



# Equality and Diversity Progress Report

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2016 to 2017

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## Foreword

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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 2016-2017, 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 this will enable us to provide high quality education and services and employment practices on an equitable basis and to foster a culture where everyone feels valued and is able to achieve to their full potential.

**Mark Jones**  
**PRINCIPAL**

## Executive Summary

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This report provides an overview of the work that Gower College Swansea has undertaken during 2016-2017 to meet our legislative duties and advance equality through our practices.

## Legislative Context

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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

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Our Strategic Equality Action Plan (2015-18) is available on our website [www.gcs.ac.uk](http://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, which is chaired by the Principal. Senior and Learning Area Managers provide updates on progress with implementing equality objectives and actions taken to advance equality at Equality and Diversity Group meetings, as well as highlighting issues and areas for improvement. Examples of good practice from different areas have been disseminated including specific examples of advancing equality in teaching and learning, partnership activity and positive action strategies to improve the representation, and support of, protected groups.

Teaching and support staff have undertaken training on our Strategic Equality Plan and implementing our objectives in teaching and learning and provision of support and services. Staff across the organisation and members of the Corporation Board have also undertaken PREVENT training to help promote positive attitudes to diversity and identify those at risk of becoming involved in extremist activities.

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. Students are asked to provide this information when logging on to the college network. Employment data, published in this report, includes the profile of the workforce by protected characteristic, including information on applications, leavers and staff training. Data relating to staff pay is published by gender. Details from the annual Staff

Perception Survey and Learner Voice surveys are 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.

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 "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 build on this and to ensure that every area makes effective use of equality data and evidence to measure progress and to also use equality data more effectively to inform planning and positive action strategies in relation to recruitment and support. We also need to raise awareness to encourage staff and students to provide accurate information.

## Future Challenges and Priorities

1. To 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 Bill.
3. To identify and address any inequalities in pay and conditions relating to protected characteristics.
4. To assess the impact of policies and procedures using equality information and feedback from protected groups.
5. To review and update our Strategic Equality Plan, engaging protected groups to help identify objectives and action points.

## Introduction and Organisational Background

Gower College Swansea is a large further education college, operating from five main locations with, in 2016-17, over 4,802 full time learners and 6,850 part time learners from across Swansea and neighbouring counties. It is also a major employer within the City and County of Swansea, with 881 staff in employment on 31<sup>st</sup> March 2017.

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, which is chaired by the Principal and includes in its membership a member of the Corporation Board, is responsible for monitoring our progress and disseminating good practice and areas for improvement. This report provides details of actions taken during 2016-17 to advance equality and meet our legislative duties and to collect the information we need to identify and to inform future activity.

## Legislative Context

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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

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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

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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

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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

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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

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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 is due to be reviewed in 2018. As part of this review, we will consult with learners, staff and other stakeholders to review our equality objectives and priorities and revise our action plan accordingly.

## Progress with Implementing our Equality Objectives

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The following section provides an overview of actions taken during 2016-2017 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 2016-17. Examples of progress will also relate primarily to this period, but will also highlight some information from the Autumn term 2017 to ensure that information is as up to date as possible.

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

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Staff awareness is promoted through equality and diversity training, which is mandatory for all new full-time and fractional employees. There is also 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.

During 2016-17 teaching staff from each learning area undertook training on our Strategic Equality Action Plan and implementing our objectives in teaching and learning. This training 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. During 2017-18 further sessions have been held for teaching staff unable to attend this training. Support staff will also receive training on our Strategic Equality Plan in 2017-18 and will be consulted as part of the review of our equality objectives and priorities. Staff and members of the Corporation Board have also undertaken Prevent training to help promote positive attitudes to diversity and identify those at risk of becoming involved in extremist activities.

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.

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Protected groups have been involved in reviewing our priorities, equality objectives, provision and progress. This feedback has helped to inform the review of our Strategic Equality Plan, which was updated in July 2015. Protected groups will also be involved in the review of the current Strategic Equality Plan, which will take place in 2018.

Findings from our Learner Voice Surveys and Staff Perception Survey are broken down by gender, age, disability, and ethnic group. This has helped us to compare satisfaction levels, identify the views of particular protected groups and any specific issues affecting them. Details of these findings are included under objective 5.

## Objective 3: Foster good relations and positive attitudes to equality and diversity, and promote awareness of equality issues, in college and the wider community.

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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 2016 and 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. Pupils from local primary and secondary

schools (Sketty Primary, Olchfa Comprehensive, Gorseinon Primary, Cefn Hengoed and Penllergaer) also attended the events. Feedback from students, staff, visitors and participants was very positive.

Other events have also been very successful. Show Racism the Red Card workshops have expanded to include different curriculum areas. In October 2016 sport, engineering, plumbing, electrical installation and ILS students took part in these workshops as part of the Fortnight of Action Wales campaign. In 2017 these were joined by the new cohort of carpentry students from Jubilee Court. 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 (8<sup>th</sup> March 2017) ESOL and Hair and Beauty and Holistics 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. Hair, Sport, Plumbing and Beauty have organised session swaps for the eleventh 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. ILS students have become Ability Counts Welsh Champions for the fourth consecutive year.

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. 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, Level 2 students produced posters to promote awareness of World Aids Day

(December 1st) and their posters were displayed across all campuses to promote awareness and also formed part of the Terrence Higgin's Trust's national publicity campaign. 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.

International students come from China, South Korea, Taiwan, Bangladesh, Botswana, Nigeria, Thailand, Turkey, Saudi Arabia, U.A.E and take a range of courses including A Levels, BTEC and ESOL courses. The number of International students has increased from 36 in 15/16 to 47 in 16/17. The largest increase is in Chinese A Level students, currently representing 65% of the international cohort. A small number of international students participate in the college enrichment programme, for example, the college orchestra; surf club and football club. The international department also organises social programme events to highlight Welsh and British culture including visits to the Gower, Cardiff, West Wales, Bath and Oxford and hosts an annual graduation event at Sketty Hall.

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.

**Objective 4: Adjust information gathering systems and procedures to help collect relevant student and staff equality information and data by protected characteristic.**

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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 characteristics can be found under ***Student Data by Protected Characteristic (p. 30-47) and Workforce Data by Protected Characteristic (p. 53-69)***.

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." This 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 and has also been used in the Gower College Self-Assessment Report 2016-17 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.**

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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.

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

### *Learner Voice Survey Autumn Term Full Time November 2016 AS and A Level Students*

#### *Equality and Diversity Questions: All Respondents*

- 93% of respondents said they felt safe in college, which is 1% lower than the previous year;
- 92% said that overall they were happy with the college, which is the same as the previous year;
- 93% said they were happy with their course, which is 1% lower than last year.

#### *Gender*

On the whole, male respondents were slightly more satisfied than female respondents:

- 94% (407 respondents) of male respondents were happy with their course and would recommend the college and their course; 93% felt safe and happy with the college;
- 91% (564 respondents) of female respondents were happy with the college and would recommend their course; 93% were happy with their course, felt safe and would recommend the college.

As in previous years, the key area where satisfaction levels differed was catering facilities:

- 73% of female respondents felt that there was a variety of food on offer and 63% of female respondents agreed that there were healthy eating options on offer compared with 84% and 75% of male respondents respectively.

#### *Ethnicity*

The following ethnic groups were generally the most satisfied overall and in relation to the following quality assurance statements:

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

- White - English/Welsh/Scottish/Northern Irish/British (767 respondents); 94% were happy with their course and would recommend the college; 93% felt safe and would recommend their course and 92% were happy with the college overall;
- Asian/Asian British – Bangladeshi (15 respondents); 100% would recommend their course, were happy with their course and felt safe in college; 93% would recommend the college and were happy with the college overall;
- Chinese (14 respondents); 100% agreed with the quality statements above; 93% were happy overall with the college;
- Black/African/Caribbean/Black British – Caribbean (4 respondents); 100% agreed with the quality statements above.

The following ethnic groups were the least satisfied in relation to the above quality assurance statements:

- Asian/Asian British - Any other Asian background (24 respondents); 88% agreed with the above statements;
- Mixed - White & Asian (9 respondents); 89% agreed with the quality statements above ; 78% said they felt safe in college;
- Mixed - Any other Mixed/Multi Ethnic (8 respondents); 86% agreed with the quality statements above ;
- Black/African/Caribbean/Black British – African (6 respondents); 83% agreed with the quality statements above; 100% said they felt safe in college.

### *Disability & learning Difficulties or Disabilities*

In terms of disability/learning difficulty, respondents with autism/aspergers, blind respondents and wheelchair users were the most satisfied.

Respondents with dyslexia/ dyspraxia and visual impairments were the least satisfied, and disabled respondents were generally less satisfied with guidance at enrolment and identification of ALS needs compared with non-disabled respondents.

75% of respondents with dyslexia/dyspraxia (20 respondents) would recommend their course; 70% felt safe in college; 80% were happy with

their course and the college and 84% would recommend the college; 50% felt the guidance they had received at enrolment was helpful and 75% said their ALS needs had been identified and assessed.

100% of respondents with autism/aspergers (10 respondents) said they would recommend their course and the college to a friend and felt safe in college; 80% were happy with course and 89% happy with the college overall; 50% agreed that the guidance they received at enrolment was helpful and 67% agreed that their ALS needs had been identified and assessed.

100% of blind respondents (2 respondents) would recommend their course and the college and were happy with both and felt safe in college (compared with 83% of visually impaired respondents (6 respondents)); 100% of blind respondents felt the guidance they received at enrolment was helpful (67% of visually impaired respondents) and 50% of blind respondents felt their ALS needs had been identified and assessed (33% of visually impaired respondents).

100% of wheelchair users (4 respondents) would recommend their course and the college, felt happy overall with both, safe in college and that their ALS needs had been identified and assessed; 75% felt the guidance they had received at enrolment was helpful.

94% of respondents with no disability or learning difficulty (874 respondents) would recommend the college, were happy with their course and felt safe in college; 93% would recommend their course and 92% were happy with the college overall; 86% said the guidance they had received at enrolment was helpful and 83% said that their ALS needs had been identified and assessed.

#### *Learner Voice Survey Autumn Term Full Time November 2016 Vocational Students*

- 94% of respondents said that they felt safe in college, which is 3% higher than the previous year;
- 93% said that overall they were happy with the college, also 3% higher than the previous year;
- 95% said that overall, they were happy with their course; 4% higher than the previous year.

#### *Gender*

On the whole, female respondents were slightly more satisfied than male:

- 96% (936 respondents) of female respondents would recommend their course;
- 95% would recommend the college and were happy with their course; 94% felt safe in college and 93% were happy with the college overall.
- 92% (972 respondents) of male respondents would recommend their course and felt safe in college;
- 93% would recommend, and were happy with, the college; 92% felt safe in college.
- 92% of male respondents felt their teacher treated them equally and fairly compared with 89% of female respondents.

As with A and AS level students, the main area where satisfaction levels varied substantially was catering facilities, with females being less satisfied than males with the variety of food on offer and the healthy options available.

### *Ethnicity*

The following ethnic groups were the most satisfied in relation to the above quality assurance statements:

- White - English/Welsh/Scottish/Northern Irish/British (1,495 respondents); 95% agreed with the above statements;
- Asian/Asian British – Bangladeshi (39 respondents); 95% agreed with the above statements; 100% said they would recommend the college to a friend; 97% would recommend their course;
- Arab (15 respondents); 100% agreed with the above statements; 93% said they felt safe in college;
- Chinese (6 respondents); 100% agreed with the above statements.

The following ethnic groups were the least satisfied in relation to the above quality assurance statements:

- White - Gypsy or Irish Traveller (7 respondents); 57% were happy with their course and the college and would recommend their course to a friend; 71% would recommend the college to a friend and felt safe in college;
- Mixed - White & Black African (5 respondents); 60% felt safe, were happy with their course and would recommend the college; 80% would recommend their course and were happy with the college.

### *Disability & Learning Difficulties or Disabilities*



In terms of disability/learning difficulty, respondents with autism/aspergers, respondents with other medical conditions (73 respondents) and blind respondents were the most satisfied.

Respondents with hearing loss (7 respondents) were the least satisfied: 71% felt safe in college, were happy with their course and the college overall and said the guidance they had received at enrolment was helpful; 86% would recommend the college and their course; 83% said their ALS needs had been identified and assessed.

100% of respondents with autism/aspergers (29 respondents) said they were happy with their course; 96% would recommend their course and the college to a friend and said that the guidance they received at enrolment was helpful that their ALS needs had been identified and assessed; 85% felt safe in college; 81% were happy with the college. 100% of blind respondents (7 respondents) would recommend and were happy with the college and said the guidance they had received at enrolment was helpful; 86% would recommend their course and felt safe in college; 83% were happy with their course; 71% said their ALS needs had been identified and assessed.

100% of partially sighted (12 respondents) would recommend the college and their course; 83% were happy with their course and the college and felt the guidance they had received at enrolment was helpful; 91% felt safe in college; 57% said their ALS needs had been identified and assessed.

91% of respondents with dyslexia/dyspraxia were happy with the college and would recommend the college and their course; 93% were happy with their course; 92% felt safe in college and said that their ALS needs had been identified and assessed; 88% said the guidance they had received at enrolment was helpful.

### *Staff Perception Survey 2017*

502 staff responded from a total of 891 surveyed (56.3%). This is a higher response rate compared to 2016 when 417 staff completed questionnaires (43.1%).

