

Equality Annual Report



Coleg Gŵyr Abertawe Gower College Swansea

1 April 2018 – 31 March 2019



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Introduction

Of all of the reasons why I am so proud to work in a College of Further Education such as Gower College Swansea, I am most proud of the fact that we are such an inclusive provider of education, reaching out across our diverse communities and providing that individualised support that has the potential to change lives.

You can see it in our student cohort today, 14 year old school pupils attending the College for 1 or 2 days per week, sitting down for coffee alongside students studying in higher education at the College; 16 – 18 full time students looking to progress onto the top universities; level 1 or 2 vocational students learning the tricks of their chosen trade meeting up with apprentices coming into the College for their 1 day a week tuition; 16 year old international students coming to the College to study because of our reputation, sitting next to adults who have chosen to study a part time course; and, students studying English as a second language talking to our employability clients who we are supporting to get a job.

Whilst there are often some similarities in their stories, there are significant differences between the different groups, and between the individuals in each group that provides a real richness and energy to the College that sets us out as a truly diverse institution that delivers real lifelong learning.

The Annual Report is the story of our College's journey to be the diverse institution that we all want and need to be. It is a story of challenges and the strategies and plans that we have put in place to respond to these challenges – some which are working and some which need refinement. It is the story of a journey which never ends but one that we hope that, by reading this report and reflecting on it, you will join us on.

Mark Jones
PRINCIPAL

Gower College Overview

The College currently employs 1018 members of staff:

60% (610) Female

40% (408) Male

Religion

Agnostic = 4% (42)

Atheism = 7% (71)

Christian = 32% (322)

Humanism = 0.3% (3)

Information Declined = 9% (94)

Islam = 1% (6)

Other Religion = 6% (58)

Sikhism = 0.1% (1)

Not Submitted = 41% (421)

	Male	Female
Academic	31% (1254)	30%(1243)

	Male	Female
Professional Services	15% (606)	24%(1003)

Marriage & Civil Partnership

Married = 55.3% (563)

Single = 22.5% (229)

Co-habiting = 10.4% (106)

Divorced = 5.6% (57)

Widowed = 1% (10)

Civil Partnership = 0.6% (6)

Separated = 1.6% (16)

Not Submitted = 0.4% (15)

Ethnicity

White = 93.4% (951)

BAME = 3% (31)

Unknown = 0.2% (1)

Prefer not to say = 0.8% (8)

Not Submitted = 2.7% (27)

Average Age

48 Male

46 Female

47 All

Disability

4.5% (46) staff have declared they have a disability

Sexual Orientation

Heterosexual = 51.1% (520)

Prefer not to say = 5% (51)

Not Submitted = 42.4% (432)

	Male	Female
Not Disabled	19.3% (196)	34.1% (347)
Disabled	2% (20)	2.6%(26)
Not Submitted	18.9% (192)	23.3% (237)
Prefer not to say	0.1% (1)	0.3% (3)

Gay Man = 0.3% (3)

Bisexual = 0.5% (5)

Gay Woman / Lesbian = 0.7% (7)

Age

46 Female

48 Male

47 All

Age range (Pool = 1018):

16-24 4.8% (49)

25-34 12.8% (130)

35-44 21.4% (218)

45-54 30.5% (310)

55-60 16% (163)

61-65 8.1% (82)

65+ 6.5% (66)

Applications received: (within own age group):

Under 16 = 12.5% (1)

16-18 = 12.5% (1)

19-24 = 5.6% (13)

25-39 = 6.7% (55)

40-54 = 6.6% (47)

55-65 = 6.8% (92)

65+ = 25% (1)

Not answered = 5.1% (4)

Training:

854 staff members attended a training course in 2018-19

10313 applications for training were submitted in 2018/19.

Staff Composition Age Range

- There is a gender difference of 1 year between our male and female staff members.
- The average age of staff has remained the same at 47 last year.
- Over half (51.9%) of staff are aged 35 - 54, with smaller proportions outside of this age range.
- Our staff profile by age range is broadly in line with the national averages, although we have slightly more older staff; 6.5% of staff are over 65, as compared to the national average of 2.4% (ECU Higher Education Report 2018).

Recruitment

- The largest number of applications came from candidates in the 25-39 age range (39.7% of all applications). The number of applications reduces with each progressive age group, down to 0.2% for 65+.
- Of all 16-18 year olds who applied for posts, 12.5% were successful. This represents the highest success rate of any age group, except for 65+, for whom the success rate is 25.6% (although there were far fewer applications from 65+ individuals which may account for this).
- The college believes this success of younger applicants can be accredited to recruiting from our former students and those on apprenticeship programs into technician roles.

Leavers

- The age distribution of staff leaving the university varies throughout all age groups, with the highest percentage of leavers being in the 16-39 age group. This does pose a concern for our youthful workforce as it could mean they are leaving due to a lack of progression opportunities within the college.
- The lowest percentage of leavers is for staff aged 61 and over, once again a factor contributed to by our ageing

10302 applications were approved
A detailed breakdown of training data is included in Appendix 2

workforce.

