Equality & Diversity Progress Report 2017-18

Gower College Swansea
Coleg Gŵyr Abertawe

Contents

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 2017-2018, to 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 will enable us to provide high quality education and services and employment practices on an equitable basis. It will also help us 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 2017-2018 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 updated Strategic Equality Action Plan (2019-2022) is available on our website www.gcs.ac.uk under About Us/Policies and Procedures. 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. 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 areas are disseminated including examples of advancing equality in teaching and learning, partnership activity and positive action strategies to improve the representation, and support of, protected groups.

Staff across the organisation (managers, teaching and business support staff) have undertaken training on our Strategic Equality Action Plan and taken part in the consultation sessions and the review of the Strategic Equality Action Plan.Their views have helped to inform the revised action points and new objectives.

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.

The work of the Gower College Swansea Autistic Spectrum Disorder Strategy Group, chaired by the Deputy Principal, has led to greater support for autistic learners and better transition from school to college. Teaching and support staff across the organisation have received training on supporting autistic learners and making the College environment more inclusive and accessible for learners with additional learning needs.

Information on protected characteristics is collected from "All About Me" (e-portfolios) for staff. 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 Learner Voice survey is also provided by protected characteristic (age, gender, ethnicity and disability). Data on student enrolments and successful completion is also published by these protected characteristics and by mode of study and programme area.

Student data on other protected characteristics is published by overall numbers and collected online.

Improvements have been made in relation to disseminating more up to date data on protected groups to measure participation and progress. For example, student data by protected characteristic is available on the "Dashboard." This gives senior and Learning Area Managers access to student data by protected characteristic (gender, ethnicity, age and disability), including data on enrolment and successful completion by these categories. This data has been used in some Learning Area Reviews and the College's Self-Assessment Report for this period to measure progress and participation by protected characteristic. One of our priorities is to ensure that every area makes effective use of equality data and evidence to measure progress and, where necessary, to inform curriculum planning and positive action strategies in relation to recruitment and support services. We also need to raise awareness to encourage staff and students to provide accurate information.

Future Challenges and Priorities

1. To make more effective use of relevant equality data and information to evidence progress and areas for improvement and to inform curriculum and operational planning.

2. To further improve accessibility and inclusion, particularly in relation to teaching and learning and the college environment and to ensure we meet our duties under the Additional Learning Needs Act.

3. To assess the impact of policies and procedures using equality information and feedback from protected groups.

4. To promote awarenesss of our updated Strategic Equality Plan and monitor progress and share good practice in relation to implementing our equality objectives.

Introduction and Organisational Background

Gower College Swansea is a large further education college, operating from five main locations with, in 2017-18, 4,774 full time learners and 7,774 part time learners from across Swansea and neighbouring counties. It is also a major employer within the City and County of Swansea, with 957 staff in employment on 31st March 2018.

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 identified four "core" strategic aims. These are to:
- put the learner at the centre of everything we do;
- deliver the highest quality possible in everything we do;
- achieve the highest possible positive impact on the economic and social wellbeing of Swansea and South West Wales;
- strive to be an excellent organisation, growing sustainably, innovating and investing.

The Equality and Diversity Group is responsible for monitoring our progress and disseminating good practice and areas for improvement. This report provides details of actions taken during 2017-18 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 current Strategic Equality Action Plan was reviewed in 2018. As part of this review, we consulted with staff, learners and other stakeholders to review our equality objectives and priorities and revise our action plan.

Progress with Implementing our Equality Objectives

The following section provides an overview of actions taken during 2017-18 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 2017-18.

Objective 1: Promote staff awareness and understanding of our legislative duties, equality objectives and ways of advancing equality through their work.

During 2017-18 managers, teaching and business support staff across the organisation engaged in the review and consultation of the Strategic Equality Action Plan. These training and consultation sessions focused on reviewing how effective we are at implementing our equality objectives and identifying further objectives or actions and priorities going forward. The sessions also highlighted examples of evidence included in this annual report to promote awareness of how equality and diversity is promoted across the organisation and evidence to include in course reviews and learning area reports. Staff have also undertaken other equality and diversity training including training on implementing our duties under the ALN Act, ASD, mental health and trans-equality awareness training.

Staff awareness is also 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.

In addition to delivering training we need to engage more staff from different learning areas in cross-departmental events and initiatives and to encourage staff to share examples of good practice online. We also 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 the consultaion and review of our Strategic Equality Action Plan and their feedback has helped to inform the revised Strategic Equality Action Plan (2019-22), which will be published in 2019.

Findings from our Learner Voice Surveys is broken down by gender, age, disability, and ethnic group. This helps 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 2017). A range of curriculum areas (A Level, Vocational and Access, full and part time students) had stalls at these events, including: Motor-Vehicle, Plumbing, ILS, ESOL, Beauty and Holistics, ICT, Religious Studies, History, Health and Social Care, Childcare, Hospitality and Catering, History, Welsh, English and NEETS groups. 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. Student 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 All Wales Chinese Association, the African Community Centre, 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.

Other events have also been very successful. Show Racism the Red Card workshops have expanded to include different curriculum areas. In October 2017 Sport, Engineering, Plumbing, Electrical Installation, Carpentry and ILS

students took part in these workshops as part of the Fortnight of Action Wales campaign. Approximately 300 students took part altogether. Feedback from the evaluations of these sessions was very positive. ESOL students also took part in the Wear Red Day as part of this campaign and held a table-tennis tournament against staff to raise awareness and money for the charity. The Kenya Community Education Project also 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 2018) staff and students across the organisation took part in the Press for Progress national campaign. This campaign aims to promote awareness of gender equality issues and to encourage men and women and organisations to make a pledge to change attitudes, behaviour and working practices to help tackle key issues affecting women such as equal pay, sexual harassment and gender stereotyping. Tweets and photographs of staff and students making pledges were publicised on the college website. ESOL and Arts students took part in sponsored walks 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. A photograph of paricipants was publicised on the Care International UK website as part of their campaign promotion. Hair, Sport, Plumbing and Beauty have organised session swaps for the twelfth 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. In Hair Beauty and Holistics, the events team has also increased year on year and continues to be involved in many local community and charity events and competitions, including Sparkle (transgender) events. This has enabled students to showcase their skills, promote the department and work with different client groups in the wider community. Such events have also encouraged an increase in participation of protected groups, for example there are an increasing number of transgender clients at Broadway.

Equality and diversity is an integral part of sports courses. For example, A Level PE students study equality issues and barriers affecting different groups, for example, women, ethnic minorities and disabled people and ways of overcoming barriers. 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. The college sports teams also wore rainbow laces as part of the Stonewall Cymru campaign to promote positive attitudes to diversity and challenge homophobia in sport. The enrichment programme also offers a wide choice of activities to ensure inclusion and participation of different groups and has increased the resources for physical activities for ILS students.

In Health and Care, equality and diversity units are part of all courses and an integral part of student written assignments and assessments on work placements. For example, students have taken part in anti-slavery campaigns and promoted awareness of mental health issues, sign language and human trafficking and some students have become dementia champions. Educational visits are used effectively to enhance the curriculum and broaden the learner experience. For example, the annual visit to London by CCLD learners to work with children in a multi-cultural inner-city school to carry out activities relating to the Welsh language and culture, which receives very positive feedback from the schools and all involved. Guest speakers from a variety of outside agencies, for example, the Terrence Higgins Trust and relevant professionals such as mental health nurses and social workers raise awareness and aspirations.

In Humanities and Creative Arts, equality and diversity is promoted in the curriculum through particular units or topics on different courses, guest speakers and projects. For example, A Level English learners study texts from other cultures and dystopian fiction and invite guest speakers on issues such as domestic abuse help to raise awareness of equality issues. RS students study different religions and human rights issues and promote awareness of these at the Diversity Fayre. A Level History focuses on human rights and the concept of being a world citizen. Learners have the opportunity to meet a Holocaust survivor and engage in a Q&A session as part of their "Lessons for Auschwitz" Project. Modern Foreign Languages incorporate topics of gender equality, sustainability and social and racial exclusion to further develop learners' understanding of equality and diversity. Level 3 learners following vocational programmes in Creative Arts complete the Level 3 Welsh Baccalaureate Global Citizenship Challenge. Media students explore representations of gender, race, age, ethnicity and sexuality in particular films, TV programmes and other media. They also explore use of images for promotion including ethical considerations when planning and producing films and using images. Dance students complete a unit which teaches dances from a variety of cultural backgrounds and also explore examples of work where dance pieces have been performed by males or females in non-traditional roles. Art and Design students have explored equality and diversity through a number of projects. For example, Foundation Degree students completed units on politics and the human form

which included exploring representations of gender, disability, sexuality and race and equality issues affecting different groups.

In ABE, making English and maths classes available to ESOL learners has helped to improve progression opportunities for ESOL learners, particularly those who need to improve their literacy and numeracy in order to progress onto mainstream courses.

In partnership with Colegau Cymru the college has also taken part in a Euopean funded project to encourage ethnic minorities to engage in sports and physical activities. As part of this project an ESOL student was appointed Youth Sports Development Ambassador and undertook training with other Youth Sports Ambassadors from across Europe and ran a ten week sports programme for ethnic minority students in college and helped organise the ESOL Sports Day.

In Work Based Learning staff attend NTfW Equality and Diversity meetings to explore how to promote equality and diversity from a work-based learning perspective and how to overcome barriers for protected groups and have contributed to the development of the NTfW apprenticeship Equality and Diversity Toolkit.

Equality and diversity resources for tutorial sessions are also available on Moodle and staff also access guest speakers from organisations such as EYST, BAWSO, the Terrence Higgins Trust and Swansea City of Sanctuary to raise awareness of equality issues affecting protected groups and to promote positive attitudes to diversity. Tutorial Spot-Light events have also helped engage more students and staff in cross-college campaigns and initiatives such as promoting awareness of mental health and support available for people with mental health issues.

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 and successful completion data is broken down by gender, age, ethnic group and disability/learning difficulty.

Details and analysis of data gathered in relation to protected characteristic can be found under *Student Data by Protected Characteristic and Workforce Data by Protected Characteristic.*

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. For example, student data by protected characteristic is available on the college "Dashboard" which was updated in 2018 to make it more user-friendly.The Dashboard gives senior and learning area managers instant access to student data by protected characteristic (gender, ethnicity, age and disability), including data on enrolment and successful completion by these categories. This data has been used by some learning area managers as part of their learning area reviews to measure participation and successful completion by protected characteristics, for example, age, gender, ethnicity and disability. One of our priorities is to use this data more effectively to measure progress and 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.

We have between 100% and 96% of data for staff on certain protected characteristics. This is because this data is entered onto the system when a new staff HR record is created – this is the case for age, gender and marital status. All staff joining the College meet with HR on their first day and are asked to populate the remaining equality and diversity data onto their 'All About Me' record. At this point information about all the other protected characteristics should be captured. This method has been successful in capturing ethnicity data as we have a 97% record of the workforce's ethnicity, but much higher rates of under reporting in the other protected characteristics. However, with the robust new starter procedures that have been implemented it is expected that over time a more complete data set for staff will be available.

Objective 5: Improve feedback and communication mechanisms, and monitoring and reporting procedures to help identify and disseminate progress, and areas for improvement, more effectively.

The Corporation Board, through its committees, reviews various aspects of equality and diversity. This includes reviewing the annual Equality and Diversity Progress Report; attendance by members of the Board at various events such as the Diversity Fayres; reviewing the Learner Voice Survey

outcomes and measures taken to address issues raised; reviewing, through the Learner Support Committee, events which take place in the college to foster good relations and positive attitudes to equality and diversity and promote awareness of equality issues in the college and the wider community; and noting that all policies which are approved by the Board have been impact assessed.

To help monitor progress, satisfaction levels and needs of protected groups the Learner Voice Survey is broken down into gender, age, disability and ethnic group. Key findings are below:

Learner Voice Survey Autumn Term Full Time November 2017 AS and A Level Students

Equality and Diversity Questions & Quality assurance Questions: All Respondents

- 93% said their teachers treated them equally and fairly
- 91% of respondents said they felt safe in college, which is 2% lower than the previous year;
- 92% said that overall they were happy with and would recommend the college, which is the same as the previous year;
- 91% said they were happy with their course and would recommend it, which is 2% lower than last year.

Gender

There were no significant differences between males and females in terms of satisfaction apart from in realtion to catering. As in previous years, female respondents were significantly were less satisfied with the variety of food on offer and healthy eating options than males.

Ethnicity

The small number of learners who identified themselves as from a variety of Asian (with the exception of Asian/Indian) or Arab backgrounds (48 learners in total) were generally much less satisfied than other groups as were those who did not wish to give this information regarding their ethnicity (16 learners in total).

Disability & learning Difficulties or Disabilities

In terms of disability/learning difficulty, respondents with autism/aspergers were the most satisfied and generally had higher satisfaction rates than the previous year except in relation to feeling safe in college. Although respondents with dyslexia/dyspraxia were the least satisfied, on the whole, their satisfaction levels have improved significantly in comparison with the

previous year. Satisfaction rates for non-disabled respondents were similar to respondents with autism/aspergers but higher than respondents with dyslexia/dyspraxia. Other disabilities have not been included as numbers are very small.

88% of respondents with dyslexia/dyspraxia (27 respondents) would recommend their course (7% higher than last year); 77% felt safe in college (7% higher than last year); 85% were happy with their course (5% higher than last year); 81% were happy with the college (1% higher than last year) and 85% would recommend the college (1% higher than last year).

100% of respondents with autism/aspergers (15 respondents) said they would recommend their course and the college to a friend (same as last year); 92% said they felt safe in college (8% lower than last year); 87% said overall they were happy with their course 93% were happy with their course (7% higher than last year) 94% said overall they were happy with the college (6% higher than last year).

92% of respondents with no disability or learning difficulty (802 respondents) would recommend their course and felt safe in college; 93% would recommend the college and 91% were happy with their course and 89% were happy with the college overall.

Learner Voice Survey Autumn Term Full Time November 2017 Vocational Students

Equality and Diversity and Quality Assurance Questions: All Respondents

- 92% of respondents said their teachers treated them equally and fairly
- 93% of respondents said that they felt safe in college, which is 1% lower than the previous year;
- 91% said that overall they were happy with the college, 2% lower than the previous year;
- 93% said that overall, they were happy with their course, 2 % lower than last year

Gender

There were small differences between age groups but none were significant except that female learners were significantly less satisfied with the catering both in variety of foods and healthy eating options.

Ethnicity

There were some minor variations in responses from ethnic groups against the different groups of questions (groups of learners with less than 5 respondents have been ignored for these purposes). Learners from Asian Indian, Chinese or mixed Asian backgrounds were the most satisfied with the statements covering pre-enrolment and enrolment and induction. Mixed white/black African learners were also more satisfied with induction. Asian/Pakistani and black African Caribbean learners were very satisfied with the teaching, Asian/Pakistani and mixed white and black African learners were also the most satisfied with assessment and mixed white and black African learners with the support received. British Pakistani and mixed white and black African learners were the most likely to recommend the college. As with the strengths, there were minor differences of responses against different groups of questions when analysing by ethnicity.Mixed White/Asian and Mixed white/multi ethnic showed significant deviation from the average in all statements.

Disability & Learning Difficulties or Disabilities

In terms of disability/learning difficulty, respondents with autism/aspergers, respondents (50 respondents); other medical conditions (82 respondents) were the most satisfied and non-disabled respondents (1,643 respondents) were the most satisfied. Respondents with hearing loss (20 respondents) were aslo amongst the most satisfied and significantly more satisfied than the previous year. Repondents with dyslexia/dyspraxia and respondents with a learning difficulty/disability and partially sighted respondents were slightly less satisfied.

93% of respondents with autism/aspergers (50 respondents) said they would recommend their course (3% lower than last year); 89% said they would recommend the college (7% lower than last year); 92% said they felt safe in college (7% higher than last year); 87% said they were happy overall with their course (4% higher than last year) and 94% said overall they were happy with the college (13% higher than last year).

90% of respondents with dyslexia/dyspraxia (225 respondents) said they would recommend their course to a friend (1 % lower than last year); 87% said they would recommend the college (4% lower than last year); 92% of respondents said they felt safe in college (same as last year) and were happy with their course (1% lower than last year); and 88% were happy with the college overall (3% lower than last year).

85% of respondents with a learning difficulty/disability (57 respondents) said they would recommend their course; 89% would recommend the college;

89% said they felt safe; 93% said that they were happy with their course and 89% said they were happy with the college.