### *Equality and Diversity Questions: All Respondents*

- 88.5% respondents felt that they were treated with respect by their line manager – a 2.5% decrease on last year.
- 26% of respondents did not feel that the College treats them fairly (the same as last year) and 30% did not feel that the College cares about their welfare (5% decrease on last year).



With regards to the equal opportunities section of the staff survey, the only question where agreement levels were in line with last year's results was the question relating to awareness of equality duties (95% of respondents said they were aware of our equality duties – this has been the same for the last two years). For every other question agreement levels were slightly lower than last year:

- 86% of respondents felt that people are treated equally in the college – 1% higher than last year;
- 85% of respondents felt that the college deals effectively with equality issues - 5% lower than last year;
- 81% of respondents felt that the College provided a suitable environment for people with disabilities – 3% lower than last year;
- 92% of respondents said they knew how to promote equality as part of their role – 2% lower than last year.
- 85% of respondents said they felt confident dealing with discriminatory behaviour or harassment –1% lower than last year.

### *Gender*

There is a slight difference between men and women in their overall satisfaction - females are slightly more positive than males and there are also differences in responses to specific groups of questions i.e. males are more satisfied with equal opportunities and health & safety, while females are more satisfied with appraisal, training & development and working conditions.

### *Ethnicity*

The least positive responses were recorded by participants who preferred not to disclose their ethnic group whilst the most positive responses came from respondents who identified themselves as "White-British", "White-Irish" and "White-any other".

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

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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. 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.**

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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" project. This 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. In addition, the "Fit for Life" project was introduced in December 2016 to promote women taking part in sport and getting fit for employment. 10-12 tutor groups were identified, including Health and Care, Hair and Beauty. Approximately 150 girls/women in these groups have taken part in regular physical activities. 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 in 2016 and the additional Level 3 Sports Massage course has significantly 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, with 5 female staff being appointed to posts within the STEM subjects. 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 16/17 the proportion of male/female staff is 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.

During this reporting period, out of 96 appointments made, 43 were males, which represents 45% of new staff. Given that males are currently under represented in the workforce this is a positive outcome.

A diversity question is included in the HR Planning process, whereby all managers are asked whether their workforce reflects the diversity of their learners or service users. This has led to the identification of areas where males or females are particularly under represented and positive action has been taken. For example, in the Admissions Team (which was 100% female) when a vacancy arose, a positive action statement was included in the advert and a male appointment was made.

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

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The college has committed to report on its gender pay gap. The 2017 figures are currently being analysed and early indications are that the gap will be broadly comparable with other FE Colleges. As soon as the March 2018 figures are available these will also be analysed, giving us two years of equal pay gap data to work from. We will use this data to identify whether we have any specific gender pay issues within the college and from this we will develop an action plan to move towards reducing the gap.

It is recognised that a proportion of the gender pay gap in the college is caused by the predominantly high proportion of females employed in roles which are paid the Living Wage. This is because many of these roles are part-time and/or term time only, offering the flexibility that many females require in order to balance their caring responsibilities with work commitments. In support of this we have recently reviewed our flexible working policy and a significant number of staff have had flexible working requests approved. Flexible working is no longer only available to staff with child caring responsibility. Any member of staff is entitled to apply for flexible working and each request is assessed on a case by case basis. In addition, we have recently signed up to the Equality and Human Rights Commission campaign – 'Working Forward'. This is a national campaign aimed at making work places the best they can be for pregnant women and new parents. By signing the pledge we have demonstrated our support to the campaign and we will be producing an action plan to demonstrate our commitment to making the college a supportive environment for pregnant women and mothers to work.

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

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All job adverts are distributed to a range of different community groups and networks in order to help attract applications from more BAME applicants. Recruitment figures are now looking positive in this area with 4.6% of applicants identifying themselves as BAME, compared to 3% last year and 3.4% in the previous year. Out of the six candidates invited to interview two were appointed. Additionally this year we saw applications from all of the groups within the BAME category, whereas last year some groups were unrepresented.

In terms of recruitment to the Board a number of avenues are used to advertise vacancies in order to promote the diversity of the Board, and the Search and Governance Committee keeps the diversity of the Board under review when looking for new members.

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

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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.

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

In terms of improving transition, relevant college staff have attended 69 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 2017, 62 ASD learners stayed in college and achieved their chosen qualification (97% of cohort) and 54 learners (87% of cohort) moved on to further study.

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. Findings were published during Autumn

2017, which has led to a stronger partnership between both institutions' support departments, and the development of 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.

Out of the cohort of 62 learners, 29 receive one to one in class support and the other 33 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. The college has communicated the possible implications of the new ALN Bill across all learning areas and continues to raise ASD awareness through tutorial sessions and events such as Autism Awareness Week.

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. Communication with parents has also improved, with more parents providing feedback on the application and progression process.

Further engagement and promotion work is needed to convey the college as an employer that is “disability friendly”. In particular the college is working toward becoming an “autism friendly” employer and 38 managers attended ASD awareness training, one outcome of which has been to improve understanding and support for autistic candidates in the selection process. In this reporting period we have seen an increase in the proportion of job applicants with disabilities to 3.4%.

The college provides excellent facilities and support for staff who are affected by a disability during the course of their employment. Many adjustments have been put in place to retain disabled staff within employment, including adjustable chairs and desks, specialised computer software, relocation of workplaces, altered working hours and redeployments.

## Arrangements to Identify and Collect Relevant Equality Information

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The college gathers relevant equality information and data on protected characteristics from:

- student medical disclosures;
- enrolment forms;
- 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;
- course review process;
- 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;
- people employed by each protected characteristic;
- people who have applied for jobs by each protected characteristic;
- take up of particular support services by different learners (e.g. for students with disabilities and learning difficulties);
- staff and student perceptions, levels of awareness and satisfaction;
- perceptions of certain protected groups and issues affecting 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

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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 introduced, 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 declared	
		female	male	white	BEM	under 19	19-24	25+	yes	no
ART	139	43%	57%	96%	4%	88%	12%	0%	12%	88%
BUS	178	38%	62%	85%	15%	76%	20%	4%	12%	88%
CON	59	2%	98%	98%	2%	93%	7%	0%	14%	86%
ENG	377	4%	96%	94%	6%	79%	16%	5%	16%	84%
ESOL	163	45%	55%	34%	66%	14%	23%	64%	3%	97%
HBT	203	95%	5%	97%	3%	58%	18%	24%	20%	80%
HEC	643	90%	10%	94%	6%	65%	19%	16%	13%	87%
HTT	104	73%	27%	92%	8%	81%	17%	2%	24%	76%
HUM	13	46%	54%	100%	0%	0%	69%	31%	38%	62%
ILS	145	46%	54%	98%	2%	69%	31%	0%	83%	17%
MSS	78	58%	42%	87%	13%	68%	21%	12%	19%	81%
SPP	297	26%	74%	98%	2%	96%	4%	0%	13%	87%
SSS	1	100%	0%	100%	0%	100%	0%	0%	0%	100%
TEC	175	11%	89%	95%	5%	77%	20%	3%	24%	76%
VIS	168	70%	30%	96%	4%	68%	24%	8%	19%	81%
<b>Totals</b>	<b>2743</b>	<b>51%</b>	<b>49%</b>	<b>91%</b>	<b>9%</b>	<b>71%</b>	<b>18%</b>	<b>11%</b>	<b>19%</b>	<b>81%</b>

Full time A/AS subject Enrolments by Protected Characteristic										
prog area	enrolments	gender		ethnicity		age			disability/ learning difficulty declared	
		female	male	white	BEM	under 19	19-24	25+	yes	no
ART	577	63%	37%	95%	5%	96%	3%	1%	93%	7%
BUS	663	49%	51%	91%	9%	97%	2%		97%	3%
ENG	112	11%	89%	85%	15%	95%	5%		94%	6%
HEC	106	100%	0%	91%	9%	99%	1%		97%	3%
HUM	822	73%	27%	95%	5%	98%	2%		95%	5%
MSS	2154	55%	46%	92%	8%	98%	2%		95%	5%
SPP	66	45%	55%	94%	6%	98%	2%		97%	3%
TEC	206	21%	79%	88%	12%	96%	4%		93%	7%
<b>Totals</b>	<b>4706</b>	<b>56%</b>	<b>44%</b>	<b>92%</b>	<b>8%</b>	<b>97%</b>	<b>2%</b>	<b>0%</b>	<b>95%</b>	<b>5%</b>

<b>GCS Training Part Time Student Headcount by Protected Characteristic</b>										
prog area	students	gender		ethnicity		age			disability/learning difficulty declared	
		female	male	white	BEM	under 19	19-24	25+	yes	no
GCS1	104	39%	61%	98%	2%		3%	97%	7%	93%
GCS2	179	68%	32%	96%	4%		9%	91%	5%	95%
GCS3	30	67%	33%	100%	0%		33%	67%	0%	100%
GCS6	8	0%	100%	88%	13%		0%	100%	0%	100%
GCS7	17	47%	53%	88%	12%		35%	65%	0%	100%
GCS8	35	66%	34%	100%	0%		9%	91%	6%	94%
GCS9	90	56%	44%	99%	1%		4%	96%	4%	96%
<b>Totals</b>	<b>463</b>	<b>57%</b>	<b>43%</b>	<b>97%</b>	<b>3%</b>		<b>9%</b>	<b>91%</b>	<b>5%</b>	<b>95%</b>

<b>WBL Vocational Full Time Student Headcount by Protected Characteristic</b>										
prog area	students	gender		ethnicity		age			disability/learning difficulty declared	
		female	male	white	BEM	under 19	19-24	25+	yes	no
SSS	66	39%	61%	97%	3%	47%	41%	12%	8%	92%
<b>Totals</b>	<b>66</b>	<b>39%</b>	<b>61%</b>	<b>97%</b>	<b>3%</b>	<b>47%</b>	<b>41%</b>	<b>12%</b>	<b>8%</b>	<b>92%</b>

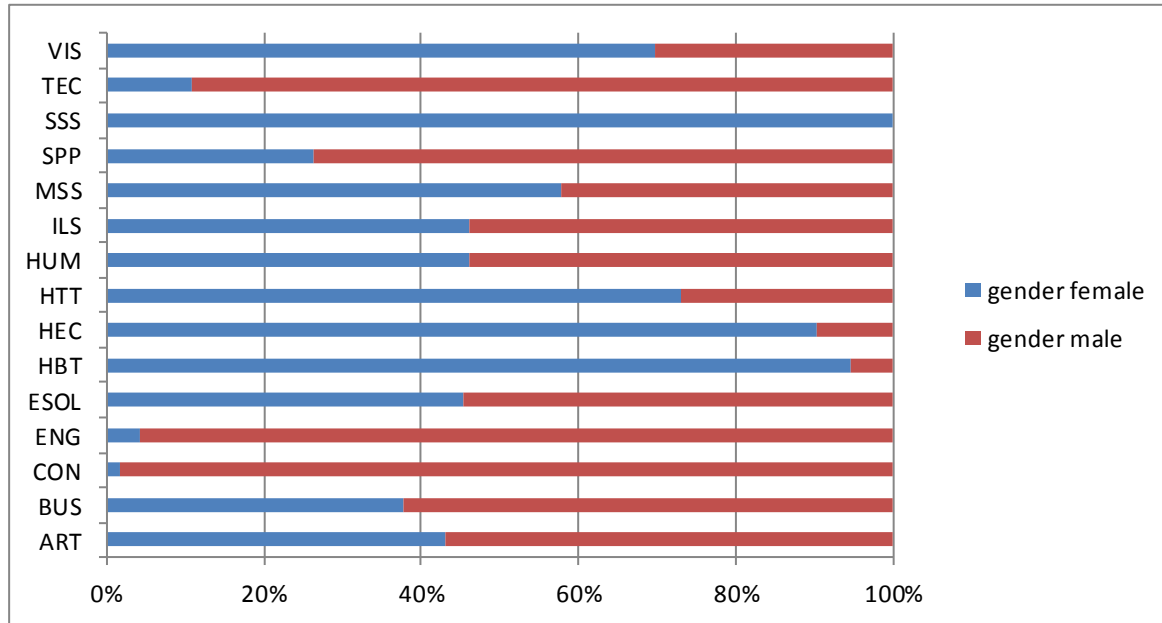
## Gender

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In 2016-17 the overall student cohort was 4,802 full time students, with 2,557 full time female students (53.2%) and 2,245 full time male students (46.8%) and 6,850 part time students, with 3,677 part time female students (53.7%) and 3,173 part time male students (46.3%). For full time vocational students the gender split is 51% female, 49% male. This represents a 1% increase in the proportion of male vocational students compared with last year. For full time A Level and AS Level enrolments, the gender split is the same as last year (56% female and 44% male). The gender balance for part time students has improved slightly (54% female; 46% male) with a 3% increase in the proportion of males compared with last year and the year before. For full time WBL students the gender balance is 39% female and 61% male (the same as last year); for part time it is 64% female and 36% male (a 26% increase in the proportion of females

compared with last year). For GCS Training the gender split is 57% female and 43% male. This represents a 3% increase in the proportion of females.