Leavers by age group:

- 16-24 = 13% (16)**
- 25-34 = 19% (23)**
- 35-44 = 18%(21)**
- 45-54= 22%(26)**
- 55-60 = 15%(18)**
- 61-65 = 6% (7)**
- 65+ = 8% (9)**

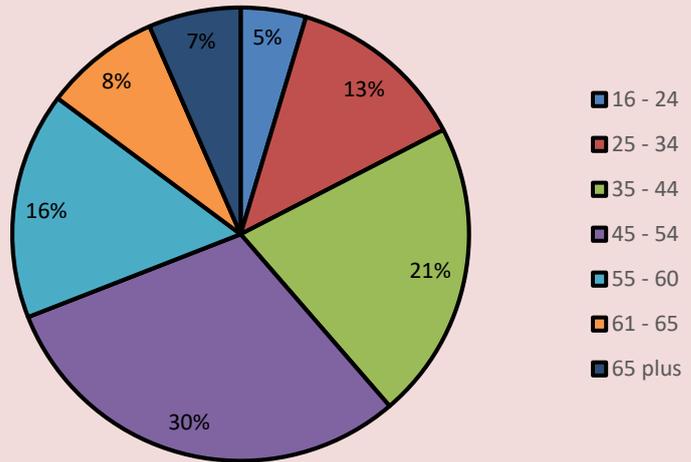
Total number of leavers = 120

Grievance and Disciplinary

Across the reporting period there 10 disciplinary cases conducted none of them involved age discrimination

4 grievances were raised during the period and none of them involved age discrimination

Work force age demographic



Disability (those who have declared they have a disability)

Staff Composition

	Male	Female
Not Disabled	19.3%(196)	34.1%(347)
Disabled	2.0% (20)	2.6% (26)
Not submitted	19%(193)	23.7% (241)

Pool = 1018

Applications received:

106 (5.1%) of 2072 applications were from disabled people

Number of posts advertised =136

Applicants successful (within own disability status):

Not disabled = 6.8% (133)

Disabled = 2.8% (3)

Total =6.6%(136)

Leavers by disability:

Not disabled = 29%(35)

Prefer not to say = 66% (80)

Disabled = 4%(5)

Total number of leavers = 120

Staff Composition

- A total of 4.6% of college staff have declared a disability, a slight difference from last year of 4.2% which is roughly in line with other further and higher education providers (ECU report 2018)
- Due the number of requests for workplace assessments and reasonable adjustments in place for staff we believe that the actual number of staff with disability is significantly higher than the numbers disclosed – highlighting the need for better data capture.
- Slightly more women than men declare a disability.

Recruitment

- The percentage of applicants who declare a disability has remained at 5% from last year even though the college had signed up to becoming a disability confident employer.
- As the college has only recently signed up as a disability confident employer, there is hope that the coming years will see a greater number of applicants declaring a disability.

Leavers

- 4% of staff that left declared having a disability which is reflective of our workforce numbers, however the college is aware that the amount of people leaving with a disability could lead to a revolving door scenario which would impact the goal of increasing our numbers of disabled staff.

<p>Training:</p>									
<p>854 staff members attended a training course in 2018-19</p> <p>10313 applications for training were submitted in 2018/19.</p> <p>10302 applications were approved.</p> <p>A detailed breakdown of training data is included in Appendix 2</p>	<div data-bbox="742 291 1492 683" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Staff with Disability</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>4.6%</td> </tr> <tr> <td>No</td> <td>53.4%</td> </tr> <tr> <td>Information Declined</td> <td>42%</td> </tr> </tbody> </table> </div>	Response	Percentage	Yes	4.6%	No	53.4%	Information Declined	42%
Response	Percentage								
Yes	4.6%								
No	53.4%								
Information Declined	42%								
<p>4 grievances were raised during the period and none of them disability discrimination.</p>									

Race

Staff Composition :

White = 93.4% (951)

BAME = 3%(31)

Prefer not to say = 2.3% (36)

Pool = 1018

Applications received:

White =88.7%(1837)

BAME =8.5%(176)

Prefer not to say = 2.8%(59)

Number of posts advertised = 136

Total number of applications = 2072

Applicants successful

(within own ethnic group):

White = 10.5%

BAME = 5.5%

Prefer not to say = 6.8%

Leavers by ethnicity:

White = 93% (112)

BAME = 3% (3)

Prefer not to say = 4% (5)

Total number of leavers = 120

Staff Composition

- The number of staff who identify as Black, Asian and Minority Ethnic (BAME) has increased to 3.1% as compared to 2.7% in 2017/ 2018. This is still significantly below the Swansea Bay BAME population pool of 6% according to the most recent census (2011).
- 93.4% of staff identify as white, which has reduced by 6.7% from last year.
- Only 2.3% of staff chose “prefer not to say” on monitoring forms, suggesting confidence in disclosing this data.

Recruitment

- 8.5% of applications were from BAME individual which is an improvement from last year which was at 6.8%. Success rates have improved in line with the increase of applications. At 3.6% last year to 5.5% this year for BAME applicants.

Leavers

- 93% of those that left the college last year identified as white
- 4% of those left preferred not to say
- 3% of those that left were from the BAME community
- Those that left the workforce are representative of the current workforce split in terms of Race.

Training:

854 staff members attended a training course in 2018-19

10313 applications for training were submitted in 2018/19.

10302 applications were approved.