100% of partially-sighted respondents (12 respondents) were happy with their course and the college and 92% said they would recommend their course; however 83% said they felt safe (8% lower than last year) and 75% said they would recommend the college (25% lower than last year).

Staff Perception Survey 2018

95% of respondents said they were aware of our equality duties (the same as the last three years and 90% of respondents felt that the college deals effectively with equality issues: 1% lower than last year.

Objective 6: Use relevant information and feedback to assess the impact of policies and practices on protected groups more effectively.

Progress with impact assessment is monitored through the Principal's office and Equality and Diversity Group. Findings from impact assessments are presented with policies prior to approval. Policy writers need to ensure they consult with protected groups as part of the policy development and review process. Working groups need to take a more thorough and evidence based approach to impact assessments to ensure that opportunities for advancing equality through our policies are fully considered, as well as ways of measuring the impact of policies on 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 and Construction positive action strategies to recruit girls and women include tasters for girls as part of school liaison activities and Saturday Clubs. For example, in Engineering and Construction Learner Coaches attended Pentrehafod School to promote Construction Apprenticeships to Year 11 pupils, targeting females. There are seven female teaching staff in the department (out of a total of 60 full time employees), which is above the mean for women in engineering jobs. One of these members of staff represents an ethnic minority and is a member of the Equality and Diversity Group and is involved in cross-college initiatives, such

as the Equality and Diversity Network. The drive to encourage both women and ethnic minority groups into Engineering is promoted by the professional institutions with whom the Engineering and Construction managers work closely. It is also promoted through college publications such as the Apprenticeship Newsletter, which feature positive action strategies and role models. Case studies of successful female apprentices were also included in the NAW International Women's Day celebratory event.

Positive action to increase participation of girls and women in sport includes the "Us Girls"and "Fit for Life" projects. The "Us Girls" project includes girls and young women (not on sports courses) from Communities First areas doing physical activities and training students to become leaders. These are student lead activities run in tutorial sessions and include activities such as yoga, fitness and rounders. The "Fit for Life" project promotes women taking part in sport and getting fit for employment. Health and Care and Hair and Beauty students have taken part in regular physical activities through this project.The sports department has also promoted women's rugby, with the WRU partnership officer setting up a new team for girls which has played in the Rosslyn Park Sevens tournament (the biggest tournament in school rugby).

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. The introduction of the new Level 4 Sports Massage course and the additional Level 3 Sports Massage course has increased the male student numbers within the area.

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. For example, as part of the HE+, Further Maths Support Programme, female role models have been used to inspire more female students to consider careers in Science and Engineering. 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. For example, as part of HE+, students receive a talk on 'Girls in Physics' in association with Institute of Physics. In social science, an area that has been traditionally attracted female learners, open evenings and HE+ events are delivered by male members of staff. Male and female students working successfully in female or female dominated areas are also promoted as positive role models. For example, case-studies of 18

apprentices recently featured in the College Newsletter included 4 female apprentices working as laboratory technicians, highlighting their success stories.

Good progress has been made in increasing the number of female staff within the STEM areas. The gender split in Maths and Science is now broadly even, whilst there is still a male bias in Engineering. The college has 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.

In Business and Technology more female members of staff have been appointed in Computer Science and ICT and Economics. In Computer Science the proportion of male/female staff is roughly equal and in A Level ICT two thirds of the team are female. In Economics a female member of staff has been appointed for the first time. The department also promotes female role models in this area through displays of successful women in these fields. In addition, part time courses such as accountancy are offered during the day and evening, which helps to attract more women.

Work-Based Learning also ensure that positive role models are promoted. For example, a female Gower College Swansea student who won the Apprenticeship Awards Cymru award (the only female in a group of technical apprentices recruited by the company) was featured in the FE daily news as well as through the Apprenticehip Awards.

We have seen an increase in female staff in learning areas where they were previously under represented. In Sport and Public Serivces female representation went from 24% to 32% and in Construction the female representation is 4%, while Engineering has remained consistent at 12%. In the areas traditionally under represented by men, in Holisitcs the proportion has increased slightly from 11% to 12% and in visual arts the representation has gone from 37% to 43%.

Objective 8: Complete an equal pay review and develop and implement an equal pay policy.

Analysis of the 2017 and 2018 pay gap data suggests there are no equal pay issues in the college. Our data compared favourably with other local colleges and the 2018 data did not vary greatly from 2017. The small increase in the gender pay gap over the period has been attributed to recruitment of a number of cleaners to the college from agency contracts. These roles are all part time and many are term time only, so this inevitably

attracts more female candidates endeavouring to balance home commitments and work. Previously these roles were being covered by agency staff on less favourable terms and conditions. As a result of offering stable well paid employment our gender pay gap figures have been negatively impacted.The college is considering undertaking a job evaluation review for business support roles and is currently in discussions with Unison about the impact this would have on the college as well as how this could be funded.

Objective 9: Improve representation of Black and Minority Ethnic groups in the workforce.

Performance in this area has been positive we have seen an increase in applicants from BAME groups over the last two years and an increase in the number of appointments of BAME candidates. A move to our online application systems has improved accessibility for applicants from overseas. Following the attendance at the South West Wales Regional BAME Network Meeting our contacts for disseminating vacancies to interested groups have been updated and we now have a distribution list of approximately 20 people, this allows us to email interested parties weekly to update them with our current vacancies.

Objective 10: Improve accessibility of college facilities, services, and progression and employment opportunities for disabled people.

In terms of accessibility to all college sites, this has been raised at strategic health and safety meetings to ensure it is monitored due to significant changes in the college's estates. It was agreed that accessibility estate surveys would take place on all sites with student representatives, and issues identified with proposed actions in place for 2019/20.

The college's ASD Strategic Group has continued to meet and monitor the progress on our key focuses of transition, support, communication and the ALNET (WALES) Act 2018.

In terms of improving transition, relevant college staff have attended 73 student reviews within schools, held individually designed and group relevant taster events at the college and ensured parents and carers were kept involved in the transition process. In July 2018, 66 ASD learners stayed in college and achieved their chosen qualification (96% of cohort) and 56

learners (85% of cohort) moved on to further study. Out of the cohort of 66 learners, 36 receive one to one in class support and the other 30 receive a combination group in class support and targeted out of class support. Communication is maintained by the existence of the ASD group and the sharing of good practice across Swansea.

A key transition area of improvement has been Higher Education and identified ASD Strategic Group members have worked closely with Swansea University on a research project. A formalised agreement between the College and University on ASD transition is being finalised at present based around a transition Toolkit.

Support has focused on emphasising the key college contacts and ensuring the established networks within Swansea are enhanced for the learner. The ASD group has increased the number of members invited so it represents students, employers and health agencies. It has also renamed itself the Gower College Swansea ASC (Autistic Syndrome Condition) Strategic Group.

The College is now working closely in a strategic regional partnership to implement the ALNET (Wales) Act 2018 in readiness for the academic year 2020/21. This is enhancing our working relationship with the local authority and is supported by ColegauCymru's Transformational Lead.

In Independent Living Skills (ILS), learners are able to take a variety of courses from Pre-entry to Entry 3, with units carefully selected to provide a variety of topics, which allow for development of independence and contextualised learning, linked to progression opportunities. Moreover, teachers and curriculum leaders review the curriculum annually and refine as necessary to meet the broad needs of learners linked to the Person Centred Planning Process. For example, the PACE course allows learners with ASD the opportunity to overcome social and emotional anxieties linked to autism, prior to progressing to their next stage of learning. A PACE Progression course has also been introduced specifically for autistic learners with the aim of aiding progression onto mainstream provision. Skills for Adulthood students work towards developing independence, which aids their transition to alternative or day service provision.

Various courses in ILS provide excellent opportunities for learners to contribute to work related initiatives with the potential of work or volunteering at the end of the course. 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. Many courses also embed fund raising events

into their programme, which promotes enterprise and inclusion, while also raising self-esteem of individuals.

Links with schools to aid transition has also improved, with greater participation in college taster days. Students from every feeder school for ILs take part in a discrete taster day. This makes it possible to group pupils with similar needs together and gives pupils the opportunity to meet other pupils from other schools, to experience the kind of course they want to do and choose a suitable pathway. To aid transition pupils planning to attend college enange in activities at college before starting their course. For example, pupils from Pen-y-Bryhn attend college one morning a week and take part in various activities including, sports, art, cookery and photography.

The college has also taken part in a Welsh Government pilot project working in conjunction with Cardiff and Vale College and Coleg Gwent to develop a more accessible initial assessment tool for ILS students which creates targets for students on completion.

Communication with parents has also improved, with more parents providing feedback on the application and progression process and the ILS department is also working with parents to promote independent travel to and from college for some students.

Gower College Swansea is a disability confident committed employer. The College has pledged to ensure our recruitment process is inclusive and accessible and offer an interview to applicants with a disability who meet all the essential criteria for the post and consider such applicants on their abilities. The College works closely with DWP local offices to maximise vacancy advertising potential within the surrounding local communities.The College has also pledged through the Time to Change Wales campaign, to end mental health discrimination. Support for all potential employees is offered throughout the application process.

Arrangements to Identify and Collect Relevant Equality Information

The college gathers relevant equality information and data on protected characteristics from:
- student medical disclosures;
- enrolment forms and application forms;

- data available on the college intranet under Management Integrated Information Systems (MIIS); "My eILP"; the "Dashboard" and staff e-portfolios (All About Me);
- Learner Voice Surveys and focus groups and Staff Perception Surveys;
- curriculum area and learning area reviews
- staff training events

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;
- student retention, attainment and successful completion by gender, ethnicity, disability and age group;
- staff applications and representation across various departments, roles, levels and modes of employment;
- applicants and people employed by each protected characteristic;
- take up of particular support services by different learners (e.g. for students with disabilities and learning difficulties);
- perceptions of certain protected groups and issues affecting them;
- 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. The "Dashboard" has been recently updated, giving managers and other relevant staff access to live student data by protected characteristic. This includes data on enrolment, successful completion, retention and attainment by ethnicity, gender, age and disability. This data is available at whole college, programme area and course level.

Since September 2013, information on protected characteristics 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.

Student Data by Protected Characteristic

Vocational Full Time Student Headcount by Protected Characteristic

prog area	students	gender		ethnicity		age			disability / learning difficulty	
		female	male	white	BEM	under 19	19-24	25+	yes	no
ART	152	45%	55%	95%	5%	86%	14%	0%	18%	82%
BUS	162	33%	67%	82%	18%	79%	15%	6%	7%	93%
CON	79	1%	99%	96%	4%	97%	3%	0%	10%	90%
ENG	355	6%	94%	92%	8%	80%	15%	6%	15%	85%
ESOL	151	39%	61%	21%	79%	9%	17%	74%	3%	97%
HBT	183	97%	3%	95%	5%	58%	17%	25%	20%	80%
HEC	610	91%	9%	90%	10%	66%	17%	17%	11%	89%
HECB	33	58%	42%	94%	6%	100%	0%	0%	12%	88%
HTT	112	63%	37%	96%	4%	80%	20%	0%	19%	81%
HUM	36	56%	44%	78%	22%	58%	33%	8%	8%	92%
ILS	137	39%	61%	98%	2%	76%	24%	0%	81%	19%
MSS	63	44%	56%	90%	10%	62%	22%	16%	10%	90%
SPP	292	29%	71%	94%	6%	92%	8%	0%	11%	89%
TEC	163	12%	88%	88%	12%	82%	14%	4%	18%	82%
VIS	138	68%	32%	93%	7%	67%	20%	14%	22%	78%
Totals	2666	50%	50%	88%	12%	72%	16%	12%	17%	83%

AS/A Level Subject Enrolments by Protected Characteristic

		Full Time A/AS Subject Enrolments by Protected Characteristic								
prog area	students	gender		ethnicity		age			disability / learning difficulty	
		female	male	white	BEM	under 19	19-24	25+	yes	no
ART	519	71%	29%	94%	6%	97%	3%	0%	11%	89%
BUS	685	49%	51%	89%	11%	98%	2%	0%	5%	95%
ENG	105	9%	91%	83%	17%	98%	2%	0%	7%	93%
HEC	107	99%	1%	93%	7%	98%	2%	0%	3%	97%
HUM	716	69%	31%	95%	5%	96%	3%	0%	9%	91%
MSS	1967	55%	45%	91%	9%	98%	2%	0%	6%	94%
SPP	70	41%	59%	97%	3%	100%	0%	0%	4%	96%
TEC	206	24%	76%	85%	15%	97%	3%	0%	12%	88%
Totals	4375	56%	44%	91%	9%	98%	2%	0%	7%	93%

Part Time Student Headcount by Protected Characteristic

Part Time Student Headcount by Protected Characteristic											
prog area	students	gender			ethnicity		age			disability / learning difficulty	
		female	male	other	white	BEM	under 19	19-24	25+	yes	no
ABE	172	62%	38%	0%	73%	27%	2%	10%	88%	33%	67%
BUS	144	64%	36%	0%	92%	8%	8%	24%	67%	6%	94%
ENG	117	3%	97%	0%	96%	4%	12%	15%	73%	3%	97%
ESOL	451	56%	44%	0%	37%	63%	3%	11%	86%	4%	96%
GEN	597	45%	55%	0%	86%	14%	78%	13%	10%	16%	84%
HBT	145	80%	20%	0%	94%	6%	14%	14%	72%	8%	92%
HEC	151	92%	8%	0%	89%	11%	4%	20%	76%	9%	91%
ILS	143	48%	52%	0%	99%	1%	0%	29%	71%	99%	1%
MSS	27	74%	26%	0%	96%	4%	11%	22%	67%	7%	93%
SCVS	585	67%	32%	1%	95%	5%	2%	10%	88%	7%	93%
SPP	27	44%	56%	0%	89%	11%	19%	41%	41%	7%	93%
Totals	2559	58%	42%	0%	81%	19%	21%	14%	64%	15%	85%

GCS Training Part Tie Student Headcount by Protected Characteristic

GCS Training Part Time Student Headcount by Protected Characteristic										
prog area	students	gender		ethnicity		age			disability / learning difficulty	
		female	male	white	BEM	under 19	19-24	25+	yes	no
GCS1	47	40%	60%	94%	6%		6%	94%	11%	89%
GCS2	151	64%	36%	96%	4%		8%	92%	6%	94%
GCS3	63	65%	35%	100%	0%		17%	83%	0%	100%
GCS7	4	0%	100%	100%	0%		0%	100%	0%	100%
GCS8	115	50%	50%	98%	2%		7%	93%	3%	97%
GCS9	40	60%	40%	100%	0%		8%	93%	10%	90%
Totals	420	57%	43%	97%	3%		9%	91%	5%	95%

Work Based Learning Student Headcount by protected Characteristic

WBL Student Headcount by Protected Characteristic										
prog area	students	gender		ethnicity		age			disability / learning difficulty	
		female	male	white	BEM	under 19	19-24	25+	yes	no
SSS	1394	44%	56%	97%	3%	11%	26%	62%	5%	95%

Gender

In 2017-18 the overall cohort was 12,548 students, with 52% female and 48% male students.

For full time students the gender balance is the same as last year; for part time students there is a 1% decrease in the proportion of males.

The gender balance for full time vocational programmes is equal, which represents a 1% increase in the proportion of males compared with the previous year and for AS/A Level programmes the gender balance is 56% female; 44% male which is the same as the previous year.

For work based learning the gender balance is 44% female; 56% male, which represents a 5% increase in the proportion female students and for GCS training the gender balance is 57% female and 43% male, the same as the previous year.

For full time vocational programmes, male dominated programme areas include: Business (67%); Construction (99%); Engineering (94% male); Sport & Public Services (71% male) and Techonology (88% male). There are no significant differences in the proportion of males and females in any of these programme areas compared with last year, although in Business the proportion of female students has decreased from 38% to 33% and the proportion of women in Engineering has increased from 4% to 6%.

Female dominated vocational full time programmes include: Hair and Beauty (97% female); Health & Care (91% female); Hospitality Travel and Tourism (63% female) and Visual Arts (68% female). There are no significant differences in the proportion of males and females in any of these programme areas except Hospitality, Travel and Tourism where the proportion of females has increased by 10%.

For full time A/AS Level enrolments there are also no significant changes in the gender balance compared with last year apart from in Art where the proportion of males has decreased from 37% to 29%. In Business the gender balance is almost equal (49% female; 51% male). There is also a higher proportion of females in Maths and Science AS/A Level (55% female; 45% male).

For part time programmes the proportion of males in Hair and Beauty has increased by 4% and in Maths and Science the proportion of males has increased by 7%. In most other areas proportions of males and females are roughly the same as last year.

