. Where data cannot be published, we analyse internally, including monitoring trends over time. The size of the organisation also means that small changes in data have big impacts on reported percentages.

Our 2024-25 actions that contribute to meet our equality duties as an employer

Medr's Gender Pay Gap

17. Medr's 2024-25 gender pay gap shows the difference between the average (mean or median) earnings of males and females. This is expressed as a percentage of male's earnings – a positive pay gap indicates that the average (mean or median) pay of males is more than that of females whilst a negative pay gap indicates that the average pay of females is more than that of males.
18. A 'mean' average involves adding up all of the pay numbers and dividing the result by the number of staff on the list. A 'median' average involves listing all the pay numbers in numerical order and taking the middle number, based upon the number of staff employed.
19. There is no clear guidance or information on best practice available to us on how non-binary or transgender employees are included in the gender pay gap calculations. We will keep this under review throughout 2025-26 to ensure we continue to report under best practice arrangements. At present, the decision has been taken to exclude any employees who do not identify as either male or female, until such time that clear guidance is provided, or the gender pay gap reporting takes different genders into account.
20. There are no bonus-related statistics, as Medr does not make bonus payments.

Medr's March 2025 mean and median gender pay gap

	31 March 2024: Welsh Government ²	31 March 2024: HEFCW ³	31 March 2025: Medr
Median gender pay gap	+0.0%	-2.34%	+8.73%
Mean gender pay gap	6.1%	-2.81%	+12.44%

Proportion of males and females in each quartile pay band

Quartile			31 March 2025
Lower	(M)	8	30.77%
	(F)	18	69.23%
Lower middle	(M)	8	30.77%
	(F)	18	69.23%
Upper middle	(M)	11	42.31%
	(F)	15	57.69%
Upper	(M)	15	57.69%
	(F)	11	42.31%

ONS data: UK public sector gender pay gap benchmark⁴

Gender pay gap median	+13.5%
Gender pay gap mean	+12.9%

21. As of March 2025, Medr's mean gender pay gap is +12.44%. This shows that, on average, females continue to earn less than males in Medr. The median gender pay gap of +8.73% shows that, at the mid-point, males are earning more.
22. As a small organisation in terms of headcount, small fluctuations in recruitment of staff are highly influential to pay gaps, and slight changes in proportion of male and female staff, and full- and part-time staff, can influence a significant change across pay gaps. With recruitment proceeding at pace as we build capacity, we anticipate figures will vary year-on-year.
23. The headcount for the gender pay gap report as of March 2025 is 105⁵ employees; it is the case that at such a scale, analysed data into quartiles are susceptible to distortion because of the impact of individual salaries. This largely explains the difference between the mean and median values.
24. All staff below Executive Director level are on standardised salary scales, which have limited incremental points, and no staff receive bonus payments. The figures in the first three quartiles continue to demonstrate the greater number of females employed. Carried vacancies in the upper quartile continue to impact data reporting significantly due to the influence of our low headcount.

² [Annual Employer Equality Report 2023-2024](#)

³ [HEFCW Annual report and accounts 2023-24](#)

⁴ [Gender pay gap - Office for National Statistics](#) - public sector gender pay gap for all employee jobs, UK

⁵ Medr's standard data disclosure control procedure has been applied. This means that all numbers are rounded up or down to the nearest multiple of 5. Any number lower than 2.5 is rounded to 0. Halves are rounded upwards (e.g. 2.5 is rounded to 5). Totals are the rounded sum of unrounded data and therefore may appear to be slightly different from the sum of rounded data.

25. Gender pay gap information is considered by our People and Culture Committee and our Board. This enables appropriate and effective scrutiny, challenge and support to ensure Medr continues to develop as a diverse and inclusive workplace.

Gender Pay Gap Action Plan

26. Since becoming operational on 1 August 2024, Medr has implemented a range of policies and practices that support the reduction of pay gaps and contribute to our value of 'Cynnwys Pawb – to include everyone'.