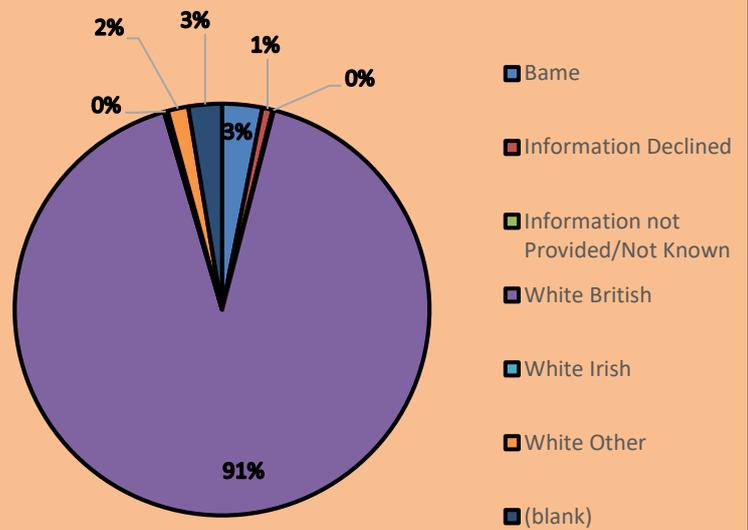
A detailed breakdown of training data is included in Appendix 2

Grievance and Disciplinary

Across the reporting period there 10 disciplinary cases conducted none of them involved Race discrimination

4 grievances were raised during the period and none of them involved Race discrimination

Workforce ethnicity demographic



Gender

Staff Composition:

408 (40%)	Male
609 (60%)	Female
1 (0.01%)	Trans
1018	All

	Male	Female	All
Full time	23.8% (242)	23.3% (237)	47.1% (479)
Part Time/ Term time	16.3% (166)	36.6% (373)	52.9% (539)
Permanent	33.4% (340)	48.9% (498)	82.3% (838)
Temp	6.7% (68)	11% (112)	

Staff Composition

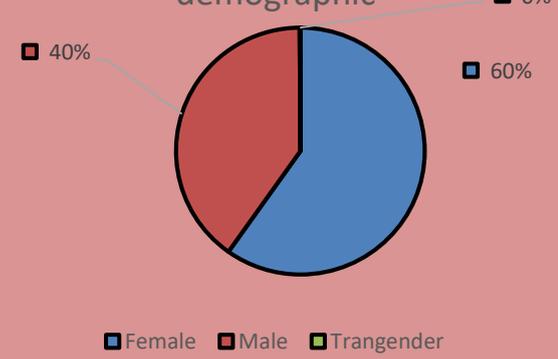
- Total female staff has remained consistent at 60%
- 59% of all lecturing staff are female in line with the general workforce split.
- Excitingly in the subjects Maths, Science and Engineering we have a total of 25 lecturers, with 48% of lecturers being female and 52% being male. (this does not take into account lecturers in construction learning areas)
- Although not a means of an equal split in terms of our workforce split, the college is proud that it is taking steps forward in recruiting females in STEM lecturing roles.

Recruitment

- The success rate for women is slightly higher than for men (8.3% and 6.6% respectively). Both figures have increased slightly from last year, where the success rate for women was 6.6% and for men 5.7% (an increase of 1.7% for women and 0.9% for men).

Contract Type

- There is a higher percentage of women on permanent contracts (48.9%) as compared to men (33.4) which is broadly in line with our current workforce split.
- The number of men on part time contracts rests at 16.3%, less than half of the number of women on part time contracts (36.6%).
- We believe this is due to the college being a favorable place for women to work as the college offers many flexible working options which are suitable to those with a family.

<p>Gender Pay Gap</p> <table border="1"> <tr> <td>Mean</td> <td>Median</td> </tr> <tr> <td>7.67%</td> <td>12.24%</td> </tr> </table>	Mean	Median	7.67%	12.24%	<p>Leavers</p> <ul style="list-style-type: none"> The percentage of leavers split across the genders are 43% male and 57% female which is comparable to our workforce split. <p>Gender Pay Gap</p> <ul style="list-style-type: none"> The College in comparison to the Welsh national average is doing significantly well in closing the gender pay gap The mean pay gap is at 7.44% and the median is at 12.24 while the welsh average of education institutions across wales is currently at 17.3% and 13.7% respectively. (ECU report 2018) 				
Mean	Median								
7.67%	12.24%								
<p>Leavers by sex:</p> <p>Male = 43% (52)</p> <p>Female = 57% (68)</p> <p>Total leavers = 120</p>									
<p>Training:</p> <p>854 staff members attended a training course in 2018-19</p> <p>10313 applications for training were submitted in 2018/19.</p> <p>10302 applications were approved.</p> <p>A detailed breakdown of training data is included in Appendix 2</p>	<p>Work force gender demographic</p>  <table border="1"> <caption>Work force gender demographic</caption> <tr> <th>Gender</th> <th>Percentage</th> </tr> <tr> <td>Female</td> <td>60%</td> </tr> <tr> <td>Male</td> <td>40%</td> </tr> <tr> <td>Trangender</td> <td>0%</td> </tr> </table>	Gender	Percentage	Female	60%	Male	40%	Trangender	0%
Gender	Percentage								
Female	60%								
Male	40%								
Trangender	0%								
<p>Grievance and Disciplinary</p> <p>Across the reporting period there 10 disciplinary cases conducted none of them involved Sex discrimination</p> <p>4 grievances were raised during the period and one of them involved Sex discrimination.</p>									

Religion and Belief

Staff composition:

	Total%	Total
Prefer not to say	51.4%	515
Atheist	7%	71
Christian	31.6%	322
Islam	0.6%	6
Any other	5.7%	58
Agnostic	4.1%	42
Sikhism	0.1%	1

Staff Composition

- A wide range of beliefs and non-belief are represented within our staff profile; of those who disclosed, the 3 largest categories are Christian (20%), Atheism and Agnostic (4.1%) if we exclude other as a number of other religions.
- There is a lower proportion of staff with no religion (as compared to 34% in the local area), and lower proportion of Christian staff (as compared to 55% in the local area). (Census for Swansea Bay area 2011)
- Over 51% of individuals working at the college prefer not to disclose their religion and belief, suggesting more work is needed to remove employee fears that declaring belief will impact their working environment.