With regards to successful completion rates by gender, the successful completion rate is 3% higher for females (85% for females compared with 82% for males). This is the same as last year. In most areas the difference in successful completion rates is small (below 5%) apart from Visual Arts where successful completion rates for females over 10% higher than for males and HECB where successful completion rates for females is almost 20% higher than for males and Art where the successful completion rate is 7% higher for females. However, it is important to bear in mind that this data relates to enrolments rather than individuals. This can have an impact on the data as a learner may enrol on several qualifications.

Successful Completion Rates by Gender

prog area	female						male					
	enr	comp	att	completion	attainment	success	enr	comp	att	completion	attainment	success
AAA	335	333	326	99.4	97.9	97.3	282	281	279	99.6	99.3	98.9
ABE	266	246	236	92.5	95.9	88.7	240	232	212	96.7	91.4	88.3
ART	467	407	369	87.2	90.7	79	298	272	215	91.3	79	72.1
BUS	644	597	537	92.7	89.9	83.4	687	629	545	91.6	86.6	79.3
CON	1	1	1	100	100	100	172	161	142	93.6	88.2	82.6
ENG	51	45	41	88.2	91.1	80.4	629	559	530	88.9	94.8	84.3
ESOL	510	467	406	91.6	86.9	79.6	472	411	339	87.1	82.5	71.8
GCS1	19	19	17	100	89.5	89.5	19	18	15	94.7	83.3	78.9
GCS2	106	99	94	93.4	94.9	88.7	54	49	45	90.7	91.8	83.3
GCS3	33	31	30	93.9	96.8	90.9	19	17	17	89.5	100	89.5
GCS7							4	4	4	100	100	100
GCS8	45	43	42	95.6	97.7	93.3	53	52	51	98.1	98.1	96.2
GCS9	114	102	97	89.5	95.1	85.1	73	66	60	90.4	90.9	82.2
GEN	300	271	238	90.3	87.8	79.3	351	320	279	91.2	87.2	79.5
HBT	324	279	263	86.1	94.3	81.2	35	30	27	85.7	90	77.1
HEC	1117	990	908	88.6	91.7	81.3	85	72	71	84.7	98.6	83.5
HECB	41	19	19	46.3	100	46.3	31	20	20	64.5	100	64.5
HTT	134	115	109	85.8	94.8	81.3	73	63	62	86.3	98.4	84.9
HUM	574	534	512	93	95.9	89.2	254	238	223	93.7	93.7	87.8
ILS	247	242	236	98	97.5	95.5	309	289	278	93.5	96.2	90
MSS	1192	1134	1063	95.1	93.7	89.2	945	889	835	94.1	93.9	88.4
SCVS	85	85	81	100	95.3	95.3	39	39	37	100	94.9	94.9
SPP	199	187	170	94	90.9	85.4	477	455	388	95.4	85.3	81.3
TEC	83	69	57	83.1	82.6	68.7	396	364	282	91.9	77.5	71.2
VIS	143	114	101	79.7	88.6	70.6	56	43	33	76.8	76.7	58.9
Totals	7030	6429	5953	91%	93%	85%	6053	5573	4989	92%	90%	82%

Ethnicity

The latest official estimates suggest a non-white ethnic population of around 14,300 - 6.0% of Swansea's total population (2011 Census).

The proportion of full time vocational BAME students in college is 12% and for A Level and AS Level enrolments it is 9%. This represents a 3% increase in the proportion of BAME students on vocational programmes and 1% increase in the proportion of BAME students on A Level programmes compared with last year.

The proportion of BAME students taking part time programmes (not including WBL) is 19%. This is the same as last year.The proportion of BAME part time WBL students is 3%.This is also the same as last year.

Full time vocational programme areas with the highest proportion of BAME students are:
ESOL (79%); Humanities (22%); Business (18%); Maths and Science and Health and Care (10%). In each of these areas, with the exception of Maths and Science, where the proportion of BAME students has decreased by 3%) there has been an increase in the proportion of BAME students, particularly in Humanities, which has increased from 0% to 22%.

Full time A Level programme areas with the highest proportion of BAME students are: Engineering (17%); TEC (15%); Business (11%). Each of these areas has also seen an increase I the proportion of BAME students compared with the previous year. Sports and Public Services has the lowest proportion of BAME students (3%), which is 3% lower than last year.

Part time programmes with the highest propotyion of BAME students include: ESOL (63%); ABE (27%); Health and Care and Sports and Public Services (11%) and GEN (14%). The proportion of BAME students has increased in each of these areas compared with last year, especially Sport and Public Servicse which has incraesd from 0% to 11%. Areas with the lowest proportions of BAME students are Engineering and Maths and Science (4%) and ILS (1%). In Maths and Science the proportios of BAME students is 10% lower than last year.

Regarding successful completion rates by ethnic group, the successful completion rate for White learners is 3% higher than for BAME learners (this is 1% higher than last year). When comparing successful completion rates by ethnicity and programme area, there is generally little difference,

although in some areas the gaps are bigger. For example, in ESOL the successful completion rate of White students is roughly 8% higher than the successful completion rate of BAME students and in GEN it is roughly 7% higher and SCVS it is around 15% higher (although numbers here are very small). On the other hand in some areas the successful completion rates of BAME students is slightly higher, and in a few areas successful completion rates of BAME students is significantly higher, for example: TEC (around 14% higher) and Hospitality, Travel and Tourism (around 18% higher) and Hair and Beauty (around 10% higher). However, it is important to bear in mind that this data relates to enrolments rather than individuals. This can have an impact on the data as a learner may enrol on several qualifications.

Successful Completion Rates by Ethnic Group and Programme Area

prog area	BME						White					
	enr	comp	att	completion	attainment	success	enr	comp	att	completion	attainment	success
AAA	60	59	58	98.3	98.3	96.7	557	555	547	99.6	98.6	98.2
ABE	115	108	104	93.9	96.3	90.4	391	370	344	94.6	93	88
ART	40	37	32	92.5	86.5	80	725	642	552	88.6	86	76.1
BUS	155	149	121	96.1	81.2	78.1	1176	1077	961	91.6	89.2	81.7
CON	6	6	5	100	83.3	83.3	167	156	138	93.4	88.5	82.6
ENG	69	66	62	95.7	93.9	89.9	611	538	509	88.1	94.6	83.3
ESOL	678	603	497	88.9	82.4	73.3	304	275	248	90.5	90.2	81.6
GCS1	2	2	1	100	50	50	36	35	31	97.2	88.6	86.1
GCS2	9	8	8	88.9	100	88.9	151	140	131	92.7	93.6	86.8
GCS3							52	48	47	92.3	97.9	90.4
GCS7							4	4	4	100	100	100
GCS8	1	1	1	100	100	100	97	94	92	96.9	97.9	94.8
GCS9	4	3	2	75	66.7	50	183	165	155	90.2	93.9	84.7
GEN	99	89	73	89.9	82	73.7	552	502	444	90.9	88.4	80.4
HBT	22	21	20	95.5	95.2	90.9	337	288	270	85.5	93.8	80.1
HEC	112	106	96	94.6	90.6	85.7	1090	956	883	87.7	92.4	81
HECB	4	4	4	100	100	100	68	35	35	51.5	100	51.5
HTT	10	10	10	100	100	100	197	168	161	85.3	95.8	81.7
HUM	57	56	52	98.2	92.9	91.2	771	716	683	92.9	95.4	88.6
ILS	10	10	10	100	100	100	546	521	504	95.4	96.7	92.3
MSS	188	182	172	96.8	94.5	91.5	1949	1841	1726	94.5	93.8	88.6
SCVS	11	11	9	100	81.8	81.8	114	114	110	100	96.5	96.5
SPP	37	34	31	91.9	91.2	83.8	639	608	527	95.1	86.7	82.5
TEC	53	48	44	90.6	91.7	83	426	385	295	90.4	76.6	69.2
VIS	11	11	11	100	100	100	188	146	123	77.7	84.2	65.4
Totals	1753	1624	1423	93%	88%	81%	11331	10379	9520	92%	92%	84%

Age

The largest age group is under 19s: 72% of full time vocational students and 98% of A/AS level enrolments. This is 1% higher than last year. 64% of part time students and 62% of part time WBL students are in the over 25 age group. Although still high, the proportion of part time learners over 25 is roughly 9% lower than last year. In GCS Training 91% are in this age group. This is the same as last year.

Disability

The proportion of full time students on vocational programmes who declared a disability or learning difficulty was 17% (2% lower than last year). For A/AS level enrolments the proportion is 7% (2% higher than last year). For WBL students the proportion is 5% (the same as last year).The proportion of part time students who declared a disability or learning difficulty this year was 15% (1% lower than last year).

Successful Completion Rates by Learning Area & Disability

prog area	Has declared disability/learning difficulty						Has not declared disability/learning difficulty					
	enr	comp	att	completion	attainment	success	enr	comp	att	completion	attainment	success
AAA	30	30	29	100	96.7	96.7	587	584	576	99.5	98.6	98.1
ABE	161	148	135	91.9	91.2	83.9	345	330	313	95.7	94.8	90.7
ART	63	56	48	88.9	85.7	76.2	702	623	536	88.7	86	76.4
BUS	56	49	45	87.5	91.8	80.4	1275	1177	1037	92.3	88.1	81.3
CON	9	9	7	100	77.8	77.8	164	153	136	93.3	88.9	82.9
ENG	97	80	75	82.5	93.8	77.3	583	524	496	89.9	94.7	85.1
ESOL	27	24	15	88.9	62.5	55.6	955	854	730	89.4	85.5	76.4
GCS1	2	2	2	100	100	100	36	35	30	97.2	85.7	83.3
GCS2	8	8	6	100	75	75	152	140	133	92.1	95	87.5
GCS3	1	1	1	100	100	100	51	47	46	92.2	97.9	90.2
GCS7							4	4	4	100	100	100
GCS8	8	7	7	87.5	100	87.5	90	88	86	97.8	97.7	95.6
GCS9	15	15	15	100	100	100	172	153	142	89	92.8	82.6
GEN	76	71	59	93.4	83.1	77.6	575	520	458	90.4	88.1	79.7
HBT	41	32	28	78	87.5	68.3	318	277	262	87.1	94.6	82.4
HEC	96	84	79	87.5	94	82.3	1106	978	900	88.4	92	81.4
HECB	17	10	10	58.8	100	58.8	55	29	29	52.7	100	52.7
HTT	38	29	29	76.3	100	76.3	169	149	142	88.2	95.3	84
HUM	32	32	32	100	100	100	796	740	703	93	95	88.3
ILS	451	435	419	96.5	96.3	92.9	105	96	95	91.4	99	90.5
MSS	68	63	58	92.6	92.1	85.3	2069	1960	1840	94.7	93.9	88.9
SCVS	7	7	7	100	100	100	118	118	112	100	94.9	94.9
SPP	75	69	61	92	88.4	81.3	601	573	497	95.3	86.7	82.7
TEC	65	55	45	84.6	81.8	69.2	414	378	294	91.3	77.8	71
VIS	46	39	36	84.8	92.3	78.3	153	118	98	77.1	83.1	64.1
Total	**1489**	**1355**	**1248**	**91%**	**92%**	**84%**	**11595**	**10648**	**9695**	**92%**	**91%**	**84%**

Marital Status, Gender; Sexual Orientation, Religion & Beliefs

With reference to student on-line responses for 2017-18, the number of students providing this information seems to have decreased from 4,645 in 2016-17 to 3,786.

There are also still issues with regards to the reliability of this data, although this is improving. For example, looking at percentages for particular protected groups we can see that in 2017/18 85 respondents identified as transgender. This is high, which indicates that the information is still unreliable (at least in relation to the section on gender) but is lower than last year and the year before. It is also likely that the responses relating to marital status are unreliable due to the high numbers identifying themselves as being in a civil partnership (65) and widowed (51), particularly when considering the fact that the age group of the majority of respondents is the 16-18 age bracket.On the other hand, the data on sexual orientation seems more reliable, with 75% of respondents identifying as heterosexual; 4% identifying as bi-sexual, 2% as gay men and 2% as lesbian, which suggests that more students are giving accurate information for this characteristic.

From the information provided in relation to other protected characteristics, we can see that Christianity is the largest religious group (29% of respondents) and the number of people with no religion is also high. This reflects national trends according to 2011 census statistics. The percentage of respondents declining to give information on their protected characteristics has decreased slightly for all categories.

Workforce Equality Summary Data

The following section is a summary of our workforce data as at 31st March 2018, and recruitment and leaver's data for the 17/18 Academic year. As of 31st March we had 957 staff, of which 189 were casual or hourly paid and the remainder were salaried. During the period we appointed to 139 vacancies having interviewed 516 candidates from a pool of 2,148 applications.The full data for each protected characteristic can be found in Appendix 2.

Gender

The proportion of female to male employees has remained fairly consistent over the last 5 years and currently stands at:

Female (578) 60.4%

Male (378) 39.5%

Transgender (1) 0.1%

Prefer not to say 0%
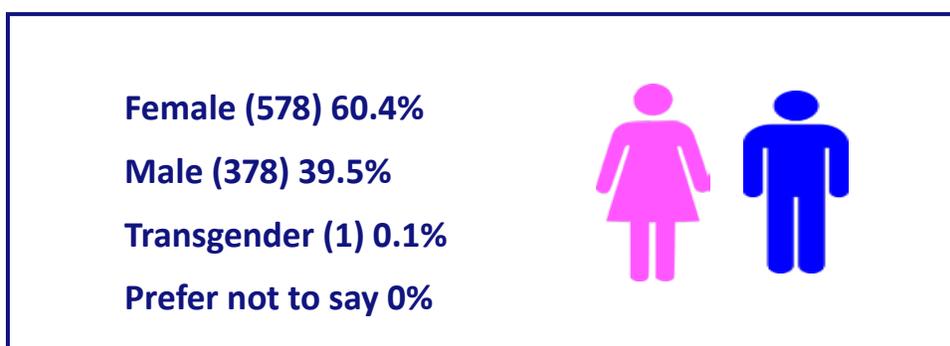
Until this year we have not recorded transgender data for our workforce but we have been collecting this data on our applicants for the last 12 months and have recently appointed one transgender member of staff. We now need to consider the gender categories we hold for our existing workforce and whether we wish to extend these categories and ask staff to resubmit their data.

Leavers were in similar proportions as existing workforce at 62% female and 38% male.

In terms of employment contracts a slightly higher proportion of men had temporary contracts compared to women and a significant proportion of women had part time contracts compared to men.

Gender by Employment Status

	Permanent	Temporary	Part Time	Full Time
Female	85%	15%	62%	39%
Male	84%	16%	38%	62%
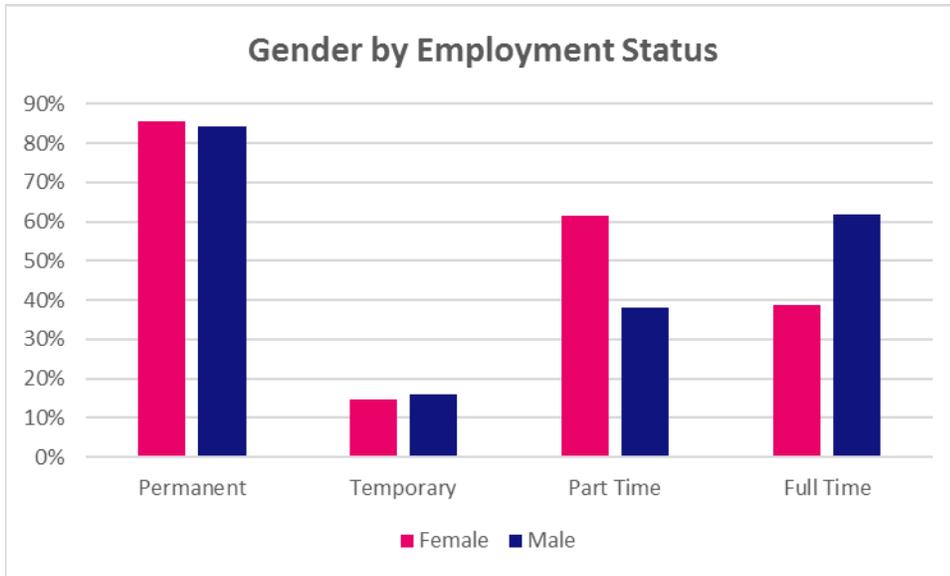
The male/female representation of lecturers in the different learning areas has also remained fairly consistent.