Recruitment Practice

27. Medr is accredited with the [Disability Confident](#) commitment, which is publicised in recruitment material. In 2025, [Mind Cymru](#) reported that rates of common mental health conditions were higher in females (24.2%) than males (15.4%) in England, a trend further reflected through [The Employment of Disabled People 2025](#), published by the Department for Work and Pensions in November 2025. As a result, it is anticipated that publicising this commitment further will have a positive impact on female applicants.
28. Medr practices blind recruitment throughout application processes. Through Civil Service Jobs, a candidate's name and other personal information, such as nationality and educational institutions are removed, such that a candidate is judged on merit and without unconscious bias during sift and selection processes.
29. Medr's recruitment guidance and practices specify the need for a gender split on all recruitment panels, to reduce unconscious bias and reflect the diversity of the organisation.
30. Medr will continue to work closely with organisations such as [Diverse Cymru](#), to advertise vacancies to a wide pool of applicants, reaching those who may otherwise not apply through Civil Service Jobs.
31. In appointing to senior vacancies across 2025-26, Medr plans to appoint an external firm to conduct recruitment exercises. Medr will ensure that this firm are provided with Medr's employee diversity profile, and impact assessment expectations, such that vacancies are advertised and recruited to in a way that best attracts a diverse pool of candidates and appointees.

Benefits

32. Medr will continue to offer a range of benefits that support a flexible approach to working arrangements and a positive work-life balance. This package includes, but is not limited to flexible working arrangements, designated wellbeing hours, a generous special leave policy, leave banking, a generous sick pay arrangement from day 1 of employment, and access to an Employee Assistance Programme and Occupational Health services. In the coming year, we will work to promote these policies and services, both to existing employees and prospective candidates, to ensure that our people are confident in their ability to effectively make use of them.

Pay and Pay Policy

33. Medr will maintain its existing pay scale arrangement of offering four increments, or 'spine points', per pay band, to reduce pay disparities across the organisation. In the coming year, we will work to ensure the application of our pay scales is clear and transparent across all grades.
34. Medr's pay scales for 2024-25 are provided in **Annex A**.

Medr's progress in meeting our Strategic Equality Plan (SEP) objectives

35. The following section reports on progress made against Medr's [Strategic Equality Plan](#) objectives, both in terms of our action as an organisation, and as we support the tertiary education sector.

Objective 1: We operate as a highly effective organisation providing stability and leadership during this time of transition to ensure that equality, diversity and inclusion is at the heart of all we do as an organisation

Sub-objective 1: Developing systems and approaches to meet our equality-related regulatory requirements taking account the duties on Medr, including the [Equality Act 2010](#), [Public Sector Equality Duty \(Wales\) \(2011\)](#), the [Well-being of Future Generations \(Wales\) Act 2015](#) and working in the spirit of the [Socio-Economic duty \(Wales\) \(2021\)](#).

Our Governance

36. Medr's [Strategic Equality Plan 2024-2028](#) was published in April 2024. This underpins the work that Medr has done and will do to establish itself as a highly effective funder and regulator of tertiary education in Wales. Throughout the first eight months of Medr being operational, and in the period leading up to Medr's establishment, we have regularly reviewed our progress against our objectives, particularly in developing our [Strategic Plan 2025-2030](#) and internal policies.
37. Medr has developed an integrated impact assessment template, through a collaborative process with colleagues from across the organisation to ensure new policies are considered through a wide variety of lenses. This template is currently being piloted by teams, and staff have been supported in completing impact assessments to date. Future work will include the development of guidance to accompany the impact assessment pro-forma, such that staff members feel confident in undertaking impact assessments independently.
38. We published our first [Strategic Plan](#) in March 2025, which integrated our Well-being statement, enabling us to have our strategic aims form our well-being objectives. Our [Strategic Plan](#) reflects objectives identified in our [Strategic Equality Plan](#), with both the Founding Aim and Strategic Aim 1 predominantly focused on achieving the intentions laid out in our SEP.
39. During the 2024-25 audit, [Audit Wales](#) found that, in developing our [Strategic Plan](#), Medr: "*embraced the sustainable development principle to help develop its first well-being objectives*".
40. We expect to review both our [Strategic Plan](#) and [Strategic Equality Plan](#) following the May 2026 Senedd Election, in line with the strategic priorities of a new Government.

Our People

41. Medr collects relevant employment information from Medr's staff through Microsoft Dynamics, our central operations platform. We utilise staff data to inform impact assessments of new policies, and to make relevant amendments to documents inherited from Medr's establishment, based on our current staff demographic profile.
42. Medr reports annually on our Gender Pay Gap, which was received and discussed by our People and Culture Committee on 18 July 2025. We continue to take steps to address identified pay gaps, as outlined in our Gender Pay Gap Action Plan above.
43. Medr's People and Culture Committee has begun assessing equalities data, and has provided steers on future training needs for our staff and Board members. Members of Medr's Board have, to date, received training on the [Equality Act 2010](#) and the [Public Sector Equality Duty](#) (PSED).

