



# Equality and Diversity Progress Report

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2015 to 2016

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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 2015-2016, to both meet our legislative duties under the Equality Act 2010 and the Public Sector Equality Duty, which came into force in April 2011. However our overall aim is not simply to meet these legislative duties, but to mainstream equality across all of the work of Gower College Swansea. We believe that doing this effectively this will enable us to provide high quality education and services and employment practices on an equitable basis and to foster a culture where everyone feels valued and is able to achieve to their full potential.

**Mark Jones**  
**PRINCIPAL**

## Executive Summary

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This report provides an overview of the work that Gower College Swansea has undertaken during 2015-2016 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. Teaching and support staff have also undertaken training on improving accessibility of services, teaching and learning and the college environment. For example, training with Jisc on improving accessibility of teaching and learning and more effective use of technology to support this and with Swansea People First on providing an accessible environment for people with learning disabilities. 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.

Gower College Swansea has been involved in various projects working in partnership with the local authority, local schools, disability groups and parents to improve support for disabled learners, particularly in relation to transition to further education. This has led to improvements in the accessibility of our facilities and support services for disabled students. An accessibility charter has also been introduced to pledge our commitment to providing an inclusive and accessible environment for students with autism and learning disabilities.

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 learning area. Student data on other protected characteristics is published by overall numbers.

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

## Future Challenges and Priorities

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



## **Introduction and Organisational Background**

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Gower College Swansea is a large further education college, operating from five main locations with, in 2015-16, 4,646 full time students and 7,895 part time students. It is also a major employer within the City and County of Swansea, with 850 staff in employment on 31<sup>st</sup> March 2016.

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

The Equality and Diversity Group, 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 2015 -16 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 Strategic Equality Action Plan, published in 2012, was reviewed and updated in July 2015. We are currently implementing some new objectives, particularly in relation to accessibility.

## Progress with Implementing our Equality Objectives

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The following section provides an overview of actions taken during 2015-2016 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 2015-16. Examples of progress will also relate primarily to this period, but will also highlight some information and data from the Autumn term 2016 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 all 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.

Teaching staff have recently undertaken training on our Strategic Equality Action Plan and implementing our objectives in teaching and learning. This training also highlights 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. Learner Services staff have also undertaken training on the Strategic Equality Action Plan and implementing our equality objectives in relation to provision of support and services. This training will be delivered to all learning and functional areas. Teaching and support staff have also undertaken training on improving accessibility of services, teaching and learning and the college environment. For example, training with Jisc on improving accessibility of teaching and learning and more effective use of technology to support this and with Swansea People First on providing an accessible environment for people with learning disabilities. 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.

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

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

Our annual Diversity Fayres continue to be very successful, with increasing attendance and engagement of students in performances, workshops and stalls. Approximately a thousand students attended each fayre (held at Tycoch and Gorseinon in October 2015 and 2016). A range of curriculum areas (A Level, Vocational and Access, full and part time students) had stalls at these events, including: Motor-Vehicle, ILS, ESOL, Beauty and Holistics, ICT, Religious Studies, Health and Social Care, Childcare, Business, Hospitality and Catering, History, Welsh and 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. Recently formed societies, for example the Feminist Society and LGBT society and Environmental society (run by students at Gorseinon) were also promoted at the Fayre. The range and number of student performances has also increased. Community groups and representative organisations, such as the Chinese and African Community Centres, Swansea City of Sanctuary, Terrence Higgins Trust, EYST (Ethnic Youth Support Team) and BAWSO (an organisation supporting women affected by domestic and other forms of abuse) and Capoeira Wales also took part. Pupils from local primary and secondary schools (Sketty Primary,

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

Other events have also been very successful. Show Racism the Red Card workshop have expanded to include different curriculum areas. In October 2015 sport, engineering and plumbing students took part in Show Racism the Red Card workshops as part of the Fortnight of Action Wales campaign; in October 2016 sport, engineering, plumbing, electrical installation and ILS students took part. Approximately 300 students took part altogether. Feedback from the evaluations of these sessions was very positive. 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 2015 and 2016) ESOL students took part in a sponsored walk again to promote awareness and fundraise for the Walk in Her Shoes campaign. Participation in this event has increased every year, with approximately 70 students taking part in March 2016, raising £445.94. 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 tenth 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.

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 and promote positive attitudes to diversity and challenge homophobia in sport.