Learning Area	% Male	% Female
ABE & ESOL	13%	87%
Business	41%	59%
Creative Arts	55%	45%
Construction	96%	4%
Engineering	88%	12%
GCS Training	33%	68%
Health & Care	6%	94%
Holistics	12%	88%
HRT	36%	64%
ILS	24%	76%
Humanities	11%	89%
Maths & Science	45%	55%
Sports & Public Services	68%	32%
Technology	57%	43%
Visual Arts	43%	57%

Gender Recruitment Data

	Female	Male	Transgender	Prefer not to say
Applied	58%	40%	0%	1%
Shorlisted	61%	38%	0%	1%
Offered	63%	35%	1%	1%

The proportion of females being offered posts is higher than those applying and for men the situation is reversed. Last year this was not the case with 45% of men being successful at interview stage.

Age
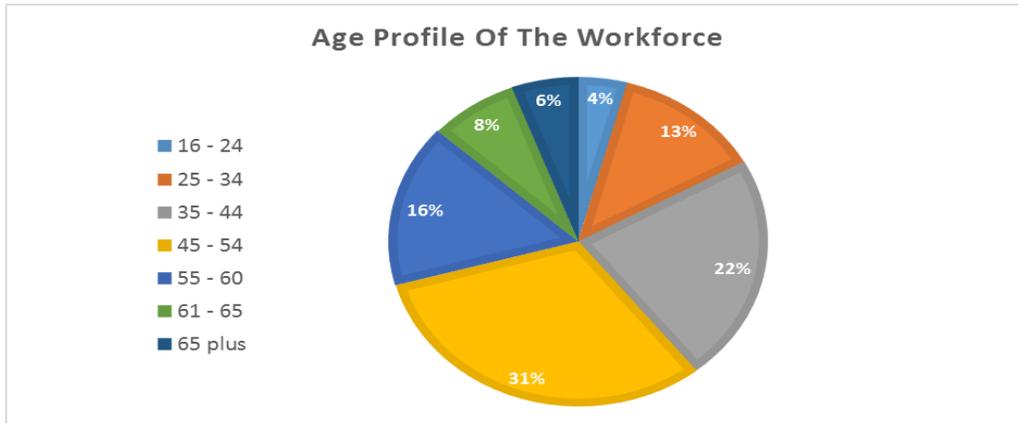
The age profile has remained fairly consistent over the last 5 years with the most significant change being the decline in the 35-44 age group. With over 60% of our workforce now being 45 or over, the median age is now 47.

Recruitment data does not reflect this, the highest age group being recruited is the 25-39 age group. The least successful age group in terms of progression from application to appointment was the 19-24 age group, this is most likely to be as a result of lack of relevant experience.

	16-24	25-39	40-54	55-65	Over 65	Not Answered
Applied	236	900	701	227	9	75
Shorlisted	52	231	249	82	2	27
Appointed	5	56	52	21	0	5
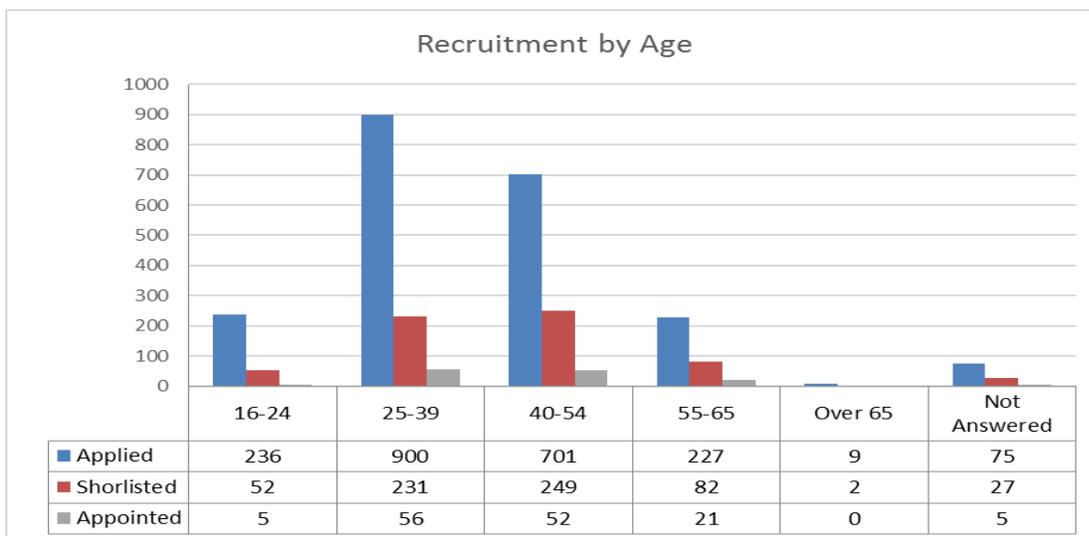
Ethnicity

The proportion of staff declaring themselves as BAME remains the same as last year at 2.7%. All the leavers in the year where white.
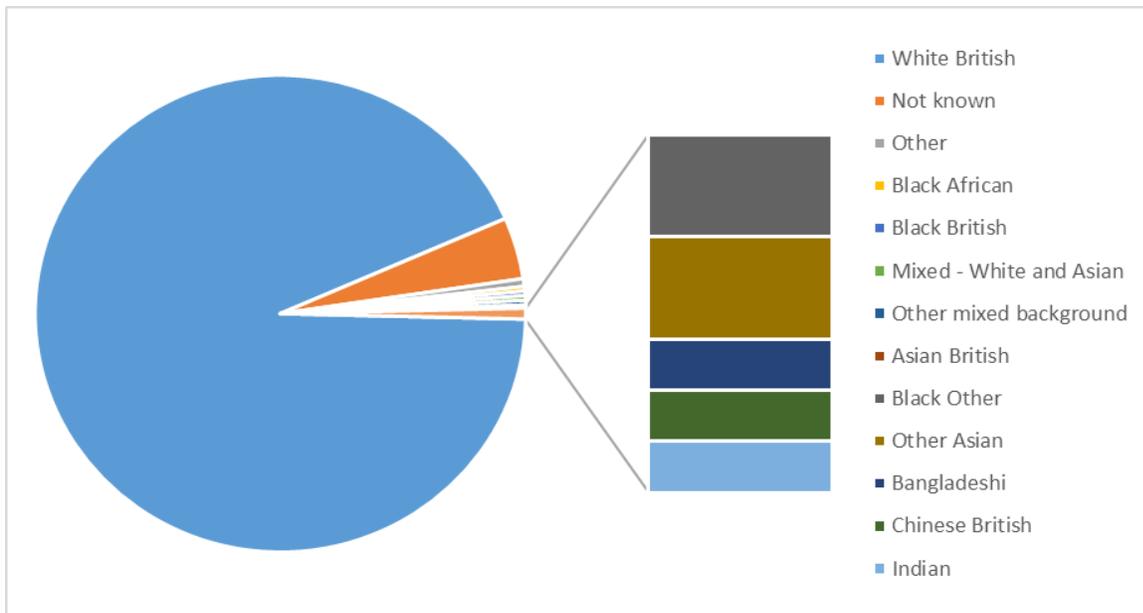
The percentage of BAME staff appointed this year was 3.6% (5 members of staff) which is a higher proportion than the existing workforce. The percentage of applications from BAME applicants has risen from 4.6% last year to 6.84% this is largely attributable to the work done updating our contacts within BAME networks for the dissemination of vacancies.

Disability

Currently 42 (4.4%) of our staff have declared a disability with reasons for the disability broken down in the following categories:

Disability of Current Workforce

- Dyslexia — 14%
- Hearing Impairment — 17%
- Mental / Emotional Health — 9%
- Other — 17%
- Physical and / or Medical Difficulty — 31%
- Visual Impairment — 12%
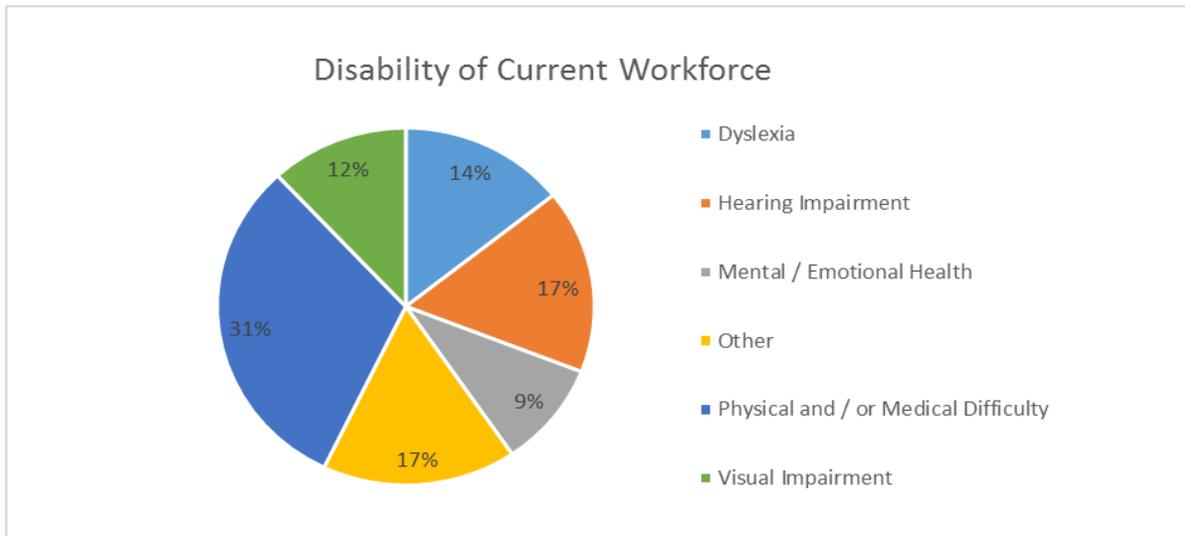
The HR team are committed to working with staff and managers to identify reasonable adjustments for staff who develop disabilities whilst in our employment. We are proud of our retention rates of disabled staff.

When looking at recruitment data nearly 5% of our applicants declared a disability and only 0.23% didn't respond to this question. This equates to 104 of the 2148 applicants declaring a disability. We are hoping to see an increase in this figure next year as we have recently made a commitment to become a disability confident employer.

The proportion of leavers with disabilities closely reflects the proportion of existing staff.

Sexual Orientation

The figures relating to sexual orientation have remained fairly consistent over time with the proportion of under reporting remaining high.
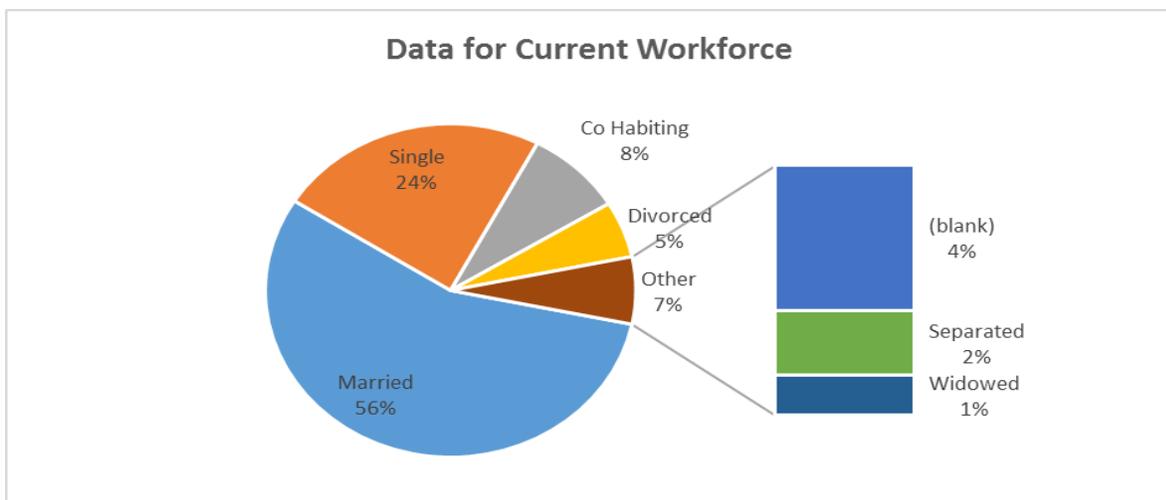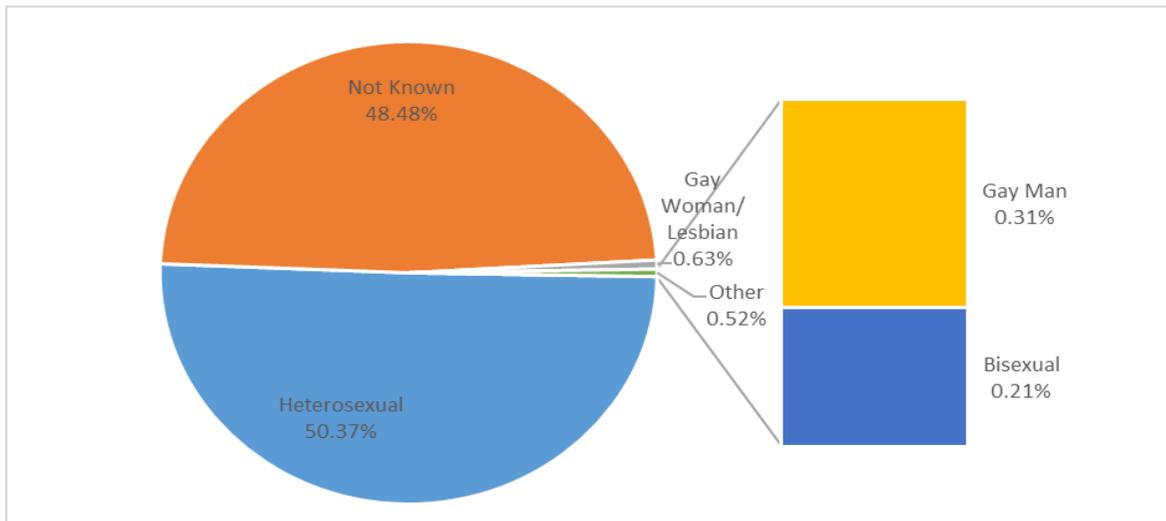
Disciplinary and Grievance Procedures

There were 16 cases investigated in the 2017/18 academic year mainly disciplinary but one was a grievance. In total these cases related to 7 Males and 9 Females. All of the staff involved were white.

Pay and Grade

The Gender Pay Gap figures which many employers were required to publish this year, tell us how much more men are earning than women. In the College in March 2018 the gender pay gap was:

- Mean gender pay gap is 7.67%
- Median gender pay gap is 12.8%

When compared to other local employers and in particular Colleges we are performing well with regard to our gender pay gap. There are a number of contributory factors effecting the size of the pay gap but most significant is that our cleaners and catering staff who are all paid the national minimum wage are mainly female. As these jobs are part time and term time only, it is inevitable that more female candidates will be attracted to these roles endeavouring to balance home commitments and work.

The following graph depicts the hourly pay rate of all staff in the College broken down by gender:
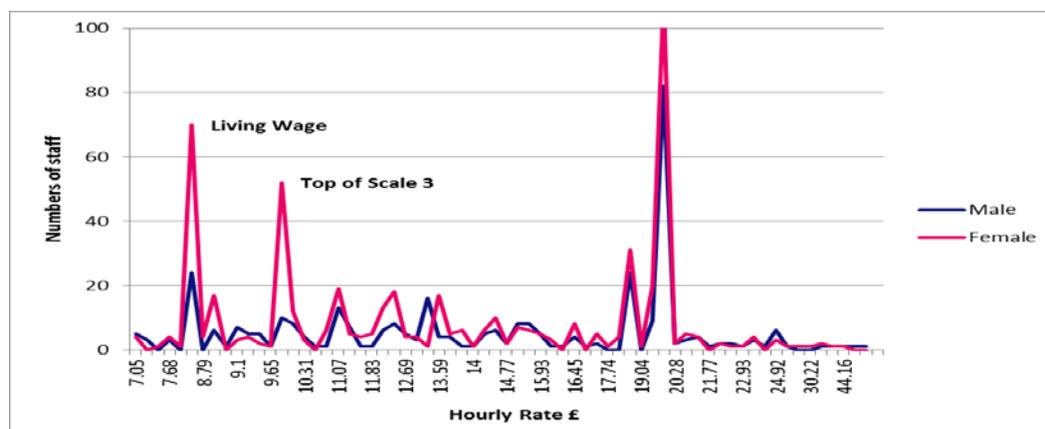
A breakdown of male and female staff by grade can be found in Appendix 3.

