



Gower College Swansea
Coleg Gŵyr Abertawe

Equality and Diversity Progress Report

2014 to 2015

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Foreword

Gower College Swansea's Strategic Equality Plan is a key way of helping us to meet our commitment to treating everyone equally, fairly and with respect in all aspects of college life. As a further education provider and an employer we are committed to advancing equality of opportunity, eliminating discrimination and fostering good relations in all our activities, from the provision of education, services, support and facilities, to employment practices and partnership activity.

This report outlines the measures that we have taken in this area during 2014-2015, to both meet our legislative duties under the Equality Act 2010 and the Public Sector Equality Duty, which came into force in April 2011. However our overall aim is not simply to meet these legislative duties, but to mainstream equality across all of the work of Gower College Swansea. We believe that doing this effectively this will enable us to provide high quality education and services and employment practices on an equitable basis and to foster a culture where everyone feels valued and is able to achieve to their full potential.

Mark Jones
PRINCIPAL

Executive Summary

This report provides an overview of the work that Gower College Swansea has undertaken during 2014-2015 to meet our legislative duties and advance equality through our practices.

Legislative Context

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 characteristic 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 (in respect of the duty to eliminate discrimination).

Specific Duties

These are the steps organisations must take to demonstrate that they are meeting the general duty. These cover:

- Strategic Equality Plans and objectives
- Engagement
- assessing impact
- equality information
- employment information, pay differences and staff training
- procurement
- annual reporting and publishing
- review
- accessibility

Progress with Meeting our Legislative Duties

Our Strategic Equality Action Plan is available on our website www.gcs.ac.uk under About Us/Policies and Procedures. This was reviewed and updated in July 2015, following consultation with staff, students and external stakeholders. One of our key priorities is to further improve accessibility across the organisation and the action plan (2015-18) highlights actions we intend to take to move forward with this, particularly in relation to improving accessibility of teaching and learning and more effective use of technology to support this.

Awareness of our legislative duties and how to advance equality in our practices is raised through staff development sessions, meetings and Gower College Swansea's Equality and Diversity Group, which is chaired by the Principal. Senior and Learning Area managers provide updates on progress with implementing equality objectives and actions taken to advance equality at Equality and Diversity Group meetings, as well as highlighting issues and areas for improvement. Examples of good practice from different learning areas have been disseminated including specific examples of advancing equality in teaching and learning, partnership activity and positive action strategies to improve the representation, and support of, protected groups. Staff from across the organisation also attended a sharing good practice fayre in July 2015. This included showcasing resources and examples of good practice on embedding equality and diversity in teaching and learning on the college's Teacher Zone section of Moodle.

There have been many events across the organisation to raise awareness and foster good relations and positive attitudes to equality and diversity. Our Diversity Fayres have been highly successful, both in terms of numbers attending and participation of different learning areas in performances and stalls. Other events, such as the Show Racism the Red Card workshops, and activities for International Women's Day, have also been very successful.

Gower College Swansea has been involved in various projects working in partnership with the local authority, local schools, disability groups and parents to improve support for disabled learners, particularly in relation to transition to further education. This has led to improvements in the accessibility of our facilities and support services for disabled students.

Information on protected characteristics has been collected at enrolment for part time students and through "All About Me" (e-portfolios) for staff. Full time students are asked to provide this information when logging on to the college network. Employment data, published in this report, includes the

profile of the workforce by protected characteristic, including information on applications, leavers and staff training. Data relating to staff pay is published by gender. Details from the annual Staff Perception and Learner Voice surveys of 2014-15 are also provided by protected characteristic (age, gender, ethnicity and disability). Data on student enrolments, retention and attainment is published by protected characteristic (age, disability, ethnicity and gender) mode of study, main campus, and learning area. Student data on other protected characteristics is published by overall numbers.

In terms of the effectiveness of our arrangements for gathering and using information on protected groups to measure our progress, improvements have been made in relation to disseminating more up to date data on protected groups to learning areas. One of our priorities is to use this data more effectively to inform planning and positive action strategies in relation to recruitment and support. We also need to raise awareness to encourage staff and students to provide accurate information.

Future Challenges and Priorities

1. To give due consideration to advancing equality in relation to all protected groups (and our effectiveness at this) as part of our strategic, curriculum and operational planning and review processes.
2. To further improve accessibility, particularly in relation to teaching and learning and use of technology to improve accessibility.
3. To make more effective use of relevant equality data and information to evidence progress and areas for improvement in learning area and course review reports.
4. To identify and address any inequalities in pay and conditions relating to protected characteristics.
5. To assess the impact of policies and procedures using equality information and feedback from protected groups.

Introduction and Organisational Background

Gower College Swansea was formed in August 2010 as a result of a merger between Gorseinon College and Swansea College. It is a large further education college, operating from five main locations with, in 2014-15 10,103 students: 4,786 full time students and 5,317 part time students. It is also a major employer within the City and County of Swansea, with 995 staff in employment on 31st March 2015.

Gower College Swansea is committed to providing the best service possible in response to the educational needs of the whole community, and contributing to the economic regeneration of South West Wales. It has ongoing strategic links and partnerships with local schools, further and higher education institutions, Sector Skills Councils, private training providers and local and regional Learning Partnerships. It is a founding member of the Regional Learning Partnership, which aims to promote coherent and efficient provision of FE, HE and community based learning in South West Wales. It is also a member of the Swansea Economic Regeneration Partnership and is working with the Local Education Authority and Careers Wales to reduce the number of young people not in employment, education and training. Gower College Swansea also works with a range of organisations and community groups to promote equality and diversity in the organisation and the wider community. The college has also been recognised by Estyn and Investors in People for aspects of excellent practice in promoting equality of opportunity and meeting the needs of the diverse communities it serves.

The Equality and Diversity Group, chaired by the Principal, is responsible for monitoring our progress and disseminating good practice and areas for improvement. This report provides details of actions taken during 2014-2015 to advance equality and meet our legislative duties and to collect the information we need to identify and to inform future activity.

Legislative Context

The Equality Act 2010 replaces existing anti-discrimination laws and includes a new public sector equality duty (the general duty). This applies to all organisations which provide services or facilities or sell goods to the public.

General Duty

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

The 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 (in respect of the duty to eliminate discrimination).

Having due regard for advancing equality involves:

- 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.

Specific Duties

These are the steps organisations must take to demonstrate that they are meeting the general duty. These cover:

- Strategic Equality Plans and objectives
- engagement
- assessing impact
- equality information
- employment information and pay differences
- staff training
- procurement
- annual reporting and publishing
- review
- accessibility.

Strategic Equality Plan

The Strategic Equality Plan must include equality objectives (including pay objectives), the steps to meet these, timescales and details of how we will:

- identify, collect and publish equality information, including information gathered from engaging with protected groups;
- assess the likely impact on protected groups of policies and practices;
- promote knowledge and understanding of the general and specific duties among employees;
- monitor progress;
- and any other relevant information.

Annual Reporting

We must publish an annual report which sets out:

- steps taken to identify and collect relevant information and how this is used to meet the general duty and any reasons for not collecting relevant information;
- progress towards fulfilling our equality objectives;
- specified employment information, including information on training and pay;
- and any other relevant information.

Review

We must review our equality objectives and Strategic Equality Plan at least every four years. We must regularly monitor and review our effectiveness and progress, including our arrangements for collecting and publishing relevant information, and engagement with protected groups. Our Strategic

Equality Action Plan, published in 2012, was reviewed and updated in July 2015. We are currently implementing new objectives, particularly in relation to accessibility.

Progress with Implementing our Equality Objectives

The following section provides an overview of actions taken during 2014-2015 to implement the equality objectives set out in our Strategic Equality Plan and to advance equality across the organisation. The employment and equality data will relate to academic year 2014-15. Examples of progress will also relate primarily to this period, but will also highlight some information and activities from the Autumn term 2015 to ensure that information is as up to date as possible.

Objective 1:

Promote staff awareness and understanding of our legislative duties, equality objectives and ways of advancing equality through their work.

Staff awareness is promoted through equality and diversity training, which is mandatory for all new full-time and fractional employees. Evidence from course reviews and staff feedback has been disseminated to Deans and Learning Area Managers and the Equality and Diversity Group to share good practice and highlight areas for improvement. Examples of resources, strategies and partnership and community activities have been uploaded to the Equality and Diversity section of Teacher Zone on Moodle. The Sharing Good Practice workshops which took place in July 2015 showcased these to staff. Staff are able to add their own examples of activities or resources onto Teacher Zone to share good practice. Other equality and diversity training which staff have undertaken in this reporting period includes training on extremism, cultural awareness, supporting asylum seekers and refugees, accessibility, learning disabilities and mental health. However take up of training is limited and we need to engage more staff from different learning areas in training or cross-departmental events and initiatives and to encourage staff to share examples of good practice online. In addition, we need to ensure that how different areas advance equality is discussed and recorded at departmental and team meetings to ensure that progress is monitored and evidence is captured and shared more effectively.

Objective 2:

Engage protected groups in identifying our priorities and equality objectives, and in reviewing our provision and progress.

Protected groups have been involved in reviewing our priorities, equality objectives, provision and progress. This feedback has helped to inform the review of our Strategic Equality Plan, which was updated in July 2015. Findings from our Learner Voice Surveys and Staff Perception Survey are broken down by gender, age, disability, and ethnic group. This has helped us to compare satisfaction levels, identify the views of particular protected groups and any specific issues affecting them. Details of these findings are included under objective 5.

Objective 3:

Foster good relations and positive attitudes to equality and diversity, and promote awareness of equality issues, in college and the wider community.

Our annual Diversity Fayres continue to be very successful, with increasing attendance and engagement of students in performances, workshops and stalls. Approximately a thousand students attended each fayre (held at Tycoch and Gorseinon in October 2014 and 2015). A range of curriculum areas (A Level, Vocational and Access, full and part time students) had stalls at these events, including: ILS, ESOL, Beauty and Holistics, Art and Design, ICT, Religious Studies, Health and Care, Business, Hospitality and Catering, Law, Spanish, French and English. Many stalls included fund-raising activities for various causes. For example, Show Racism the Red Card, refugees and asylum seekers and the Kenya Community Education project. Recently formed societies, for example the Feminist Society and LGBT society and Environmental society (run by students at Gorseinon) were also promoted at the Fayre. The range and number of student performances has also increased. Community groups and representative organisations, such as the Chinese and African Community Centres, Swansea City of Sanctuary, Terrence Higgins Trust, EYST (Ethnic Youth Support Team) and BAWSO (an organisation supporting women affected by domestic and other forms of abuse) and Capoeira Wales also took part. Pupils from local primary and secondary schools (Sketty Primary, Gorseinon Primary, Cefn Hengoed and Penllergaer) also attended the events. Feedback from students, staff, visitors and participants was very positive.

Other events have also been very successful. Approximately 250 sports students and 100 engineering students attended Show Racism the Red Card

workshops in October 2014 and October 2015 as part of the Fortnight of Action Wales campaign. Feedback from the evaluations of these sessions was very positive. The Kenya Community Education Project continues to be very successful, with students and staff across the organisation engaged in a wide variety of fundraising activities and the project gaining official charity status.

As part of our International Women's Day celebrations (8th March 2014) ESOL students took part in a sponsored walk again to promote awareness and fundraise for the Walk in Her Shoes campaign. This campaign is run by Care International UK, a charity which aims to improve access to clean water, education and healthcare for girls and young women in developing countries. Hair, Sport, Plumbing and Beauty have organised session swaps for the ninth consecutive year. These practical sessions challenge gender stereotyping in terms of men's and women's abilities and promote awareness of the skills involved in each vocational area.

Participation in girl's and women's football has increased year on year. In 2014-15, there were 22 players in the women's football squad and six local comprehensive schools participated in the tournaments organised by the college's women's football team. Women's rugby was added to the enrichment programme in 2014-15. Students trained with the Wales Rugby Union) officer who was appointed to help to increase participation in sport, particularly targeting women and girls. In 2014-15, there were 12 female students in the rugby squad, playing in tournaments in Wales and the UK. Second year BTEC sports students complete a Community Sports Leadership Award and Higher Sports Leadership Award as an additionality to their main qualification. This involves completing 30 hours of voluntary work, working with people with disabilities and other groups in the local community and local schools. Students engaged in these activities also complete a Disability Inclusion Training Course before volunteering to ensure that they are aware of barriers and strategies to improve accessibility and inclusivity. Following the success of last year, sports students organised another sports day for ESOL students in June 2015 at the 360 Centre. All full time ESOL groups took part and feedback was very positive.