In Hair Beauty and Holistics, the events team has increased year on year and continues to be involved in many local community and charity events and competitions, including Swansea Pride and Sparkle (transgender) events. This has enabled students to showcase their skills, promote the department and work with different client groups in the wider community. A lecturer in this department has a condition which affects her peripheral vision and has been diagnosed as partially sighted. As a result of her

diagnosis, and to raise awareness, she has recently developed and delivered a lesson on her disability which has been rolled out in tutorial slots at Broadway, and across college to some of the Bridge programmes.

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. Students undertake work placements in organisations such as MIND, Mencap and INVOLVE. The introduction of a new full and part time course at level one, where students have the opportunity to experience different vocational subjects, has helped to make the curriculum more inclusive and aid transition and progression onto the next level or mainstream courses for students who require additional pastoral and literacy support, including a high percentage of BAME (Black Asian and Minority Ethnic) students. As part of the school-liaison programme, more boys have been participating in taster activities. This has been achieved by having stalls at local schools, offering a range of health and care related taster activities.

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. Level 3 students worked on a culture-clash brief, which included visiting an Indian Textiles exhibition and St. Helen's Road to explore the diversity of food and fabrics from other cultures. 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 and reviewing films such as Pride and Suffragette.

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

In Creative Arts, equality and diversity is promoted in the curriculum through particular units or topics on different courses, guest speakers and projects. For example, 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. Drama students have studied texts which explore issues such as violence against women through set texts and have developed discussion of this themes in a

wider, contemporary context through inviting a hate crime police officers in as a guest speaker. 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.

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

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

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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 characteristic can be found under ***Student Data by Protected Characteristic (p. 29-39) and Data Collection & Monitoring: Employment Data (p.38-43) and Data Reported by Protected Characteristic (p.43-65).***

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. One of our priorities is to use this data more effectively to inform planning and positive action strategies in relation to recruitment and support. We also need to raise awareness to encourage staff and students to provide accurate information.



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 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 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.

Changes to the course review process in 2014-15 has resulted in fewer areas providing specific examples of how equality and diversity is embedded in the curriculum and positive action strategies which different areas are engaged in. In 2017/18 an online system will be re-introduced. This should enable more effective recording of evidence and monitoring of progress.

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***

- 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 2016*

417 staff responded from a total of 967 surveyed (43.1%). This is a lower response rate compared to 2015 when 463 staff completed questionnaires (45.7%).

- *Equality and Diversity Questions: All Respondents*
- 91% respondents felt that they were treated with respect by their line manager – a 3% increase on last year.
- 26% of respondents did not feel that the College treats them fairly (a 5% decrease on last year) and 35% did not feel that the College cares about their welfare (3% decrease on last year).

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

- 85% of respondents felt that people are treated equally in the College – 2% lower than last year.
- 90% of respondents felt that the College deals effectively with equality issues - 1% lower than last year.
- 84% of respondents felt that the College provided a suitable environment for people with disabilities – 3% lower than last year.
- 94% of respondents said they knew how to promote equality as part of their role – 2% lower than last year.
- 86% of respondents said they felt confident dealing with discriminatory behaviour or harassment – 2% lower than last year.

- *Gender*

There is a slight difference between men and women in their overall satisfaction - females are slight more positive than male 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 or identified with "other ethnic groups" whilst the most positive responses came from respondents who identified themselves as "White-British."

## 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 assessment are presented with policies prior to approval. Key findings from impact assessments and actions generally focus on translation of documents into Welsh and accessibility statements. 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, positive action strategies to recruit girls and women include tasters for girls as part of school liaison activities and Saturday Clubs. 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 managers work closely. Last year's Saturday Club celebration event featured a guest speaker who was a woman instrumentation engineer who worked in the Valero refinery at Milford Haven and was promoting engineering to a mixed audience of school pupils and their parents.

Participation in netball and girl's and women's football and rugby has increased year on year. Gower College is currently the only college in Wales with a stand-alone team in all three areas. A project to promote young women's participation in sport "Us Girls" was introduced in 2015-16. 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. The "Fit for Life" project was also 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.

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 this year 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. 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.

During this reporting period, out of 70 salaried appointments made, 61% were female and 38% were male. 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. We have now identified those roles and areas of the College where we need to recruit more females or males and this is now being addressed as part of each area's recruitment / HR plan.

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

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

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

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This remains an area where progress has been constrained by capacity. More stakeholder engagement activity with a range of different BAME community networks is needed to help increase the diversity of applicants.