Training

898 staff undertook a total of 10,276 training places in the 2017/18 academic year. In total, 94% of staff engaged in training activities through the Staff Development unit.

Out of a total of 10,313 applications to attend training events, just 37 (0.36%) were turned down in total.

Of those staff who participated in training 62% were female staff and 37% were male staff which broadly reflects the gender split of the workforce.

2.2% 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 898 staff who participated in Staff development activities, 46 (5%), had recorded a disability, slightly higher than the percentage of disabled staff in the workforce.

A full breakdown of training data is included in Appendix 4.

Appendices

Appendix 1 Student Data by Protectected Characteristic

1.1 Full Time Vocational Students by Programme Area & Gender

Full Time Vocational Students by Programme Area & Gender

1.2 Full Time A Level Enrolments by Programme Area & Gender
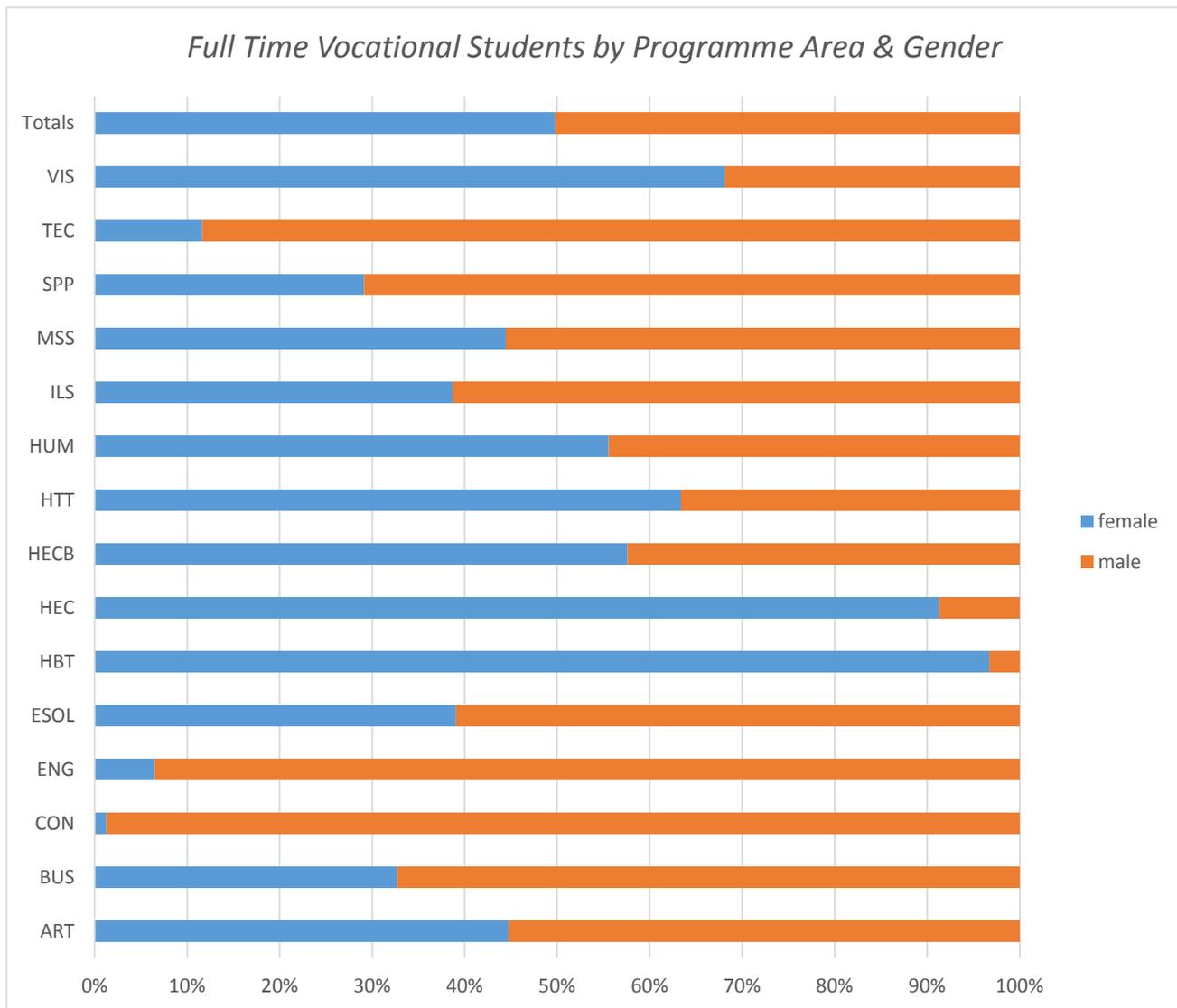
Full Time A Level Enrolments by Programme Area & Gender

1.3   GCS Training Part Time Students by Programme Area & Gender
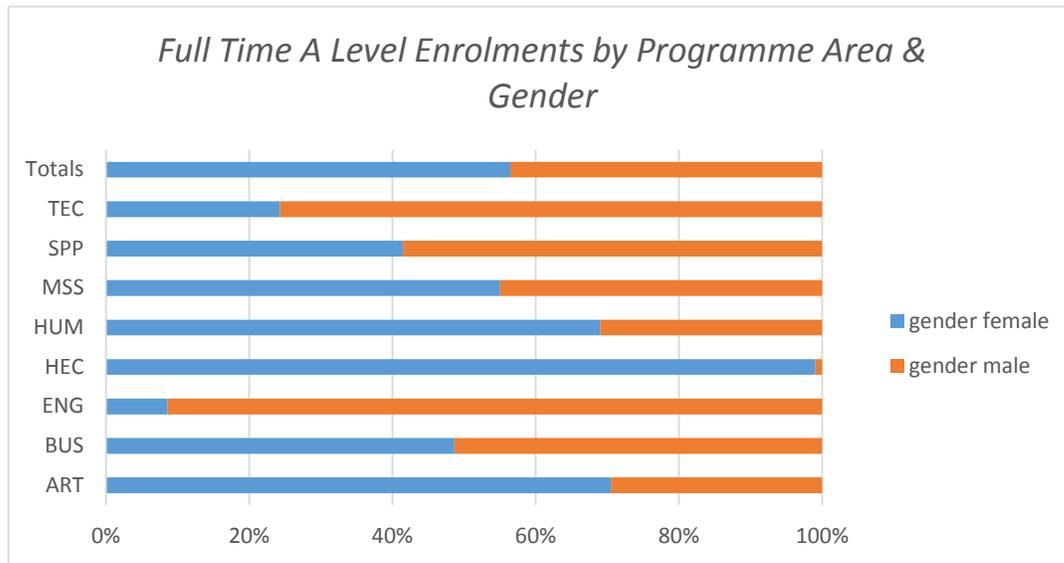
GCS Training Part Time Students by Programme Area & Gender

1.4 Part Time Students by Programme Area & Gender
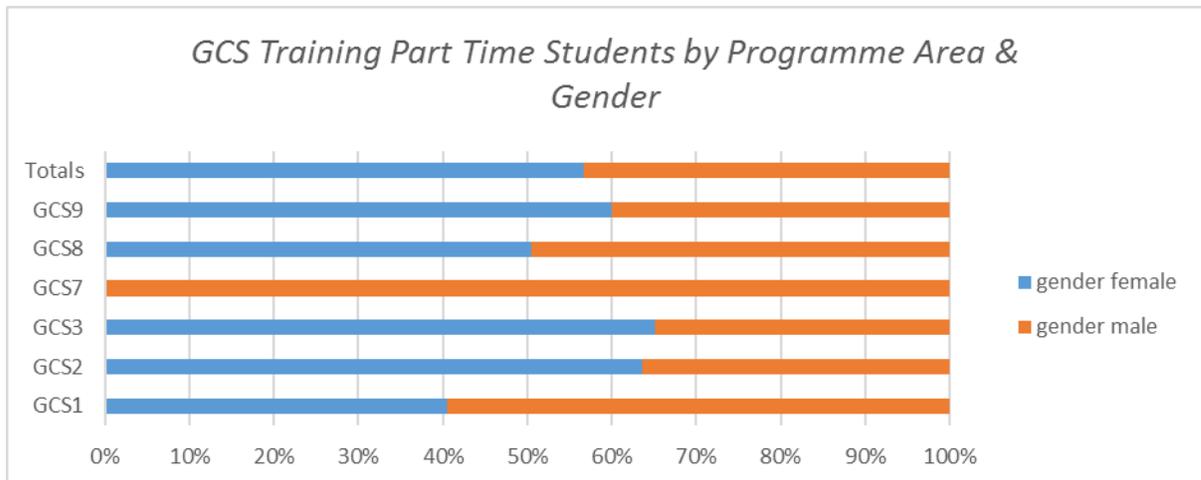
Part Time Students by Programme Area & Gender

1.5 Full Time Vocational Students by Programme Area & Ethnicity
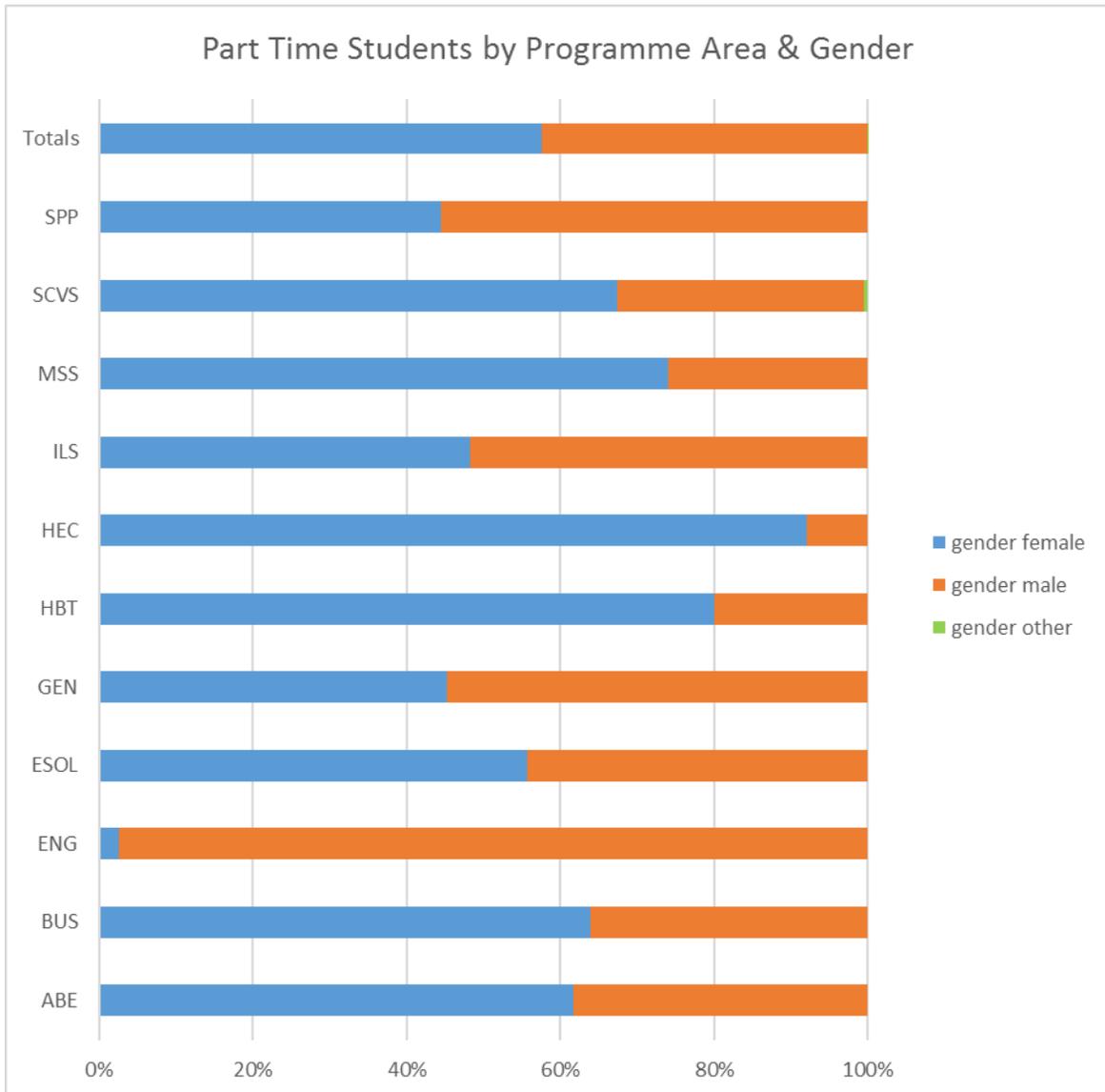
Full Time Vocational Students by Programme Area & Ethnicity

1.6 Full Time A Level Enrolments by Programme Area & Ethnicity
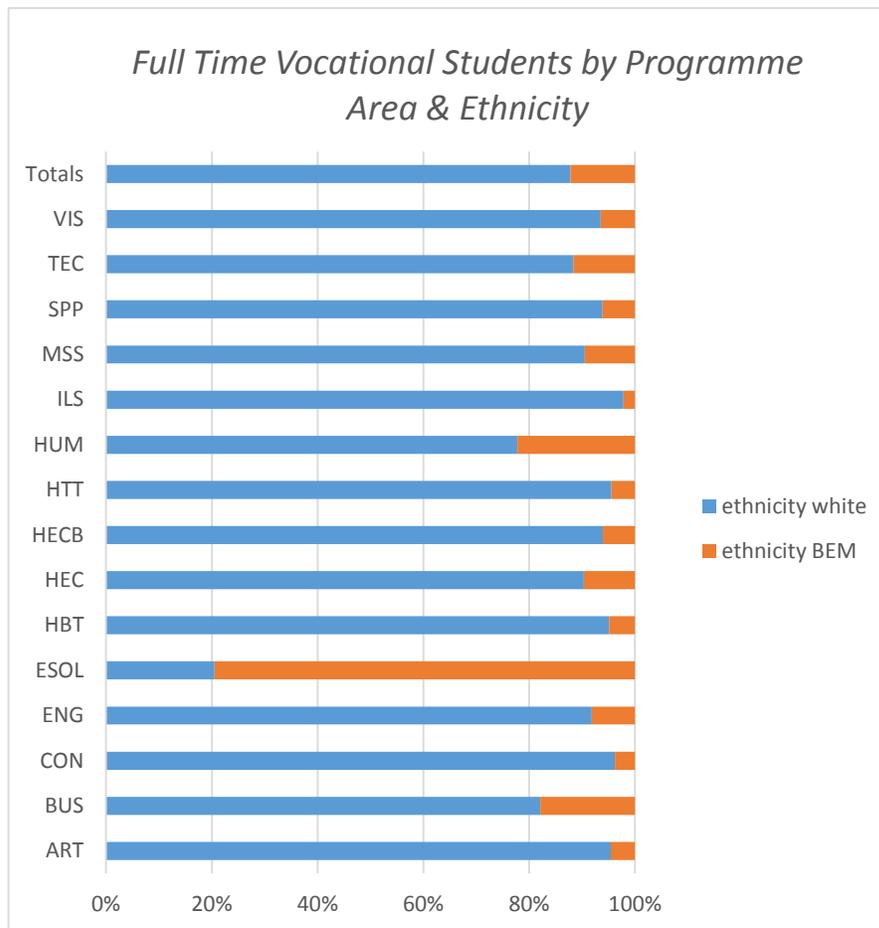
Full Time A Level Enrolments by Programme Area & Ethnicity