In Hair Beauty and Holistics, the events team has increased year on year (with over 50 students from all curriculum areas taking part, including full time, part time and work based learning students) and continues to be involved in many local community and charity events and competitions, including Swansea Pride and Sparkle (transgender) events. This has enabled students to showcase their skills, promote the department and work with different client groups in the wider community. In March 2015, as part of the college's celebration of LGBT History Month and International Women's Day

the department hosted a screening of the film *Pride* which included an inspirational talk and performance by the singer/actor from the film Bronwen Lewis. The introduction of a barbering course has increased the proportion of ethnic minority male students in the department, many of whom are not native speakers and need additional literacy support. The teaching team have made adjustments to course materials and delivery strategies to ensure the course is accessible for these students.

In Health and Care, students undertake work placements in organisations such as MIND, Mencap and INVOLVE. They also participate in the Gnoll Challenge, organising outdoor activities for disabled children with Local Aid. Working on the assault course, which is especially designed for children with disabilities, helps the students to gain experience of working with children with different disabilities and plan and organise inclusive activities. The introduction of a new full and part time course at level one, where students have the opportunity to experience different vocational subjects, has helped to make the curriculum more inclusive and aid transition and progression onto mainstream courses for students who require additional pastoral and literacy support, including a high percentage of BAME (Black Asian and Minority Ethnic) students.

Art and Design students explored equality and diversity through projects focusing on journeys. They worked with ESOL students (many of whom are asylum seeker and refugees) who shared their stories of their journeys to the UK and showcased their artwork at the Diversity Fayre. They also produced posters as part of anti-bullying week which explored and promoted awareness of the impact of name-calling, stereotyping and bullying.

ILS (Independent Living Skills) students' exhibition "Just Us" at the Grand Theatre explored identity and belonging, challenging stereotypes in relation to disability and identity. The college's inclusive football team won the UK championship. An inclusive surfing project has also been developed with Surfability.

Equality and Diversity sessions are delivered throughout the year to curriculum areas on request and to promote participation in events such as the Diversity Fayres. Approximately 100 equality and diversity sessions were delivered in 2014-15. Students across college have also attended Islamophobia and cultural awareness sessions (delivered by EYST); talks on asylum seekers and refugees (delivered by Swansea City of Sanctuary) and sexuality and sexual health (delivered by the Terrence Higgins Trust).

Objective 4:

Adjust information gathering systems and procedures to help collect relevant student and staff equality information and data by protected characteristic.

When students access the college network they are asked to provide information on protected characteristics which the college does not hold (religion and beliefs, sexual orientation, marital and civil partnership status, transgender). Staff have been encouraged to update their personal details on All About Me (staff e-portfolios) with this information. Student enrolment data is broken down by gender, age, ethnic group and disability/learning difficulty. Student retention and attainment is also broken down into gender and ethnicity.

Details and analysis of data gathered in relation to protected characteristic can be found under ***Student Data by Protected Characteristic (p. 27-38) and Data Collection & Monitoring: Employment Data (p.38-43) and Data Reported by protected Characteristic (p.43-65).***

Requests for information on protected characteristics also explain why we require this information and how we intend to use it. Lecturing and relevant support staff need to encourage students to provide accurate information as current data suggests that some students may be providing inaccurate information on their protected characteristics. Managers also need to encourage existing staff to disclose this information on All About Me.

Objective 5:

Improve feedback and communication mechanisms, and monitoring and reporting procedures to help identify and disseminate progress, and areas for improvement, more effectively.

Changes to the course review process in 2014-15 resulted in fewer areas providing specific examples of how equality and diversity is embedded in the curriculum and positive action strategies which different areas are engaged in. Learning area reviews and reports have since gathered this evidence of progress and it has been disseminated to the Equality and Diversity Group and Deans and Learning Area Managers for information and action.

The Staff Perception Survey and Learner Voice Surveys are broken down into gender, age, disability and ethnic group.

Learner Voice Survey Autumn Term Full Time November 2015 Vocational Students

There were 2,050 respondents to this survey. With regards to all respondents:

- 91 % said that overall, they were happy with their course
- 90% said that overall, they were happy with the college
- 91% that they felt safe in college
- 89% said that their teacher treated everyone fairly and equally

These findings are similar to those of 2014 (1% lower for each question except the question relating to equal and fair treatment from teachers, which is 3% higher).

Learner Voice Survey Autumn Term Full Time November 2015 AS and A Level Students

There were 3,722 respondents to this survey.

94% of respondents said they were happy with their course and felt safe in college and 92% said they were happy with the college.

Learner Voice Survey Autumn Term Full Time November 2014 AS and A Level Students

- *Ethnicity*

The following ethnic groups were the most satisfied overall and agreed or strongly agreed with the following quality assurance statements:

I would recommend my course to a friend
I would recommend the college to a friend
I feel safe in college
Overall I am happy with my course
Overall I am happy with the college

- 100% of Black African Caribbean /Black British African (9 respondents)

- 96% of Arab respondents (5 respondents)
- 94% of White- English/ Welsh/ Scottish/ Northern Irish/ British (735 respondents);
- 94 % of Mixed White & Asian (7 respondents) and 93% of Mixed – Any Other Mixed/Multi Ethnic Background (6 respondents) and Mixed White & Black African (3 respondents)

The following ethnic groups were the most dissatisfied overall and agreed or strongly agreed with the quality assurance statements (above):

- 67% of Mixed-White and Black Caribbean (3 respondents)
- 82% of Asian/British Any Other Asian Background (21 respondents)

This is similar to the findings of the 2012/13 survey apart from the fact that Chinese and White Irish respondents were amongst the most dissatisfied in 2012, whereas in the 2014 survey, they were amongst the most satisfied.

Learner Voice Survey Autumn Term Full Time November 2014 Vocational Learners

- *Ethnicity*

The following ethnic groups were the most satisfied overall and agreed or strongly agreed with the quality assurance statements (*I would recommend my course/the college to a friend; I feel safe in college; I am happy with my course/the college*):

- 100% of Mixed White & Black Caribbean (7 respondents) and 97% of Black/ African/Caribbean/ Black British-African (24 respondents)
- 94% of Asian/Asian British Bangladeshi and Asian British Any Other Asian Background (50 respondents)
- 93% of Asian/Asian British Indian (12 respondents)
- 92% of White–English/Welsh/Scottish/Northern Irish/British (1665 respondents); 91% of White – Any Other White Background (215 respondents); 92% of White Irish (11 respondents)
- 97% of White Gypsy or Irish Traveller (6 respondents)

The following ethnic groups were the most dissatisfied overall and agreed or strongly agreed with the quality assurance statements (above):

- 66% Black/African/Caribbean/Black British-Any Other (6 respondents)

- 76% of Black/ African/Caribbean/ Black British-Caribbean (5 respondents)
- 80% of Asian/Asian British Pakistani (5 respondents) and 80% of Arab (20 respondents)

This is similar to the findings of the 2013 Full Time Vocational Learner Voice Survey. However Black/African/Caribbean/Black British-Caribbean; Chinese and Asian/Asian British respondents were amongst the most satisfied in the 2013 survey and Asian/Asian British-Indian and Mixed-White and Black Caribbean were amongst the most dissatisfied.

- *Gender*

As in previous years, on the whole, female respondents were slightly more satisfied than male respondents, with the exception of the catering provision.

- *Disability & Learning Difficulties or Disabilities*

For learners with learning difficulties or disabilities, A Level and AS Level respondents, the following respondents agreed or strongly agreed with the quality assurance statements (above):

- 100% of learners with visual impairments (6 respondents)
- 97% of learners with autism or asperger's syndrome (6 respondents)
- 93% of learners with dyslexia or dyspraxia (33 respondents) or hearing loss (3 respondents)
- 90% of learners with other medical conditions (24 respondents)

For learners with learning difficulties or disabilities on vocational courses, the following respondents agreed or strongly agreed with the quality assurance statements (above):

- 97% of learners with hearing loss (16 respondents) or restricted mobility (7 respondents)
- 93% of learners with autism or asperger's syndrome (22 respondents) or learners with other medical conditions (75 respondents)
- 92% of visually impaired learners (12 respondents) and learners with dyslexia or dyspraxia (241 respondents)
- 89% of learners with learning difficulties (44 respondents)
- 88% of wheelchair users agreed (5 respondents)
- 74% of blind learners (4 respondents)

Certain groups were less satisfied with their introduction to college and pre-course advice and guidance. For example:

- 83% of A Level and AS Level respondents with autism or asperger's syndrome and 75% of blind vocational learners felt welcome on their first day
- *Age*

The 16-19 age group was the least satisfied, although 94% of A and AS Level learners and 91% of 16-19 year old vocational learners agreed that they felt happy with their course and the college and felt safe in college.

Staff Perception Survey 2015

463 staff responded from a total of 1014 surveyed (45.7%). This is a lower response rate compared to 2014 when 539 staff completed questionnaires (52.4%).

- 91 % of staff surveyed felt the college deals effectively with equality issues – this is a 2% decrease from last year's figure
- 95% are aware of our equality duties and know how to promote equality as part of their role - this is in line with last year's result
- 96% say they know how to promote equality as part of their role – a 1% increase
- 31% of staff do not feel that the college treats them fairly (this is a 7% increase on last year)
- 38% do not feel that the College cares about their welfare – a 7% increase on last year

- *Gender*

There is no difference between men and women in their overall satisfaction with some small differences in responses to specific groups of questions.

- *Ethnicity*

The least positive responses were recorded by participants who preferred not to disclose their ethnic group whilst the most positive responses came from respondents who identified themselves as Arab or Other Ethnic Group.

Objective 6:

Use relevant information and feedback to assess the impact of policies and practices on protected groups more effectively.

Impact assessment proformas and guidelines have been revised to take into account legislative changes and include all protected groups and to include our duties under the Welsh Language Scheme to advance equality for Welsh speakers and opportunities to use and promote bi-lingualism. Progress with impact assessment is monitored through the Principal's office and findings from impact assessment presented with policies prior to approval. However, in some cases there is no accompanying evidence of impact assessments and there needs to be better representation on working groups to ensure that the views of protected groups are taken into consideration. Key findings from impact assessments and actions are included below:

Capability Procedure

Impact assessment undertaken in December 2015

Outcomes:

Need to obtain feedback from focus groups, staff survey and HR monitoring statistics and collate the number and categories of capability cases by protected characteristic

Drugs and Alcohol Policy

Impact assessment undertaken August 2015

Outcomes:

Collect data on disciplinary cases for substances by protected characteristic.

Stop and Search Student Policy

Impact assessment undertaken August 2015

Outcomes:

Collect data on protected groups to monitor impact.

Admissions Policy

Impact assessment undertaken April 2015

Outcomes:

- Translate policy into Welsh
- Information on protected characteristics to be gathered from application data
- Include section on procedures for speakers of other languages to clarify that they may need to be assessed or provide evidence of ESOL qualifications
- Include section on opportunity to disclose disability and request adjustments
- Include accessibility statement

Safeguarding Children and Vulnerable Adults Policy

Impact assessment undertaken August 2015

Outcomes:

Monitor by protected group & referrals made with outcomes and present to Corporation Board

Complaints Procedure

Impact assessment undertaken September 2015

Outcomes:

- Create a bi-lingual version of this procedure
- Complaints recorded by the quality unit, monitor to identify any trends including in relation to protected groups

Objective 7:

Recruit more male and female students and employees in areas and roles where they are currently underrepresented.

Male and female dominated areas have continued to implement positive action strategies. In Engineering, positive action strategies to recruit girls and women include tasters for schools as part of school liaison and Engineering Week Wales activities and Saturday Clubs in Motor Vehicle and Digital Technology. There are more female teaching staff in the department, including BAME women who have been influential in promoting support and understanding of cultural issues with staff and students.

In Hair, Beauty and Holistics, positive action strategies to recruit more males, include introducing a part time barbering course and sports massage course (this has run for a number of years). These courses attract mainly male students and as a result there has been a steady increase in the number of males recruited, including BAME male students.

In Maths, Science and Social Science, positive action strategies have been implemented to address gender stereotypes regarding studying science, and progressing onto degrees in science. This has been achieved through the Science Academy, open evenings, and other specific events (HE+, Further Maths Support Programme). Female role models have been used to inspire more female students to consider careers in science. Two female lecturers lead the FMSP, which involves delivering additional maths lessons to Gower College Swansea students and learners from other schools/colleges in collaboration with Swansea University and female student ambassadors are used in open evenings. Gender imbalances in science are also specifically addressed (e.g. as part of HE+, students receive a talk on 'Girls in Physics' in association with IoP). In Social Science, an area that has been traditionally attracted female learners, open evenings and HE+ events are delivered by male members of staff. Subjects are increasingly looking at gender differences in achievements, for example, Geography have identified that females are consistently achieving higher than males and so have addressed this in their teaching and learning strategies.