*Full Time Vocational Students by Programme Area & Gender*



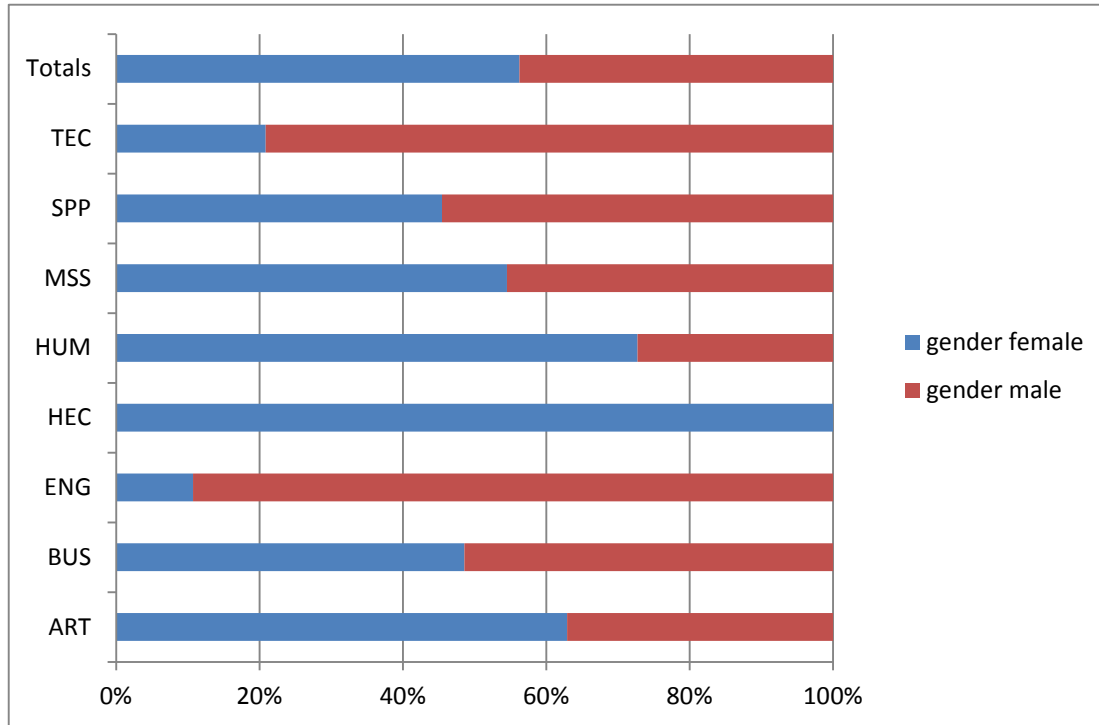
*Full Time Vocational Students by Programme Area & Gender*

Programme Area	Gender	
	Female	Male
ART	43%	57%
BUS	38%	62%
CON	2%	98%
ENG	4%	96%
ESOL	45%	55%
HBT	95%	5%
HEC	90%	10%
HTT	73%	27%
HUM	46%	54%
ILS	46%	54%
MSS	58%	42%
SPP	26%	74%
SSS	100%	0%
TEC	11%	89%
VIS	70%	30%
Totals	51%	49%

For full time vocational programmes, male dominated programme areas include: Business (62% male); Construction (98% male); Engineering (96% male); Sport and Public Services (SPP) (74% male) and Technology (TEC) (89% male). There are no significant differences in the proportion of males and females in any of these programme areas compared with last year apart from TEC, where the proportion of female has increased from 5% to 11%. Female dominated vocational full time programmes include: Hair and Beauty (HBT) (95% female); Health and Care (HEC) (90% female); Hospitality, Travel and Tourism (HTT) (73% female); Visual Arts (VIS) (70% female). There are no significant differences in the proportion of males and females in any of these programme areas except HTT where the proportion of females has increased by 11% and VIS where the proportion of females has increased by 8%.

*Full Time A Level Students by Programme Area & Gender*

Programme Area	Gender	
	Female	male
ART	63%	37%
BUS	49%	51%
ENG	11%	89%
HEC	100%	0%
HUM	73%	27%
MSS	55%	46%
SPP	45%	55%
TEC	21%	79%
Totals	56%	44%



For full time A/AS Level enrolments, male dominated programme areas include Engineering (89% male); TEC (79% male). In TEC the proportion of males has increased by 6% compared with last year. For full time A/AS level enrolments, female dominated programme areas include: Art (63% female) and Humanities (73% female). The proportion of females in Art has decreased by 4% compared with last year, whereas for Humanities the proportion of males and females hasn't changed.

#### *Part Time Students by Programme Area & Gender*

Programme Area	Gender	
	Female	Male
AAA	0%	100%
ABE	65%	35%
BUS	62%	38%
CDM	72%	28%
CON	0%	100%
ENG	1%	99%
ESOL	55%	45%
GEN	56%	44%
HBT	84%	16%
HEC	91%	9%

HTT	50%	50%
HUM	21%	79%
ILS	47%	53%
MSS	81%	19%
SPP	54%	46%
VIS	90%	10%
<b>Totals</b>	<b>54%</b>	<b>46%</b>

For part time programmes, male dominated areas include: Construction (100% male); Engineering (99% male); Humanities (79% male). The proportion of males in Humanities is significantly higher than last year. Even though last year this area was split into two (HUML which was 26% male last year and HUMR, which was 35% male), this still indicates a significant increase in the proportion of males in this programme area. Female dominated part time programme areas include: ABE (65% female); Business (62% female); CDM (72% female); HBT (84% female); HEC (91% female); MSS (81% female); VIS (90% female). In HEC the proportion of females has decreased by 3%, whereas in HBT it has increased by 5%. In most other areas proportions of males and females are roughly the same as last year.

### Successful Completion Rates by Programme Area and Gender

Row Labels	Female						Male					
	Enrolments	Completed	Attained	Completion	Attainment	Success	Enrolments	Completed	Attained	Completion	Attainment	Success
ABE	300	290	278	97%	96%	93%	203	197	191	97%	97%	94%
ART	439	406	383	92%	94%	87%	325	292	262	90%	90%	81%
BUS	641	603	552	94%	92%	86%	669	642	566	96%	88%	85%
CON	1	1	0	100%	0%	0%	94	90	87	96%	97%	93%
ENG	40	38	34	95%	89%	85%	703	674	589	96%	87%	84%
ESOL	470	443	379	94%	86%	81%	427	388	341	91%	88%	80%
GCS	402	394	392	98%	99%	98%	433	414	394	96%	95%	91%
GEN	301	292	259	97%	89%	86%	327	323	291	99%	90%	89%
HBT	385	334	315	87%	94%	82%	41	34	34	83%	100%	83%
HEC	1135	1053	963	93%	91%	85%	135	115	106	85%	92%	79%
HTT	165	147	130	89%	88%	79%	62	48	40	77%	83%	65%
HUM	714	674	639	94%	95%	89%	250	238	219	95%	92%	88%
ILS	207	200	199	97%	100%	96%	225	221	216	98%	98%	96%
MSS	1339	1288	1189	96%	92%	89%	1028	994	900	97%	91%	88%
SCVS	69	69	67	100%	97%	97%	14	14	14	100%	100%	100%
SPP	194	177	164	91%	93%	85%	463	424	373	92%	88%	81%
TEC	78	73	66	94%	90%	85%	475	444	393	93%	89%	83%
VIS	150	118	91	79%	77%	61%	61	50	31	82%	62%	51%
Grand Total	7030	6600	6100	94%	92%	87%	5935	5602	5047	94%	90%	85%

Looking at successful completion rates by gender, we can see that successful completion rates are slightly higher for females (87% for females compared with 85% for males). In most areas the difference in successful completion rates is small (below 5%) apart from HTT and Visual Arts where successful completion rates for females is 10% higher than for males and Art, HTT and HEC where successful completion rates for females is 6% higher than for males. 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.



## Ethnicity

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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 3% higher than this and for A Level and AS Level enrolments it is 2% higher. This represents a 1% increase in the proportion of BAME students (both vocational and A Level) compared with last year.

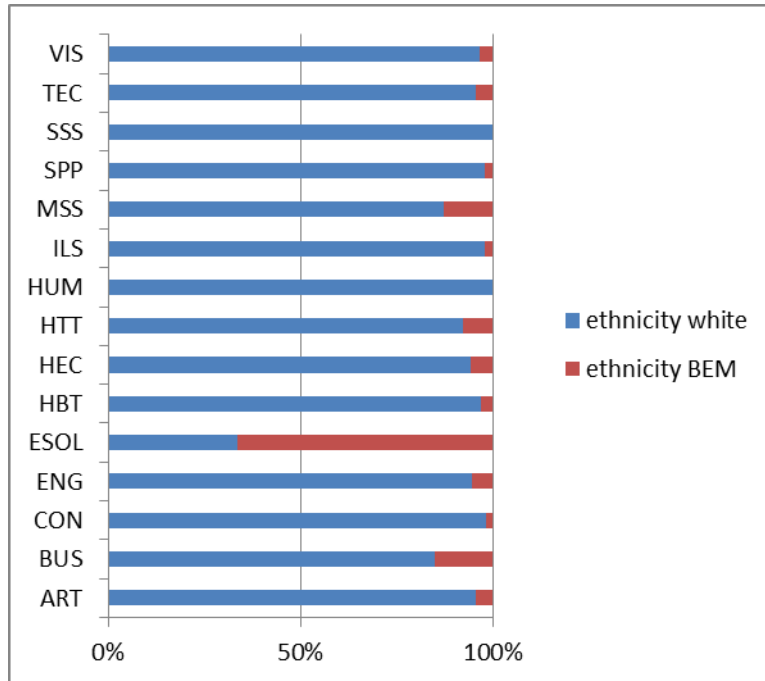
The proportion of BAME students taking part time programmes (not including WBL) is 19%. This is roughly 10% higher than the proportion of BAME students on full time programmes and represents an 8% increase in the proportion of part time BAME students compared with last year.

The proportion of BAME part time WBL students is 3%. This is 1% higher than last year.

### *Full Time Vocational Students by Programme Area & Ethnicity*

Prog area	Ethnicity	
	White	BEM
ART	96%	4%
BUS	85%	15%
CON	98%	2%
ENG	94%	6%
ESOL	34%	66%
HBT	97%	3%
HEC	94%	6%
HTT	92%	8%
HUM	100%	0%
ILS	98%	2%
MSS	87%	13%
SPP	98%	2%
SSS	100%	0%
TEC	95%	5%
VIS	96%	4%
Totals	91%	9%

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

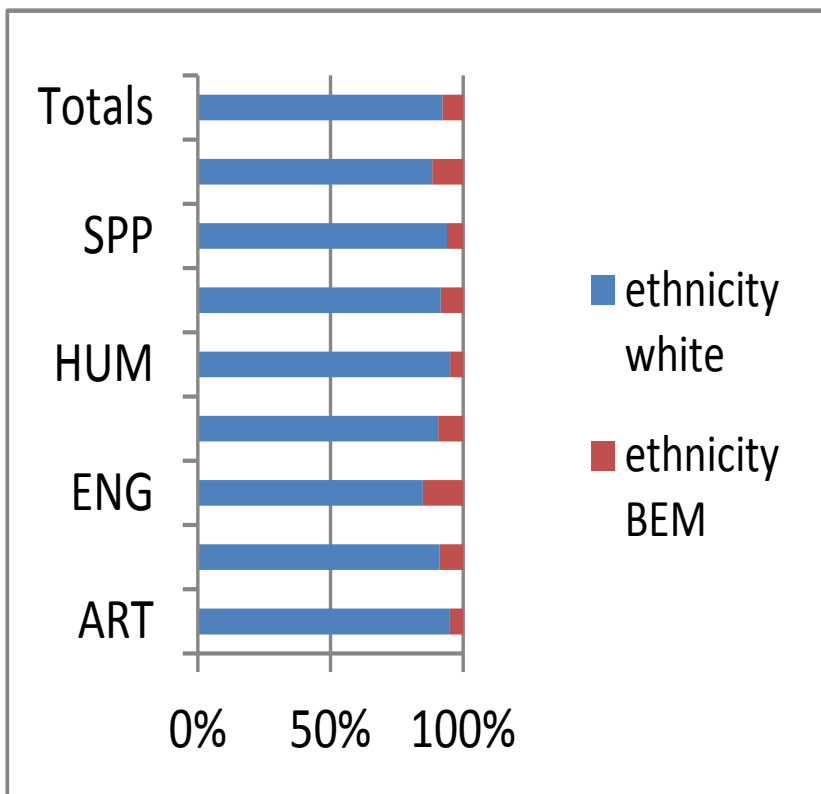


Full time vocational programme areas with the highest proportion of BAME students are ESOL 66% (8 % higher than last year); Business 15% (the same as last year); MSS (13%); HTT (8%); Engineering and HEC (6%). There are no BAME students in Humanities and in SPP, ILS and Construction the proportion of BAME students is 2%.