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 this year and monitor the progress on our key focuses of transition, support and communication.

In terms of improving transition, relevant college staff have attended 78 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 2016, 59 ASD learners stayed in college and achieved their chosen qualification (96% of cohort) and 52 learners (88% 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. This has involved interviewing and tracking the progress of learners in this phase of transition. The project is hoping to publish findings during autumn 2017.

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 59 learners, 27 receive one to one in class support and the other 32 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), approximately 40 students participate in a 30 week work experience placements. Many of these work experience opportunities also promote sustainability, such as tree planting and growing and selling vegetables and plants. Employers and work placement providers are encouraged to attend the celebratory event arranged for all ILS students who attend work experience. This has raised the profile of the students, the commitment of staff and employers along with positively promoting learning disabilities. The curriculum offer to students has been reviewed to specifically meet the needs of a discreet cohort of learners. For example a 'PACE' group, specifically for autistic learners has been introduced with the aim of aiding progression onto mainstream provision. The AOW (Academy of Work) course has provided excellent opportunities for learners to contribute to work related initiatives with the potential of work or volunteering at the end of the course. Many courses embed fund raising events into their programme, which promotes enterprise and inclusion, while also raising self-esteem of individuals. The provision of a library resource and a lunch club on A floor for ILS students has provided students with an additional space in which to read and socialise. Obtaining paper-based feedback from ILS

students for the Learner Voice survey has increased participation in this survey. 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”. This will encourage applicants to be confident that in declaring a disability, their application would not be treated less favourably. In this reporting period only 1.5% of all job applicants declared they had a disability on the equality monitoring form. This very low figure reflects the known issue of the under-declaration of disability by job applicants. This is likely to be linked to candidate’s concern that a declaration at the point of application could have a detrimental impact on the success of the application. Positive action has now been taken through incorporating into the new Recruitment and Selection Policy new provisions to ensure that applicants who disclose a disability and whom meet the essential criteria of a post are guaranteed an interview. The college provides excellent facilities and support to those staff who are affected by a disability during the course of their employment.

## **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

### Gender

Headcounts by Gender and by Gender and Mode					
Headcount By Gender	Total	Male	%	Female	%
Cross College	12541	5686	45.3	6855	54.7
Headcount By Gender & Mode	Total	Male	%	Female	%
Cross College Full Time	4646	2158	46.4	2488	53.6
Cross College Part Time	7895	3528	44.7	4367	55.3
Gorseinon Full Time	2443	1095	44.8	1348	55.2
Swansea Full Time	2203	1063	48.3	1140	51.7

In 2015-16 the student cohort was 12,541, with 5,686 (45%) male and 6855 (55%) female students. In 2014 -15 the student cohort was 10103, with 54% female and 46% male students. In 2013-14 the student cohort was 14,969, with 43.5% male and 56.5 % female students, so the gender balance has only changed slightly in the last three years.

With regards to full time students the gender split is 46.4% male and 53.6% female, which is also similar to the last two years (47% male and 53% female in 2014-15 and 2013-2014).

Although the number of part time students has increased substantially from 5317 in 2014-15 to 7895 in 2015-16, the gender balance (45% male and 55% female) has stayed the same. However, the proportion of males is still 3% higher than in 2013-14.

## Ethnicity

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Headcount by Ethnic Origin	Total	%	Female	Male
Arab	76	0.6	29	47
Asian – Bangladeshi	135	1.1	81	54
Asian – Indian	38	0.3	24	14
Asian – Pakistani	39	0.3	22	17
Black – African	277	2.2	95	182
Black – Caribbean	7	0.1	4	3
Chinese	126	1.0	81	45
Mixed – White and Asian	42	0.3	22	20
Mixed – White and Black African	18	0.1	11	7
Mixed – White and Black Caribbean	27	0.2	20	7
Other Asian background	198	1.6	114	84
Other Black background	11	0.1	4	7
Other Ethnic background	80	0.6	46	34
Other Mixed background	22	0.2	10	12
White	11069	88.3	6056	5013
Not known	352	2.8	222	130
Information refused	24	0.2	14	10

The proportion of Black, Asian and Minority Ethnic (BAME) students in college is 8.7%. This is slightly higher than the previous year (8.4%) and 2.7% higher than the proportion of BAME people in Swansea's total population. This is according to the latest official estimates, which suggest a non-white ethnic population of around 14,300 - 6.0% of Swansea's total population (2011 Census).