Due to the freeze on recruitment during 2014-15 and the measures required to maximise redeployment opportunities for staff whose roles were affected by the efficiency proposals, arising as a result of a reduction in the College's core funding, 31 vacancies were advertised externally. Many of the posts were part-time, leading to a higher proportion of female applicants than

male applicants. Further work is needed through the workforce planning process to try to increase the number of full-time roles advertised in the future to try to encourage more applications from males in those areas where males are currently under-represented. Progress has been made in attracting females into Engineering, with 15% of staff in this area now being female. We have now identified those roles and areas of the college where we need to recruit more females or males and this is now being addressed as part of each area's recruitment / HR plan.

Objective 8:

Complete an equal pay review and develop and implement an equal pay policy.

Progress on this objective has been delayed due to the severe pressure the college has faced as a result of continued cuts in funding, leading to efficiency measures across several areas of the college. The implementation of the new pay scale for business support staff has been received well and as a result there appears to be improved parity and transparency of grading across business support roles. The work required to close the gender pay gap in the college is a difficult one, as the gender pay gap is based predominantly on the high proportion of females employed in roles which are paid the Living Wage. This is due to many of these jobs being part-time and providing the flexibility that many females like to have in order to balance the role of primary carers in many instances with work responsibilities.

Objective 9:

Improve representation of Black and Minority Ethnic groups in the workforce.

Due to the recruitment freeze during 2014-15 and the need to maximise redeployment opportunities for staff whose roles were affected by efficiency measures as a result of a reduction in the college's funding, there were far fewer vacancies advertised than the previous year. However, all externally advertised vacancies were distributed to a range of different community groups and networks in order to help attract applications for more BAME applicants.

Objective 10:

Improve accessibility of college facilities, services, and progression and employment opportunities for disabled people.

Approximately 40 students participate in a 30 week work experience placements. Many of these work experience opportunities also promote sustainability, such as tree planting and growing and selling vegetables and plants. Employers and work placement providers are encouraged to attend the celebratory event arranged for all ILS students who attend work experience. This has raised the profile of the students, the commitment of staff and employers along with positively promoting learning disabilities. The curriculum offer to students has been reviewed to specifically meet the needs of a discreet cohort of learners. For example a 'PACE' group, specifically for autistic learners has been introduced with the aim of aiding progression onto mainstream provision. The AOW (Academy of Work) course has provided excellent opportunities for learners to contribute to work related initiatives with the potential of work or volunteering at the end of the course. Many courses embed fund raising events into their programme, which promotes enterprise and inclusion, while also raising self-esteem of individuals.

The provision of a library resource and a lunch club on A floor for ILS students has provided students with an additional space in which to read and socialise. For some students this is a more suitable environment than the main college library and canteen, which can be very busy.

Obtaining paper-based feedback from ILS students for the Learner Voice survey has increased participation in this survey. This has increased from 3 groups participating in November 2014 to 13 groups taking part in November 2015. Links with schools to aid transition has also improved, with greater participation in college taster days. For example, in December 2014, 17 schools were invited to taster days, and all declined, whereas in December 2015 9 out of the 16 schools invited to taster days participated. Communication with parents has also improved, with more parents providing feedback on the application and progression process.

In the spring of 2013, the college was approached by the local Welsh Assembly member on behalf of the parent and carer's groups in Swansea who represented Autistic Spectrum Disorder (ASD) children and young adults. Concern had been raised to the Welsh Assembly member that Gower College Swansea was not providing the correct environment and curriculum for ASD students to be successful.

The statistics gathered at the time reflected this, with up to 10 – 15 learners (30% of ASD Cohort) leaving college earlier and 15-20 (60% of ASD Cohort) learners not achieving their chosen qualification with less than 50% progressing to further study. It was decided to implement a college ASD Strategy Group that involved representatives from the local authority (social services), local secondary schools and special schools including STFs and SENCO representation, the local Health Board, parent and carer groups, the local university and chaired by the college. The main vision and target for the Group was to focus on transition as a whole, into college, through college and out of college. By focusing on transition key initiatives were implemented:-

- **Creating two key link workers within our ILS (Independent Living Skills) department (Specialist Curriculum) and one key link worker within our Additional Learning Needs (Mainstream Curriculum).** These three staff visited local schools to attend initial reviews for students hoping to progress to college. This allowed the college to understand the student needs, future plans and prepare the environment and curriculum in readiness.
- **Planning and Familiarisation Visit and Taster Sessions**
Prospective students and parents/carers would be invited into the college for a visit/s. The key link worker would be there, plus potential support staff and lecturers.
- **Linking with External agencies**
Ensuring careers reports were passed on to the college. Health Board and Social Services reports were passed on to the college if relevant.
- **Training and support of college staff**
Using the vast experience of ASD Strategy Group to target and access training ensuring all support and lecturing staff became familiar with ASD student's needs and behaviours.
- **Monitoring and Evaluating.** Regular updates on student enrolment numbers, withdrawals, transfers, attendance and successful completion were presented regularly to the ASD Strategy Group.
- **Adjusting the Environment**
Again with support and advice from the ASD Strategy Group membership, initiatives such as a 'chill out room and zone' were incorporated into our estates plans. Also, the development of accessibility and transport plans.

- **Curriculum Changes.** The introduction of an ASD full time course at Entry level.

The ASD Strategy Group linked internally influencing senior management decisions at the college and externally group representatives attended local and national ASD strategy groups.

Through the focus on transition and the partnership approach students are now staying at the college. In July 2015 the full 56 (100% of cohort) of ASD learners stayed in college and achieved their chosen qualification, and 49 learners (88% of cohort) moved on to further study.

Further engagement and promotion work is needed to convey the college as an employer that is "disability friendly." This will encourage applicants to be confident that in declaring a disability, their application would not be treated less favourably. In this reporting period only 0.9% of all job applicants declared they had a disability on the equality monitoring form. This very low figure reflects the known issue of the under-declaration of disability by job applicants. This is likely to be linked to candidate's concern that a declaration at the point of application could have a detrimental impact on the success of the application. The college however provides excellent facilities and support to those staff who are affected by a disability during the course of their employment, although there is further work to do to capture these measures to enable reporting on them.

Arrangements to Identify and Collect Relevant Equality Information

The college gathers relevant equality information via:

- student medical disclosures
- enrolment forms
- application forms (staff and student);
- equality and diversity monitoring forms (requesting information on protected characteristics not already gathered from enrolment forms, e.g. sexual orientation, religion and beliefs, marital status, transgender)
- data available through the college intranet under Management Integrated Information Systems (MIIS) and "My eILP"
- staff e-portfolios (All About Me);

- statistics on take up of support;
- Learner Voice Surveys and focus groups and Student Council Consultations;
- Staff Perception Surveys;
- course review process;
- training events;
- relevant external publications, for example research and reports on equality issues affecting particular groups.

This provides us with information and feedback on:

- student enrolment by gender, age, ethnicity and disability (by faculty, learning area, mode of study and main campus);
- student enrolment by gender (including transgender), age, ethnicity, disability, marital status (including civil partnership) and religion and beliefs (partial information at this stage);
- student retention and attainment by gender, ethnicity and age group;
- staff applications and representation across various departments, roles, levels and modes of employment;
- people employed by each protected characteristic (partial information at this stage);
- people who have applied for jobs by each protected characteristic;
- take up of particular support services by different learners (e.g. for students with disabilities and learning difficulties);
- staff and student perceptions, levels of awareness and satisfaction;
- perceptions of certain protected groups and issues affecting particular groups;
- good practice and areas for improvement in relation to embedding equality and diversity in teaching and learning and service delivery;
- relevant partnership activity and links with organisations to help advance equality in college and the wider community.

Effectiveness of Arrangements and Steps Taken and Future Challenges and Priorities

The college has taken steps to gather data on protected characteristics. For example, by requesting staff and students to provide this information online and setting up databases and updating systems to help monitor this information.

Since September 2013, this information has been collected when students first access the college network. However, there are still issues with the accuracy of information provided by students, in particular and the numbers of staff and students who have not provided this information. Further awareness-raising and training is needed to improve this.

We will also need to improve our feedback and quality reporting mechanisms in order to capture feedback from protected groups and evidence of progress more effectively. Focus groups and possibly interviews with specific protected groups will take place to obtain feedback and explore potential issues.

Student Data by Protected Characteristic

Gender

Headcounts by Gender and by Gender and Mode

Headcount By Gender	Total	Male	%	Female	%
Cross College	10103	4633	46	5470	54

Headcount By Gender & Mode	Total	Male	%	Female	%
Cross College Full Time	4786	2232	47	2554	53
Cross College Part Time	5317	2401	45	2916	55
Gorseinon Full Time	2470	1105	45	1365	55
Swansea Full Time	2316	1127	49	1189	51

In 2014 -15 the student cohort was 10103, with 54% female and 46% male students. This is similar to 2013-14, when the student cohort was 14,969,

with 6514 (43.5%) male and 8455 (56.5 %) female students, although the gender balance has improved slightly. With regards to full time students the gender split is 47% male and 53% female, which is the same as 2013-2014. The number of part time learners is 5317. The gender balance (45% male and 55% female) shows almost a 3% increase in in the proportion of males compared with last year.

Ethnicity

Headcount by Ethnic Origin	Total	%	Female	Male
Arab	64	0.6	29	35
Asian – Bangladeshi	112	1.1	66	46
Asian – Indian	29	0.3	19	10
Asian – Pakistani	32	0.3	16	16
Black – African	211	2.1	74	137
Black – Caribbean	7	0.1	3	4
Chinese	59	0.6	39	20
Mixed – White and Asian	40	0.4	21	19
Mixed – White and Black African	14	0.1	8	6
Mixed – White and Black Caribbean	23	0.2	17	6
Other Asian background	161	1.6	88	73
Other Black background	7	0.1	3	4
Other Ethnic background	71	0.7	43	28
Other Mixed background	15	0.1	8	7
White	9105	90.1	4976	4129
Not known	141	1.4	56	85
Information refused	12	0.1	4	8

The proportion of Black, Asian and Minority Ethnic (BAME) students in college is 8.4%, which is 2.4% higher than the proportion of BAME people in Swansea's total population. This is according to the latest official estimates, which suggest a non-white ethnic population of around 14,300 - 6.0% of Swansea's total population (2011 Census). In 2014-15 90.1% of the student cohort identified themselves as white. This is similar to 2013-14, when 13,414 students (90% of the student cohort) identified themselves as white. 12 people refused to provide this information 0.1%, which is an

improvement on last year, when 40 people (0.3%) refused to provide this information. The number of people who did not provide this information has decreased: 141 people in 2014-15 did not provide this information, compared with 468 in 2013-14. Asian Bangladeshi (112 students), Other Asian (161) and Black African (211 students) are still proportionately the largest BAME groups. The numbers of Black African students has increased by 43 compared with 2013-14 and the numbers of Other Asian and Bangladeshi have decreasing by 49 and 50 respectively. The majority of Black and Minority Ethnic students are based at Swansea sites.

Age

Headcount by Age Group	Total	%	Female	Male
Under 16	174	1.7	51	123
16-19	4330	42.9	2200	2130
20-24	1305	12.9	632	673
25-29	998	9.9	544	454
30-39	1481	14.7	880	601
40-49	925	9.2	580	345
50-59	615	6.1	397	218
60-69	203	2.0	136	67
70-79	47	0.5	35	12
80-89	14	0.1	10	4
Unknown	11	0.1	5	6

The largest age group is 16-19 year olds, which make up 42.9% of the whole cohort. This is higher than in 2013-14, where 16-19 year olds made up just over a third of the student cohort. The gender split in this age group is almost equal, with a slightly higher proportion of males than the overall cohort. The proportion of males in the under 16 cohort is significantly higher than females with more than double the number of males than females in this area (29% female, 71% male). This is similar to the proportions of previous years. In 2013-14 the balance was 98 (67%) males and 49 (33%) females; in 2012-13 there were 190 males (61%) and 119 females (39%) and there were 214 males (57%) and 160 females (43%) in 2011-12. The gender gap in this age group is increasing, with the proportion of females decreasing year on year. This trend will need to be investigated further to establish why fewer girls are enrolling in this age group and whether this relates to curriculum changes or choices available.