Our Policy

44. In purchasing goods and services, Medr complies with all relevant UK Public Procurement legislation. We have additionally taken account of Welsh Government's procurement policies as we define our requirements and implement both the UK [Procurement Act 2023](#) and the [Social Partnership and Public Procurement \(Wales\) Act 2023](#).
45. Medr's procurement policy includes its obligations to ensuring equality and diversity is embedded into procurement activity, using tools, such as Welsh Government's [Sustainable Risk Assessments](#) (SRAs), and collaborative frameworks which consider equality and diversity as part of their implementation and delivery.

Sub-objective 2: Ensure equality, diversity and inclusion informs Medr's development of its organisational values, culture and ways of working

46. Medr's Board met on the 19 June 2024, ahead of Medr being operational, and approved Medr's Vision, Values and Charter, all of which are underpinned by equality and inclusion.
47. Our Vision and our values ('Dysgu - to learn', 'Cydweithio - to work together', 'Cynnwys Pawb – to include everyone', and 'Rhagori - to excel') were developed involving all staff who were in scope of transfer to Medr from the Higher Education Funding Council for Wales (HEFCW) and Welsh Government.
48. At the same meeting, Medr's Board committed to operating in the spirit of the [Socio-Economic Duty](#).

Objective 2: We fund, regulate and collaborate to promote equality of opportunity and the welfare of learners, students and staff across tertiary education and research.

Sub-objective 1: Engage a range of stakeholders to ensure equality, diversity and inclusion are fully considered in the development of Medr's Corporate Plan

49. Following the creation of Medr on 1 August 2024, we published a draft version of Medr's [Strategic Plan](#) for 2025-2030. This followed a period of engagement with key stakeholders, including two workshops facilitated by the [Edge Foundation](#) in Llandudno and Cardiff in July 2024. Equality of opportunity formed a key strand of these workshops.
50. Medr collected views on its draft [Strategic Plan](#) by launching a public consultation on 23 September, which ran to 25 October 2024. During this period, Medr involved employers, and had constructive conversations with trade union representatives from across the tertiary sector. Recognising the importance of the diverse learner voice, Medr also developed a specific strand of engagement to hear the voices of students and learners. Overall, Medr received 101 responses during the consultation exercise, including a response from the [Equality and Human Rights Commission](#) (EHRC).

Sub-objective 2: Consult on the register of tertiary education providers, taking account of relevant regulations as they relate to people with protected characteristics

51. A range of staff from across Medr have been involved in the drafting of a new regulatory framework, and underpinning approach and intervention statement, with a view to undertaking a two-stage consultation process during the 2025-26 financial year. These consultations will include a specific condition on Equality of Opportunity and will also include consultation questions that consider relevant equality legislation more generally.

Sub-objective 3: Fund, review and monitor a range of priorities, programmes and activities to meet the needs of staff, learners and students, to further improve equality of opportunity, diversity and inclusion

52. Medr has responded to Welsh Government priorities in funding, reviewing and monitoring programmes that improve equality of opportunity, diversity and inclusion.
53. Medr has worked closely with Welsh Government colleagues to ensure the effective delivery of objectives outlined in the [Anti-Racist Wales Action Plan](#) (ARWAP):
 - Through the Professional Learning Fund (PLF), Medr funded anti-racism learning in seven further education colleges
 - Medr funded the Anti Racist Curriculum collaborative project across Further Education, enabling ongoing roll-out of the [Anti-Racist Metaverse](#) for staff and learners.
 - Medr funded the development of Anti-Racist Action Plans in Further Education colleges, who worked in partnership with the [Black Leadership Group](#) to further anti-racist practice.