3% of the cohort did not provide information on their ethnic origin. 24 people refused to provide this information (0.2%) which is twice the number of people refused to provide this information in 2014-15 (0.1%) although still an improvement on 2013-14 when 40 people (0.3%) refused to provide this information. The number of people who did not provide this information has also more than doubled compared to the previous year: 352 compared with 141 people in 2014-15; however this is lower than 2013-14, when 468 people did not provide this information.

In 2015-16 88% 2014-15 90.1% of the student cohort identified themselves as white. This is 2% lower than the previous two years.

Asian Bangladeshi (135 students) (112 students in 2014-15), Other Asian (198 students) (161 in 2014-15) and Black African (277 students) (211 in 2014-15) are still proportionately the largest BAME groups. The numbers of each of these ethnic groups has increased compared with last year, although the proportions are exactly the same, except for Black Africans, which is slightly higher.

## Age

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Headcount by Age Group	Total	%	Female	Male
Under 16	262	2.1	118	144
16-19	4545	36.2	2291	2254
20-24	1735	13.8	858	877
25-29	1351	10.8	748	603
30-39	2041	16.3	1213	828
40-49	1356	10.8	816	540
50-59	872	7.0	558	314
60-69	273	2.2	180	93
70-79	67	0.5	49	18
80-89	16	0.1	12	4
Unknown	23	0.2	12	11

The largest age group is 16-19 year olds, which make up 36% of the cohort. This is a smaller proportion last year, when this age group made up 42.9% of the whole cohort, but similar to 2013-14, where 16-19 year olds made up just over a third of the student cohort.

The gender split in this age group is almost equal, with a slightly higher proportion of males than the overall cohort.

The proportion of males in the under 16 cohort is higher than females (45% female; 55% male). This is a significant improvement on the gender balance compared with the previous two years: in 2014-15 the gender balance was 29% female, 71% male and in 2013-14 the balance was 33% female and 67% male. The gender gap in this age group had been steadily increasing, with the proportion of females decreasing year on year. Curriculum changes have probably resulted in this increase in female representation in this age



group. The curriculum expanded for this age group in 2015-16. This has resulted in a larger number of courses and a wider range of subjects being available and the option of combining a range of different subjects. This has made the curriculum offer more “gender-balanced” in the sense that subjects on offer include traditionally male and female-dominated subjects such as hairdressing and engineering but also include a range of other subjects such as forensic science.

## Disability

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<b>Headcounts by Disability/Learning Difficulty</b>				
<b>Headcount by Disability/Learning Difficulty</b>	<b>Total</b>	<b>%</b>	<b>Female</b>	<b>Male</b>
learner considers himself or herself to have a learning difficulty and/or disability	1547	12.3	761	786
learner does not consider himself or herself to have a learning difficulty and/or disability.	10416	83.1	5780	4636
not known/information not provided/not required	578	4.6	314	264

In 2015-16, 12.3% of the student cohort declared a disability or learning difficulty. This is almost the same as last year (12.2% in 2014-15 and 1% higher than the proportion of students declaring a disability or learning difficulty in 2013-14. The number of students declaring a disability or learning difficulty has increased from 1,231 in 2014-15 to 1,547 in 2015-16 because the cohort is larger. The percentage of students who did not provide this information is higher than last year (4.6% compared with 3% in 2014-15). The gender balance does not reflect the student cohort as the proportion of males declaring disability or learning difficulties is higher.

## Student Headcount by Learning Area and Gender

Enrolments by Learning Area	Full Time				Part Time			
	Female	%	Male	%	Female	%	Male	%
A/AS Levels (Headcount)	850	57%	636	43%	12	44%	15	56%
Business	80	42%	111	58%	243	62%	147	38%
Creative Arts	97	46%	82	54%				
Engineering & Construction	20	4.3%	448	95.7%	7	1.8	392	98.2
ESOL	96	55%	77	45%	355	55%	293	45%
Hair & Beauty	252	94.7%	14	5.3%	170	81%	39	19%
Health & Care	663	88.7%	84	11.3%	413	18.7%	37	81.3%
Hospitality, Travel & Tourism	70	65%	37	35%	27	71%	11	29%
Humanities	13	54%	11	47%	86	30%	196	70%
Independent Living Skills	55	39%	85	61%	181	56%	142	44%
Maths, Science & Social Science	54	53%	47	47%	107	54%	91	46%
Sport, Public Services, PE	93	26%	270	74%	29	39%	45	61%
Technology	19	9.9%	173	90.1%	2	33%	14	67%
Visual Arts	126	60%	83	40%	363	90.7%	37	9.3%
Adult Basic Skills					259	54%	222	48%
GCS Training					1683	58%	1228	48%
School Link					79	37%	131	63%
SCVS					426	75%	140	25%
Work Based Learning					773	54%	651	46%