### Full Time A Level Students by Programme Area & Ethnicity

Prog Area	Ethnicity	
	White	BEM
ART	95%	5%
BUS	91%	9%
ENG	85%	15%
HEC	91%	9%
HUM	95%	5%
MSS	92%	8%
SPP	94%	6%
TEC	88%	12%
Totals	92%	8%

### Full Time A Level Students by Programme Area & Ethnicity



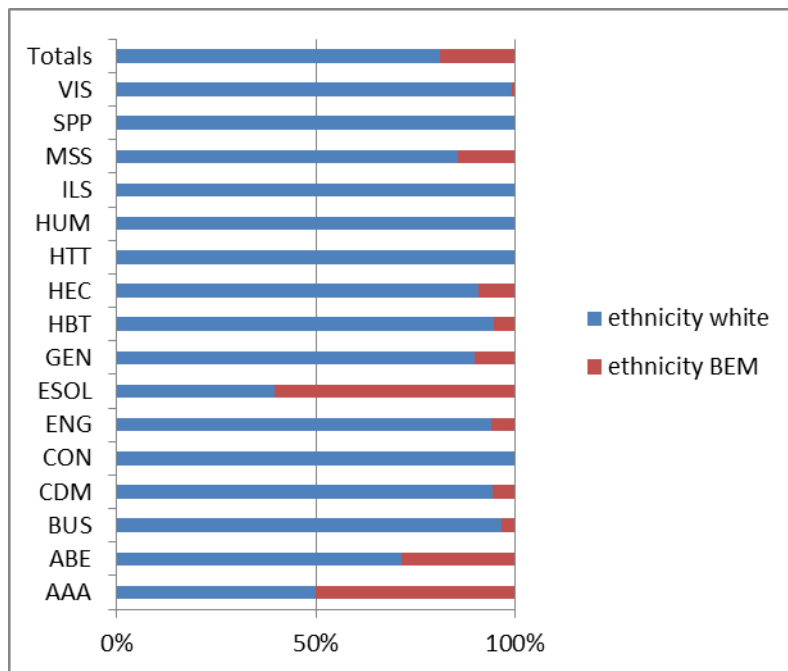
Full time A Level programme areas with the highest proportion of BAME students are: Engineering 15% (4% higher than last year); TEC 12% (5% higher than last year); Business (9%) and MSS (8%). Generally the proportion of BAME students on full time A level programmes is higher than for vocational programmes. Art (5%); Humanities (5%) and SPP (6%) have the lowest proportions of BAME students.

### Part Time Students by Programme Area & Ethnicity

Prog area	Ethnicity	
	White	BEM
AAA	50%	50%
ABE	72%	28%
BUS	97%	3%
CDM	94%	6%
CON	100%	0%
ENG	94%	6%

ESOL	40%	60%
GEN	90%	10%
HBT	95%	5%
HEC	91%	9%
HTT	100%	0%
HUM	100%	0%
ILS	100%	0%
MSS	86%	14%
SPP	100%	0%
VIS	99%	1%
<b>Totals</b>	<b>81%</b>	<b>19%</b>

*Part Time Students by Programme Area & Ethnicity*



Part time programmes with the highest proportion of BAME students include: ESOL 60% (7% higher than last year); AAA 50% (the same as last year); ABE (28%); MSS (14%); GEN (10%); HEC 9% (4 % higher than last year). Construction, ILS and SPP have no BAME students and the proportion of BAME students in VIS is 1% (2% lower than last year) and for Business it is 3% (12% lower than the proportion of BAME students on full time vocational programmes and 6% lower than the proportion taking full time A level programmes).

### Successful Completion Rates by Ethnic Group and Programme Area

	BME						White					
	Enrol	Comp	Attain	Comp	Attain	Success	Enrol	Comp	Attain	Comp	Attain	Success
ABE	130	125	117	96%	94%	90%	369	358	348	97%	97%	94%
ART	45	38	37	84%	97%	82%	718	659	608	92%	92%	85%
BUS	146	144	132	99%	92%	90%	1162	1099	984	95%	90%	85%
CON	3	3	3	100%	100%	100%	92	88	84	96%	95%	91%
ENG	67	64	54	96%	84%	81%	668	640	562	96%	88%	84%
ESOL	603	559	478	93%	86%	79%	292	270	240	92%	89%	82%
GCS	21	21	21	100%	100%	100%	811	784	762	97%	97%	94%
GEN	82	80	64	98%	80%	78%	543	532	483	98%	91%	89%
HBT	16	15	15	94%	100%	94%	410	353	334	86%	95%	81%
HEC	100	97	93	97%	96%	93%	1165	1066	971	92%	91%	83%
HTT	17	14	13	82%	93%	76%	209	180	156	86%	87%	75%
HUM	58	55	44	95%	80%	76%	906	857	814	95%	95%	90%
ILS	5	5	5	100%	100%	100%	427	416	410	97%	99%	96%
MSS	222	212	202	95%	95%	91%	2139	2064	1882	96%	91%	88%
SCVS	6	6	6	100%	100%	100%	44	44	43	100%	98%	98%
SPP	22	21	18	95%	86%	82%	632	577	517	91%	90%	82%
TEC	41	38	35	93%	92%	85%	512	479	424	94%	89%	83%
VIS	12	11	8	92%	73%	67%	199	157	114	79%	73%	57%
Grand Total	1596	1508	1345	94%	89%	84%	11298	10623	9736	94%	92%	86%

Looking at successful completion rates by ethnic group, we can see that the successful completion rate for White learners is 2 % higher than for BAME learners. 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, Humanities has a 90% successful completion rate for White learners, compared with 76% for BAME learners, whereas Visual Arts has a 10% higher successful completion rate for BAME learners. 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.

## Age

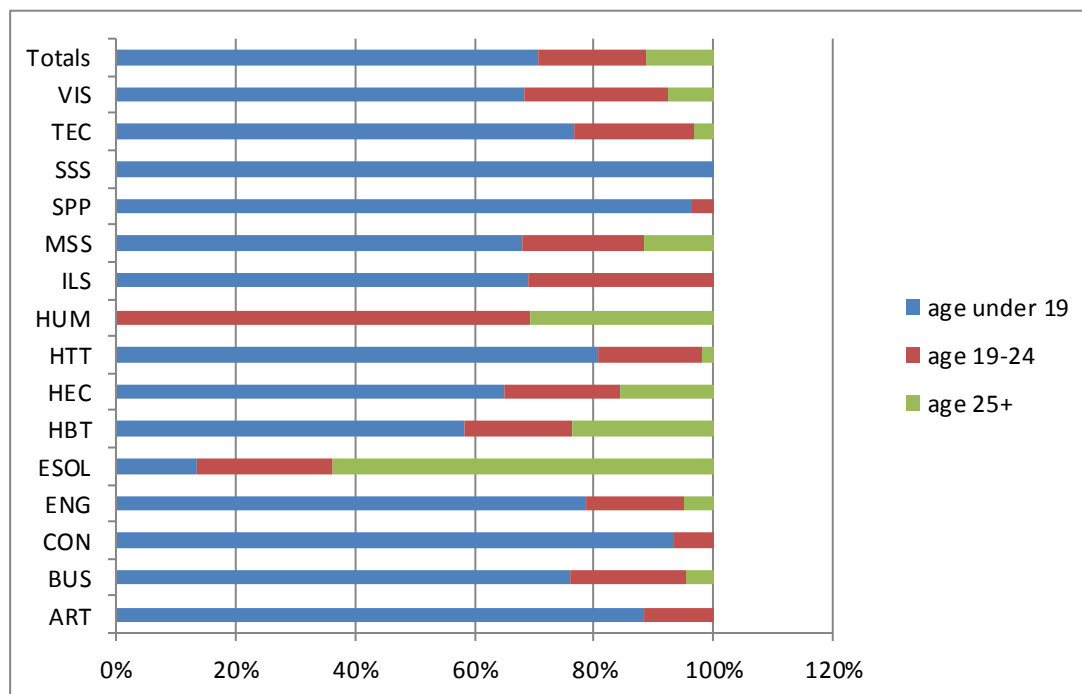
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The largest age group is under 19s: 71% of full time vocational students and 97% of A/AS level enrolments. This is the same as last year for A/AS level enrolments and 1% lower for vocational. 72% of part time students and part time WBL students are in the over 25 age group. This is a 3% decrease in the proportion of over 25s compared with last year. In GCS Training 91% are in this age group.

### *Full Time Vocational Students by Programme Area & Age*

Prog Area	Age		
	under 19	19-24	25+
ART	88%	12%	0%
BUS	76%	20%	4%
CON	93%	7%	0%
ENG	79%	16%	5%
ESOL	14%	23%	64%
HBT	58%	18%	24%
HEC	65%	19%	16%
HTT	81%	17%	2%
HUM	0%	69%	31%
ILS	69%	31%	0%
MSS	68%	21%	12%
SPP	96%	4%	0%
SSS	100%	0%	0%
TEC	77%	20%	3%
VIS	68%	24%	8%
Totals	71%	18%	11%

## Full Time Vocational Students by Programme Area & Age



With the exception of ESOL and Humanities, for all full time vocational programmes, the highest proportion of students is in the under 19 age group. There are no Humanities students in this category and for ESOL 64% of students are in the over 25 age category and in HBT 24% of students are in this age group. For every other area 19-24 is the second largest age group.

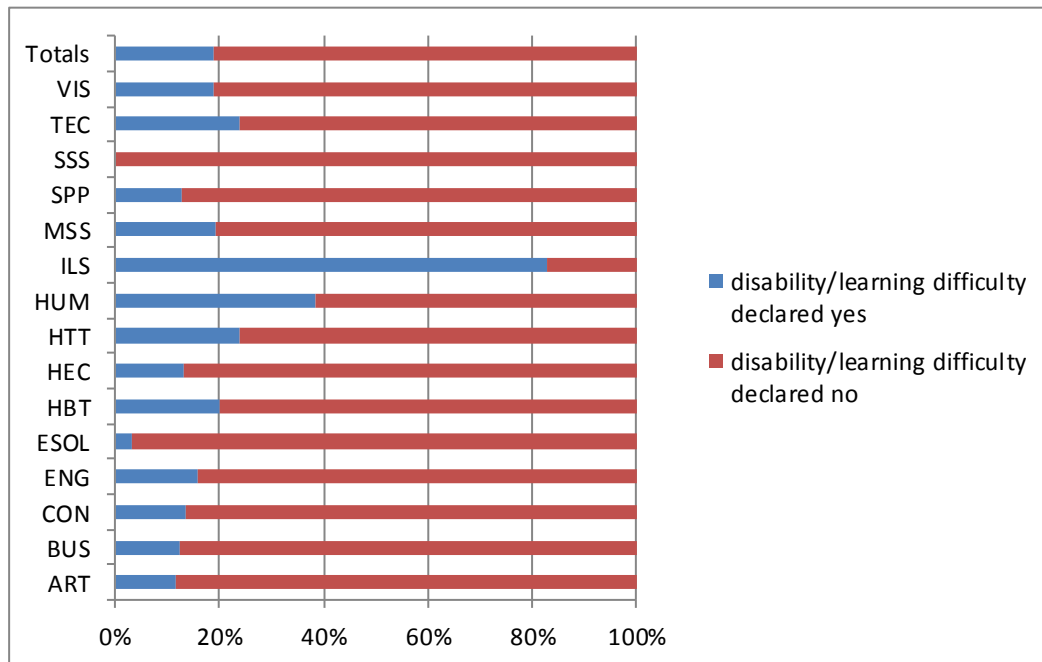
## Disability

This year the proportion of full time students on vocational programmes who declared a disability or learning difficulty was 19%. This is 7% higher than last year. For A/AS level enrolments the proportion is 5%. This is 1% lower than last year. For full time WBL students the proportion is 8% (the same as last year) and for part time it is 5% (3% lower than last year). The proportion of part time students who declared a disability or learning difficulty this year was 16%. This is 4% lower than last year.

*Full Time Vocational Students by Programme Area and Disability/Learning Difficulty*

Prog Area	Disability/learning difficulty declared	
	yes	No
ART	12%	88%
BUS	12%	88%
CON	14%	86%
ENG	16%	84%
ESOL	3%	97%
HBT	20%	80%
HEC	13%	87%
HTT	24%	76%
HUM	38%	62%
ILS	83%	17%
MSS	19%	81%
SPP	13%	87%
SSS	0%	100%
TEC	24%	76%
VIS	19%	81%
Totals	19%	81%

*Full Time Vocational Students by Programme Area and Disability/Learning Difficulty*



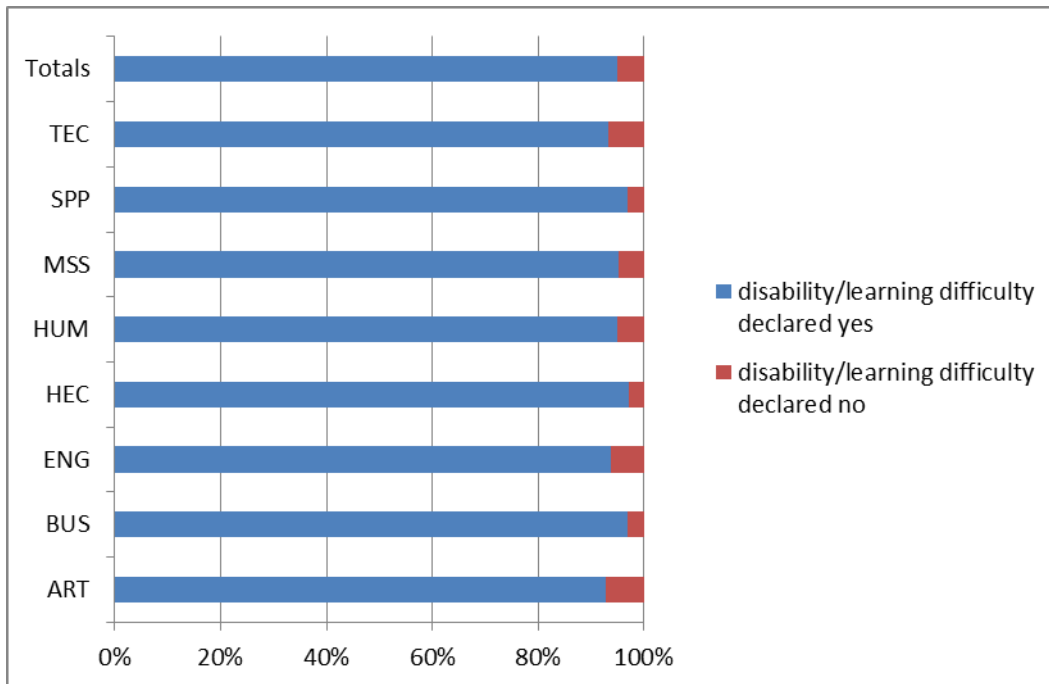


Full time vocational programmes with the highest proportion of students declaring a disability or learning difficulty include: ILS 83%; HUM 38%; TEC 24% HTT 24%; HBT 20%; MSS 19%; VIS 19%. In most areas proportions are similar to last year, except HTT where the proportion has increased by 8%. The programme with the lowest proportion is ESOL 3%.