Applications received:

	Total %	Total
Buddhist	0.4%	9
Christian	39.5%	818
Hindu	0.5%	11
Jewish	0.01%	1
Muslim	3.2%	67
None	46.4%	962
Other	2.4%	50
Prefer not to say	7.3%	152
Sikh	0.1%	2

Recruitment

- The largest proportion of applications received were from those with no religion (46.4%), followed by Christians (39.5%).
- Success rates are the same at 7% for our largest cohort of applicants (None and Christian). With those at 0% the likelihood is down to the small pool of candidates applying for roles.

Leavers

- The highest percentage of leavers was for those that preferred not to say at over 60%, fairly comparable to the pool of staff here at Gower college at over 50%.
- The second highest leaver group were staff from the Christian faith at 21% which is quite a deal lower than our staff pool.

Success rate by religion and belief:

	(within own Religion or Belief)	
Buddhist	0%	0
Christian	7%	56
Hindu	0%	0
Jewish	0%	0
Muslim	3.2%	4
None	7%	65
Other	6%	3

Prefer not to say	5%	8
Sikh	0%	0

Leavers By Religion		
No Religion	4%	(6)
Prefer not to say	68%	(81)
Christian	21%	(25)
Agnostic	3%	(4)
Other	4%	(5)
Total	100%	(120)

Training:
854 staff members attended a training course in 2018-19

10313 applications for training were submitted in 2018/19.

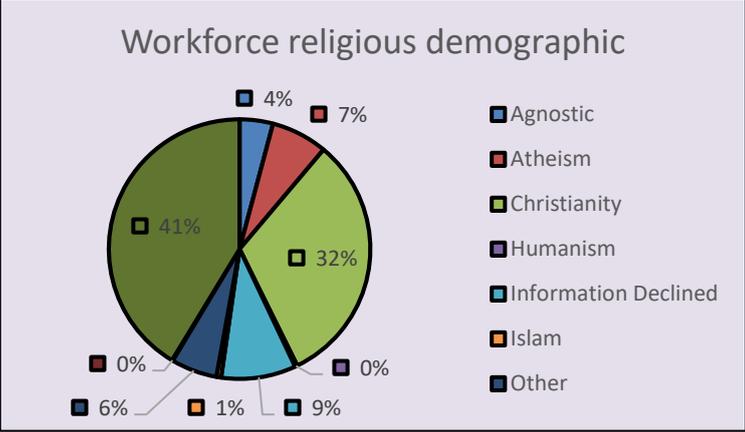
10302 applications were approved.

A detailed breakdown of training data is included in Appendix 2

Grievance and Disciplinary

Across the reporting period there 10 disciplinary cases conducted none of them involved religious belief discrimination

4 grievances were raised during the period and none of them involved religious belief discrimination



Sexual Orientation

Staff Composition:

Heterosexual = 51.1%(520)
Prefer not to say = 47.4%(483)
Bisexual = 0.5%(5)
Gay Man = 0.3%(3)
Lesbian = 0.6%(26)
Total LGB = 1.4%

Applications Received:

Bisexual = 2.2% (46)
Gay Man = 1.8% (38)
Lesbian = 0.9% (19)
Heterosexual = 90% (1864)
Prefer not to say = 5.1% (105)

Applicants successful (within own sexual orientation):

Bisexual = 7% (3)
Gay Man = 3% (1)
Lesbian = 5% (1)
Heterosexual = 7% (125)
Prefer not to Say = 6% (6)

Staff Composition

- Total LGB staff disclosures currently total 1.4%, which is in line with the ONS census report of 2011 which had numbers of the LGBT community at roughly 1.5%
- Interestingly the number of people that identify as being in a civil partnership are higher than the numbers declared by those who identify as LGB or T. This suggests the possibility of more LGBT staff than currently disclosed.
- Prefer Not to Say has dropped marginally from 48.5% in 2017/18, to 47.4%. A large proportion of employees still preferring to not disclose the information, which is in line with other further education providers.

Recruitment

- The vast majority of applicants were heterosexual (90%).
- Success rates are fairly equitable for all sexual orientation categories, with the highest success rate for bisexual and heterosexual applicants at 7%.

Leavers

- A very small proportion of leavers identified as LGB (3%). Although this is marginally higher than the pool, the low numbers indicate that there is no cause for concern in this area.