Disability

Headcount by Disability/Learning Difficulty	Total	%	Female	Male
learner considers himself or herself to have a learning difficulty and/or disability	1231	12.2	601	630
learner does not consider himself or herself to have a learning difficulty and/or disability.	8549	84.8	4728	3821
not known/information not provided/not required	305	3.0	132	173

12.2% of the student cohort declared a disability or learning difficulty. This is 1% higher than the proportion of students declaring a disability or learning difficulty in 2013-14, although the actual number is lower (1,231 in 2014-15 compared with 1,609 in 2013-14) because the student cohort is smaller. The percentage of students who did not provide this information is slightly 1 % lower than last year (3% compared with 4 % in 2013-14). The gender balance does not reflect the student cohort as the proportion of males declaring disability or learning difficulties is higher.

Student Headcount by Learning Area and Gender

Enrolments by Learning Area	Full Time				Part Time			
	Female	%	Male	%	Female	%	Male	%
A/AS Levels (Headcount)	874	57.5%	644	42.5%				
Business	81	41%	117	59%	214	63%	128	37%
Creative Arts	101	54%	86	46%				
Engineering	24	5%	468	95%	6	2.5%	232	97.5%
ESOL	101	55%	83	45%	302	57%	228	43%
Hair & Beauty	260	94.5%	15	5.5%	142	80%	36	20%
Health & Care	672	88%	95	12%	301	91%	31	9%
Hospitality, Travel & Tourism	70	64%	39	36%	17	68%	8	32%
Humanities	19	61%	12	39%	221	67%	107	33%
Independent Living Skills	55	39%	85	61%	87	44%	111	56%
Maths, Science & Social Science	59	54%	51	46%	41	63%	71	47%
Sport, Public Services, PE	103	26%	299	74%	20	36%	36	64%

Technology	20	10%	178	90%	1	7%	14	93%
Visual Arts	132	60.5%	86	39.5%	169	90%	18	10%
Adult Basic Skills					175	59%	124	41%
GCS Training					965	53%	866	47%
Learn Direct								
SCVS								
Work Based Learning					337	41%	477	59%

When looking at learning area and gender we can see that the gender balance changes significantly for particular programme area and types of programme. With regards to full time enrolment, for A and AS Level, the balance is 874 (57.5%) female and 644 (42.5%) male. This indicates a 2% increase in the proportion of females taking A Level programmes compared with the 2013-14, when there were 830 female (55.5%) and 664 male (44.5%).

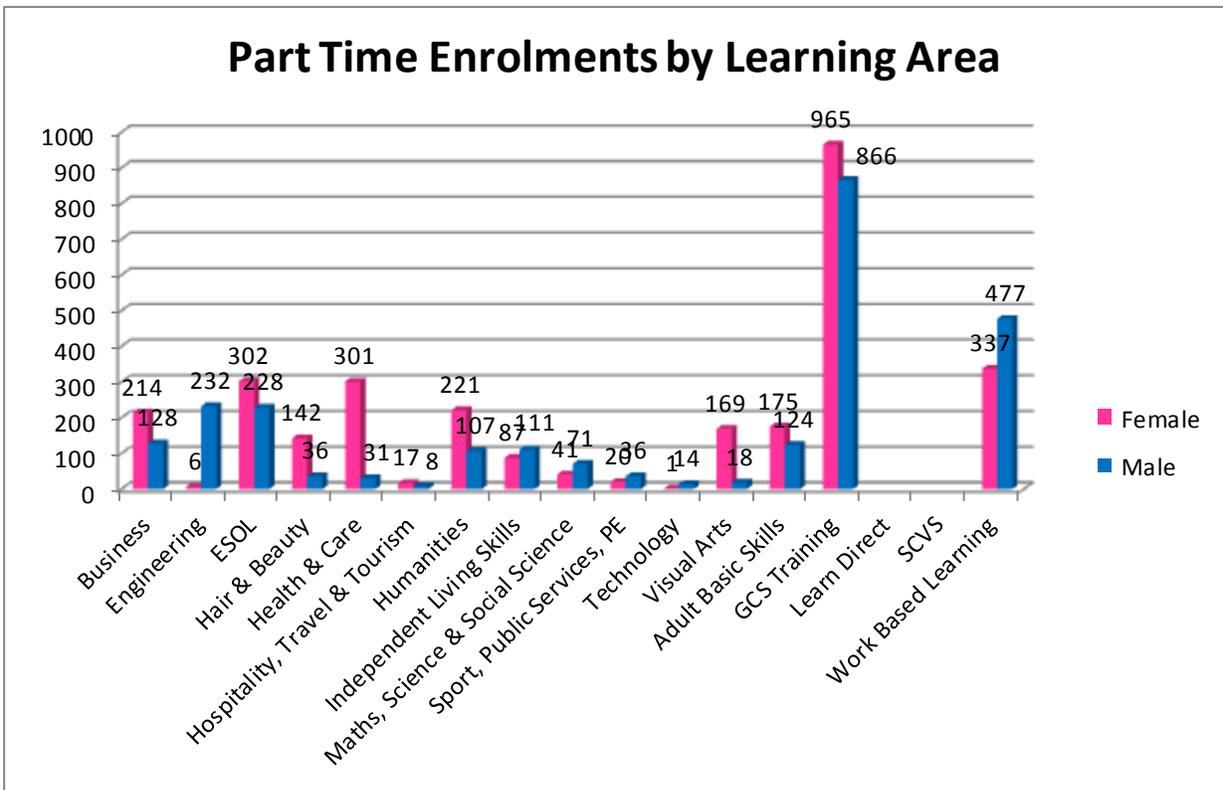
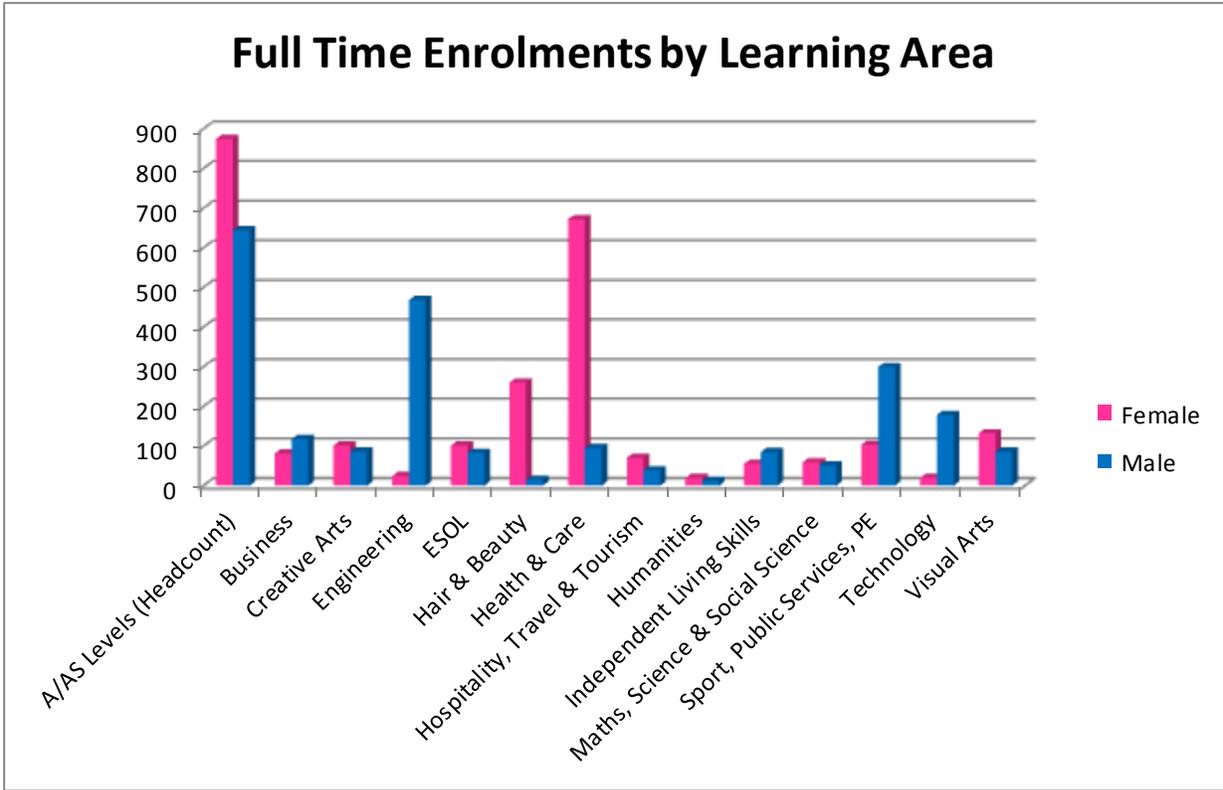
The most female dominated areas are Hair and Beauty (94.5% female); Health and Care (88% female); Hospitality, Travel and Tourism (64% female) and Humanities (61% female). However in each of these areas, when looking at full time programmes, the proportion of male students has increased compared with last year. For example, in Humanities there 12 male students in 2014-15 (39%) compared with 9 in 2013-14 (33%), which represents a 6% increase in the proportion of male students in this area. In Health and Care there were 95 (12%) male students in 2014-15 compared with 65 male students in 2013-14 (8%), a 4% increase in the proportion of male students, and in Hair and Beauty there were 15 male students in 2014-15 (5.5%) compared with 9 male students in 2013-14 (4%). However, in Health and Care, on part time programmes, the number of males has decreased from 109 in 2013-14 (13%) to 31 (9%) in 2014-15.

Male dominated areas are Engineering (95% male); Technology (90% male); Sport, Public services and P.E. (74% male); Independent living Skills (61% male) and Business (59% male). The proportion of full time female Engineering students is roughly the same as last year. The number of part time female students has doubled, from 3 to 6, representing a 2% increase in the proportion of part time female students in this area. Technology is 10% female, for both full and part time programmes. For full time programme this represents a 1% decrease in the proportion of female students compared with last year; however for part time programmes the proportion of female students has decreased from 51% in 2013-14 (58 students) to 7% in 2014-15 (1 student).

The proportion of full time female students in Sport, Public Services and P.E. has increased by 6% (103 (26%) female students in 2014-15 compared with 80 (20%) in 2013-14). 36% of part time students in this area are female, which is a 13% increase in the proportion of female students in this area compared with last year (63 female part time students in 2014-15 compared with 9 in 2013-14).

In Maths, Science and Social Science, the gender balance reflects the overall cohort when looking at full time programmes, but when looking at part time programmes becomes more female dominated (63% female). For part time programmes, the gender balance in this area reflects that of the previous year; however for full time programmes the proportion of female students in this area has increased by 14% compared with the previous year (59 (54%) in 2014-15 compared with 38 (40%) in 2013-14).

The proportion of females taking Adult Basic Skills is slightly higher than in the overall cohort (58.5%), although this represents a 3.5% decrease in the proportion of males compared with last year. The proportion of females taking GCS training programmes is slightly lower (53%) than in the overall cohort. This is a 2% increase in the proportion of males in this area compared with last year. For Work Based Learning the proportion of males (55%) is higher than in the overall cohort, although the proportion of female students in this area has increased by 4% compared with 2013-14.



Retention and Attainment by Gender, Ethnic Group and Age

Full Time Retention and Attainment

FT Retention	2014-2015
White	90.4
Non-white	93.4
Information Refused	100

Male	91.5
Female	91.1

16-18	92.3
19+	84.2

FT Attainment	Vocational	A Level Subjects
White	81.1	84.8
Non-white	85.9	86.9
Information Refused	100	

Male	81.9	83.3
Female	81.2	86.4

16-18	83.0	85.2
19+	92.5	78.9

Ethnicity

In 2014-2015 the retention of full time White students and Black, Asian and Minority Ethnic (BAME) students was 90.4% and 93.4% respectively. This is lower than the retention figures for 2013-14 which were 92% and 95% respectively and 2012-2013 (93% and 95.6% respectively). Attainment of BAME students is almost 5% higher than White students for full time vocational programmes and 2% higher for full time A Level programmes. This is similar to last year's results for vocational students, and for A Level students, attainment figures are almost 10% higher for both BAME and White Students.

Gender

Retention of males and females is almost equal, which is in line with last year's results. Attainment of male and female students on vocational programmes is almost equal and for A Level students attainment of females is approximately 3% higher than males, whereas in 2013-14 it was approximately 6% higher.

Age

Retention is approximately 8% higher for students in the 16-18 age compared with students aged 19 and over. This is 3% higher than 2013-14. Attainment is almost 10% higher for over 19 year olds on vocational programmes and almost 6% lower for over 19 year olds on A level programmes. In 2013-14 it attainment results for over 19s was lower for students compared with 16-19 year olds on vocational and A Level programmes: approximately 4% lower for vocational students and almost 20% lower for A Level students.