*Full Time A Level Students by Programme Area & Disability/Learning Difficulty*

Prog Area	Disability/learning difficulty declared	
	Yes	No
ART	93%	7%
BUS	97%	3%
ENG	94%	6%
HEC	97%	3%
HUM	95%	5%
MSS	95%	5%
SPP	97%	3%
TEC	93%	7%
<b>Totals</b>	<b>95%</b>	<b>5%</b>

*Full Time A Level Students by Programme Area & Disability/Learning Difficulty*



Full time A Level programmes with the highest proportion of students declaring a disability or learning difficulty include: Art 7%; Engineering 6% and TEC 7%. Proportions are similar to last year, although in most areas there is a 1 % -2% decrease in the proportion of students declaring a disability or learning difficulty.

*Successful Completion Rates by Disability/Learning Difficulty & Programme Area*

Row Labels	Has declared disability/learning difficulty						Has no declared disability/learning difficulty					
	Enrol	Comp	Attain	Comp	Attain	Success	Enrol	Comp	Attain	Comp	Attain	Success
ABE	150	148	143	99%	97%	95%	353	339	326	96%	96%	92%
ART	46	44	41	96%	93%	89%	718	654	604	91%	92%	84%
BUS	52	42	40	81%	95%	77%	1258	1203	1078	96%	90%	86%
CON	14	14	14	100%	100%	100%	81	77	73	95%	95%	90%
ENG	76	71	57	93%	80%	75%	667	641	566	96%	88%	85%
ESOL	26	25	20	96%	80%	77%	871	806	700	93%	87%	80%
GCS	33	30	30	91%	100%	91%	802	778	756	97%	97%	94%
GEN	84	84	74	100%	88%	88%	544	531	476	98%	90%	88%
HBT	55	46	44	84%	96%	80%	371	322	305	87%	95%	82%
HEC	123	104	90	85%	87%	73%	1147	1064	979	93%	92%	85%
HTT	32	31	27	97%	87%	84%	195	164	143	84%	87%	73%
HUM	31	27	26	87%	96%	84%	933	885	832	95%	94%	89%
ILS	377	367	361	97%	98%	96%	55	54	54	98%	100%	98%
MSS	92	86	77	93%	90%	84%	2275	2196	2012	97%	92%	88%
SCVS	4	4	3	100%	75%	75%	79	79	78	100%	99%	99%
SPP	53	47	41	89%	87%	77%	604	554	496	92%	90%	82%
TEC	85	81	71	95%	88%	84%	468	436	388	93%	89%	83%
VIS	54	50	35	93%	70%	65%	157	118	87	75%	74%	55%
Grand Total	1387	1301	1194	94%	92%	86%	11578	10901	9953	94%	91%	86%

Successful completion rates for learners with a declared disability or learning difficulty is the same as for learners with no declared disability or learning difficulty. In some areas the successful completion rate for learners with a declared disability or learning difficulty is higher than for learners with no declared

disability or learning difficulty. For example, in HTT, 9% higher and in English and Visual Arts 10% higher). However in other areas the successful completion rates for learners with no declared disability or learning difficulty is higher (for example, in HEC 12% higher, Business 9% higher and SCVS 14% higher). It is important to bear in mind that successful completion data relates to enrolments rather than headcounts and that this can have an impact on the data, as a learner may enrol on several qualifications. Nevertheless, it is also important for areas to investigate this data and try to establish why individuals have not successfully completed their programmes and identify any measures that need to be taken to ensure that learners with disabilities or learning difficulties successfully complete their programmes in the future.

## Other Protected Characteristics

*Student Cohort: On-line Responses to Protected Characteristics Questions Recorded in March 2017*

Marital Status	14/15		15/16		16/17		Grand Total	
Civil Partnership	108	1.9%	107	1.8%	64	1.4%	279	1.7%
Co-habiting	296	5.1%	268	4.4%	152	3.3%	716	4.3%
Divorced	92	1.6%	76	1.2%	33	0.7%	201	1.2%
Estranged	68	1.2%	42	0.7%	29	0.6%	139	0.8%
Information Declined	826	14.2%	822	13.5%	589	12.7%	2237	13.5%
Married	488	8.4%	526	8.6%	285	6.1%	1299	7.8%
Separated	44	0.8%	43	0.7%	24	0.5%	111	0.7%
Single	3798	65.2%	4135	67.7%	3419	73.6%	11352	68.5%
Widowed	104	1.8%	88	1.4%	50	1.1%	242	1.5%
<b>Grand Total</b>	<b>5824</b>		<b>6107</b>		<b>4645</b>		<b>16576</b>	

Sexual Orientation	14/15		15/16		16/17		Grand Total	
Bi-sexual	183	3.1%	186	3.0%	143	3.1%	512	3.1%
Gay Man	178	3.1%	147	2.4%	93	2.0%	418	2.5%
Heterosexual	4105	70.5%	4422	72.4%	3436	74.0%	11963	72.2%
Information Declined	1198	20.6%	1207	19.8%	884	19.0%	3289	19.8%
Lesbian	160	2.7%	145	2.4%	89	1.9%	394	2.4%
<b>Grand Total</b>	<b>5824</b>		<b>6107</b>		<b>4645</b>		<b>16576</b>	

Gender	14/15		15/16		16/17		Grand Total	
Female	2793	48.0%	2976	48.7%	2222	47.8%	7991	48.2%
Information Declined	447	7.7%	405	6.6%	273	5.9%	1125	6.8%
Male	2358	40.5%	2544	41.7%	2048	44.1%	6950	41.9%
Transgender	226	3.9%	182	3.0%	102	2.2%	510	3.1%
<b>Grand Total</b>	<b>5824</b>		<b>6107</b>		<b>4645</b>		<b>16576</b>	

With reference to student on-line responses for 2015 -16 the number of students providing this information seems to have increased from 2014-15 (6,107, compared with 5,824) but decreased in 2016/17 to 4,645. However the following points need to be borne in mind when looking at this data:

- the information is collected when the students log in but in Windows 7 (which is the computer system used in college) it is possible to bypass the questionnaire without completing it;

- there is no cut-off point, so if students are continuing to complete the information then it is possible that the numbers for 2016/17 will be closer to those who completed in 15/16;
- the data isn't deleted at the end of the year and is not year-specific, so a second-year student completing this year will also add to the numbers for last year, which helps to explain why last year's numbers are higher.

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 2016/17, 2.2% of students who completed these questions 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, which suggests that more students are giving accurate information. 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 and widowed, particularly when considering the fact that the age group of the majority of respondents is the 16-18 age bracket. However, in 2014-15, the numbers identifying themselves as in a civil partnership and widowed dropped significantly (approximately half as many as the year before) and the numbers and percentage of respondents identifying themselves as in a civil partnership or widowed have decreased every year since then. This suggests that more students are giving accurate information when answering questions relating to their marital status.

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

## Workforce

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As of 31st March 2017 the employment data reports:

- the college's total workforce numbered 881, compared with 850 the previous year - a increase of 4%;
- 61.63% of staff are female, 38.36% are male, this represents a slight increase in the male workforce;
- 94.9% are White, 2.7% Black, Asian and Minority Ethnic (BAME), 2.4% have not provided data and their ethnicity is therefore unknown;
- 15% of the workforce is under the age of 35, and 55% between the ages of 35 and 54, 30% are over 55, including 13% whom are 61 and over, which means that the workforce has aged since last year;
- 4.1% of the workforce has declared a disability;
- 57% of the workforce are married, 23% are single, this proportion is unchanged from last year.

## Job & Grade

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

### *Lecturers:*

- 37% (327) of the workforce are lecturers;
- 84% (275) are employed on salaried contracts 16% (52) on hourly paid contracts;
- 59% of lecturers are female;
- 9.1% of lecturers are employed on temporary contracts;
- the main age distribution of lecturers is between the ages of 45-54 (38%) and just 10 % of lecturers are under the age of 34;
- 3.3% of lecturing staff recorded their ethnic background as BAME;
- 4.57% of academic staff have recorded themselves as having a disability, however disability data is not available for 31% of lecturers.

#### *Tutors / Trainers & Assessors:*

- 10.7% (95) of the total workforce are employed in this category;
- 95% (91) are employed on salaried contracts, with 3% (3) on hourly paid contracts;
- 22% (21) of staff in this activity group are employed on fixed term contracts.
- 62% of this group of staff are female;
- the main age distribution of this category of staff is 35-44 (2%);
- 1% of this group of staff are from an ethnic background that is BAME;
- the percentage of this category of staff recording a disability is 1%;
- data on disability is not available for 54% of staff in this category.

#### *Business Support Staff:*

- 16% (144) of the workforce are in Business Support activity;
- 97% (128) of these staff are employed on salaried contracts, however the proportion of staff employed on temporary contracts has reduced from 17% last year to 11% this year;
- 71% of staff in this activity are female.
- the main age distribution of this category of staff is 35-54 (69%);
- just 1.3% of this category of staff have recorded an ethnic background that is BAME;
- the percentage of this category of staff recording a disability is 4.8%;
- data on disability is not available for 26% of staff in this category.

#### *Services / Facilities Staff:*

- 11% (99) of the workforce are employed in this category of activity;
- 68% (69) are employed on salaried contracts, 32% (33) on an hourly paid / casual basis;
- 34% of staff are employed on temporary contracts;
- 62% of this category of staff are female;
- there is a fairly even distribution of staff in this category across the age bands below 60;
- 7% of staff recorded a BAME ethnic background;
- only 1 member of staff has recorded a disability.

#### *Education Support Staff:*

- 18% (166) of staff are employed in activity linked to providing direct support to learners;
- 63% (98) are employed on salaried contracts, whilst 37% (57) are on an hourly paid / casual basis;
- 41% of staff are employed on fixed term contracts;
- 61% (102) of staff in this category are female;



- there is a fairly even distribution of staff in this category across most age ranges with the exception of the 16-24 age range, which is 3%;
- just 1% of staff in this category have recorded an ethnic background of BAME;
- 4.8% have recorded a disability - however disability data is not available for 55% of staff in this category.

#### *Management Spine:*

- 5.6% (50) of staff are employed on Management Spine contracts;
- 52% (26) of this category of staff are female;
- 72% (36) of this group of staff are within the age bands of 35-54, 48% (24) with the range 45-54 and 24% (12) age band 35-44;
- 2% of this group are from a BAME background;
- the percentage of staff who have recorded a disability within this category is 4%.

## Working Pattern

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- 54% of all staff work on a part-time basis, and 46% work on a full-time basis;
- 63% (345) of all female staff work on a part-time basis and 37% (199) work on a full-time basis compared to 38% (130) of all male staff work on a part time basis and 62% (208) on a full time basis.

## Employment Status

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- 80% (705) of all staff have a permanent contract and 20% (177) have fixed term contracts;
- 83% (450) of all female staff have a permanent contract, 17% (94) have a fixed term contract this is higher than male staff with 75% (255) having a permanent contract and 25% (83) having a fixed term contract;
- 71% of all BAME staff have a permanent contract, and 29% are on a fixed term contract, this is lower than the proportion of white staff who are on permanent contracts (87%);
- 97% of all staff recording a disability are on a permanent contract, this is higher than the proportion of staff on a permanent contract, who have declared that they have no disability (94%).

## Training & Staff Development

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798 staff undertook a total of 7,787 training sessions. In total, 90% of staff have engaged in training activities through the Staff Development unit.

Out of a total of 7,787 applications to attend training events, just 24 (0.31%) were turned down.

Of those staff who participated in training 62.6% were female staff and 37.4% were male staff in line with the gender split of the workforce.

3.70% 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 798 staff who participated in Staff development activities, 34 had recorded a disability. These staff made a total of 299 applications for training, on average 8.8 applications each with 1 application not being approved. This average number of sessions is consistent with the total average number of training sessions undertaken by all staff who participated in Staff Development activities.

The age distribution of those staff who participated in training was broadly in line with the age distribution of the workforce as a whole, except for the age group 16-24 whose participation was proportionately lower at just 1.7% whereas this group of staff make up 3.8% of the total workforce. Proportionately, staff in the age band 45-54 also participated at an increased level at 35.2% compared with the percentage of staff within this age band for the whole workforce at 31.72%.

## Leavers

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During the reporting period 108 staff left the college's employment, representing approximately 12% of the total workforce. This is a significantly lower number compared with 2015-16 due to there being minimal restructuring needed in the College this year.