Leavers by sexual orientation:

Heterosexual = 33% (39)

Prefer not to say = 65% (78)

Gay Man = 3% (3)

LGBT+ total =

3%(3)

Total leavers =120

Training:

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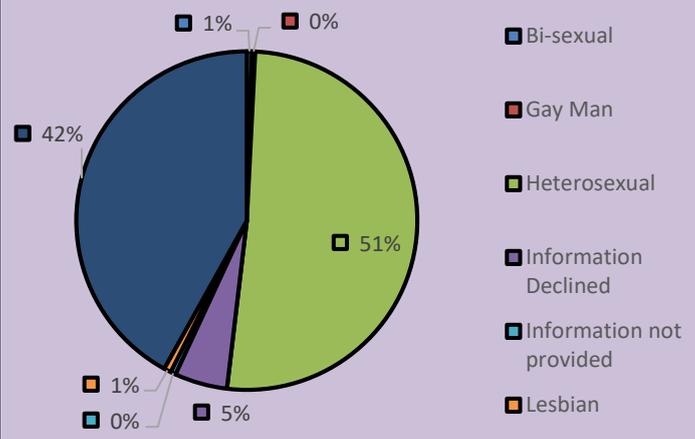
A detailed breakdown of training data is included in Appendix 2

Grievance and Disciplinary

Across the reporting period there 10 disciplinary cases conducted none of them involved sexual orientation discrimination

4 grievances were raised during the period and none of them involved sexual orientation discrimination

Workforce Demographic by sexual orientation



Marriage & Civil Partnership

Staff Composition

Married = 55.3%(563)

Single = 22.5%(229)

Prefer not to say = 3%(31)

Co-habiting = 10.4%(106)

Divorced = 5.6% (57)

Widowed =1% (10)

Civil Partnership = 0.6%(17)

Separated =0.4%(16)

Total = 1018

Staff Composition

- The vast majority of our staff are married (55.3%) followed by single (22.5%). The % staff in a civil partnership is the same as last year (0.6%).
- There has been a drop in % of staff that prefer not to say from 15.7% last year to 12.7% this year, indicating increased confidence in disclosing this information.

Leavers :

Married= 38%(45)
Single = 52% (52)
Prefer not to say =3%(3)
Co-habiting =5% (6)
Divorced =8% (10)
Widowed = 2% (2)
Separated =2%(2)
Civil Partnership = 0%

Total =120

Training :

854 staff members attended a training course in 2018-19

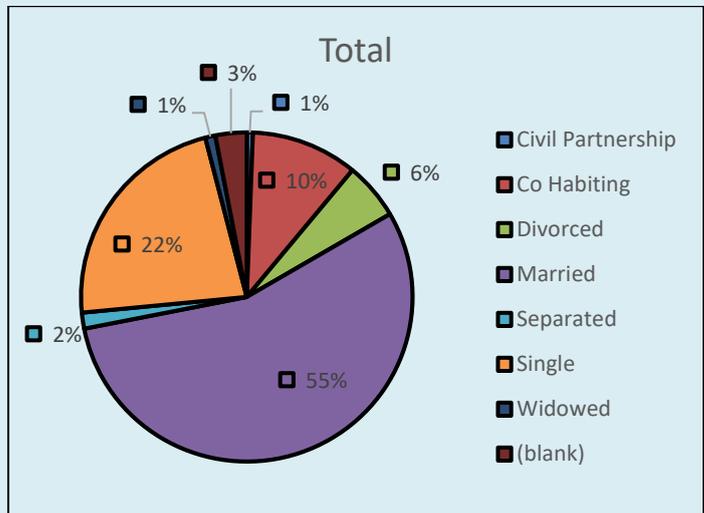
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Leavers

- The greatest proportion of leavers that left identified as single (52%), which is roughly a quarter of the demographic that identify as single at the college.
- None of our leavers were in a civil partnership
- Comparatively to our single leavers 38% of those that left were married, (far less than the demographic that make up our workforce at 55%)



Grievance and Disciplinary

Across the reporting period there 10 disciplinary cases conducted none of them involved marriage and civil partnership discrimination

4 grievances were raised during the period and none of them involved marriage and civil partnership discrimination

Pregnancy & Maternity

21 members of staff took Maternity or parental leave	Notes <ul style="list-style-type: none">• As we have limited data capture for this characteristic it will be important to improve upon this for our next report.
Grievances and disciplinary Across the reporting period there 10 disciplinary cases conducted none of them involved Pregnancy and maternity discrimination 4 grievances were raised during the period and none of them involved pregnancy and maternity discrimination	

Student Data 2017/2018

<p>Student Numbers</p> <p>Full Time Part Time Total 42% (4443) (58%) (6137) 10580</p>	<p>Marital Status</p> <p>Civil Partnership 0.2% (20) Co – habiting 0.1% (15) Divorced 0.01% (2) Married 0.1% (10) Separated 0.01% (4) Single 8.2% (872) Widowed 0.1% (8) Information Declined 1.3% (141) Not Declared 89.9% (9508)</p>
<p>SEX</p> <p>Male = 46.1% (4877) Female = 53.8% (5693) Other = 0.1% (11)</p>	<p>Religion</p> <p>Agnostic 1.4% (144) Atheism 2.7% (284) Buddhism 0.2% (16) Christianity 2.8% (295) Islam 0.3% (34) Other 1.4% (148) Information Declined 1.4% (151) Not Declared 89.9% (9508)</p> <p><small>*Hinduism, Humanism, Sikhism and Judaism were all included under other due to small numbers.</small></p>
<p>Disability</p> <p>No known disability = 12% (9161) Disabled = 87% (1305) Unknown = 1% (114)</p>	<p>Age</p> <p>Under 16 = 2% (161) 16-19 = 40% (4183) 20-29 = 21% (2273) 30-39 = 17% (1817) 40-49 = 11% (1111) 50-59 = 7% (752) 60-69 = 2% (208) 70-79 = 1% (58) 80+ = 0.1% (17)</p>
<p>Sexual Orientation</p> <p>Bi-Sexual = 0.5%(54) Gay Man = 0.2% (24) Lesbian = 8% (842) Heterosexual = 0.1% (10) Information Declined = 1.3% (141) Not Declared = 89.9% (9508)</p>	
<p>Race</p> <p>BAME include:</p>	