- In October 2024, Medr provided funding and guidance to Higher Education providers, to enable them to achieve the [Advance HE Race Equality Charter](#) as specified in the [Anti Racist Wales Action Plan](#).
54. Medr has worked alongside Welsh Government and providers to fund and monitor programmes relating to making education accessible to learners from under-represented groups, through schemes such as [University Ready](#), the [Financial Contingency Fund](#), Learner Recovery and Progression Funding and [Reaching Wider](#):
- Medr assumed funding responsibility for [University Ready](#) in August 2024, enabling continued sector collaboration, bilingual content development and targeted resources for learners and those who support learners to make informed choices about higher education options. During this period, Medr additionally commissioned an evaluation of the effectiveness of the scheme, to take place in 2025-2026.
 - Medr assumed responsibility for the [Financial Contingency Fund](#) in August 2024, which provides funding to Further Education colleges and the Open University in Wales. The aim of this funding is to provide financial help to eligible learners whose access to further education may be inhibited by financial considerations, or who face financial difficulties. Guidance issued by Welsh Government ahead of Medr's establishment stipulated that funding be awarded for short-term loans and grants, course-related costs, childcare, equipment and trips, relevant disability-related costs, bulk-purchase transport costs, and, in the case of the Open University in Wales, emergency living costs and priority debts. Medr will monitor expenditure through this scheme on an academic year basis.
 - Medr has maintained the Learner Recovery and Progression Funding to Further Education, provided in recognition that learners will have experienced disruption as a result of the COVID 19 pandemic. The funding is to ensure that learners have the opportunity to review missed learning and develop knowledge to meet course demands, to benefit from specific pastoral support to enable successful learning and progression, and to access additional support with practical and workshop skills that they may have missed during distanced learning. Medr will monitor ongoing provision through this scheme on an academic year basis.
 - Continued funding of [Reaching Wider](#) across the reporting period has contributed to supporting learners from disadvantaged and under-represented groups, explicitly targeting learners from the bottom two WIMD ([Wales Index of Multiple Deprivation](#)) quintiles, as well as care-experienced learners, carers, disabled learners, ethnic minority learners, and those receiving Welsh-medium support. The programme gathers feedback through campus visits, information advice and guidance sessions, mentoring engagements and partnership work with priority schools, which informs Medr's understanding of structural and behavioural contributors to inequality of access and participation.
55. Medr has worked alongside Welsh Government to fund a range of Wellbeing, Health and Mental Health initiatives across the tertiary sector, including National Projects, to support staff and learners.
- In November 2024, Medr published its [Wellbeing and Health Core and Additional Funding](#) for 2024/25, which provided funding to universities and

directly funded colleges to support wellbeing initiatives. Monitoring was supported by the submission of implementation plans in January 2025, with final reporting due in September of 2025.

- Medr maintained funding for the [Mental Health University Liaison Service \(MHULS\)](#), to pilot and roll-out a data and information sharing model across Higher and Further Education.
 - Medr assumed funding responsibility for a range of national projects, previously funded by HEFCW, in August 2024. These include [Myf](#) (a mental health and wellbeing resource aimed at Welsh-speaking Higher Education students) and [Student Space](#) (a wellbeing platform for learners across England and Wales, jointly funded with the Office for Students).
 - Medr additionally assumed funding for the Peer-on-Peer Abuse Project for Further Education, led by Cardiff and Vale College, established in response to Estyn's report entitled '[Peer-on-peer sexual harassment among 16 to 18 year-old learners in further education](#)'.
56. Medr has funded providers to support the employability of students under-represented in Higher Education, targeted specifically at learners furthest from the labour market. Further funding has been provided to Further Education to deliver positive employment and self-employment outcomes for learners. Interventions reported through monitoring have included 1-1 mentoring; workshops, including CV development and communication; employer engagement events; disability empowerment; provision of financial support; and provision targeted towards learners with specific protected characteristics.
57. Medr has continued to fund support for learners through Additional Learning Support budget, including continued engagement with [ColegauCymru](#) networks supporting the building of effective practice. During this period, Medr provided funding to recognise the increased costs of the [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#).

Sub-objective 4: Promote and share effective practice in equality, diversity and inclusion for staff, applicants, learners, students and employers across the tertiary and research sectors

58. In November 2024, Medr published guidance, including the sharing of interesting practice, for the Higher Education sector with regards to '[Tackling violence against women, domestic abuse and sexual violence](#)'. Whilst providing updated guidance and information, this publication additionally sought information from providers which will inform Medr's approach to engaging with the wider tertiary sector on this issue.
59. Medr has actively engaged in the [ColegauCymru](#) Additional Learning Needs (ALN) network to share effective practice, and to ensure guidance is appropriate. We have additionally engaged with the Cabinet Secretary's National Delivery Board for ALN to ensure the tertiary landscape is considered within legislative processes.
60. Medr has engaged with the Learner Services network to provide regular updates and share best practice on the [Financial Contingency Fund](#) in Further Education, and Period Dignity. Medr has additionally met regularly with Welsh Government and regulators of other UK nations to discuss issues to tackling period poverty. Medr has further established a working group to update good practice guidance

developed by [ColegauCymru](#), and trial new approaches to removing financial barriers to learning.