The gender split of leavers was 65% female, 35% male, which is broadly in line with the gender split of the whole workforce.

The age distribution of leavers was lower in the upper age ranges and highest in the 35-44 age range.

5.6% of leavers were of a BAME Ethnic background, compared with 86% of leavers who were white.

2.7% of leavers reported a disability, 32% reported no disability, however the disability status of a large proportion (64%) of leavers is not known.

## Recruitment

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During the reporting period, the college advertised 89 vacancies, which is considerably higher than the 60 vacancies advertised the previous year. This reflects the growth in the college.

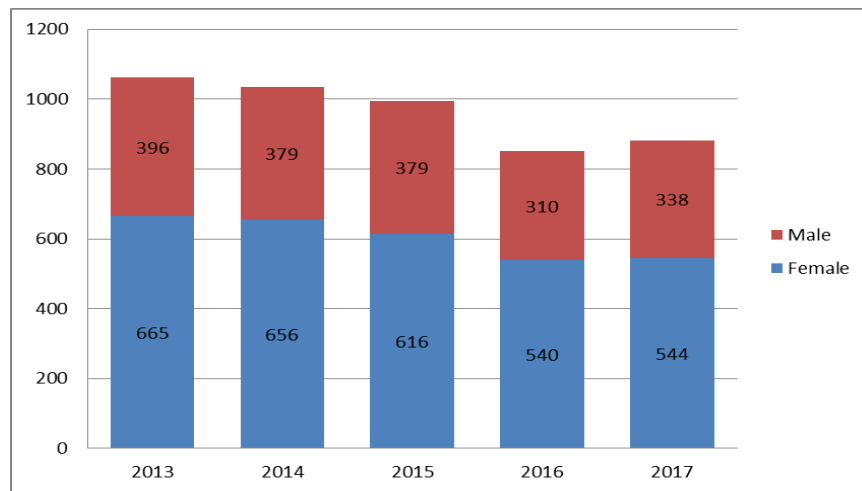
The total number of applicants for these 89 vacancies was 1087, which is more than double the applications received last year. The average number of applications per post was 12. This is an increase from last year, where the average number of applicants per post was 9.

In August 2017 a new online application system was implemented, it is too soon to see the full impact of this yet but it should prove to make applying for jobs in the college more accessible, with candidates receiving a more responsive service. It is envisaged the system will lead to increased number of applications which should in turn lead to higher numbers of applicants with protected characteristic.

# Workforce Data by Protected Characteristic

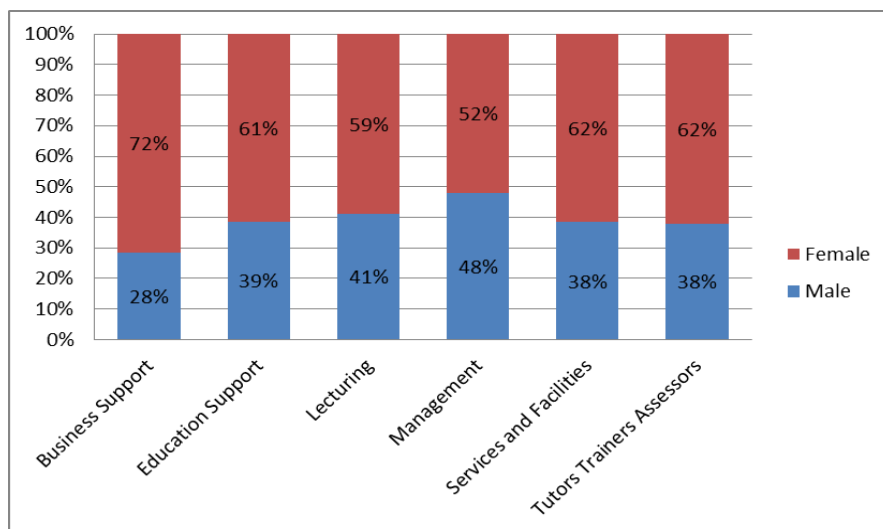
## Gender

### Overall workforce – Gender Split



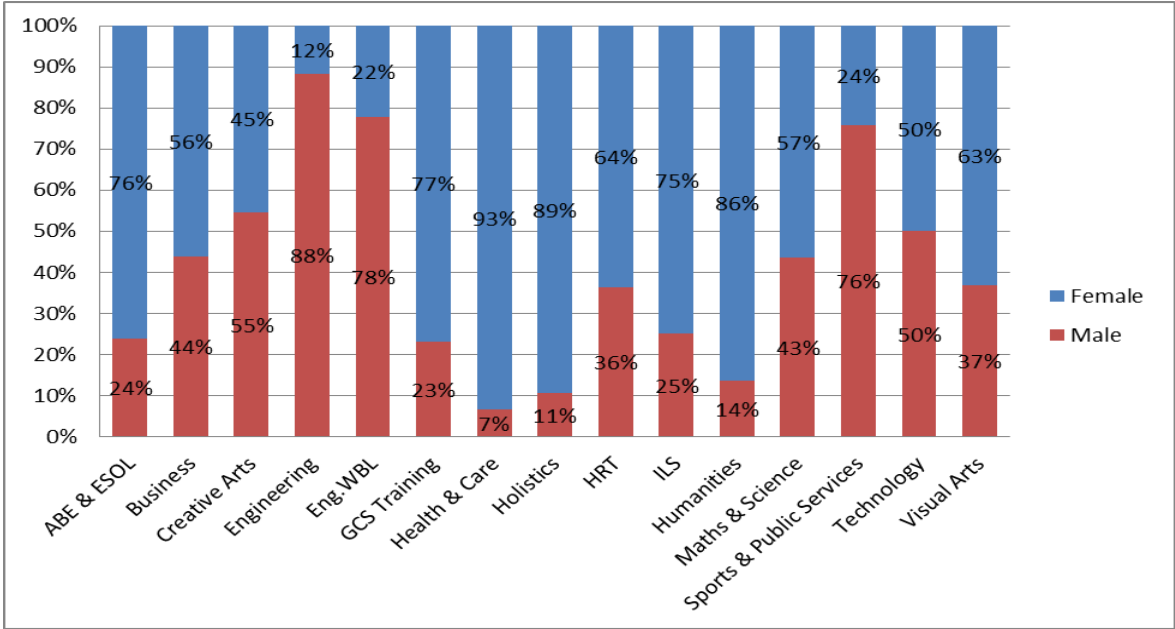
Female staff composition: 2013 = 63%, 2014 = 63%, 2015 = 62%, 2016 = 63%, 2017 = 62%

### Job Activity – Gender Split



Female staff represent a higher proportion of staff in all job activities the highest proportion of women are in the Business Support roles, this breakdown has remained largely consistent over the last few years.

*Gender Split by Learning Area*



10 out of 15 of the learning areas have a higher proportion of female than male lecturers. There has been an increase of females in Technology resulting in a 50:50 split. The number of females in Engineering WBL has increased taking the proportion from 9% to 22%. The number of males in Holistics has increased taking the percentage from 6 to 11%.

*Gender Split of Leavers*

Gender	Total	%
Female	72	64.86%
Male	36	35.14%
<b>Total</b>	<b>108</b>	<b>100.00%</b>

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

*Training Applications for Training - Gender Split*

Gender	Total	%
Female	4874	62.6%
Male	2913	37.4%
<b>Total</b>	<b>7787</b>	<b>100.0%</b>

The split of training applications by gender was very close to the overall gender split in the workforce, although the total number of applications received from male staff was slightly lower proportionately at 34.8% in comparison with the proportion of the workforce which is male (38%).

#### *Approved Applications for Training – Gender Split*

<b>Gender</b>	<b>Approved</b>	<b>%</b>	<b>Not approved</b>	<b>%</b>	<b>Total</b>
Female	4856	99.63%	18	0.37%	4874
Male	2907	99.79%	6	0.21%	2913
<b>Total</b>	<b>7763</b>	<b>99.69%</b>	<b>24</b>	<b>0.3%</b>	<b>7787</b>

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

#### *Job Applications and Progression - Gender Split*

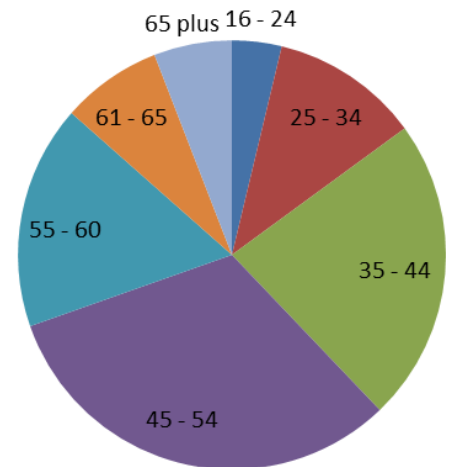
<b>Gender</b>	<b>No. of applicants</b>	<b>% applications</b>	<b>% shortlisted</b>	<b>% Successful</b>
Female	653	60.1	59.8	55.1
Male	429	39.5	40.2	44.9
Transgender	1	0.1	0.0	0.0
Unknown	4	0.4	0.0	0.0
<b>Grand Total</b>	<b>1087</b>		<b>100.0%</b>	<b>100.0%</b>

Almost 60% of all job applications were from females, which is proportionate to the current workforce split. There appears to be a higher proportion of males progressing to interview. It is difficult to attribute to any kind of bias, as shortlisting is an anonymised process, those involved in short listing decisions have no knowledge of applicants name, gender or any other protected characteristic. Once candidates reach the interview stage, again males seem, to be slightly more likely to be appointed. However given that men are currently under represented in the work force this may help address this imbalance. One applicant has identified themselves as transgender; this is the same proportion as last year.

## Age

### *The age profile of the total workforce*

Age Range	2013	2014	2015	2016	2017
16 - 24	4.4%	4.4%	4.8%	3.6%	3.7%
25 - 34	14.9%	16.7%	15.8%	12.2%	11.2%
35 - 44	25.9%	26.6%	25.6%	24.8%	22.9%
45 - 54	27.3%	27.4%	29.7%	33.1%	31.8%
55 - 60	15.6%	14.2%	14.2%	14.9%	16.9%
61 - 65	6.10%	5.6%	5.1%	5.8%	7.6%
65 plus	5.80%	5.1%	4.7%	5.5%	5.9%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100.0%</b>



The age distribution has remained fairly constant as a result of low attrition rates. Over the last 5 years it can be seen that the lower age ranges have fallen slightly and the higher age ranges have increased, this can be attributed to the removal of the default retirement age, with staff choosing to stay in work longer.

### *Gender Split by Age Range (Total Workforce)*

#### *Gender split of male/female staff by each age range*

Age Range	Female %	Male %
16 - 24	39.4%	60.6%
25 - 34	56.6%	43.4%
35 - 44	62.9%	37.1%
45 - 54	66.4%	33.6%
55 - 60	66.4%	33.6%
61 - 65	62.7%	37.3%
65 plus	40.4%	59.6%
<b>Total</b>	<b>61.7%</b>	<b>38.3%</b>

The most significant change in this data from last year is the fall in the percentage of females in the 16-24 age range from 58% to 39%.

### *Proportion of the Workforce by Age and Gender*

<b>Age Profile by Gender</b>	<b>Total %</b>	<b>Female</b>	<b>Male</b>
16 - 24	3.74%	1.47%	2.27%
25 - 34	11.22%	6.35%	4.88%
35 - 44	22.90%	14.40%	8.50%
45 - 54	31.75%	21.09%	10.66%
55 - 60	16.89%	11.22%	5.67%
61 - 65	7.60%	4.76%	2.83%
65 plus	5.90%	2.38%	3.51%
<b>Grand Total</b>	<b>100%</b>	<b>61.68%</b>	<b>38.32%</b>

### *Proportion of Leavers by Age and Gender*

<b>Age Range</b>	<b>All Leavers</b>	<b>Female</b>	<b>Male</b>
16 - 24	14.81%	68.75%	31.25%
25 - 34	22.22%	54.17%	45.83%
35 - 44	25.00%	77.78%	22.22%
45 - 54	17.59%	78.95%	21.05%
55 - 60	8.33%	77.78%	22.22%
61 - 65	3.70%	50.00%	50.00%
65 plus	8.33%	33%	66.67%
<b>Total</b>	<b>100.0%</b>	<b>59.5%</b>	<b>40.7%</b>

We had a higher proportion of males leaving the college in the over 60 age ranges and a higher proportion of females leaving between 35 and 60, when compared to the gender split of the workforce as a whole.

### *Training Applications by Age Band*

<b>Age Range</b>	<b>Approved</b>	<b>%</b>	<b>Not approved</b>	<b>%</b>	<b>Total</b>	<b>%</b>
16 - 24	131	100.00%	0	0.00%	131	1.7%
25 - 34	1012	99.31%	7	0.09%	1019	13.1%
35 - 44	1891	99.84%	3	0.04%	1894	24.3%
45 - 54	2736	99.82%	5	0.06%	2741	35.2%
55 - 60	1318	99.32%	9	0.12%	1327	17.0%
61 - 65	435	100.00%	0	0.00%	435	5.6%
65 plus	240	100.00%	0	0.00%	240	3.1%
<b>Total</b>	<b>7763</b>	<b>698.3%</b>	<b>24</b>	<b>0.3%</b>	<b>7787</b>	<b>100.0%</b>

There was a close alignment in the age distribution of staff applying for training, with the age distribution of the workforce, with a couple of exceptions, where proportionately fewer applications were made by staff age 16-24 and 65+.