**Bangladeshi, Black, Chinese, Indian,
Mixed, Other Asian, Pakistani**

White = 86% (9107)

Bame = 13% (1419)

Prefer not to say 0.5% (54)

Celebrating Success



Appendix 1

Progress against the Strategic Equality Plan April 2016 – 2020 (Impact Assessments)

1. Promote staff awareness and understanding of our legislative duties, equality objectives and ways of advancing equality through their work.	Progress report	
<p>Action</p> <p>Promote awareness across the organisation, via induction, staff development events, meetings, campaigns.</p> <p>Ensure full time and fractional staff undertake training on our equality duties and objectives; embedding equality and diversity in teaching, learning and service delivery; accessibility or any other training to meet departmental or college priorities at least every 3 years.</p> <p>Provide more training on protected characteristics delivered by protected groups and representative organisations.</p>	<p>Staff awareness is promoted through an online equality and diversity course which staff complete as part of the Safety Media training package. This course promotes awareness of our equality duties and what key equality terms mean in practice.</p> <p>In addition to delivering training we attempted to engage staff from different learning areas in cross-departmental events that we held across the year. Events such as rainbow week and mental health awareness and well-being days. Competitions were held across departments to ensure participation.</p> <p>The college has signed up to become a Stonewall champion employer and will providing a number of training days and workshops in the year ahead.</p> <p>The college is also in contact with Race Equality and Eyst to provide workshops for both staff and students.</p>	
2. Engage protected groups in identifying our priorities and equality objectives, and in reviewing our provision and progress.	Progress Report	

<p>Action Engage and consult with staff, students, external stakeholders (partners, community groups, relevant agencies, etc) representing each protected characteristic, via various communication, feedback and review mechanisms (focus groups, networks, surveys, Equality and Diversity Group, Student Council etc).</p>	<p>A greater level of diversity is now apparent on the EDI committee including a number of members from the student body. They have been involved in the consultation and review of our Strategic Equality Action Plan and their feedback has helped to inform the revised Strategic Equality Action Plan (2020-24). The plan has been sent out to external stakeholders (stonewall and Eyst) for consultation.</p> <p>Using the Learner voice strategy we have also opened up our plans to the wider student body – giving our students the opportunity to put forward any ideas or concerns they have with representation across the college.</p>	
<p>3. Foster good relations and positive attitudes to equality and diversity, and promote awareness of equality issues - in college and the wider community.</p>	<p>Progress report</p>	<p>✓</p>

<p>Continue to develop more targeted and effective partnerships with community groups and representative organisations to promote awareness of issues affecting protected groups and support positive action strategies.</p> <p>Run college campaigns and take part in local and national campaigns throughout the year to increase awareness of equality issues affecting protected groups and to foster positive attitudes to equality and diversity.</p> <p>Engage a greater range and number of curriculum areas in college and community activities and events promoting positive attitudes and relations and awareness of equality issues (including discrimination and harassment and human rights).</p>	<p>The College has partnered with Stonewall Cymru this year, pledging to become a Stonewall Champion.</p> <p>As part of the college’s campaign to raise awareness and promote EDI (Equality ,diversity and inclusion) they held a very successful “Rainbow” week in November 2019. The week promoted and raised awareness of LGBT+ issues and received a lot of positive feedback from both staff and students.</p> <p>The college took part in raising awareness for World Aid’s Day in December raising nearly £100.</p> <p>The college is also working towards achieving college of sanctuary status, working with Eyst, city of Sanctuary and other school in the local area who are also aiming to attain school of sanctuary status.</p> <p>As part of this process the college has asylum seekers booked in to give presentations and Level 3 art students have been given the topic of diversity for their final projects.</p>	
<ul style="list-style-type: none"> • 4. Make more effective use of equality data to inform practices, operational and curriculum planning and positive action strategies. 	Progress report	

<p>Encourage staff and students to provide data by protected characteristic explaining why we need this information and how we intend to use this information to advance equality (e.g. through e-portfolios, equality monitoring forms and on-line requests).</p> <p>Review how we currently collect equality information for particular protected characteristics (e.g. gender, gender re-assignment, religion and beliefs, sexual orientation). Find ways of collecting this information more effectively and update equality monitoring questions and terms and relevant college forms and systems as necessary.</p>	<p>Methods of collecting information have been reviewed and a method of editing this data is available on a staff portal called the all about me page.</p> <p>Methods of collecting data from prospective employees and students have been reviewed and from this review new and more streamlined means of collecting data are currently being developed with a view of being implemented in 2020.</p>	
<p>5. Identify and disseminate progress and areas for improvement more effectively as part of the quality cycle.</p>	<p>Progress report</p>	
<p>Hold targeted staff and student focus groups and consult Student Council to obtain feedback from protected groups and to identify progress and areas for improvement.</p> <p>Ensure relevant equality data and evidence of progress is included in the self-assessment process and reports (including Learning Area Reports and other departmental reports e.g. Student Services, Estates, etc).</p> <p>Improve dissemination and use of feedback and evidence to identify progress and areas for improvement and share good practice at team, departmental, Learning Area, Curriculum and Quality Management meetings and through the Equality and Diversity Group.</p>	<p>The college has made some significant forward steps in sharing data with staff through use of meeting software such as zeetings. During these meetings the message is shared about the reasons why this information is required and what it is used for.</p> <p>The college still has some work to do in regards to disseminating the information among students, As a response to this the college has now recruited from the student body to sit on the EDI committee, and also a student union management group has been created so this information can be shared out more effectively and also offers a platform for the students to present their views and needs on this topic.</p>	