When looking at learning area and gender we can see that the gender balance changes significantly for particular programme area and types of programme. With regards to full time enrolment, for A and AS Level, the balance is 850 (57%) female and 636 (43%) male. This indicates a 0.5% increase in the proportion of males compared with 2014-15, when the gender balance was 874 (57.5%) female and 644 (42.5%) male, but lower than 2013-14, when there were 830 female (55.5%) and 664 male (44.5%) A & AS Level students.

The most female dominated areas are Hair and Beauty (94.7% female) (94.5% female in 2014-15); Health and Care (88.7% female) (88% female in 2014-15); Hospitality, Travel and Tourism (65% female) (64% female in 2014-15) and Visual Arts (60% female) (60.5% in 2014-15).

In each of these areas (except Visual Arts) there's a slight decrease in the proportion of males compared with last year, although still higher proportions than in 2013-14. For example, in Health and Care there were 84 (11.3%) male students in 2015-16; 95 (12%) male students in 2014-15 and 65 male students in 2013-14 (8%). In Hair and Beauty there were 14 (5.3%) male students in 2015-16; 15 male students in 2014-15 (5.5%) and 9 male students in 2013-14 (4%). In Hospitality, Travel and Tourism there were 37 (35%) in 2015-16 and in 2014-15 there were 39 (36%) male students.

Male dominated areas are Engineering and Construction (95.7%); Technology (90.1% male); Sport, Public services and P.E. (74% male); Independent living Skills (60.7% male) and Business (58% male). The number of full time female Engineering students is slightly lower than last year (20 full time female Engineering & Construction students in 2015-16; 24 in 2014-15); the number of part time female students in this area has increased from 6 to 7.

In Technology, the proportion and numbers of full time female students is almost the same as last year (10% female, 19 female students in 2015-16; 20 in 2014-15). For part time students in this area, the number and proportion of females decreased from 51% in 2013-14 (58 students) to 7% in 2014-15 (1 student) to 2 students in 2015-16.

The proportion of full time female students in Sport, Public Services and P.E. is slightly lower than last year: 93 female students (25.6%) compared with 103 (26%) female students in 2014-15; however this is still higher than 2013-14, when there 80 (20%) female students. 39% of part time students in this area are female, which is a 3% increase in the proportion of female

students in this area compared with last year and a 16% increase compared with 2013-14 (63 female part time students in 2014-15; 9 in 2013-14).

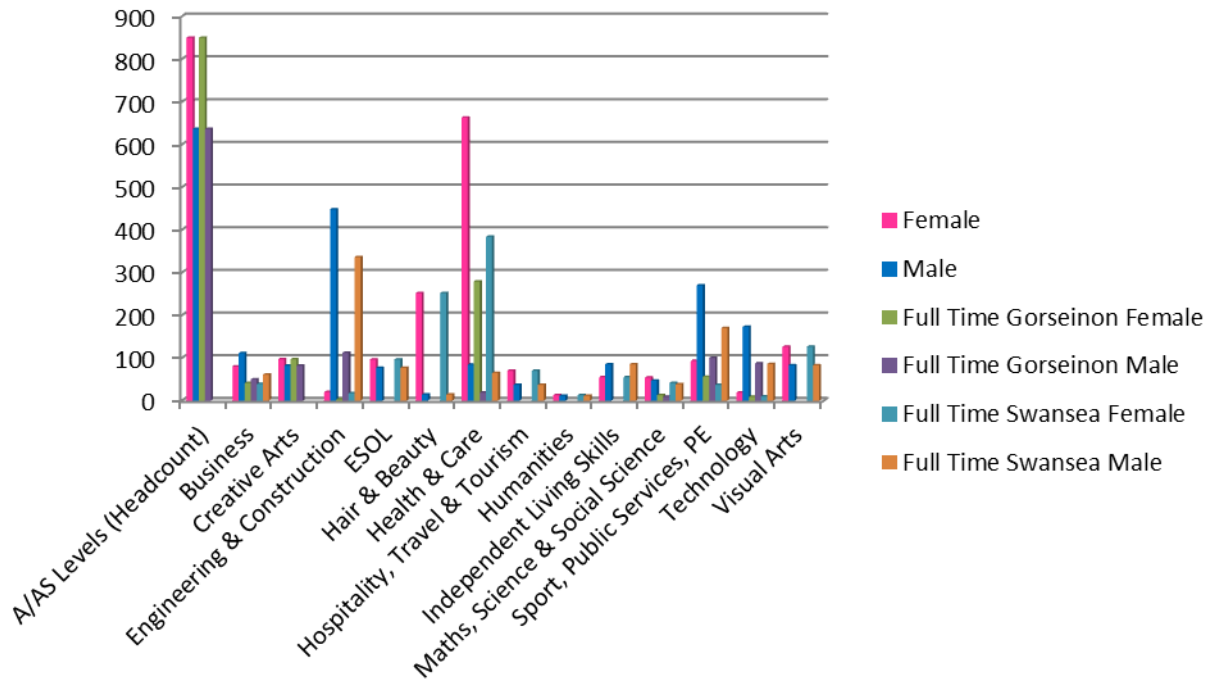
In Maths, Science and Social Science, the gender balance reflects the overall cohort for full and part time programmes and part time but when looking at part time programmes becomes more female dominated (63% female). For full time programmes, the gender balance in this area reflects that of the previous year; however for part time programmes the proportion of male students in this area has increased from 37% in 2014-15 to 46% in 2015-16.