### *Job Applications by Age*

<b>Age Range</b>	<b>2012-13</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
16 - 24	14.9%	11.4%	11.5%	9.0%
25 - 34	35.4%	31.3%	23.7%	29.5%
35 – 44	20.8%	27.3%	28.3%	22.0%
45 – 54	18.6%	21.5%	24.3%	23.2%
55 – 60	4.4%	8.2%	9.8%	6.2%
61 – 65	0.8%	0.2%	0.9%	3.7%
65 plus	0.1%	0%	0.4%	0.1%
Information declined	4.9%	0%	1.1%	6.3%

The largest proportion of applications was received from applicants aged between 25-34 (29.5%). The ages of applicants are not significantly different from last year. However the trend over the last 4 years would suggest that we are receiving fewer applicants from the lower age ranges and more from the middle age ranges.

### *Job Application Success Rates - By Age Band*

<b>Age Range Option</b>	<b>No. of applications</b>	<b>% applicants</b>	<b>% shortlisted</b>	<b>% appointed</b>
16 - 24	98	9.0%	6.90%	5.26%
25 - 34	321	29.5%	24.76%	31.58%
35 – 44	239	22.0%	22.88%	26.32%
45 – 54	252	23.2%	29.15%	24.21%
55 – 60	67	6.2%	5.96%	7.37%
61 – 65	40	3.7%	4.08%	4.21%
65 plus	1	0.1%	0.31%	0.00%
Information declined	6	6.3%	5.96%	1.05%

Analysis of the proportion of applications in each age range that progressed to the short-listing stage shows that applicants in the 45-55 age range were more likely to be shortlisted than applications in other age ranges. When analysing the success at interview data this shows that the 25-34 age band was most likely to be successful at interview. Generally speaking however the progression rates from application to short listing to successful appointment were fairly consistent across all age ranges. The age range that was least successful in the selection process was the 16-24 age range, this can most likely be attributed to a lower level of relevant experience compared to those in the higher ranges.

## Ethnicity

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### *Ethnicity - whole workforce profile*

<b>Ethnicity</b>	<b>Staff</b>	<b>%</b>
Asian British	1	0.11%
Bangladeshi	1	0.11%
Black African	3	0.34%
Black British	2	0.23%
Black Other	2	0.23%
Chinese British	1	0.11%
Indian	1	0.11%
Information Declined	6	0.68%
Information not Provided/Not Known	2	0.23%
Mixed - White and Asian	3	0.34%
Other	5	0.57%
Other Asian	2	0.23%
Other mixed background	3	0.34%
White British	816	92.52%
White Irish	4	0.45%
White Other	11	1.25%
(blank)	19	2.15%
<b>Grand Total</b>	<b>881</b>	<b>100%</b>

92.5% (881) of employees class their ethnicity as "White British." This is slightly below the 2011 census figures in which 94% of the population of Swansea classify themselves as "White British."

2.7% (24) of staff classify themselves as BAME this is lower than the reported census figures of 6% of the population of Swansea identifying themselves as non-white. The difference in the figures may be attributable to the 2.7% of staff who have not informed us of their ethnicity; although this proportion has decreased over the years. However our recruitment data has shown an increase in applicants from BAME backgrounds which should help to improve this situation.

### *Ethnicity Profile of Leavers*

<b>Ethnicity</b>	<b>Staff</b>	<b>%</b>
Chinese	2	1.85%
Mixed - White and Asian	1	0.93%
Other	1	0.93%
Other Asian	1	0.93%
Other mixed background	1	0.93%
White British	92	85.19%
White Other	1	0.93%
Information not known	9	8.3%
<b>Total</b>	<b>108</b>	<b>100%</b>

The ethnicity profile of leavers was higher than the ethnicity profile of the workforce as a whole, with total leavers whose ethnicity who identified as BAME was 5.6%.

### *Training Applications by Ethnicity*

<b>Ethnicity</b>	<b>Approved</b>	<b>%</b>	<b>Not approved</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Asian British	21	100.0%	0	0.0%	21	0.3%
Bangladeshi	0	-	0	-	0	-
Black African	12	100.0%	0	0.0%	12	0.2%
Black British	7	100.0%	0	0.0%	7	0.1%
Black Caribbean	0	-	0	-	0	-
Black Other	16	100.0%	0	0.0%	16	0.2%
Chinese	0	-	0	-	0	-
Chinese British	20	100.0%	0	0.0%	20	0.3%
Indian	10	100.0%	0	0.0%	10	0.1%
Information Declined	58	98.3%	1	0.0%	59	0.8%
Information not Provided/Not Known	134	99.3%	1	0.0%	135	1.7%
Mixed - White and Asian	14	100.0%	0	0.0%	14	0.2%
Mixed - White and Black Caribbean	0	-	0	-	0	-
Mixed - White and Black Asian	0	-	0	-	0	-
Other	40	100.0%	0	0.0%	40	0.5%
Other Asian	1	100.0%	0	0.0%	1	0.0%
Other mixed background	12	100.0%	0	0.0%	12	0.2%
Pakistani	0	-	0	-	0	-
White British	7292	99.7%	22	0.3%	7314	93.9%
White Irish	31	100.0%	0	0.0%	31	0.4%
White Other	95	100.0%	0	0.0%	95	1.2%
<b>Total</b>	<b>7763</b>	<b>99.69%</b>	<b>24</b>	<b>0.31%</b>	<b>7787</b>	<b>100.0%</b>

Total applications from staff whom describe their ethnicity as a BAME, represented 1.96% of all training applications, slightly lower proportionately than the 2.7% proportion of BAME staff in the total workforce. 100% of all training applications from BAME staff were approved; compared with 97.7% of all applications from staff whose ethnicity is recorded as White.

### *Job Applications by Ethnic Background*

<b>Ethnicity</b>	<b>Total Applications</b>	<b>% Applications</b>
Asian British	5	0.5
Bangladeshi	2	0.2
Black African	3	0.3
Black British	6	0.6
Black Caribbean	3	0.3
Chinese	1	0.1
Chinese British	2	0.2
Indian	5	0.5
Information Declined	71	6.5
Mixed - White and Asian	4	0.4
Mixed - White and Black Caribbean	2	0.2
Other	8	0.7
Other Asian	1	0.1
Other mixed background	3	0.3
Pakistani	5	0.5
White British	942	86.7
White Irish	3	0.3
White Other	21	1.9

### *Progression of Applications by Ethnicity*

<b>Ethnicity</b>	<b>Option</b>	<b>% Applicants</b>	<b>Shortlisted</b>	<b>% successful</b>
	BAME	4.6%	2.08%	2.35%
	White	88.87%	93.43%	92.94%

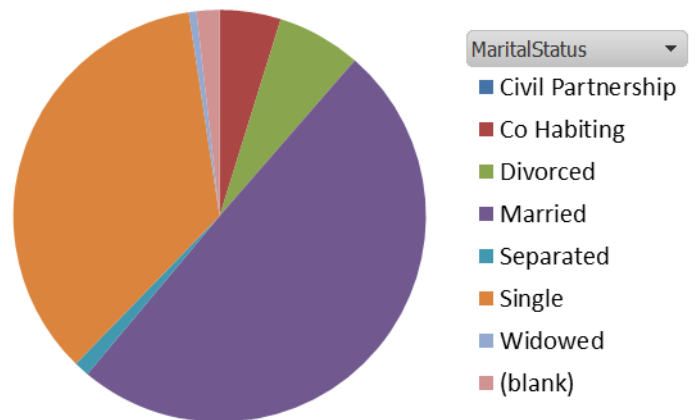
4.6% of applicant identified themselves as BAME which is a significant increase on last year's percentage of 3%. Around 6% of the population of Swansea are from a non-white ethnic group, so this year's data is progressing towards this. This year we have received applications from applicants of Black African, Black British, Black other and Pakistani ethnicity, whereas last year we had none.

The data suggest that BAME candidates are less likely to progress from application to interview stage than white candidates, this is difficult to understand as all shortlisting is done blind without knowledge of the candidates name, which recent research has suggested may lead to unconscious bias. However BAME candidates have had a higher success rate at interview this year, with 2 appointments made to the college from the BAME group (representing a 33% success rate) this is encouraging data as last year despite 4 applicants being interviewed none were appointed.

## Marital Status

### Marital Status – the whole workforce profile

Marital Status	Staff	%
Civil Partnership	4	0.5%
Co Habiting	68	7.7%
Divorced	49	5.6%
Married	508	57.6%
Separated	11	1.2%
Single	200	22.7%
Widowed	10	1.1%
Data not available	32	3.6%
<b>Total</b>	<b>882</b>	<b>100.0%</b>



The marital status of the workforce has changed very little since last the last reporting period, although improvements are being made in the collection of data, although data is still not available for 3.6% of the workforce. (6.4% in 2014-15). Over half our staff (57.6%) are married.

### Marital Status – Leavers

Marital Status	Staff	%
Co Habiting	12	11.11%
Divorced	5	4.63%
Married	42	38.89%
Single	39	36.11%
Widowed	2	1.85%
Data not available	8	7.41%
<b>Total</b>	<b>212</b>	<b>100%</b>

We had a higher proportion of leavers who were single leave us and a lower proportion of Leavers who were single leave when compared to the overall workforce figures.

### Training Applications – by Marital Status

Marital Status	Approved	%	Not approved	%	Total	%
Civil Partnership	53	100%	0	0.0%	53	0.7%
Co Habiting	752	99.9%	1	0.1%	753	9.7%
Divorced	362	99.7%	1	0.3%	363	4.7%
Married	4636	99.7%	13	0.3%	4649	59.7%
Separated	110	99.1%	1	0.9%	111	1.4%
Single	1543	99.5%	7	0.5%	1550	19.9%
Widowed	64	100%	0	0.0%	64	0.8%
Data not available	243	99.6%	1	0.4%	244	3.1%
<b>Total</b>	<b>7763</b>	<b>99.69%</b>	<b>24</b>	<b>0.3%</b>	<b>7787</b>	<b>100%</b>

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

### Job Applications by Marital Status

Marital Status	% Applicants	% shortlisted	% successful
Civil Partnership	1.6%	1.4%	3.7%
Co-habiting	13.9%	15.3%	8.6%
Divorced	5.7%	4.5%	2.5%
Estranged	0.0%	0.0%	0.0%
Married	38.0%	44.1%	50.6%
Other	1.7%	0.3%	0.6%
Prefer not to say	29.2%	4.9%	16.7%
Separated	6.2%	2.8%	2.5%
Single	3.7%	26.7%	14.8%
Widowed	0.1%	0.0%	0.0%

The number of job applications from married applicants has reduced from last year but is still the highest category at 38%. 1.6% of applicants declared they were in a civil partnership, which is an increase of 0.5% on last year. When comparing the data to our workforce profile, we have received higher proportions of applications from candidates who are co-habiting, separated and widowed and a considerably lower proportion from applicants who are single.

When analysing the progression to short-listing by each different marital status category, there does seem to be a bias towards civil partnerships, married people and single people with percentage rates going up from 1.6% of applicants to 3.7% of successful candidates, 30% applicants to 50% of successful candidates and 3.7% of applicants to 14.8% of successful candidates respectively.

## Disability

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### *Disability Profile of the Whole Workforce*

<b>Disability</b>	<b>Total</b>	<b>%</b>
Dyslexia	6	0.68%
Hearing Impairment	7	0.79%
Information not provided	3	0.34%
Mental / Emotional Health	2	0.23%
None	467	52.95%
Other	7	0.79%
Physical and / or Medical Difficulty	7	0.79%
Visual Impairment	4	0.45%
Data not available	379	42.97%
<b>Total</b>	<b>882</b>	<b>100%</b>

4.1% of staff (36) have disclosed some form of disability or impairment. This figure has fallen slightly since last year. These figures are not likely to be representative of the workforce as a whole, given that there is still a large proportion of the workforce (40%) for whom we have no data as yet relating to disability.

### *Disability Profile of Leavers*

<b>Disability</b>	<b>Staff</b>	<b>%</b>
Dyslexia	3	2.78%
Information not provided	69	63.89%
None	34	31.48%
Physical or Mental Difficulty	1	0.93%
Other	1	0.93%
<b>Total</b>	<b>108</b>	<b>100.0%</b>

2.7% of leavers identified themselves as having a disability. This is a lower figure than the proportion of disabled staff in the workforce.

### Training Applications – Disability

Disability	Approved	%	Not approved	%	Total	%
Dyslexia	43	100.0%	0	0.0%	43	0.6%
Hearing Impairment	73	100.0%	0	0.0%	73	0.9%
Mental / Emotional Health	26	100.0%	0	0.0%	26	0.3%
None	5029	99.6%	18	0.2%	5047	64.8%
Other	80	98.8%	1	0.0%	81	1.0%
Physical and / or Medical Difficulty	59	100.0%	0	0.0%	59	0.8%
Visual Impairment	17	100.0%	0	0.0%	17	0.2%
Data not available	2436	99.8%	5	0.1%	2441	31.3%
<b>Total</b>	<b>7763</b>	<b>99.7%</b>	<b>24</b>	<b>0.3%</b>	<b>7787</b>	<b>100.0%</b>

100% of all training applications from staff whom have disclosed a disability were approved. 99.7% of applications from staff whom have no disability or had not disclosed a disability were approved.