1.7 GCS Training Part Time Students by Programme Area & Ethnicity
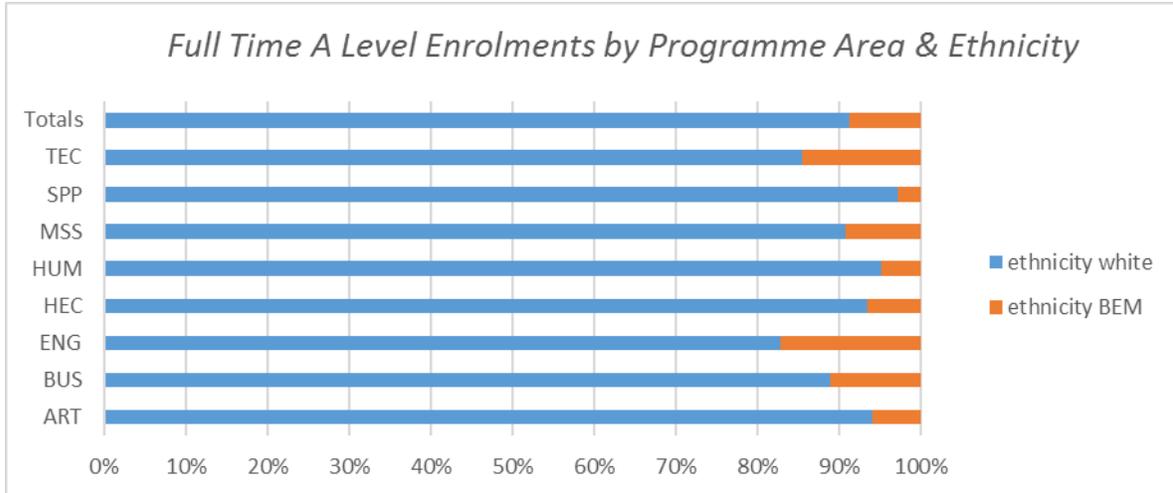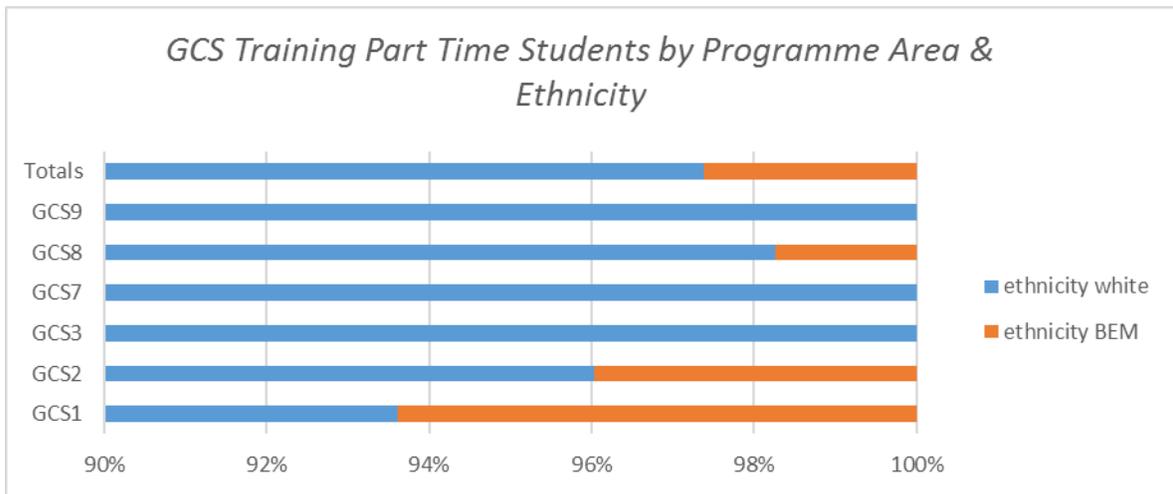
GCS Training Part Time Students by Programme Area & Ethnicity

1.8 Part Time Students by Programme Area & Ethnicity
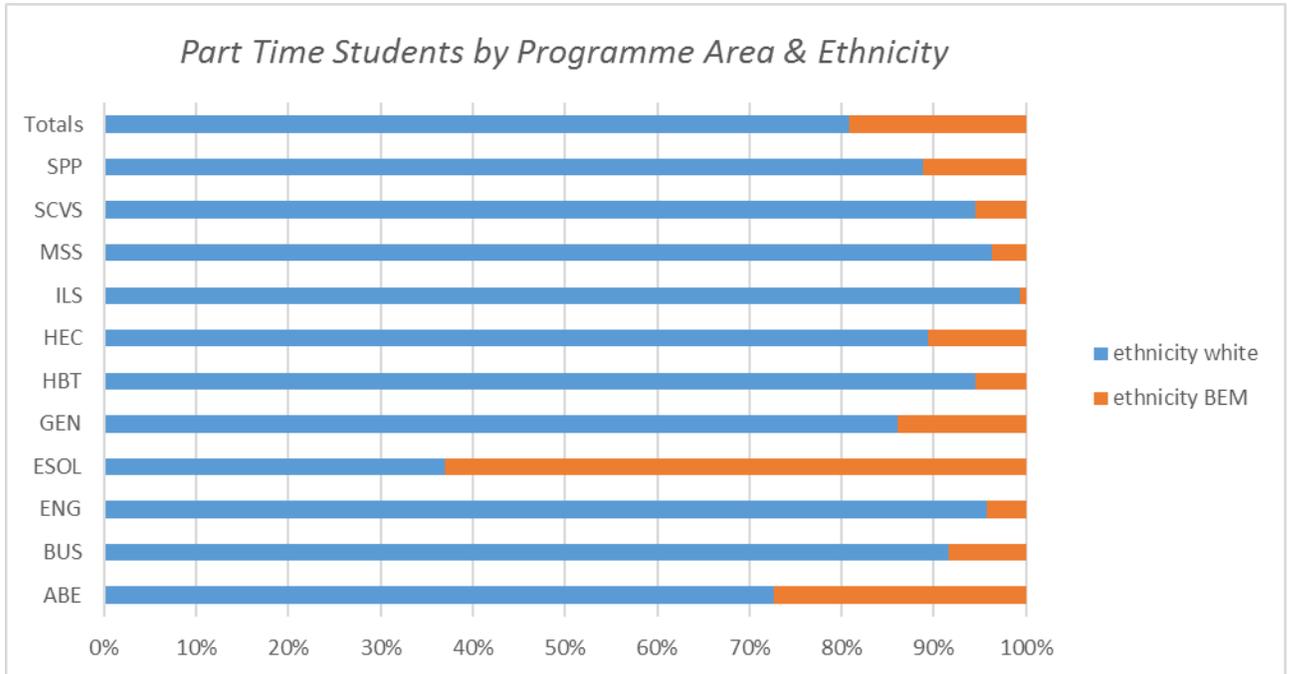
Part Time Students by Programme Area & Ethnicity

	ethnicity white	ethnicity BEM

1.9 Full Time Vocational Students by Programme Area & Age

Full Time Vocational Students by Programme Area & Age

Legend: age under 19, age 19-24, age 25+

1.10 Full Time Vocational Students by Programme Area & Disability
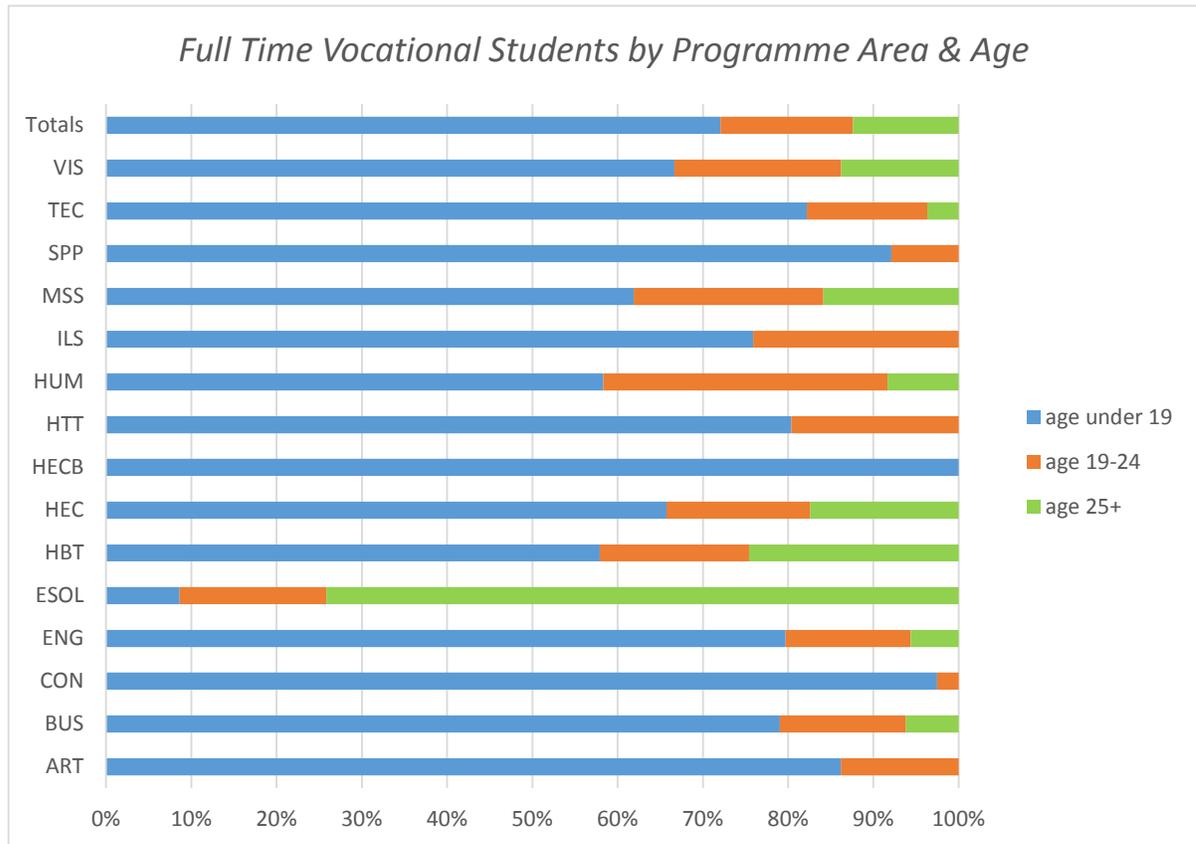
Full Time Vocational Students by Programme Area and Disability/Learning Difficulty
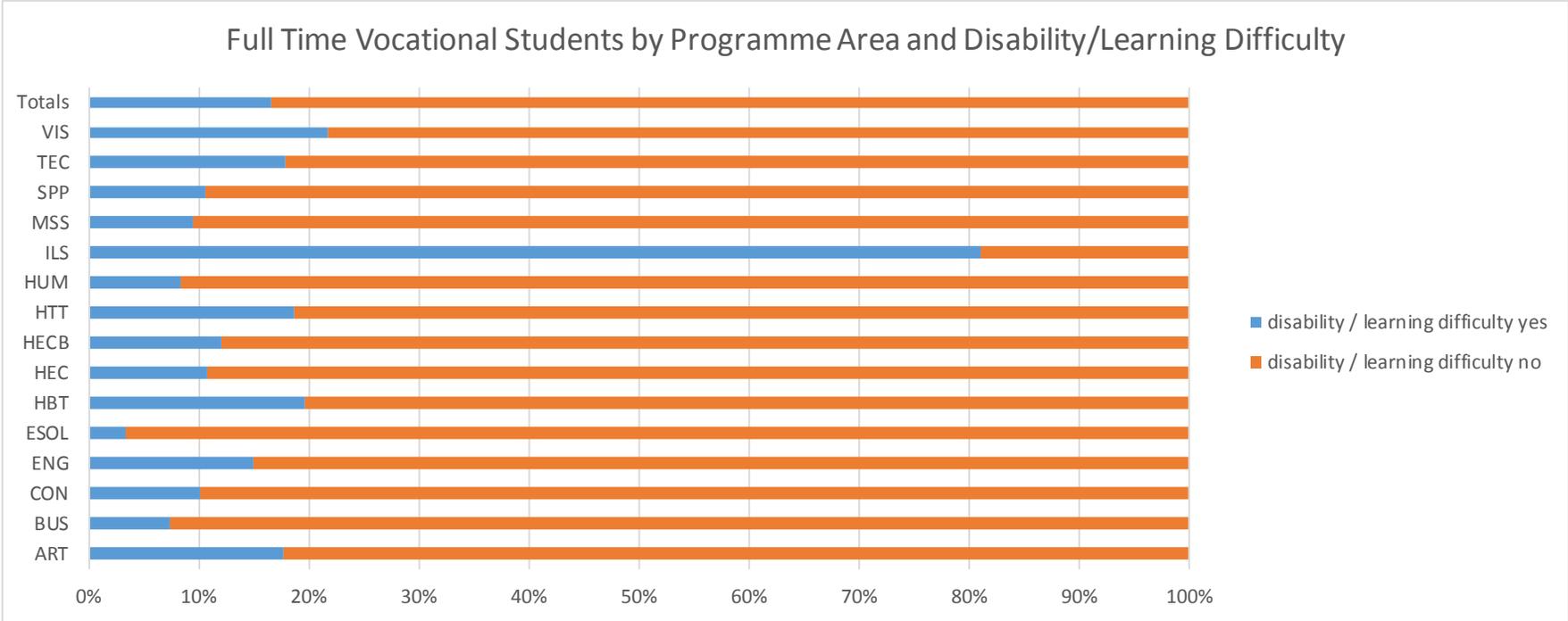
1.11 A Level Enrolments by Learning Area & Disability

Full Time A Level Enrolments by Programme Area & Disability/Learning Difficulty
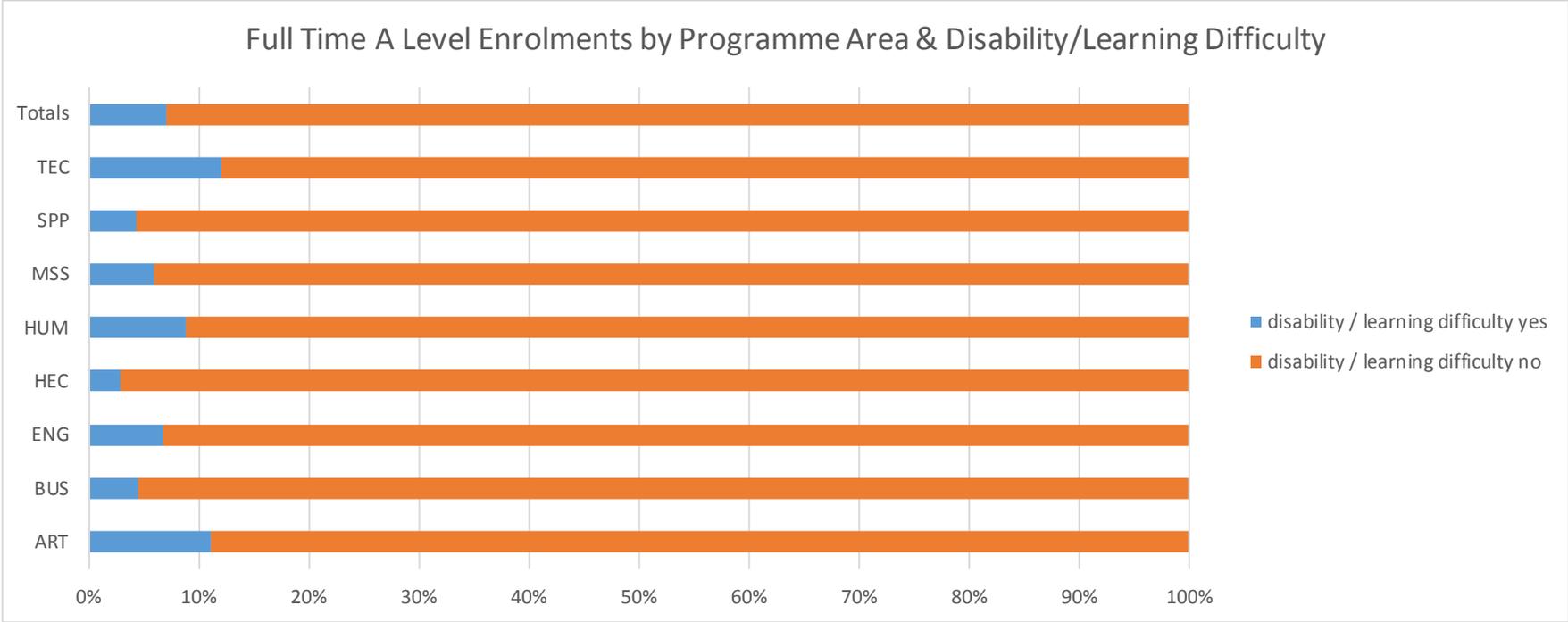
1.12 Table Student Cohort:Marital Status, Sexual Orientation, Gender & Religion & Beliefs 2017-18 Cohort: Online Responses

Student Cohort: On-line Responses to Protected Characteristics 2017-18 Cohort		
Marital Status	**17/18**	
Civil Partnership	65	2%
Co-habiting	96	3%
Divorced	21	1%
Estranged	17	0%
Information Declined	483	13%
Married	151	4%
Separated	12	0%
Single	2890	76%
Widowed	51	1%
Grand Total	3786	

Student Cohort: On-line Responses to Protected Characteristics 2017-18 Cohort		
Sexual Orientation	**17/18**	
Bi-sexual	135	4%
Gay Man	89	2%
Heterosexual	2821	75%
Information Declined	670	18%
Lesbian	71	2%
Grand Total	3786	