Other Protected Characteristics

2014-2015 Student Cohort: On-line Responses to

Protected Characteristics Questions Recorded in February 2015

Religion/Belief	Option	Students	%
	Agnostic	122	6.15%
	Atheism	510	25.69%
	Buddhism	16	0.81%
	Christianity	656	33.05%
	Hinduism	11	0.55%
	Humanism	12	0.60%
	Information Declined	378	19.04%
	Islam	59	2.97%
	Judaism	14	0.71%
	Other	198	9.97%
	Sikhism	9	0.45%
Total		1985	100%

Marital Status	Option	Students	%
	Civil Partnership	24	1.21%
	Co-habiting	42	2.12%
	Divorced	12	0.60%
	Estranged	19	0.96%
	Information Declined	182	9.17%
	Married	52	2.62%
	Separated	4	0.20%
	Single	1626	81.91%
	Widowed	24	1.21%
Total		1985	100%
Sexual Orientation	Option	Students	%
	Bi-sexual	54	2.72%
	Gay Man	50	2.52%
	Heterosexual	1543	77.73%
	Information Declined	317	15.97%
	Lesbian	21	1.06%
Total		1985	100%

Gender	Option	Students	%
	Female	991	49.92%
	Information Declined	74	3.73%
	Male	885	44.58%
	Transgender	35	1.76%
Total		1985	100%

With reference to student on-line responses for 2014-2015, the number of students providing this information seems to have decreased (1985 compared with 2662 in 2013-2014). However this may be because the pop-up question requesting information from students on protected characteristics was disabled when the college updated the computer systems to Windows 7. It has now been re-activated. The number of students identifying themselves as transgender, although still quite high at 35, is significantly lower than in 2013-2014 (99). Although this indicates that the information is still unreliable (at least in relation to the section on gender) it does suggest that more students are giving accurate information. 16% of students who declined to give information on their sexual orientation.

In 2012-13 and 2013-14, it was also likely that the responses relating to marital status were inaccurate due to the high numbers identifying themselves as being in a civil partnership and widowed, particularly when considering the fact that the age group of the majority of respondents is the 16-18 age bracket. However in 2014-15, the numbers identifying themselves as in a civil partnership and widowed also dropped significantly (approximately half as many). This also suggests that more students are giving accurate information when answering questions relating to their marital status.

From the information provided in relation to other protected characteristics, we can see that Christianity is the largest religious group and the number of people with no religion is also high. This reflects national trends according to 2011 census statistics. 19% of students who responded declined to give information on their religious beliefs.

Data Collection & Monitoring:
Employment Data

Workforce

As of 31st March 2015 the employment data reports:

The total workforce numbered 995, compared with 1035 the previous year - a reduction of 3.8%

61.9% of staff are female, 38.1% are male.

92.1% are white, 2.7% Black, Asian and Minority Ethnic (BAME), 5.1% have not provided data and their ethnicity is therefore unknown.

20% of the workforce is under the age of 35, and 55% between the ages of 35 and 54, 24% are over 55.

4.1% of the workforce declared a disability.

56% of the workforce are married, 23% are single.

Job & Grade

The numbers of staff and the proportion of the workforce in respect of employment activity has changed very little in the last 12 months.

Lecturers:

39% (392) of the workforce are lecturers,
71% (280) are employed on salaried contracts 29% (112) on hourly paid contracts.

58% of lecturers are female

15% of lecturers are employed on temporary contracts.

The main age distribution of lecturers is between the ages of 35-54 (62%) and just 17 % of lecturers are under the age of 34.

3.5% of lecturing staff recorded their ethnic background as BAME

6.9% of academic staff recorded themselves as having a disability, however disability data is not available for 37% of lecturers.

Tutors / Trainers & Assessors:

11% (111) of the total workforce are employed in this category.

86% (95) are employed on salaried contracts

14% (16) on hourly paid contracts.

26% (29) of staff in this activity group are employed on fixed term contracts.

59% of this group of staff are female.

The main age distribution of this category of staff is 35-54 (61%).

Just 1.8% of this group of staff are from an ethnic background that is BAME.

The percentage of this category of staff recording a disability is 7.4%.

Data on disability is not available for 36% of staff in this category.

Business Support Staff:

15% (154) of the workforce are in business support activity.

97% of these staff are employed on salaried contracts, however the proportion of staff employed on temporary contracts has increased from 11% last year to 17% this year.

75% of staff in this activity are female.

The main age distribution of this category of staff is 35-54 (66%).

Just 1.3% of this category of staff recorded an ethnic background that is BAME.

The percentage of this category of staff recording a disability is 9.1%. Data on disability is not available for 29% of staff in this category.

Services / Facilities Staff:

13% (126) of the workforce are employed in this category of activity.
65% (82) are employed on salaried contracts, 35% (44) on an hourly paid / casual basis.
23% of staff are employed on temporary contracts.
66% of this category of staff are female.
The age distribution of this group of staff is even across all age bands, however 1 in 4 are under the age of 24.
4.7% of staff recorded a BAME ethnic background.
Just 1.7% recorded a disability, however data is not available for 70% of staff in this category.

Education Support Staff:

16% (161) of staff are employed in activity linked to providing direct support to learners.
61% (98) are employed on salaried contracts, whilst 39% (63) are on an hourly paid / casual basis.
33% of staff are employed on fixed term contracts.
63% of staff in this category are female. There is a fairly even distribution of staff in this category across most age ranges.
Just 1.2% of staff in this category have recorded an ethnic background of BAME.
8.5% have recorded a disability, however disability data is not available for 56% of staff in this category.

Management Spine:

5% (48) of staff are employed on management spine contracts.
46% of this category of staff are female.
65% of this group of staff are within the age bands of 45-55 (43%), and 55-60 (16%).
2% of this group are from a BAME background.
4% of staff recorded a disability within this category.

Working Pattern

58% of all staff work on a part-time basis, and 42% work on a full-time basis.

67% of all female staff work on a part-time basis and 33% work on a full-time basis compared to 44% of all male staff work on a part time basis and 56% on a full time basis.

Employment Status

80% of all staff have a permanent contract and 20% have fixed term contracts

83% of all female staff have a permanent contract, 17% have a fixed term contract. This is higher compared with male staff: 75% of all male staff having a permanent contract and 25% having a fixed term contract.

77% of all BAME staff have a permanent contract, and 22% are on a fixed term contract. This is slightly lower than the proportion of all white staff who are on permanent contracts (82%).

95% of all staff recording a disability are on a permanent contract. This is slightly higher than the proportion of staff on a permanent contract, who have declared having no disability (90%).

Training & Staff Development

832 staff undertook a total of 6,056 training sessions. In total 85% of staff have engaged in training activities through the Staff Development Unit.

Out of a total of 6,075 applications to attend training events, just 19 (0.31%) were turned down in total.

Of those staff who participated in training, 66% were female staff and 34% were male staff, which is in line with the gender split of the workforce.

1.9% of all staff who participated in staff development activities were of a BAME ethnic background. These figures are relatively proportionate to the total workforce.

Of the 832 staff who participated in staff development activities, 40 had recorded a disability. These staff made a total of 304 applications for training, on average 7.6 applications each with all applications being approved. This average number of sessions is consistent with the total average number of training sessions undertaken by all staff who participated in staff development activities.

The age distribution of those staff who participated in training was broadly in line with the age distribution of the workforce as a whole, except for the age group 16-24 whose participation was proportionately lower at just 1.1%,

whereas this group of staff make up 4.6% of the total workforce. Proportionately, staff in the age band 45-54 also participated at an increased level: at 35% compared with the percentage of staff within this age band for the whole workforce at 31%.

Leavers

During the academic year commencing 1st September 2014 and 31st August 2015, 102 staff left the college's employment, representing approximately 10.25% of the total workforce. This is a significantly lower number compared with 2013-14, when 182 (17%) of the total number employed left.

The gender split of leavers was 64% female, 36% male, which is broadly in line with the gender split of the whole workforce.

58% of leavers were salaried staff, whilst 42% were employed on hourly paid contracts.

The age distribution of leavers was broadly even across all age bands. 46% of all leavers were 55+, whilst 43% were in the age range 34-54.

1.7% of leavers were of a BAME Ethnic background, compared with 81.7% of leavers who were white. Information concerning BAME background was not available for 16% of leavers.

3.4% of leavers reported a disability, 36.6% reported no disability, however the disability status of a large proportion (60%) of leavers is not known.

Recruitment

During the reporting period, the college advertised 53 vacancies, comparatively significantly fewer vacancies than in the previous year. This is due to a reduction in the college's funding requiring staff efficiencies achieved through a voluntary redundancy programme. For the majority of the reporting period there was a freeze on recruitment. Of the 53 vacancies advertised, 22 were only advertised internally due to ongoing efficiency and redeployment measures.

The total number of applicants for these 53 vacancies posts was 428. The average number of applications per post is 8.07. This is a decrease from last year, where the average number of applicants per post was 10.3. In the previous year, there were 772 applications across a total of 89 posts.

Of these 53 vacancies, 40 were advertised as part time or fractional posts, and 13 were advertised as full time posts.

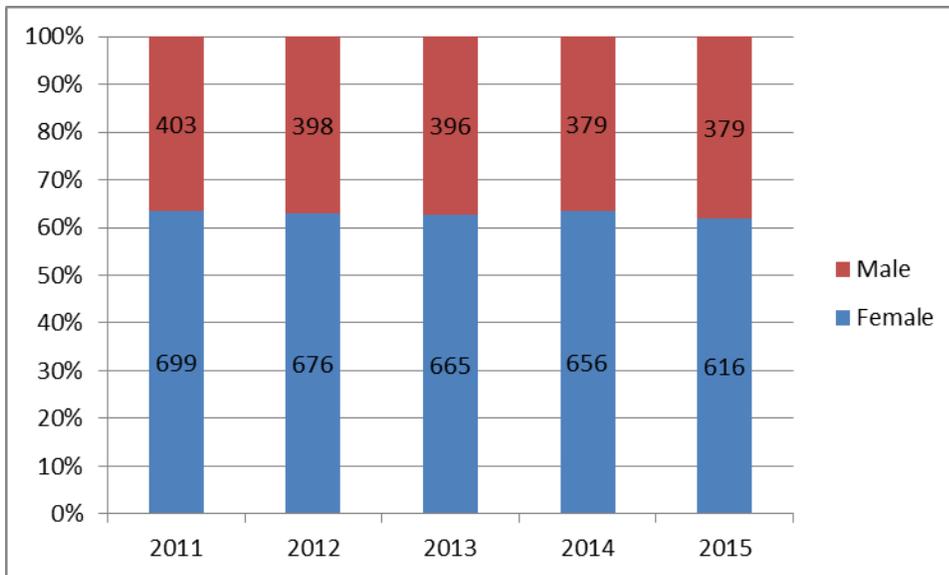
77.8% of all job applicants were external applicants, whilst 21.9% of all job applications were made by staff already employed by the college.

During this period, 52.8% of new appointments were external applicants, and 47% of new appointments were applicants already employed in the college.