### Applications by Disability

Disability	Job Applicants	% Applicants	% shortlisted	% appointed
No declared disability	1051	96.7%	49.9%	38.1%
Declared disability	36	3.4%	14.6%	100.0%
<b>Total</b>	<b>1087</b>	<b>100%</b>		

The number of job applicants who declared they had a disability has increased from last year from 1.5% to 3.4%. Encouragingly disabled candidates had good progression rates from application to interview stage compared to none disabled candidates. Although the figures are small and actually only relate to one candidate, this candidate was successful and appointed. This is an improvement on last year's data where the one candidate that was shortlisted was not appointed.

## Sexual Orientation

### Sexual Orientation – the Whole Workforce Profile

Sexual Orientation	Staff	%
Bi-sexual	2	0.2%
Gay Man	1	0.1%
Heterosexual	448	50.8%
Lesbian	6	0.7%
Information Declined	53	6.0%
Data not available	372	42.2%
<b>Total</b>	<b>882</b>	<b>100%</b>



There is still under reporting in this area, however from the data that has been collected from staff, 50.8% of staff classed their sexuality as heterosexual. 6 % of staff actively chose to decline disclosing this information. 1% of staff classed themselves as lesbian, gay or bi-sexual.

### *Sexual Orientation – Profile of Leavers*

<b>Sexual Orientation</b>	<b>Leavers</b>	<b>%</b>
Heterosexual	32	29.63%
Information Declined	6	5.56%
Information not provided	70	64.81%
<b>Grand Total</b>	<b>108</b>	<b>100%</b>

### *Sexual Orientation – by Training Applications*

<b>Sexual Orientation</b>	<b>Approved</b>	<b>%</b>	<b>Not approved</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Bi-sexual	22	100.0%	0	0.0%	22	0.3%
Gay Man	2	66.7%	1	0.0%	3	0.0%
Heterosexual	4798	99.7%	16	0.3%	4814	61.8%
Information Declined	478	99.4%	3	0.0%	481	6.2%
Lesbian	57	100.0%	0	0.0%	57	0.7%
Data not available	2406	99.8%	4	0.2%	2410	30.9%
<b>Total</b>	<b>7763</b>	<b>565.5%</b>	<b>24</b>	<b>0.3%</b>	<b>7787</b>	<b>100.0%</b>

Where sexual orientation has been disclosed, 99.7% of all training applications approved with 0.30% not being approved. This is consistent with the Sexual Orientation breakdown for the workforce as a whole.

### *Job Applications by Sexual Orientation*

<b>Sexual Orientation</b>	<b>No. of Job Applications</b>	<b>% of Job Applications</b>	<b>% shortlisted</b>	<b>% successful</b>
Bi-sexual	6	0.55%	0.0%	0.0%
Gay Man	13	1.20%	0.7%	2.1%
Heterosexual	937	86.20%	85.1%	82.3%
Information declined	113	10.4%	13.1%	13.6%
Gay Woman / Lesbian	18	1.66%	1.0%	2.1%
<b>Total</b>	<b>1087</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Data collected shows that 86% of applicants, were heterosexual and 3.4 9% of job applicants were either gay, lesbian or bi-sexual, this is a higher proportion than the previous year's which was 1.7% and considerably higher than current workforce figures of 1%. These groups also progressed through the selection process well with 3.8% of appointed candidates being either gay, lesbian or bi-sexual, demonstrating that they were not disadvantaged in any way.

## Religion/Beliefs

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### *Religion / Beliefs – Profile of the Whole Workforce*

<b>Religion/Beliefs</b>	<b>Staff</b>	<b>%</b>
Agnostic	27	3.06%
Atheism	44	4.99%
Buddhism	2	0.23%
Christianity	297	33.67%
Humanism	4	0.45%
Islam	4	0.45%
Other	45	5.10%
Information Declined	95	10.77%
Data not available	364	41.27%
<b>Total</b>	<b>881</b>	<b>100.00%</b>

Christianity is the religion with the highest proportion of staff with 34.8%. The next highest categories are Atheism and Other. Additionally 11.65% of staff declined to provide this information.

### *Religion /Belief - Profile of Leavers*

<b>Religion/Beliefs</b>	<b>Staff</b>	<b>%</b>
Atheism	3	2.78%
Buddhism	1	0.93%
Christianity	22	20.37%
Data not available	70	64.81%
Information Declined	6	5.56%
Other	6	5.56%
<b>Total</b>	<b>212</b>	<b>100%</b>

### Training Applications by Religion/Belief

Religion	Approved	%	Not approved	%	Total	%
Agnostic	281	100.0%	0	0.0%	281	3.6%
Atheism	415	99.8%	1	0.2%	416	5.3%
Buddhism	17	100.0%	0	0.0%	17	0.2%
Christianity	3268	99.6%	12	0.4%	3280	42.1%
Humanism	32	100.0%	0	0.0%	32	0.4%
Information Declined	935	99.5%	5	0.5%	940	12.1%
Islam	25	96.2%	1	3.8%	26	0.3%
Judaism	0	-	0	-	0	0.0%
Other	463	99.6%	2	0.4%	465	6.0%
Sikhism	0	-	0	-	0	0.0%
Data not available	2327	99.9%	3	0.1%	2330	29.9%
<b>Total</b>	<b>7763</b>	<b>99.7%</b>	<b>24</b>	<b>0.31%</b>	<b>7787</b>	<b>100.0%</b>

Where religion and beliefs have been disclosed, 97.7% of training applications were approved and 0.30% was not being approved. This is consistent with the Religion and Belief breakdown for the workforce as a whole.

### Job Applications by Religion/Belief

Religion / Belief	No. of Job applications received	% applicants	% shortlisted	% successful
Agnostic	61	5.6%	6.9%	9.1%
Atheism	130	12.0%	11.4%	7.8%
Christian	531.5	48.9%	51.6%	61.0%
Muslim / Islam	12	1.1%	0.7%	0.0%
Buddhism	3	0.3%	0.3%	0.0%
Hinduism	4	0.4%	0.0%	0.0%
Humanism	2	0.2%	0.3%	0.0%
Judaism	2	0.2%	0.3%	0.0%
None	67	6.2%	4.5%	7.8%
Other	129	11.9%	8.3%	13.0%
Prefer not to say	145	13.3%	15.6%	1.3%
<b>Total</b>	<b>1087</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The data shows that applications were received from all religious groups, with the proportion of applicants declining to declare consistent with last year's figures (13.3%). The highest proportion of applications were from Christians. At 48.9% this is slightly lower than the Swansea census figures of 55%. In comparison, applications received from Muslim candidates were lower in proportion to local population figures with only 1.1% of applications received compared with 2.3% of the Swansea population identifying their religion as Muslim.

Further analysis was undertaken to assess whether the number of applicants shortlisted from each category was proportionate to the number received and to see whether there was any possible discrimination at interview, based on religion / belief. The analysis showed that whilst more than 48.9% of all job applications classed Christianity as their religion, applications within this category were more likely to progress to short-listing than other categories (51%), and similarly interview candidates more likely to be appointed from within this category than from other categories (61%).

## Equality and Diversity Training & Staff Development

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During this period, the Staff Development Programme provided opportunities for staff to attend a range of different E&D related training courses. There were 1858 attendances on 32 Equality and diversity related training across the College in the last year.

### Equality and Diversity Related Courses Delivered

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The main equality and diversity training undertaken in this period included:

#### *Safety Media training– Equality & Diversity*

This includes defining equality & diversity; identifying ways of promoting equality & diversity; recognising and distinguishing between direct and indirect discrimination; identifying harassment, victimisation and bullying behaviour; taking appropriate action to develop a fairer, more inclusive working environment for all).

#### *Strategic Equality Plan training– all departments*

This includes promoting awareness of the meaning of key equality terms in the Strategic Equality Plan (e.g. protected characteristics, discrimination by perception and association, harassment etc); awareness of key duties under the Equality Act and the key objectives which relate to their area; awareness of ways in which other areas promote equality and diversity and college wide initiatives; identifying what they do well in their areas and what they can improve on in relation to embedding equality and diversity in provision of services and support and implementing specific equality objectives.

These and other equality and diversity related courses (listed below) were attended by the following number of staff:

<b>Training Title</b>	<b>No of Staff</b>
ASD Awareness	38
Autism	15
Autism in Depth	33
Autistic Spectrum Disorder & Mental Health	42
Building Resilience	208
Child Protection & Vulnerable Adults Refresher	285
Domestic Abuse Awareness Training	16
Drug & Substance Misuse Awareness Training	11
Epilepsy Training	4
Equality & Diversity Network	33
Equality & Diversity Strategic Plan & Observation	14
Safety Media - Equality and Diversity Interactive	294
Child Protection & Vulnerable Adults – Main Induction	53
Managing Challenging Behaviours - SLD	42
Managing Stress	1
Managing Student Mental Health	12
MiDAS - Accessible Training for Students with Disabilities	3
Mindfulness & Technology	14
Prevent Training	202
Prevent Tutorials for Tutors	255
Strategic Equality Plan - ABE	3
Strategic Equality Plan - Business & Technology	15
Strategic Equality Plan - Construction	12
Strategic Equality Plan - Creative Arts	31
Strategic Equality Plan - Engineering	24
Strategic Equality Plan - Health & Care	24
Strategic Equality Plan - Holistic Studies	29
Strategic Equality Plan - HTTI	19
Strategic Equality Plan - Humanities	19
Strategic Equality Plan - Maths & Science	37
Welsh Language & Culture - Induction Programme	27
Welsh Language & Culture Network	43

## Employment Data – Pay

### Business Support Staff

The average full time equivalent salary for a female member of business support staff is £22,544, slightly higher than the average male full time salary of £22,534. This equates to a gender pay gap of -0.04%. This difference has fallen since 2015/16 when it was +2.6%. Significantly the top grade of the Business Support scale is occupied by 100% female staff.

<b>Salaried Business Support Staff</b>			
<b>Number of Female</b>	<b>Number of Male</b>	<b>Average FTE Salary Female</b>	<b>Average FTE Salary Male</b>
201	8586	£22,531	£22,508

### *Business Support Staff – Salaried*

<b>Scale</b>	<b>Point</b>		<b>Female</b>	<b>Male</b>	<b>Female %</b>	<b>Male %</b>
	LW	16303	7	1	87.50%	12.50%
Scale 2	11	16303	16	6	72.73%	27.27%
	12	16642				
	13	17074				
Scale 3	14	17383	62	19	76.54%	23.46%
	15	17703				
	16	18172				
	17	18611				
Scale 4	18	18968	35	15	70.00%	30.00%
	19	19689				
	20	20413				
	21	21154				
Scale 5	22	21668	22	9	70.97%	29.03%
	23	22083				
	24	22831				
	25	23549				
Scale 6	26	24320	29	21	58.00%	42.00%
	27	25127				
	28	25968				
SO1	29	27014	11	11	50.00%	50.00%
	30	27903				
	31	28814				
SO2	32	29662	11	3	78.57%	21.43%
	33	30555				
	34	31426				
SO4	37	33885	8	0	100.00%	0.00%
	38	34891				
	39	35563				
	40	36367				
	41	36998				
	42	37972				
	<b>Total</b>		<b>201</b>	<b>85</b>	<b>70.28%</b>	<b>29.72%</b>

## Lecturer Pay – (Salaried posts)

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Lecturers are paid in accordance with the published Associate (Non-qualified) and Main Grade (Qualified) Lecturing Scale.

Staff are able to progress through annual increments to MG7 and may apply for progression through to UP2 and UP3. A significant majority of our lecturing staff have progressed to the top of this pay scale.

The average FTE salary for a female salaried lecturer is £37217 and the average FTE salary for a male salaried lecturer is slightly higher at £37268, this has changed since last year when female lecturers were earning slightly more than males but the % difference is extremely low.

Point	FTE Salary eff. 01.08.16	Female	Male	Female	Male
ASL1	£19,151				
ASL2	£20,305		1		100%
ASL3	£21,525				
ASL4	£22,601				
LEC 1	£22,601				
LEC 2	£24,243				
LEC 3	£26,191	3	3	50%	50%
LEC 4	£28,214				
LEC 5	£30,436				
LEC 6	£32,834	22	23	49%	51%
UP1	£35,563				
UP2	£36,882				
UP3	£38,246	116	91	56%	44%
	<b>Total</b>	<b>141</b>	<b>118</b>	<b>54%</b>	<b>45%</b>

## Management Spine

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Staff employed on the management spine are fairly evenly distributed across the grades, with a slightly higher proportion of female staff on the top half of the pay scale. The average salary of female managers is £46,779 and £50,779 for male managers which equates to a 7.9% gender pay gap.

*Management Spine Salary & Gender*

<b>Scale Point</b>	<b>FTE Salary eff. 01.08.16</b>	<b>Female</b>	<b>Male</b>	<b>Female %</b>	<b>Male %</b>
1	38731	10	9	52.7%	47.4%
2	39997				
3	41264				
4	42529				
5	43795	9	11	45%	55%
6	45061				
7	46327				
8	47593				
9	48859				
10	50125				
11	51391	6	3	66.6%	33.3%
12	52657				
13	53923				
14	55189				
15	56454				
16	57721				
17	58987				
18	60253				
19	61518				
20	62784				
21	64051				
<b>Total</b>		<b>25</b>	<b>23</b>	<b>52%</b>	<b>48%</b>