Student Cohort: On-line Responses to Protected Characteristics 2017-18 Cohort		
Gender	17/18	
Female	1765	47%
Information Declined	215	6%
Male	1721	45%
Transgender	85	2%
Grand Total	3786	
Student Cohort: On-line Responses to Protected Characteristics 2017-18 Cohort		
Religion	17/18	
Agnostic	411	11%
Atheism	899	24%
Buddhism	38	1%
Christianity	1108	29%
Hinduism	23	1%
Humanism	20	1%
Information Declined	587	16%
Islam	163	4%
Judaism	22	1%
Other	495	13%
Sikhism	20	1%
Grand Total	3786	

Appendix 2: Workforce Data

2.1 Gender Recruitment & Workforce Data
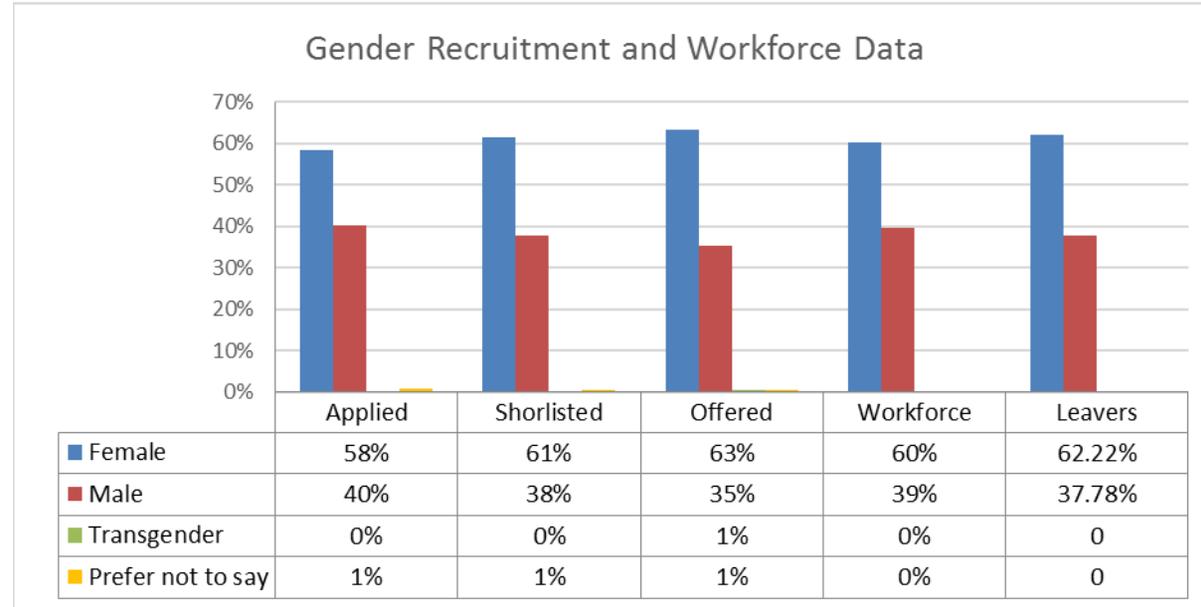
	Applied	Shortlisted	Appointed	Workforce	Leavers
Female	1,253	395	88	578	56
Male	867	243	49	378	34
Transgender	5	0	0	0	0
Prefer not to say	17	4	1	0	0
Not Answered	6	1	1	1	0
Total	**2,148**	**643**	**139**	957	90

2.2 Workforce & Leavers Data: Age

Current Workforce and Leavers

	16 - 24	25 - 34	35 - 44	45 - 54	55 - 60	61 - 65	65 plus
■ Workforce	40	122	214	300	153	73	54
■ Leavers	7	13	18	23	13	10	6
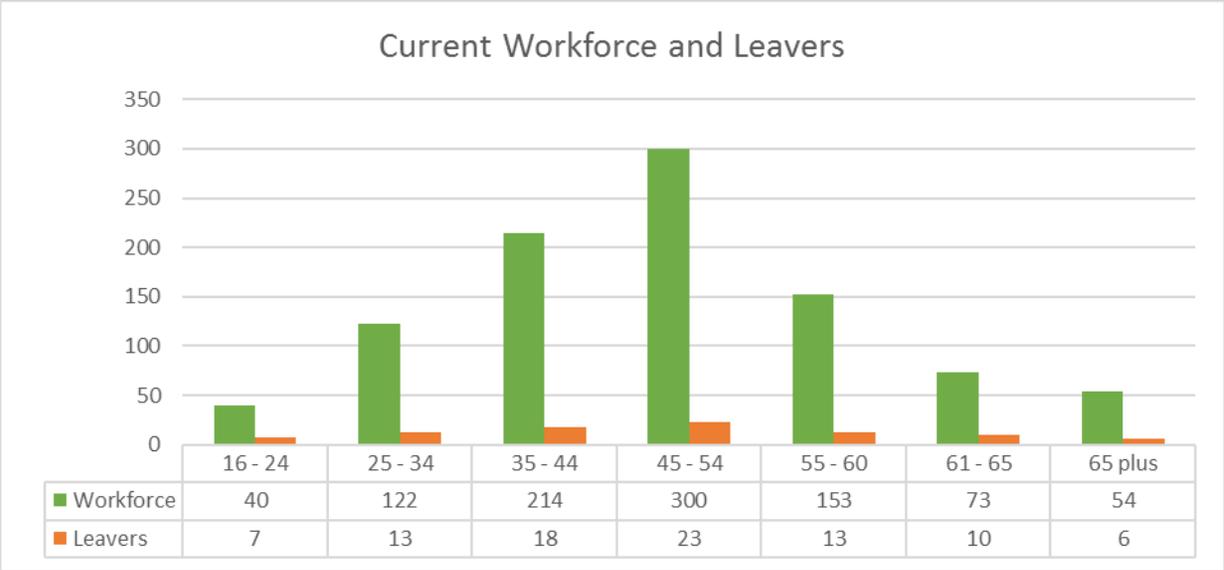
Candidate progression by Age
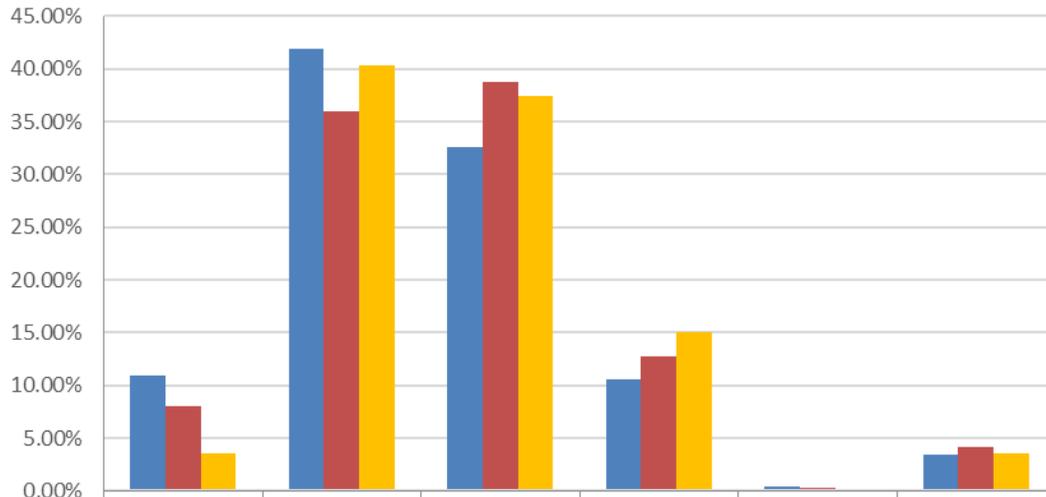
	16-24	25-39	40-54	55-65	Over 65	Not Answered
■ Applied	10.99%	41.90%	32.64%	10.57%	0.42%	3.49%
■ Shorlisted	8.09%	35.93%	38.72%	12.75%	0.31%	4.20%
■ Appointed	3.60%	40.29%	37.41%	15.11%	0.00%	3.60%

Age Range	Applied	Shortlisted	Appointed
16-24	236	52	32
25-39	900	231	176
40-54	701	249	212
55-65	227	82	68
Over 65	9	2	2
Total	**2,148**	**643**	**139**

2.3 Recruitment & Worforce Data: Ethnicity

	Applied	Shorlisted	Appointed	Workforce	Leavers
■ BAME	6.84%	4.82%	3.60%	2.72%	0%
■ White	90.92%	93.78%	93.53%	93.10%	100%
■ Not Known/declined	2.23%	1.40%	2.88%	4.18%	0%
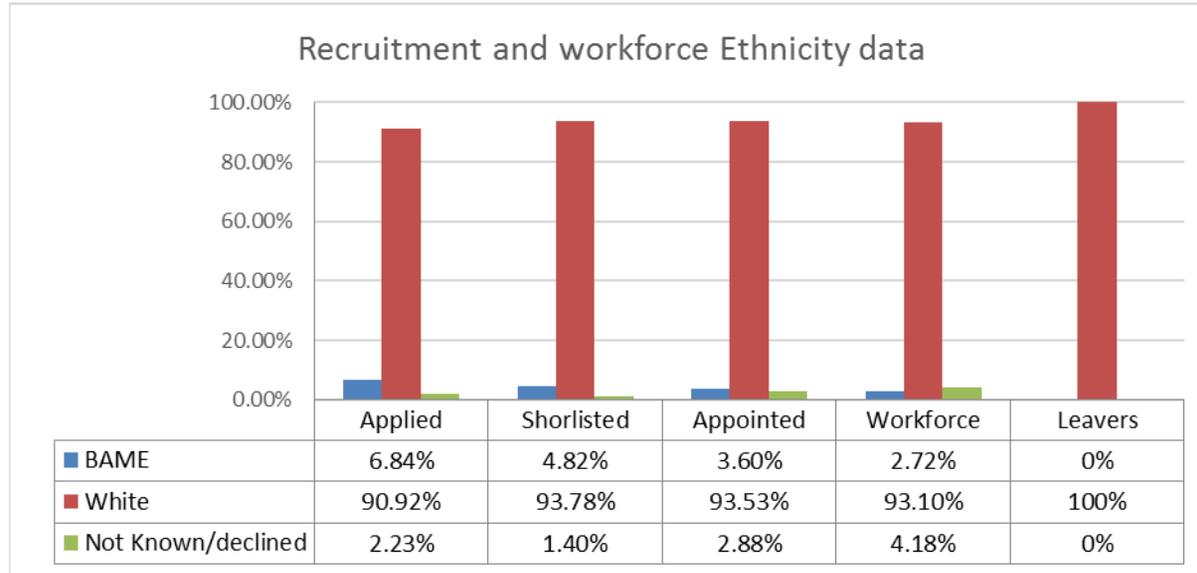
100% of Leavers in 2017/18 were white.

	Applied	Shortlisted	Appointed	Workforce	Leavers
BAME	147	31	5	26	0
White	1,953	603	130	891	90
Not Known/declined	48	9	4	40	0
Total	**2,148**	**643**	**139**	957	90

2.4 Recruitment & Worforce Data: Disability

Recruitment and Workforce Disability data

	Applied	Shorlisted	Appointed	Workforce	Leavers
■ Is Disabled	4.84%	2.95%	2.16%	4.39%	4.44%
■ Not Disabled	94.93%	97.05%	97.84%	52.14%	42.22%
■ Not Answered	0.23%	0.00%	0.00%	43.57%	53.33%
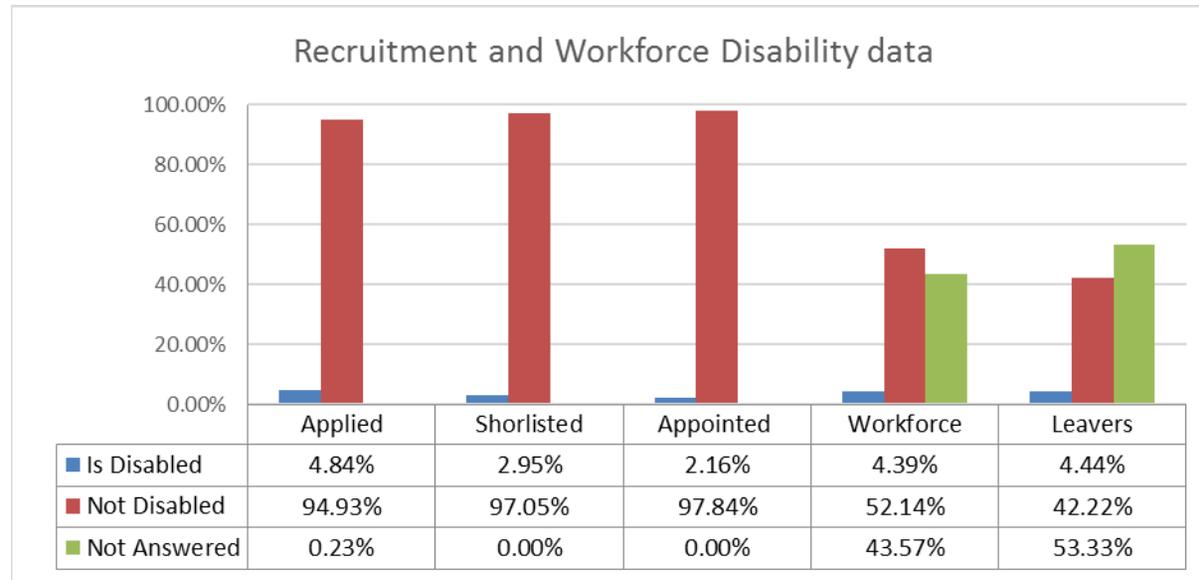
	Applied	Shortlisted	Appointed	Workforce	Leavers
Is Disabled	104	19	3	42	4
Not Disabled	2,039	624	136	499	38
Not Answered	5	0	0	417	48
Total	**2,148**	**643**	**139**	957	90

2.5 Recruitment & Worforce Data: Sexual Orientation

Sexual Orientation - Recruitment and Workforce data

	Applied	Shorlisted	Offered	Workforce	Leavers
Bisexual	2.00%	1.40%	2.16%	0.21%	1.11%
Gay Man	1.44%	0.93%	0.00%	0.31%	0.00%
Gay Woman/ Lesbian	1.02%	0.62%	0.72%	0.63%	0.00%
Heterosexual	90.41%	92.69%	89.93%	50.37%	44.44%
Prefer not to say / Blank	5.12%	4.35%	7.19%	48.48%	54.44%
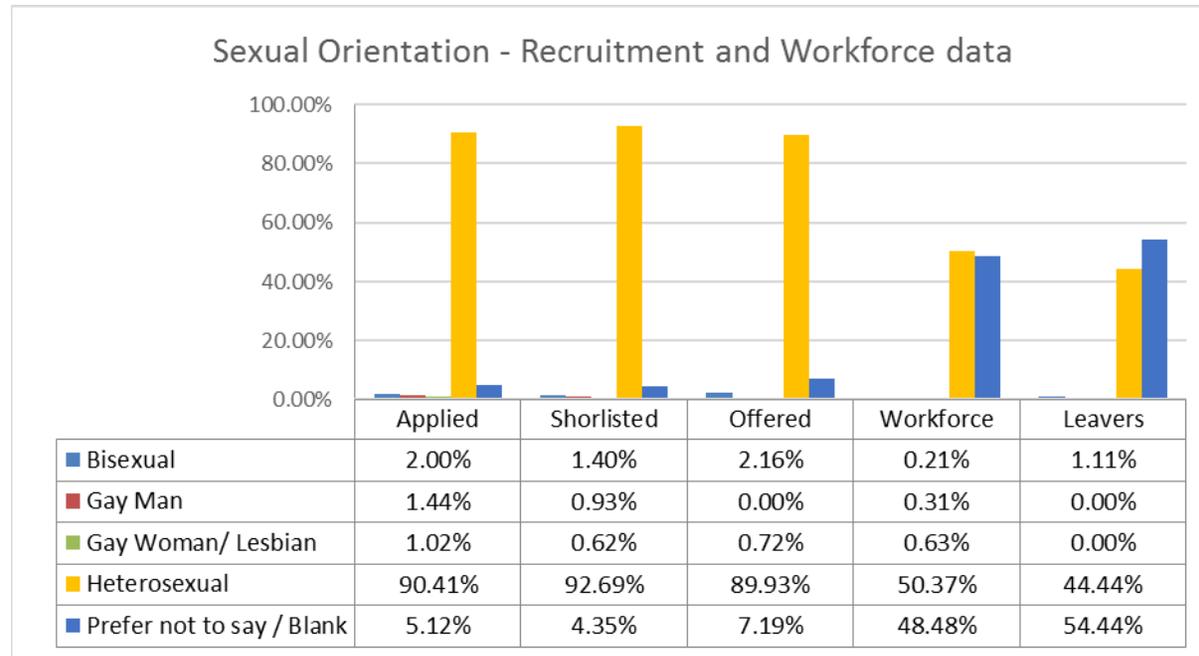
	Applied	Shortlisted	Appointed	Workforce	Leavers
Bisexual	43	9	3	2	1
Gay Man	31	6	0	3	0
Gay Woman/ Lesbian	22	4	1	6	0
Heterosexual	1,942	596	125	482	40
Prefer not to say	105	28	10	51	2
Not Answered	5	0	0	413	47
Total	**2,148**	**643**	**139**	957	90