Data reported by Protected Characteristic

Gender

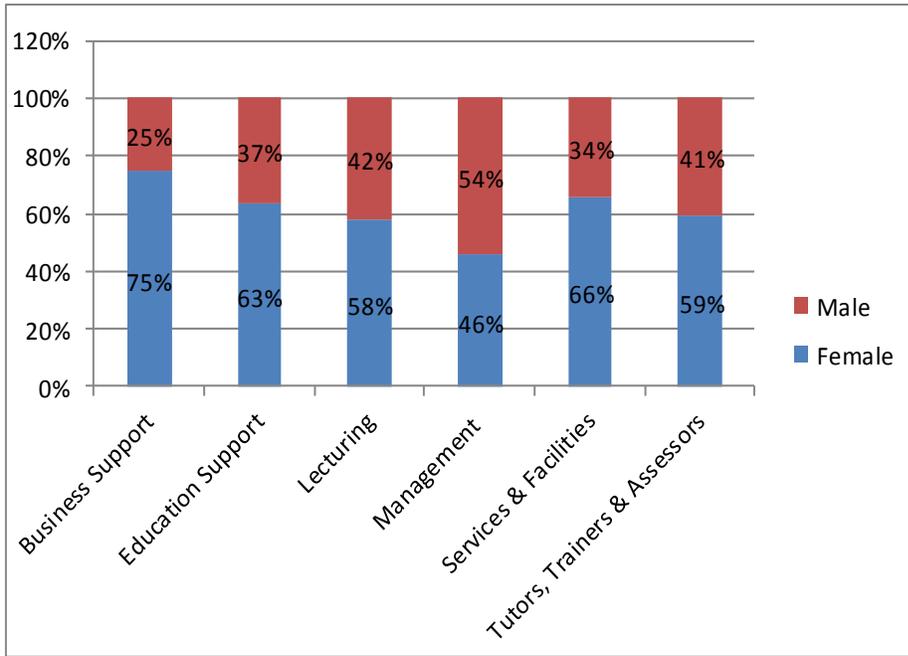
Overall workforce – Gender Split



Total staff composition:

2011 63% female, 2012 = 63%, 2013 = 63%, 2014 = 63%, 2015 62%

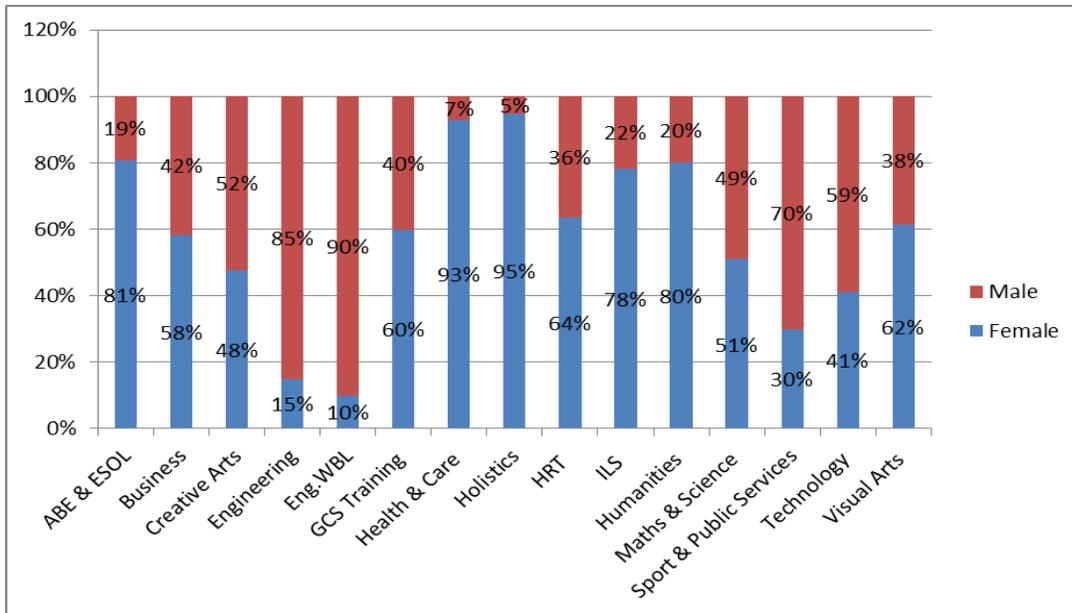
Job Activity – Gender Split



More female than males are employed across all activities with the exception of management roles, where 46% of Managers are female, compared with 54% male.

75% of staff business support staff are female, Female staff represent 58% of all lecturing staff.

Learning Area – gender split of staff



10 out of 15 of the learning areas have a higher proportion of female than male lecturers.

95% of staff within the Holistics Learning Area are female

93% of staff within Health & Care are female

15% of staff within Engineering are female

Gender Split of Leavers

Gender	Total	%
Female	107	61.1%
Male	68	38.9%
Total	175	100.0%

The proportion of males and females leaving the employment of the college during this reporting period mirrored closely the gender split of the whole workforce. (62% F).

Training Applications for Training - Gender Split

Gender	Total	%
Female	3995	65.8%
Male	2080	34.2%
Total	6075	100.0%

The split of training applications by gender was very close to the overall gender split in the workforce, although the total number of applications received from male staff was slightly lower proportionately at 34.2% in comparison with the proportion of the workforce which is male (38%).

Approved Applications for Training – Gender Split

Gender	Approved	%	Not approved	%	Total
Female	3980	99.6%	15	0.4%	3995
Male	2076	99.8%	4	0.2%	2080
Total	6056	99.7%	19	0.3%	6075

There was no evidence to suggest that applications from male or female candidates were treated differently, with 99.6% of applications from female staff being successful, and 99.8% of applications from male staff.

Job Applications and Progression - Gender Split

Gender	% applications	% shortlisted	% Successful
Female	62.1%	64.5%	60.4%
Male	37.9%	35.5%	39.6%
Grand Total	100.0%	100.0%	100.0%

Almost 62% of all job applications were from females. The numbers of female and male applicants progressing to interview were broadly proportionate to the total numbers applying.

The high proportion of applications from female candidates could be explained due to the higher proportion of part time posts advertised which are traditionally more attractive to women. There were 40 part time and 13 full time posts advertised.

Job Application Success Rates - By Gender

Gender	%Applications	% Shortlisted	% Successful
Female	62.1%	30.1%	12%
Male	37.9%	27.2%	13%

Further analysis was undertaken to see whether applications from men and applications from women were treated differently, affecting their chances of success. However there was no statistical evidence to suggest that either men or women were treated differently in relation to short-listing: on average 3 out of 10 male applications progressed to short-listing and 3 out of 10 female applications progressed to short-listing. Men were slightly more successful in securing a appointment, with 13% of all male applications leading to a successful appointment, whereas 12% of female applicants were successful.

Age

The age profile of the total workforce

Age Range	Option	2012	2013	2014
	16-24	4.4%	4.4%	4.8%
	25-34	14.9%	16.7%	15.8%
	35 – 44	25.9%	26.6%	25.6%
	45 – 54	27.3%	27.4%	29.7%
	55 – 60	15.6%	14.2%	14.2%
	61 – 65	6.1%	5.6%	5.1%
	65 plus	5.8%	5.1%	4.7%
Total		100%	100%	100%

The age distribution has remained fairly constant as a result of low attrition rates.

53% are aged between 35 and 54

20% are under the age of 34.

10% are 61 or over.

Gender Split by Age Range (total workforce)

Proportion of male / female staff by each age range	Option	% Female	% Male
	16-24	56.3%	43.8%
	25-34	58.6%	41.4%
	35 – 44	65.1%	34.9%
	45 – 54	65.5%	34.5%
	55 – 60	66.7%	33.3%
	61 – 65	51.0%	49.0%
	65 plus	36.2%	63.8%
Total		61.9%	38.1%

The proportion of women employed is higher than the proportion of men across all age ranges except 65 plus. There are twice as many females in the workforce compared with males in the age ranges, 35-60. However there are broadly the same number of males and females in the age range 61-65, and then twice as many males as females in the age range 65 plus.

Gender split by Age range (leavers)

Proportion of male / female staff by each age range	Option	% Female	% Male
	16-24	47%	53%
	25-34	63%	37%
	35 - 44	74%	26%
	45 - 54	66%	34%
	55 - 60	50%	50%
	61 - 65	69%	31%
	65 plus	50%	50%
Total		61.1%	38.9%

The gender split of leavers, by age range was broadly in line with the gender split by age range across the whole workforce, although an equal proportion of male and female staff left in the age range 55-60 and 65 plus.

Proportion of the Workforce by Age and Gender

Age Profile by gender	Option	Total %	Female	Male
	16-24	4.7%	2.7%	2.1%
	25-34	16.0%	9.2%	6.5%
	35-44	25.6%	16.7%	8.9%
	45-54	29.3%	19.5%	10.3%
	55-60	14.2%	9.4%	4.7%
	61-65	5.5%	2.6%	2.5%
	65 plus	4.6%	1.7%	3.0%
Total		100%	100%	100%

Proportion of Leavers by Age and Gender

Age Profile by gender	Option	Total	Female	Male
	16-24	19%	9%	10%
	25-34	11%	7%	4%
	35-44	22%	16%	6%
	45-54	22%	14%	7%
	55-60	10%	5%	5%
	61-65	9%	6%	3%
	65 plus	7%	3%	3%
Total		100%	100%	100%

The number of leavers in the age range 16-24 was proportionately much higher than the proportion of staff employed in this age range, although the gender split was broadly even. A significant proportion of leavers in this age group were engaged to delivery on a casual hours basis in the college's hospitality and leisure services.

Training Applications by Age Band

Age Band	Applications Approved	% Approved	Applications Rejected	% Rejected	Total	%	Workforce profile
16 – 24	68	100.0%	0	0.0%	68	1.1%	4.8%
25 – 34	823	99.5%	4	0.5%	827	13.6%	15.8%
35 – 44	1637	99.8%	4	0.2%	1641	27.0%	25.6%
45 – 54	2133	99.8%	5	0.2%	2138	35.2%	29.7%
55 – 60	913	99.6%	4	0.4%	917	15.1%	14.2%
61 – 65	315	99.4%	2	0.6%	317	5.2%	5.1%
65 plus	167	100.0%	0	0.0%	167	2.7%	4.7%
Total	6056	99.7%	19	3.1%	6075	100.0%	

There was a close alignment in the age distribution of staff applying for training, with the age distribution of the workforce, with a couple of exceptions, where proportionately fewer applications were made by staff age 16-24 and 65+ and a proportionately higher number of training applications being made by staff aged 45-54 (35.2%) than the proportion of the workforce in this age range (29.7%).

Job Applications by Age

Age Range	Option	2011-12	2012-13	2014-15
	16-24	8.6%	14.9%	11.4%
	25-34	25.1%	35.4%	31.3%
	35 – 44	22.3%	20.8%	27.3%
	45 – 54	20.1%	18.6%	21.5%
	55 – 60	5.6%	4.4%	8.2%
	61 – 65	0.9%	0.8%	0.2%
	65 plus	0.2%	0.1%	0%
	Information declined	17.2%	4.9%	0%
Total		100%	100%	100%

The largest proportion of applications were received from applicants aged between 25 and 34 (31.3%). 7 out of 10 applications were from candidates aged 44 and under. 8.4% of applicants were from staff aged 55 or older.

Job Application Success Rates - By Age Band

Age Range	Option	% shortlisted	% appointed
	16-24	22.4%	6.1%
	25-34	29.1%	11.2%
	35 - 44	29%	15.4%
	45 - 54	33.7%	14.1%
	55 - 60	25.7%	11.4%
	61 - 65	0%	0%
	65 plus	0%	0%
	Information declined	0%	0%

Analysis of the proportion of applications in each age range that progressed to the short-listing stage shows that applicants aged between 16 and 24 were less likely to be shortlisted than applications in other age ranges. This is likely to be due to lesser experience than candidates in other age groups. Analysis of the proportion of successful applications within each age range shows that proportionately the age range that yielded the most appointments was the age range 35-44 with 15.4% of applications from this age group leading to appointment. Whereas staff aged between 16 and 24 were less likely to be successful, with only 6.1% of applicants from within this age range being appointed.

Ethnicity

Ethnicity - whole workforce profile

Ethnicity	Option	Staff	%
	Bangladeshi	2	0.2%
	Black African	2	0.2%
	Black Other	2	0.2%
	Chinese	3	0.3%
	Indian	3	0.3%
	Mixed - White and Asian	4	0.4%
	Other	5	0.5%
	Other Asian	3	0.3%
	Other mixed background	3	0.3%
	White British	907	91.2%
	White Irish	4	0.4%
	White Other	6	0.6%
	Information Declined	9	0.9%
	Information not Provided/Not Known	42	4.2%
Total		995	100.0%

91.2% (907) of employees class their ethnicity as “White British”. This closely mirrors the profile of our student cohort, where 90.1% of all learners disclosed their ethnic background as white.

2.7% (27) of staff are “non-white.” This is lower than the estimated local non-white ethnic population, representing approximately 6% of the population of Swansea as per the 2011 census. Further engagement is needed with non-white communities in the area in order to try to encourage more applications from these communities to help align our workforce to better reflect the community we serve. However the volume of recruitment was lower in 14-15, therefore opportunities were also reduced. Data was not available for 4.2% (42) employees.

Ethnicity Profile of Leavers

Ethnicity	Option	Staff	%
	Black African	1	0.6%
	Other Asian	1	0.6%
	Indian	1	0.6%
	White British	143	81.7%
	Information not Provided/Not Known	29	16.6%
Total		175	100.0%

The ethnicity profile of leavers was broadly representative of the ethnicity profile of the workforce as a whole, with total leavers whose ethnicity was within the BAME was 1.7%. Further work is needed to capture records, where missing through a leavers questionnaire prior to the individual’s employment terminating.