The proportion of females taking Adult Basic Skills is similar to the overall cohort (54%) whereas last year it was higher than in the overall cohort (58.5%). This represents 5% increase in the proportion of males compared with last year (222 males in this area in 2015-16 compared with 124 in 2014-15).

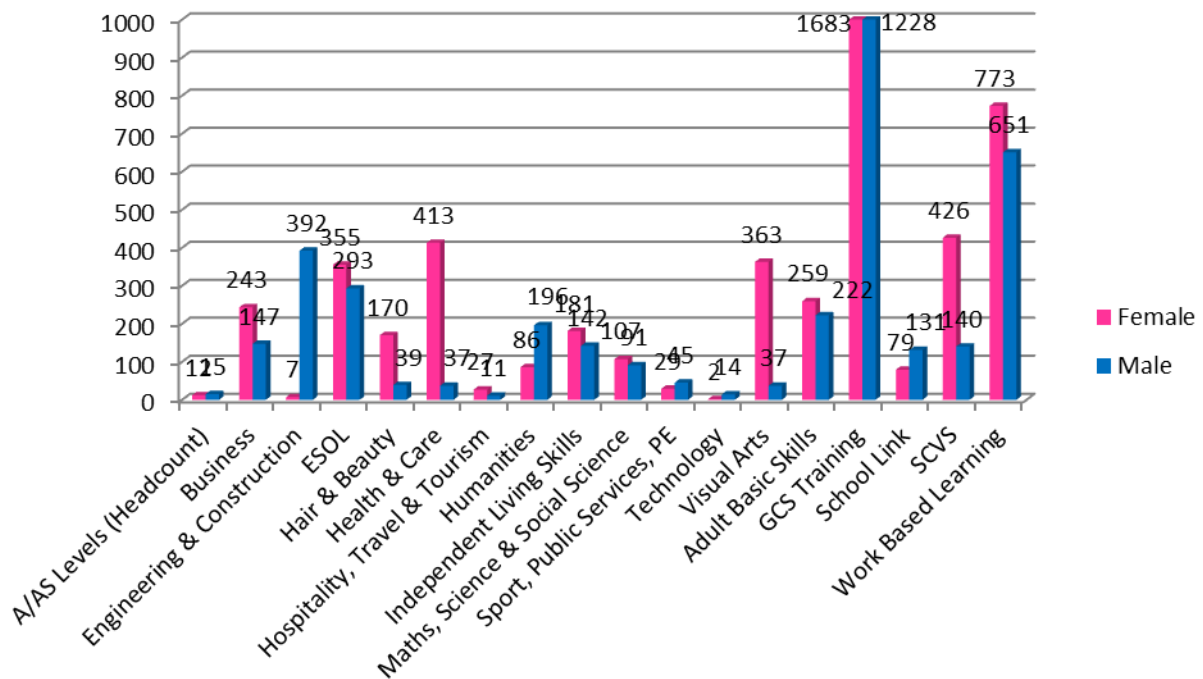
The proportion of females taking GCS training programmes is slightly higher than the overall cohort (58%) whereas in 2014-15 it was slightly lower (53%).