2.6 Recruitment & Worforce Data: Religion

	Applied	Shorlisted	Offered	Current Workforce	Leavers
■ Buddhist	0.61%	0.47%	0.00%	0.00%	2.22%
■ Christian	41.20%	44.32%	43.88%	32.18%	28.89%
■ Hindu	0.33%	0.00%	0.00%	0.00%	0.00%
■ Muslim	2.56%	1.56%	1.44%	0.42%	0.00%
■ Sikh	0.09%	0.00%	0.00%	0.00%	0.00%
■ Other	2.37%	1.87%	1.44%	5.75%	7.78%
■ None	46.51%	45.41%	44.60%	9.20%	4.44%
■ Not Answered	0.23%	0.00%	0.00%	42.32%	51.11%
■ Prefer not to say	6.10%	6.38%	8.63%	10.14%	5.56%
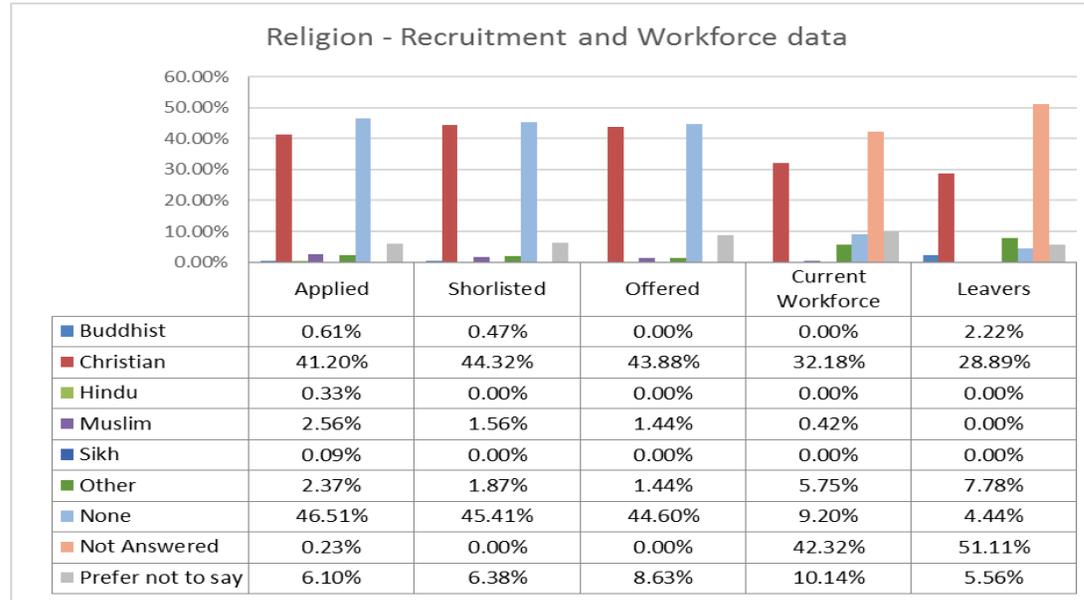
	Applied	Shortlisted	Appointed	Workforce	Leavers
Buddhist	13	3	0	0	2
Christian	885	285	61	308	26
Hindu	7	0	0	0	0
Muslim	55	10	2	4	0
Sikh	2	0	0	0	0
Other	51	12	2	55	7
None	999	292	62	88	4
Not Answered	5	0	0	405	46
Prefer not to say	131	41	12	97	5
Total	**2,148**	**643**	**139**	957	90

Appendix 3: College Pay Data

3.1 Proportions of Male and Female Staff on Management Scales
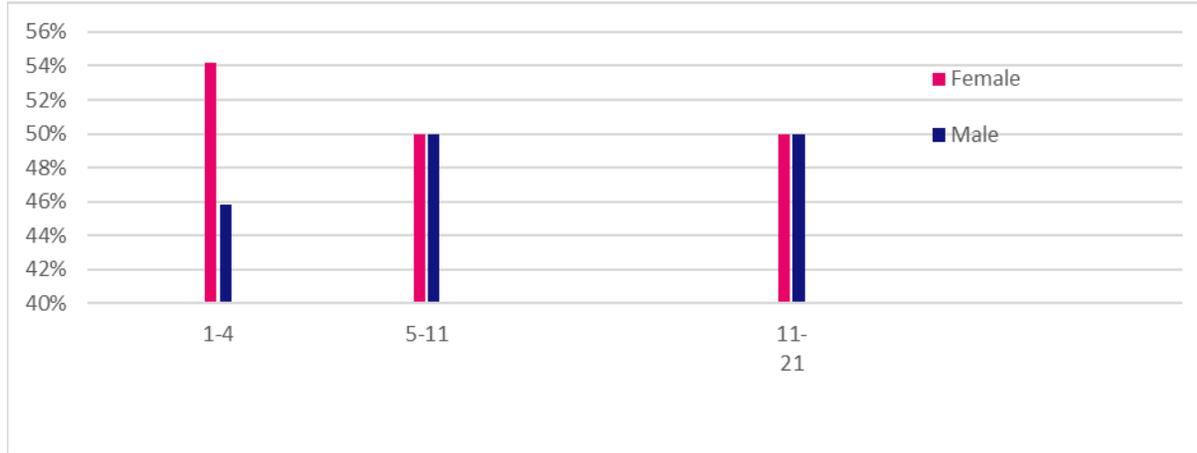
3.2 Proportions of Male and Female Staff on Lecturing Scales
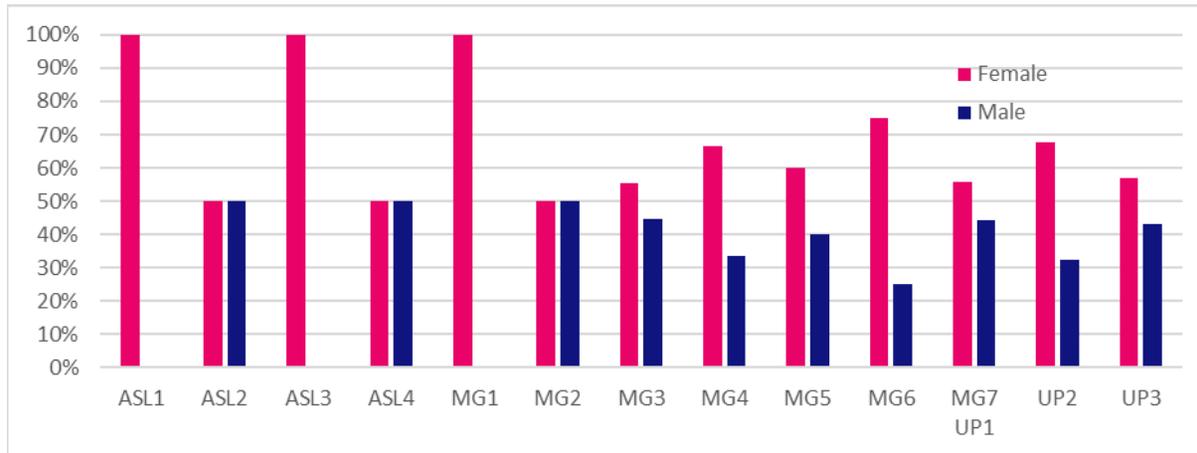
3.3 Proportions of Male and Female Staff on Business Support Scales
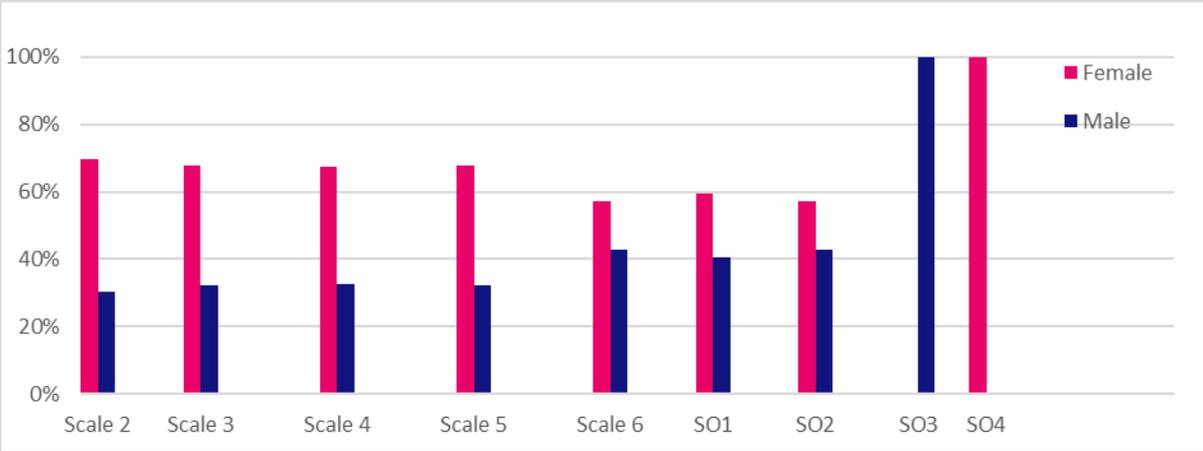
3.4 Proportions of Male and Female Staff in Service Departments
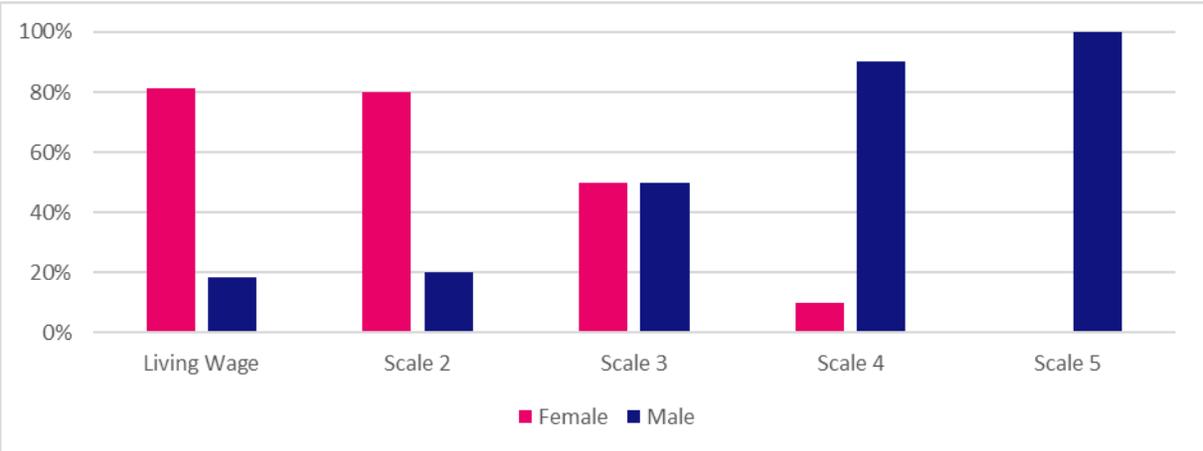
Appendix 4 Staff Training Applications & Approvals by Protected Characteristic

Applications for Training	Total	%
Approved	10276	99.64%
Not approved	37	0.36%
Total	**10313**	**100.00%**

Age Band	Approved	%	Not approved	%
16 - 24	262	2.54%	10	0.10%
25 - 34	1527	14.81%	4	0.04%
35 - 44	2545	24.68%	4	0.04%
45 - 54	3380	32.77%	12	0.12%
55 - 60	1659	16.09%	5	0.05%
61 - 65	652	6.32%	1	0.01%
65 plus	251	2.43%	1	0.01%
Total	**10276**	**99.64%**	**37**	**0.36%**

Gender	Approved	%	Not approved	%
Female	6434	62.39%	27	0.26%
Male	3842	37.25%	10	0.10%
Total	**10276**	**99.64%**	**37**	**0.36%**

Ethnicity	Approved	%	Not approved	%
Asian British	28	0.27%	1	0.01%
Bangladeshi	0	0.00%	0	0.00%
Black African	11	0.11%	0	0.00%
Black British	34	0.33%	0	0.00%
Black Caribbean	0	0.00%	0	0.00%
Black Other	16	0.16%	0	0.00%
Chinese	0	0.00%	0	0.00%
Chinese British	**13**	**0.13%**	**0**	**0.00%**
Indian	6	0.06%	0	0.00%
Information Declined	288	2.79%	1	0.01%
Information not Provided/Not Known	27	0.26%	0	0.00%
Mixed - White and Asian	26	0.25%	0	0.00%
Mixed - White and Black Caribbean	0	0.00%	0	0.00%
Mixed - White and Black Asian	6	0.06%	0	0.00%
Other	56	0.54%	0	0.00%
Other Asian	13	0.13%	0	0.00%
Other mixed background	17	0.16%	0	0.00%
Pakistani	0	0.00%	0	0.00%
White British	9555	92.65%	34	0.33%
White Irish	43	0.42%	0	0.00%
White Other	137	1.33%	1	0.01%
Total	10276	99.64**%**	37	0.36**%**

Marital Status	Approved	%	Not approved	%
Civil Partnership	71	0.69%	0	0.00%
Co Habiting	1173	11.37%	11	0.11%
Divorced	513	4.97%	4	0.04%
Married	5714	55.41%	16	0.16%
Separated	194	1.88%	0	0.00%
Single	2092	20.29%	6	0.06%
Widowed	98	0.95%	0	0.00%
Data not available	421	4.08%	0	0.00%
Total	10276	99.64**%**	37	0.36**%**

Disability	Approved	%	Not Approved	%
Dyslexia	118	1.14%	0	0.00%
Hearing Impairment	66	0.64%	0	0.00%
Mental / Emotional Health	72	0.70%	0	0.00%
None	6592	63.92%	28	0.27%
Other	63	0.61%	0	0.00%
Physical and / or Medical Difficulty	138	1.34%	2	0.02%
Visual Impairment	22	0.21%	0	0.00%
Data not available	3205	31.08%	7	0.07%
Total	10276	99.64**%**	37	0.36**%**

Religion	Approved	%	Not approved	%
Agnostic	520	5.04%	11	0.11%
Atheism	594	5.76%	1	0.01%
Buddhism	0	0.00%	0	0.00%
Christianity	4007	38.85%	11	0.11%
Humanism	20	0.19%	0	0.00%
Information Declined	1190	11.54%	3	0.03%
Islam	33	0.32%	0	0.00%
Judaism	0	0.00%	0	0.00%
Other	750	7.27%	3	0.03%
Sikhism	0	0.00%	0	0.00%
Data not available	3162	30.66%	8	0.08%
Total	10276	99.64**%**	37	0.36**%**

Sexual Orientation	Approved	%	Not approved	%
Bi-sexual	26	0.25%	0	0.00%
Gay Man	88	0.85%	0	0.00%
Heterosexual	6348	61.55%	25	0.24%
Information Declined	509	4.94%	1	0.01%
Lesbian	76	0.74%	0	0.00%
Data not available	3229	31.31%	11	0.11%
Total	10276	99.64**%**	37	0.36**%**

Employment Status	Approved	%	Not approved	%
Permanent	7932	76.91%	21	0.20%
Temporary	2344	22.73%	16	0.16%
Total	10276	99.64**%**	37	0.36**%**

Employment Type	Approved	%	Not approved	%
Not Employed	40	0.39%	0	0.00%
Casual	44	0.43%	0	0.00%
Fractional	2566	24.88%	4	0.04%
Full Time	6204	60.16%	28	0.27%
Hourly Paid	689	6.68%	2	0.02%
Term Time	733	7.11%	3	0.03%
Total	10276	99.64**%**	37	0.36**%**

Applications for Training	Total	%
Approved	10276	99.64%
Not approved	37	0.36%
Total	10313	100.00**%**