Training Applications by Ethnicity

Ethnicity	Approved	%	Not approved	%	Total	%
Bangladeshi	0	n/a	0	n/a	0	0.0%
Black African	19	95.0%	1	5.0%	20	0.3%
Black British	0	n/a	0	n/a	0	0.0%
Black Other	10	100.0%	0	0.0%	10	0.2%
Chinese	13	100.0%	0	0.0%	13	0.2%
Indian	4	100.0%	0	0.0%	4	0.1%
Mixed - White and Asian	18	100.0%	0	0.0%	18	0.3%
Other	39	100.0%	0	0.0%	39	0.7%

Other Asian	4	100.0%	0	0.0%	4	0.1%
Other mixed background	3	100.0%	0	0.0%	3	0.1%
White British	5692	99.7%	17	0.3%	5709	96.6%
White Irish	41	100.0%	0	0.0%	41	0.7%
White Other	49	100.0%	0	0.0%	49	0.8%
Information Declined	54	100.0%	0	0.0%	54	0.9%
Information not Provided/Not Known	110	99.1%	1	0.9%	111	1.9%
Total	5892	1094.7%	18	5.3%	5910	100.0%

Total applications from staff who recorded their ethnicity as a BAME, represented 1.8% of all training applications, slightly lower proportionately than the 2.7% proportion of BAME staff in the total workforce. 99% of all training applications from BAME staff were approved, compared with 99.7% of all applications from staff whose ethnicity is recorded as White.

Job Applications by Ethnic Background

Ethnicity	Option	Total Applications	% Applications
	Asian British	2	0.5
	Bangladeshi	2	0.5
	Black African	4	0.9
	Black British	1	0.2
	Black Other	1	0.2
	Chinese	0	0
	Indian	3	0.7
	Information not known	9	2.1
	Mixed - White and Asian	2	0.5
	Mixed White and Black African	2	0.5
	Mixed - White and Black Caribbean	1	0.2
	Other Asian	3	0.7
	Other mixed background	1	0.2
	Pakistani	4	0.9
	White British	379	88.6
	White Irish	1	0.2
	White Other	13	3.0
Total		428	100%

The college received applications from all categories of ethnicities. Just under 92% of all applications were from “white” applicants, this compares with a “white” population in Swansea representing 91.7% of the total population.

Total “non white” population in Swansea in 2009 was 4.8%, this compares with 6% of all job applications being from applicants who classed themselves broadly as “non-white”.

Improvements in data collection have been made in this reporting period, where the number of applicants who declined to disclose their ethnicity on the equal monitoring report fell from 5.7% last year to 2.1% this year.

With such a high proportion of white applications and given the local demographic, full and complete data for all applications is important in order to accurately identify any specific communities that were under-represented, however, we do know that in Swansea, the largest broad minority ethnic group in 2009 is “Asian or Asian British” representing around 1.9% of Swansea’s population, followed by “Chinese or other ethnic group” representing 1.2% of the population, therefore further engagement and promotion with these communities is necessary to attract more applications to increase the representation of these ethnic minority groups within the workforce.

Progression of Applications by Ethnicity

Ethnicity	Option	Shortlisted	% successful
	BAME	26.9%	19.2%
	White	30%	12.7%

5 appointments were made of applicants who can be broadly be described as “non white” representing, 4.2% of all appointments made.

The conversion rate to successful appointment from applications for staff from “non-white” backgrounds is 19%, compared with a conversion rate of 12.7% for job applicants who described their ethnicity as “white”.

Marital Status

Marital Status – the whole workforce profile

Marital Status	Option	Staff	%
	Civil Partnership	3	0.3%
	Co Habiting	67	6.7%
	Divorced	50	5.0%
	Married	560	56.3%
	Separated	9	0.9%
	Single	230	23.1%
	Widowed	12	1.2%
	Data not available	64	6.4%
Total		995	100%

The marital status of the workforce has changed very little since last the last reporting period, although improvements are being made in the collection of data, although data is still not available for 6.4% of the workforce. (7.4% in 2013-14)

Marital status – Leavers

Marital Status	Option	Staff	%
	Civil Partnership	0	0
	Co Habiting	15	8.6%
	Divorced	10	5.7%
	Married	82	46.9%
	Separated	2	1.1%
	Single	37	21.1%
	Widowed	2	1.1%
	Data not available	27	15.4%
Total		175	100%

The data available on the marital status of staff who left the college during this reporting is generally proportionate to marital status of the workforce. The highest proportion of leavers were married (46%), followed by single staff (21.1%). These figures are similar to the percentage of the total college workforce for these two categories. 56.3% married and 23.1% single.

Training Applications – by Marital Status

Marital Status	Approved	Success rate %	Not approved	Rejected rate %	Total	% of all Applications
Civil Partnership	31	100.0%	0	0.0%	31	0.5%
Co Habiting	524	99.8%	1	0.2%	525	8.6%
Divorced	325	99.4%	2	0.6%	327	5.4%
Married	3671	99.7%	12	0.3%	3683	60.6%
Separated	117	100.0%	0	0.0%	117	1.9%
Single	1090	99.7%	3	0.3%	1093	18.0%
Widowed	88	100.0%	0	0.0%	88	1.4%
Data n/a	210	99.5%	1	0.5%	211	3.5%
Total	6056	99.7%	19	0.3%	6075	100.0%

The reject rate for training applications was less than 1% in total. There were no categories which stand out as having had proportionately more training applications rejected pro-rata than others.

Job Applications by Marital Status

Marital Status	Option	% of Job Applicants	Workforce profile
	Civil Partnership	0.7%	0.3%
	Co Habiting	11.9%	6.7%
	Divorced	7%	5.0%
	Estranged	0.2%	0%
	Married	43%	56.3%
	Separated	3.3%	0.9%
	Single	32.9%	23.1%
	Widowed	0.5%	1.2%
	Information declined	0.5%	6.4%
Total		100%	100%

The number of job applications from married applicants at 43% is slightly higher than applications received from single applicants. (32.9%).

0.7% of applicants declared they were in a civil partnership.

When comparing the marital status profile of all job applications with the profile of the workforce, there is a higher proportion of single people

applying for jobs, this may be linked to age, as we know that the largest proportion of applications were received from applicants aged between 25 and 34 (34.4%). Virtually all applicants disclosed their marital status.

Progression of Applications by Marital Status

When analysing the progression to short-listing by each different marital status category, there was no bias evident in the number of applicants of any particular marital status being treated more favourably than others.

Married applicants were most likely to be successful in being appointed, 30.4% of married applicants were shortlisted, and 14.1% were successful.

17% of single applicants were invited to attend an interview.

Marital Status	Option	% shortlisted	% successful
	Civil Partnership	33.3%	33.3%
	Co Habiting	31.4%	17.6%
	Divorced	16.7%	6.7%
	Estranged	0.0%	0%
	Married	30.4%	14.1%
	Separated	21.4%	14.3%
	Single	17.4%	9.2%
	Widowed	50%	0%
	Information declined	0%	0%
Total			

Disability

Disability Profile of the Whole Workforce

Disability	Option	%
	Dyslexia	1.0%
	Hearing Impairment	0.9%
	Mental / Emotional Health	0.2%
	None	52.0%
	Other	1.0%
	Physical and / or Medical Difficulty	0.6%
	Visual Impairment	0.4%
	Data not available	43.9%
Total	Total	100.0%

Just under 5% of staff (41) have disclosed some form of disability or impairment. This figure hasn't varied significantly since last year. 52% of staff have declared they have no disability, this is slightly higher compared with last year (47.6%).

These figures are not likely to be representative of the workforce as a whole, given that there is still a large proportion of the workforce (43.9%) for whom we have no data as yet relating to disability. There is a slight improvement in this since 2013-14 (47.4%) but further work is needed to collect information relating to disabilities from our workforce.

Disability Profile of Leavers

Disability	Option	Staff	%
	Dyslexia	1	0.6%
	Hearing Impairment	3	1.7%
	None	64	36.6%
	Other	2	1.1%
	Data not available	105	60.0%
Total	Total	995	100.0%

Further work is needed to collect records to be able to properly understand the profile of leavers in respect of disability.

Training Applications – Disability

Disability	Approved	%	Not approved	%	Total	%
Dyslexia	59	100.0%	0	0.0%	59	1.0%
Hearing Impairment	79	100.0%	0	0.0%	79	1.3%
Mental / Emotional Health	23	100.0%	0	0.0%	23	0.4%
Other	68	100.0%	0	0.0%	68	1.1%
Physical / Medical	47	100.0%	0	0.0%	47	0.8%
Visual Impairment	28	100.0%	0	0.0%	28	0.5%
None	4075	99.7%	11	0.3%	4086	67.3%
Data not available	1677	99.5%	8	0.5%	1685	27.7%
Total	6056	99.7%	19	0.3%	6075	100.0%

100% of all training applications from staff whom have disclosed a disability were approved. 99.7% of applications from staff whom have no disability were approved. There was no data available relating to disability for 27% of all training applications.

Applications by Disability

Disability	Option	Job Applicants	%
	No declared disability	424	99.1%
	Declared disability	4	0.9%
Total		100%	100%

Only 0.9% of all job applicants declared they had a disability on the equality monitoring form. This very low figure reflects the known issue of the under-declaration of disability by job applicants. This is likely to be linked to candidate's concern that a declaration at the point of application could have a detrimental impact on the success of the application.

Further engagement and promotion work is needed to convey the college as an employer that is "disability friendly". This will encourage applicants to be confident that in declaring a disability, their application would not be treated less favourably.

Given that almost 5% of all staff employed in the college have declared a disability, this suggests that staff have grown in confidence about declaring disability once they are in secure employment.

Progression of Applications by Disability Declaration Status

Disability	Option	% shortlisted	% successful
	No declared disability	29%	12.5%
	Declared disability	25%	0.0%
Total			

In looking at the % of applications that were progressed to the short-listing stage where applicants had declared a disability, it is evident that the declaration of a disability did not affect an applicant's chances of being invited for an interview, although no applicants who had declared a disability were successful in being appointed.

Recruiting managers are not aware of any declaration made by applicants upon submitting their application since the equality monitoring form is separated from the application form.

At this stage, data is not available as to reasons why they were not successful, and the number of declarations needs to be significantly increased before any conclusions can be drawn.

Sexual Orientation

Sexual Orientation – the Whole Workforce Profile

Sexual Orientation	Option	Staff
	Bi-sexual	0.3%
	Gay Man	0.1%
	Heterosexual	49.4%
	Lesbian	0.7%
	Information Declined	6.3%
	Data not available	43.1%
Total		100%

Further work is also needed to try to collect more staff data relating to sexual orientation. This is a sensitive area for staff and more work is needed to reassure staff that this information is collected and stored confidentially.

We presently only have data relating to just over half the workforce regarding sexual orientation. From the data that has been collected from staff, 87.8% of staff classed their sexuality as heterosexual. 6.3% of staff

have actively chosen to decline disclosing this information. 1.1% of staff classed themselves as lesbian, gay or bi-sexual.

Sexual Orientation – Profile of Leavers

Sexual Orientation	Option	% Leavers
	Bi-sexual	0%
	Gay Man	0%
	Heterosexual	36%
	Lesbian	0.6%
	Information Declined	4.6%
	Data not available	58.9%
Total		100%

Sexual Orientation – by Training Applications

Sexual Orientation	Approved	% Success rate	Not approved	% reject rate	Total	% of all applications
Bi-sexual	19	100.0%	0	0.0%	19	0.3%
Gay Man	13	100.0%	0	0.0%	13	0.2%
Heterosexual	3904	99.8%	9	0.2%	3913	64.4%
Lesbian	71	100.0%	0	0.0%	71	1.2%
Info. Declined	434	99.3%	3	0.7%	437	7.2%
Data not available	1615	99.6%	7	0.4%	1622	26.7%
Total	6056	99.6%	19	0.3%	6075	100.0%

Job Applications by Sexual Orientation

Sexual Orientation	Option	No. of Job Applications	% of Job Applications
	Bi-sexual	2	0.5%
	Gay Man	4	0.9%
	Heterosexual	366	85.5%
	Information Declined	53	12.4%
	Lesbian	3	0.7%
Total		428	100%

Again, this has been an area where there has been a significant increase in the number of people willing to declare a protected characteristic. Last year,

data was not collected for 19.6% of job applicants, however during this reporting period, the gap of missing data where job applicants have declined to disclose their sexual orientation has dropped to 12.4% of applications.

It is positive that there are people who feel comfortable in declaring their orientation, this could reflect the greater openness in society in general which has helped to break down barriers of prejudice.

Data collected shows that 85.5% of applicants who disclosed their sexual orientation, were heterosexual. 2.1% of job applicants were either gay, lesbian or bi-sexual.