<p>6. Use relevant information and feedback to assess the impact of policies and practices on protected groups more effectively.</p>	<p>Progress report</p>	
<p>Ensure new and revised policies are disseminated to staff (and where relevant, students and external stakeholders) for consultation.</p> <p>Undertake impact assessments as part of the policy development and review process.</p> <p>Ensure that evidence and outcomes of impact assessments are considered by the College Management Team when approving policies.</p> <p>Include protected groups likely to be affected by policies and procedures on working groups and/or feedback from students, staff and representative groups or organisations.</p> <p>Use relevant information and data available to inform impact assessments.</p> <ul style="list-style-type: none"> • 	<p>After consulting with external stakeholders (stonewall Cymru) and staff members from within the college.</p> <p>Policies have continued to be reviewed and updated with action steps for changing our language to become more reflective of all diverse demographics.</p>	
<p>7. Recruit more male and female students and employees in areas and roles where they are currently underrepresented</p>	<p>Progress report</p>	

<p>Engage in targeted promotional activity with schools and other partners to challenge stereotyping in subject and career choices and encourage learners to try less traditional routes.</p> <p>Make more effective use of former and existing students as positive role models.</p> <p>Share effective positive action strategies across the organisation.</p> <p>Identify and prioritise job roles, modes of employment and scales where there is a significant imbalance.</p> <p>Undertake promotional activity & implement positive action strategies to encourage males and females to work in less traditional areas and roles (via targeted partnership activity with local agencies and groups; targeted external advertising & circulation of posts; better use of existing employees as positive role models and mentors; targeted consultation with specific groups & sectors).</p>	<p>From data collected in 2019 we can see that in Maths, Science and Engineering we have a workforce split of 48% of positions being occupied by female staff members.</p> <p>The college believes this is key to recruiting more female students into these typically male dominated roles and is excited to build upon our existing strategies to improve upon this further in the coming years.</p>	
<p>8. Develop a fair, transparent and equitable pay system.</p>	<p>Progress report</p>	

<p>Complete a review of our existing pay system.</p> <p>Implement a job evaluation scheme to identify any equal pay issues relating to gender.</p> <p>Develop a harmonisation strategy to address identified equal pay issues, including gender pay equality objectives.</p>	<p>Gower College Swansea has some impressive figures in regards to the Gender Pay Gap. The average across Wales currently stands with a median pay gap of 13.7% and a mean pay gap of 17.6%. Gower college pay gap statistics are at 12.24% and 7.44% respectively.</p> <p>The college is committed to even further improvement and a strategy to address the remaining imbalance is in place.</p>	
<p>9. Improve representation of Black and Minority Ethnic groups in the workforce.</p>	<p>Progress report</p>	
<p>Utilise links with representative organisations and community groups to help identify and support positive action strategies.</p> <p>Advertise posts via networks, representative organisations, community groups and publications which target Black and Minority Ethnic groups.</p> <p>Obtain feedback from existing Black and Minority Ethnic staff and leavers to help identify barriers and areas for improvement.</p>	<p>Gower College Swansea has started to partner with EYST, Race Equality Wales and a number of external organisations in order to boost its profile as an inclusive employer and attract candidates from the BAME community.</p> <p>The recruitment team have also begun to look at alternative ways to market and advertise new opportunities in order to reach as wide an audience as possible.</p>	
<ul style="list-style-type: none"> 10. Improve accessibility of college facilities, services, teaching and learning and progression and employment opportunities for disabled people. 		

<p>Obtain feedback from disability organisations, specialist staff and disabled students and staff when undertaking access surveys and planning adjustments to facilities and sites.</p> <p>Use this information to identify areas for improvement and address issues as far as possible.</p> <p>Further improve links with disability groups and organisations, local employers, career services and other providers to identify progression and employment opportunities for disabled students and develop more effective referral and support systems to aid transition.</p>	<p>Gower College Swansea is proud to be a member of the disability confident scheme.</p> <p>The College is committed to undertake any new capital projects with accessibility at the forefront. Both Staff members and the student body will be involved in the consultation process to ensure that the needs of everybody are catered for. With the construction of the new atrium at the Tycoch campus, wheelchair access was provided to ensure accessibility was provided where possible.</p> <p>The College has plans to update its policies and procedures to ensure accessible formats are available for those that require them. In addition to this the college aims to invest in some assistive technology to such as text to speech, which can be used to aid those with a range of additional needs.</p> <p>The College has also seen an increase in the rise of requests for working adjustments to be implemented, which</p>	
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Appendix 2

Equal Opportunities Statistics for Staff Development 2018-19

Age Band	Approved	%	Not approved	%	Total	%
16 - 24	185	1.8%	0	0.00%	185	1.79%
25 - 34	1631	15.8%	4	0.04%	1635	15.85%
35 - 44	2556	24.8%	6	0.06%	2562	24.84%
45 - 54	3313	32.1%	1	0.01%	3314	32.13%
55 - 60	1619	15.7%	0	0.00%	1619	15.70%
61 - 65	640	6.2%	0	0.00%	640	6.21%
65 plus	358	3.5%	0	0.00%	358	3.47%
Total	10302	99.9%	11	0.11%	10313	####