For Work Based Learning the proportion of females is similar to the overall cohort. The proportion of female students in this area has increased by 13% compared with 2014-15, from 337 (41%) students to 773 students (54%).

## Full Time Enrolments by Learning Area



## Part Time Enrolments by Learning Area



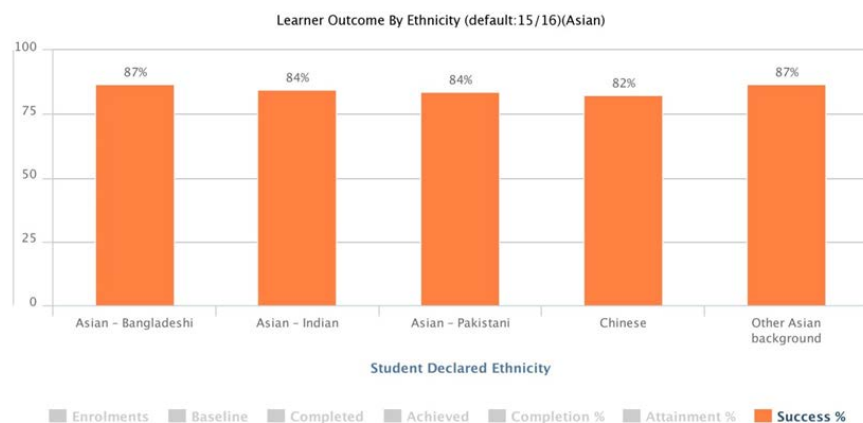
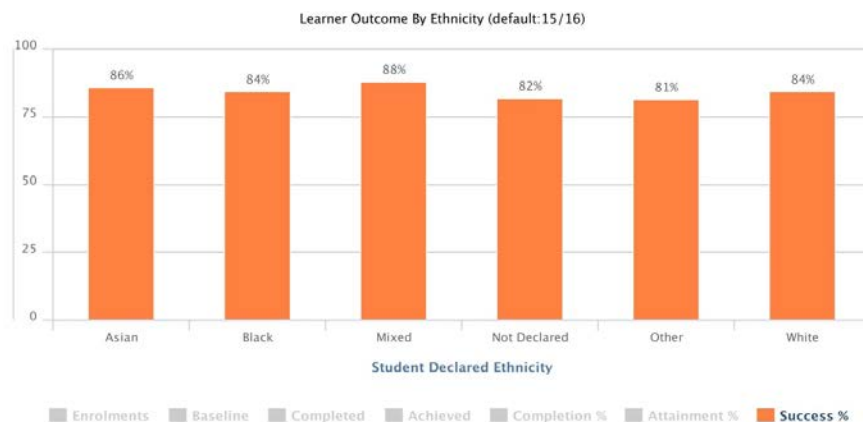
## Successful Completion Rates by Gender, Ethnic Group and Age

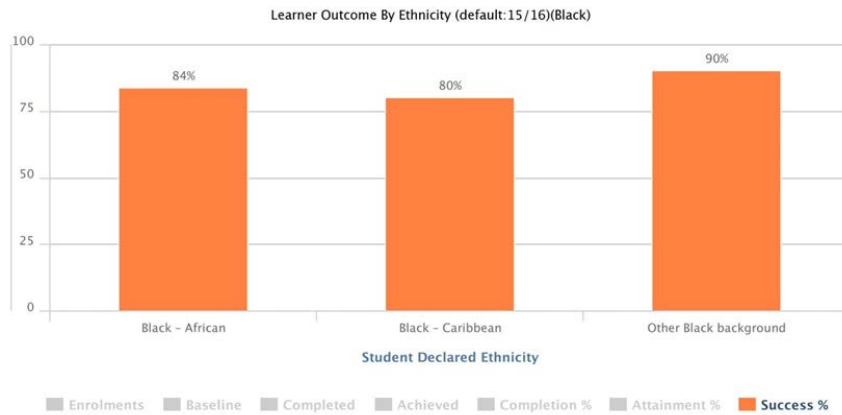
### *Learner Outcome by Gender*



Successful completion rates for female students was 2% higher than for male students. This is similar to last year.