Progression Rates of Applications by Sexual Orientation

Sexual Orientation	Option	% Shortlisted	% Successful
	Bi-sexual	50.0%	0%
	Gay Man	50.0%	25%
	Heterosexual	28.7%	11.5%
	Information Declined	28.3%	17%
	Lesbian	33.3%	33.3%
Total			

This analysis compares the progression rates to short-listing and to successful appointment for applications within each category.

The missing data for 17% of applications is not helpful.

Almost 60% of applications identified as gay and lesbian resulted in an appointment being made.

Religion/Beliefs

Religion / Beliefs – Profile of the Whole Workforce

Religion/Belief	Option	Staff	%
	Agnostic	25	2.5%
	Atheism	47	4.7%
	Buddhism	5	0.5%
	Christianity	335	33.7%
	Humanism	4	0.4%
	Islam	4	0.4%
	Judaism	1	0.1%
	Sikhism	1	0.1%
	Other	47	4.7%
	Information Declined	106	10.7%
	Data not available	420	42.2%
Total	Total	995	100.0%

Out of 995 staff, data relating to religion/ beliefs has so far only been collected for 574 (58%). The above percentages cannot therefore be taken as representative of the workforce as a whole.

Further work is needed to try to collect more data to help understand the profile of the workforce in relation to religion/beliefs, however, the breakdown of the data that has been collected is shown in the table below:

Religion / Belief - Profile of Leavers

Ethnicity	Option	Staff	%
	Agnostic	3	1.7%
	Atheism	7	4.0%
	Buddhism	1	0.6%
	Christianity	44	25.1%
	Judaism	1	0.6%
	Sikhism	1	0.6%
	Other	8	4.6%
	Information Declined	9	5.1%
	Data not available	101	57.7%
Total		175	100.0%

There is further work needed also to try to collect data from staff who are leaving on their religion / beliefs. The above information is currently non-conclusive.

Training Applications by Religion/Belief

Religion	Approved	Success Rate %	Not approved	Reject Rate %	Total	% of total applications
Agnostic	225	99.1%	2	0.9%	227	3.7%
Atheism	365	100.0%	0	0.0%	365	6.0%
Buddhism	29	100.0%	0	0.0%	29	0.5%
Christianity	2707	99.8%	6	0.2%	2713	44.7%
Humanism	16	100.0%	0	0.0%	16	0.3%
Islam	39	100.0%	0	0.0%	39	0.6%
Judaism	1	100.0%	0	0.0%	1	0.0%
Other	340	100.0%	0	0.0%	340	5.6%
Sikhism	2	100.0%	0	0.0%	2	0.0%
Info. Declined	774	99.5%	4	0.5%	778	12.8%
Data not available	1558	99.6%	7	0.4%	1565	25.8%
Total	6056	99.7%	19	0.3%	6075	100.0%

Job Applications by Religion/Belief

Religion / Belief	Option	No. of Job applications received	%
	Agnostic	35	8.2%
	Atheism	45	10.5%
	Buddhism	2	0.5%
	Christianity	223	52.1%
	Hinduism	3	0.7%
	Humanism	1	0.2%
	Information Declined	57	13.3%
	Islam	6	1.4%
	Other	56	13.1%
	Grand Total	428	100.0%
Total		428	100%

This is a sensitive area of data collection, but there has been a significant improvement in the number of people willing to declare their belief. Only 57 did not declare, compared to last year's figure of 180 people, and 484 people the year prior.

Progression of Applications by Religion/Belief

Further analysis was undertaken to assess whether the number of applicants shortlisted from each category was proportionate to the number received and to see whether there was any possible discrimination at interview, based on religion / belief.

The lack of data for 21% of applications was not helpful in this analysis, however, the analysis did show that whilst more than 45% of all job applications classed Christianity as their religion, applications within this category were no more or less likely to progress to short-listing than other categories, and similarly successful candidates were not more likely to be appointed from within this category than from other categories.

Religion / Belief	Option	% Shortlisted	% Successful
	Agnostic	42.9%	25.7%
	Atheism	37.8%	8.9%
	Buddhism	50.0%	50%
	Christianity	26.9%	10.8
	Hinduism	0.0%	0.0%
	Humanism	100%	0.0%
	Information Declined	31.6%	19.3%
	Islam	0.0%	0.0%
	Other	21.8%	7.3%

Equality and Diversity Training & Staff Development

During this period, the Staff Development programme provided opportunities for staff to attend a range of different E&D related training courses.

Equality and Diversity Courses

Equality, Diversity, Welsh Language & Culture – this is part of the Main Staff Induction Programme. The session is aimed to increase participant's knowledge and awareness of equality legislation and implications of this on College practices, staff and student behaviour etc; the protected characteristics and related issues, facts and myths; key equality terms (discrimination, victimisation, harassment, etc) and what these mean in practice; the differences between equal opportunities and diversity; different forms of prejudice and stereotyping and ways of addressing discriminatory behaviour/practices. Resources and key policies are signposted for further information

LGBT Training & Update – during this session staff are informed of the difference between sexual orientation and gender identity; the diversity of sexual orientation; some of the ways in which prejudice and discrimination can be directed towards people of differing sexual orientations and the effects that homophobia, biphobia and heterosexism can have on LGB people.

Religion & Beliefs - this session identifies key religions, religious practices including food rules and main festivals and provides an opportunity to discuss and share experiences of meeting the needs of people of different religions; and challenges stereotyping and prejudice.

Equality & Diversity Awareness – this session defines equality and diversity, recognises the importance of appreciating individual differences to/in the organisation and provides thought provoking experiences; re-evaluates personal attitude, and gives an introduction to the College's legal duties under the Equality Act 2010 and what key terms such as harassment, discrimination and advancing equality mean to be able to apply them to practices and situations.

Sharing Good Practice - Embedding Equality and Diversity in the Curriculum During this session staff identify, share and experience different strategies, resources and activities to embed equality and diversity and global citizenship into teaching and learning.

Supporting Asylum Seekers & Refugees & Challenging Stereotypes – during this session staff are informed of the differences between asylum

seekers, refugees and other immigrants; the reasons for people seeking asylum; the main countries they come from and their barriers to learning and residing in the UK. Staff identified, discuss & share experiences of supporting asylum seekers and refugees and challenging stereotyping and prejudice.

Issues of Extremism - this course helped participants to understand issues of extremism in an FE environment. All types of extremism are considered including those that go beyond faith and religion. Part one provides practical ways to combat extremist behaviour as a whole organisation including how to be open about this issue without creating more prejudice, looking for the signs of those influenced by extremist behaviours and how to react to difficult conversations. Part two concentrates on ideas for working with individuals who are struggling with extremism in their own lives and how to react to difficult conversations around campus or in the classroom.

Cultural Awareness – this course covered information on minority ethnic young people and disengagement due to cultural factors, child protection issues, forced marriages, honour base violence and providing support to young people from ethnic minority background.

The table below shows which areas and the number of participants on each event.

Breakdown below by Course Title and Faculty/Functional Area

GCS Training	2
Religions & Beliefs	1
Supporting Asylum Seekers & Refugees & Challenging Stereotypes	1
Estates	10
Equality & Diversity Awareness - Catering Staff (INSET)	10
Humanities	11
Sharing Good Practice - Embedding Equality and Diversity in the Curriculum	11
Sport, Public Services, PE	1
Cultural Awareness Training	1
ABE/ESOL	6
LGBT Training & Update	4
Religions & Beliefs	1

Supporting Asylum Seekers & Refugees & Challenging Stereotypes	1
Engineering	1
Supporting Asylum Seekers & Refugees & Challenging Stereotypes	1
Learner Services & Support	54
Cultural Awareness Training	10
Issues of Extremism	10
Equality & Diversity Awareness - INSET	17
Religions & Beliefs	1
Supporting Asylum Seekers & Refugees & Challenging Stereotypes	12
Supporting the Military Family Training	4
Grand Total	85

Pay

New National Contract Introduced

In September 2014 the college implemented the new national contract. All staff were offered the opportunity to transfer to the national contract. This provided the college with the opportunity to harmonise the different terms and conditions that staff were previously employed on depending on which legacy college (Gorseinon or Swansea College) they had previously been employed on prior to the merger which took place in August 2010.

The majority of staff chose to accept the new National terms and conditions.

The return rates for the different categories of contracts are as follows:-

Staff category	No. issued.	No. returned	% acceptance
Management	44	44	100%
Lecturing	270	224	82.9%
Business Support	403	399	99.5%

A new single business support pay scale was introduced for staff transferring to the National Contract, replacing the 2 legacy business support pay scales. This is a local pay scale, as there is currently no national pay scale for business support staff employed in Further Education Colleges. By contrast there is a national pay scale for lecturers and for managers employed on management spine contracts.

Business Support Staff – Salaried

Salaried Business Support			
Number of Male	Number of Female	Average FTE Salary Male	Average FTE Salary Female
127	303	£21,390	£20,448

The average full-time equivalent salary for a female business support employee is £20,448, 4.6% lower than the average full-time salary for a male employee £21,390. Even though more than twice as many females are employed in business support roles, it is evident that men are generally employed in roles attracting a higher grade than women, leading to a gender pay gap of £942. Significantly more women are employed in the lowest paid jobs, with more than six times more women (51) than men (8) are employed in jobs paid at the National Living Wage.

64% of females work part-time, and just 36% work in full-time jobs. By contrast 70% of males in Support roles are in full-time roles, whilst 30% of males are employed in part-time jobs.

Numbers of Males and Females by Grade – Support Staff

Gender Split by Pay Grade - Support Staff					Gender Split by grade	
Point	Scale	FTE Salary eff. 01.08.14	Female	Male	% Female	% Male
Living Wage	Living Wage	14759.00	51	8	86%	14%
8	Scale 1	14906.59	3	0	100%	0%
9		15201.51				
10		15535.82				
11	Scale 2	15832.76	30	15	67%	33%
12		16314.53				
13		16737.72				
14	Scale 3	17040.72	71	20	78%	22%
15		17353.82				
16		17814.38				
17		18244.64				
18	Scale 4	18594.10	43	23	65%	35%

19		19301.10				
20		20011.13				
21		20737.32				
22	Scale 5	21241.31				
23		21648.34	31	18	63%	37%
24		22381.60				
25		23084.56				
26	Scale 6	23841.05				
27		24631.88	37	28	57%	43%
28		25456.04				
29	SO1	26482.20				
30		27352.82	10	9	53%	47%
31		28246.67				
32	SO2	29077.90				
33		29952.56	19	5	79%	21%
34		30807.02				
35	SO3	31456.45				
36		32292.73	0	0		
37	SO4	33216.88				
38		34203.65	1	0	100%	0%
39		34862.17				
40		35649.97	7	1	88%	13%

Lecturer Pay – (Salaried posts)

Lecturers are paid in accordance with the published national lecturer’s pay scale. Lecturers are able to progress through annual increments to MGUP7 and may apply for progression through to UP2 and UP3. The average FTE salary for a female salaried lecturer is £35,845 and the average FTE salary for a male salaried lecturer is £35,660

Number of Female / Male Lecturers across Lecturer Pay Scale					
Point	FTE Salary Eff. 01.04.15	Salaried Female	Male Salaried	Female %Salaried	Male %Salaried
ASL4	22155.55		1	0.0%	100.0%
MG1	22155.55				
MG2	23765.27	1	1	50.0%	50.0%
MG3	25674.90	4	2	66.7%	33.3%
MG4	27657.84	1	5	16.7%	83.3%

MG5	29836.41	9	6	60.0%	40.0%
MG6	32186.68	4	4	50.0%	50.0%
UP1	34862.17	20	12	62.5%	37.5%
UP2	36155.40	30	24	55.6%	44.4%
UP3	37492.21	85	72	54.1%	45.9%
		154	127		

Management Spine

22 female managers and 25 male managers are paid on salaries set out in the published all Wales National Management Spine for Further Education. The average full-time equivalent salary of a female manager is slightly higher at £46,219 compared with the average full-time equivalent salary for a male manager £44,669. 98% of all management posts are full-time.

Management Spine			
Scale Point	Salary	Number of Females	Number of Males
1	37967.92	9	11
2	39209.21		
3	40450.50		
4	41690.78		
5	42932.07	8	11
6	44173.36		
7	45414.65		
8	46654.93		
9	47896.22		
10	49137.51		
11	50378.80		
12	51619.08	5	3
13	52860.37		
14	54101.66		
15	55341.94		
16	56583.23		
17	57824.52		
18	59065.81		
19	60306.09		
20	61547.38		
21	62788.67		
		22	25