Gender	Approved	%	Not approved	%	Total	%
Female	6686	64.8%	4	0.04%	6690	64.87%
Male	3616	35.1%	7	0.07%	3623	35.13%
Total	10302	99.9%	11	0.11%	10313	####

Ethnicity	Approved	%	Not approved	%	Total	%
Arab	50	0.5%	0	0.00%	50	0.48%
Asian British	26	0.3%	0	0.00%	26	0.25%
Bangladeshi	34	0.3%	0	0.00%	34	0.33%
Black African	40	0.4%	1	0.01%	41	0.40%
Black British	12	0.1%	0	0.00%	12	0.12%
Black Caribbean	0	0.0%	0	0.00%	0	0.00%
Black Other	5	0.0%	0	0.00%	5	0.05%
Chinese	20	0.2%	0	0.00%	20	0.19%

Chinese British	9	0.1%	0	0.00%	9	0.09%
Indian	9	0.1%	0	0.00%	9	0.09%
Information Declined	140	1.4%	0	0.00%	140	1.36%
Information not Provided/Not Known	212	2.1%	0	0.00%	212	2.06%
Mixed - White and Asian	36	0.3%	0	0.00%	36	0.35%
Mixed - White and Black Caribbean	0	0.0%	0	0.00%	0	0.00%
Mixed - White and Black Asian	6	0.1%	0	0.00%	6	0.06%
Other	76	0.7%	0	0.00%	76	0.74%
Other Asian	11	0.1%	0	0.00%	11	0.11%
Other mixed background	39	0.4%	0	0.00%	39	0.38%
Pakistani	1	0.0%	0	0.00%	1	0.01%
White British	9290	90.1%	10	0.10%	9300	90.18%
White Irish	63	0.6%	0	0.00%	63	0.61%
White Other	223	2.2%	0	0.00%	223	2.16%
Total	10302	99.9%	11	0.11%	10313	99.52%

Marital Status	Approved	%	Not approved	%	Total	%
Civil Partnership	45	0.4%	0	0.00%	45	0.44%
Co Habiting	1275	12.4%	1	0.01%	1276	12.37%
Divorced	669	6.5%	0	0.00%	669	6.49%
Married	5741	55.7%	5	0.05%	5746	55.72%
Separated	165	1.6%	1	0.01%	166	1.61%
Single	1963	19.0%	4	0.04%	1967	19.07%
Widowed	153	1.5%	0	0.00%	153	1.48%
Data not available	291	2.8%	0	0.00%	291	2.82%
Total	10302	99.9%	11	0.11%	10313	####

Disability	Approved	%	Not Approved	%	Total	%
Dyslexia	88	0.9%	0	0.00%	88	0.85%
Hearing Impairment	68	0.7%	0	0.00%	68	0.66%

Mental / Emotional Health	45	0.4%	0	0.00%	45	0.44%
None	6467	62.7%	6	0.06%	6473	62.77%
Other	96	0.9%	0	0.00%	96	0.93%
Physical and / or Medical Difficulty	111	1.1%	1	0.01%	112	1.09%
Visual Impairment	25	0.2%	0	0.00%	25	0.24%
Data not available	3402	33.0%	4	0.04%	3406	33.03%
Total	10302	99.9%	11	0.11%	10313	#####

Religion	Approved	%	Not approved	%	Total	%
Agnostic	481	4.7%	0	0.00%	481	4.66%
Atheism	722	7.0%	0	0.00%	722	7.00%
Buddhism	0	0.0%	0	0.00%	0	0.00%
Christianity	3818	37.0%	4	0.04%	3822	37.06%
Humanism	12	0.1%	0	0.00%	12	0.12%
Information Declined	1083	10.5%	0	0.00%	1083	10.50%
Islam	99	1.0%	0	0.00%	99	0.96%
Judaism	0	0.0%	0	0.00%	0	0.00%
Other	839	8.1%	2	0.02%	841	8.15%
Sikhism	2	0.0%	0	0.00%	2	0.02%
Data not available	3246	31.5%	5	0.05%	3251	31.52%
Total	10302	99.9%	11	0.11%	10313	#####

Sexual Orientation	Approved	%	Not approved	%	Total	%
Bi-sexual	53	0.5%	0	0.00%	53	0.51%
Gay Man	57	0.6%	0	0.00%	57	0.55%
Heterosexual	6261	60.7%	7	0.07%	6268	60.78%
Information Declined	479	4.6%	0	0.00%	479	4.64%
Lesbian	57	0.6%	0	0.00%	57	0.55%
Data not available	3395	32.9%	4	0.04%	3399	32.96%
Total	10302	99.9%	11	0.11%	10313	#####

Employment Status	Approved	%	Not approved	%	Total	%
Permanent	7463	72.4%	5	0.05%	7468	72.45%
Temporary	2834	27.5%	6	0.06%	2840	27.55%
Total	10297	99.9%	11	0.11%	10308	#####

Employment Type	Approved	%	Not approved	%	Total	%
Not Employed	61	0.59%	0	0.00%	61	0.59%
Casual	192	1.86%	1	0.01%	193	1.87%
Fractional	2614	25.35%	0	0.00%	2614	25.35%
Full Time	5541	53.73%	8	0.08%	5549	53.81%
Hourly Paid	834	8.09%	1	0.01%	835	8.10%
Term Time	1060	10.28%	1	0.01%	1061	10.29%
Total	10302	99.9%	11	0.11%	10313	#####

Applications for Training	Total	%
Approved	10302	99.9%
Not approved	11	0.1%
Total	10313	100.0%