61. Medr's funding of the [University Ready](#) scheme, led by the Open University in Wales, facilitates pan-Wales collaboration between Higher Education providers, FE partners, the [Coleg Cymraeg Cenedlaethol](#), [NUS Cymru](#), and [Careers Wales](#). This group has been used to promote sector-wide best practice and to encourage consistent, learner-centric approaches informing quality improvements in sector guidance materials.
62. Medr has continued to work with the [Quality Assurance Agency](#), Wales's designated quality body, and apply the [UK Quality Code](#). This specifically expects providers to assure and promote equality, diversity and inclusion, and environmental sustainability, and encourages providers to '*reflect on the extent to which their approach to quality and standards supports the creation of inclusive, environmentally sustainable and equitable experiences for students and staff*'.
63. Medr continues to share good practice through engagement with [Estyn](#), which centres Well-being, care, support and guidance as part of the Inspection Framework. Inspectors consider the effectiveness of learner support, advice and guidance to help learners develop as individuals and overcome any disadvantage they may face, and how well providers help learners to understand issues relating to equality, diversity and inclusion, and develop values of tolerance and respect.

Sub-objective 5: Develop data to identify inequities in the tertiary system and use this data to develop an understanding of the underlying reasons for inequalities and the interventions that are effective in addressing them.

64. Medr has produced a range of statistical publications relating to the identification of inequities in the tertiary system, including:
 - i. [Staff at higher education institutions](#), published 29 January 2025;
 - ii. [Equality characteristics of students and staff at higher education providers](#), published 30 January 2025;
 - iii. [Progression from Year 11 to tertiary education](#), published 25 February 2025;
 - iv. [Welsh Higher Education Initial Participation Measure: 2016/17 to 2022/23](#), published 27 February 2025;
 - v. [Further education, work-based learning and community learning - August 2023 to July 2024](#), published 27 February 2025; and
 - vi. [Learner outcome measures for apprenticeships - August 2023 to July 2024](#), published 12 March 2025.
65. Data produced by Medr are used in informing policy decisions and have formed a key component of the Integrated Impact Assessment tool that is currently in development. Data is additionally used in strategic decision-making, with Medr's Board and Committees receiving key data from the Medr Executive as part of papers for consideration.

Annex A: Medr Pay Bands from 1 August 2024 – 31 March 2025

Director	
1	£73,979
2	£76,712
3	£80,069
4	£84,882

Head of Team	
1	£58,918
2	£62,237
3	£65,577
4	£70,450

Senior Manager	
1	£47,519
2	£50,018
3	£52,518
4	£55,019

Manager	
1	£38,030
2	£40,236
3	£42,447
4	£44,571

Officer	
1	£29,856
2	£31,585
3	£33,748
4	£35,439

Admin	
1	£24,423
2	£26,328
3	£28,246

Annex B: Equality Monitoring – Employee Data

66. Medr regularly monitors and takes note of equality measures within its workforce. The data provided within this report provides a snapshot, as of 7 July 2025.

Return Rates of Data

Age	100%	Data automatically gathered as part of employment information
Disability	56%	Data provided via self service facility voluntarily, but failed to record for 20% of staff due to system issue
Gender	100%	Data automatically gathered as part of employment information
Marriage and civil partnership	100%	Data automatically gathered as part of employment information
Race	58%	Data provided via self service facility voluntarily, but failed to record for 20% of staff due to system issue
Religion or belief	73%	Data provided via self service facility voluntarily
Sexual orientation	70%	Data provided via self service facility voluntarily

67. The remaining protected characteristics (pregnancy and maternity; and gender reassignment) are recorded but not reported below due to low numbers.

Statistics

68. Medr has applied data disclosure controls for anonymity, and to protect individual staff from being identified:
- All numbers are rounded up or down to the nearest multiple of 5. Any number lower than 2.5 is rounded to 0. Halves are rounded upwards.
 - The totals presented are the rounded sum of unrounded data, and thus may appear to be different from the sum of rounded data.
69. Some categories have been grouped together for reporting purposes to enable the inclusion of low numbers of data

Age	Rounded numbers
Under 25	5
25-34	15
35-44	30
45-54	45
55-64	15
Over 65	5
Total	115

Disability	Rounded numbers
Yes	10
No	50

Prefer not to say	5
No return	50
Total	115

Gender	Rounded numbers
Male	40
Female	65
Non-specific	0
Prefer not to say	5
No return	0
Total	115

Marriage and Civil Partnership	Rounded numbers
Married	60
Single	30
Cohabiting	10
Divorced	5
Civil Partnership	0
Widowed	0
Prefer not to say	10
No return	0
Total	115

Race	Rounded numbers
Black, Asian and minority ethnic groups	5
White ⁶	60
Prefer not to say	0
No return	50
Total	115

Religion or belief	Rounded numbers
Christian	25
Other	5
No religion	50
Prefer not to say	5
No return	30
Total	115

Sexual Orientation	Rounded numbers
Heterosexual	70
Bisexual	0
Homosexual	0
Prefer to self describe/other	5
Prefer not to say	5

⁶ White includes White, White British, White Welsh, White English, White European, White Irish, White Scottish, and White Other

No return	35
Total	115

Annex C: Equality Monitoring – Applicant Data

70. The data provided is produced by Civil Service Resourcing, who administer Medr’s Application Tracking System, Civil Service Jobs. Medr does not possess the raw diversity data to enable internal production of statistics.
71. Medr is unable to attain data relating to pregnancy and maternity; gender reassignment; and marriage and civil partnership from Civil Service Jobs at this time.
72. In addition to diversity monitoring, Civil Service Jobs have been requesting and recording data on socio-economic backgrounds since 2022. This information has been included below.
73. Applicants are not required to provide information requested by Civil Service Jobs. This data covers a total return of 301 applicants, spanning from 1 August 2024 – 30 June 2025.
74. Applicants who apply for multiple role are captured only once through their account profile on Civil Service Jobs.

Statistics – Protected Characteristics

Age	Percentage
Under 25	1.7
25-29	7.3
30-34	10.6
35-39	17.3
40-44	21.6
45-49	19.9
50-54	12
55-59	4.7
60-64	1.3
Over 65	0
Prefer not to disclose	3.7

Disability	Percentage
Yes	10.3
No	82.7
Prefer not to disclose	7

Gender	Percentage
Male	38.2
Female	60.1
Prefer to self-describe	0.3
Prefer not to disclose	1.3

Race	Percentage
Asian/Asian British	6
Black/African/Caribbean/Black British	2
Mixed/multiple ethnic groups	2.3
Other ethnic group	0.7
White	85.4
Prefer not to disclose	3.7

Religion or belief	Percentage
Buddhist	1
Christian	29.9
Hindu	1
Jewish	0
Muslim	2.7
Sikh	0
Other religion	0.7
No religion	56.5
Prefer not to disclose	8.3

Sexual Orientation	Percentage
Heterosexual	84.1
Bisexual	2.7
Homosexual	4
Prefer to self describe/other	0.7
Prefer not to disclose	8.6

Statistics – Socio Economic Background

Wage earner employment	Percentage
Clerical and intermediate occupations	8.6
Long term unemployed	1
Middle or junior managers	4.7
Modern professional occupations	21.3
Retired	1
Routine manual and service occupations	12.3
Semi-routine manual and service occupations	8.3
Senior managers and administrators	11.3
Technical and craft occupations	16.9
Traditional professional occupations	6
Don't know	1.7
Not applicable	1.7
Prefer not to disclose	5.3

Wage Earner Employed/Self-Employed	Percentage
Employee	70.1
Self-Employed with Employees	10.3

Self-Employed/Freelancer without Employees	10
Don't Know	1
Not Applicable	1
Not Working	1.7
Prefer not to say	6

Secondary Schooling	Percentage
Independent or fee-paying school - bursary	1
Independent or fee-paying school - no bursary	2
State-run or state-funded school - non-selective	70.1
State-run or state-funded school - selective on academic, faith or other grounds	11
Attended school outside the UK	9
Other	1
Don't know	0.7
Prefer not to say	5.3

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