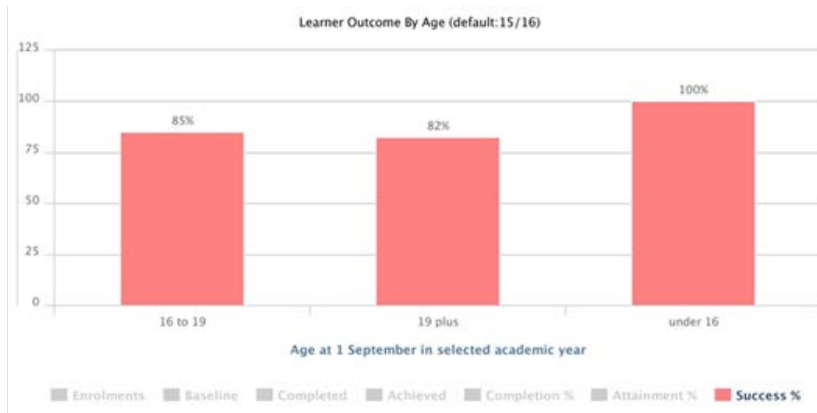
### *Learner Outcome by Ethnicity*





In terms of learner outcome by ethnic group, there is not much difference in successful completion rates for different ethnic groups. The ethnic groups with the highest successful completion rates are: Other Black Background (90%); Mixed (88%); Asian Bangladeshi and Other Asian Background (87%). The successful completion rate for White students was 84% and the lowest successful completion rate is 80% (Black Caribbean students).

## Age



There isn't much difference in successful completion rates for different age groups. Successful completion rates for 16-19 year olds is 3% higher than for over 19 year olds, although it should be borne in mind that 16-19 year olds take full-time programmes and successful completion rates are generally slightly higher for full-time students than part time. The successful completion rate for under 19s is 100%, although it should be borne in mind that this age group does not take examinations.

Value Added for the A Level Cohort at the Gorseinon Campus for 2015/16 indicates the following:

- value for all levels of deprivation 1 – 5 are consistent and indicate students are performing 1 grade above expected grades;
- females are performing a quarter of a grade better than males
- Asian/Bangladeshi/Chinese students are performing half a grade better than the overall cohort.

## 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%
Grand Total	5824		6107		4645		16576	

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%
Grand Total	5824		6107		4645		16576	

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%
Grand Total	5824		6107		4645		16576	



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 31<sup>st</sup> March 2016 the employment data reports:

- the college's total workforce numbered 850, compared with 995 the previous year - a reduction of 14%;
- 63.54% of staff are female, 36.47%% are male;
- 93.4% are white, 3% Black, Asian and Minority Ethnic (BAME), 3.5% have not provided data and their ethnicity is therefore unknown;
- 16% of the workforce is under the age of 35, and 58% between the ages of 35 and 54, 26% are over 55, including 11% whom are 61 and over;
- 4.5% of the workforce has declared a disability;
- 57% of the workforce are married, 23% are single.

## 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:*

- 40.35% (343) of the workforce are lecturers;
- 77% (263) are employed on salaried contracts 23% (80) 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 (37.02%) and just 12 % of lecturers are under the age of 34;
- 5% of lecturing staff recorded their ethnic background as BAME;
- 4.7% of academic staff have recorded themselves as having a disability, however disability data is not available for 33% of lecturers.

### *Tutors / Trainers & Assessors:*

- 8.94% (76) of the total workforce are employed in this category;
- 89% (68) are employed on salaried contracts, with 11% (8) on hourly paid contracts;
- 25% (19) of staff in this activity group are employed on fixed term contracts. 64% of this group of staff are female;
- the main age distribution of this category of staff is 35-54 (67%);
- 4% of this group of staff are from an ethnic background that is BAME;
- the percentage of this category of staff recording a disability is 3.94%;

- data on disability is not available for 49% of staff in this category.

#### ***Business Support Staff:***

- 15% (131) 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;
- 74% of staff in this activity are female. The main age distribution of this category of staff is 35-54 (69%);
- Just 2.29% of this category of staff have recorded an ethnic background that is BAME;
- the percentage of this category of staff recording a disability is 7.6%;
- data on disability is not available for 26% of staff in this category.

#### ***Services / Facilities Staff:***

- 12% (102) 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;
- 66% of this category of staff are female;
- there is a fairly even distribution of staff in this category across the age bands below 60;
- 5.8% of staff recorded a BAME ethnic background;
- only 1 member of staff has recorded a disability - however data is not available for 32.5% of staff in this category.

#### ***Education Support Staff:***

- 18% (155) 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;
- 63% (98) 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 3.4% of staff in this category have recorded an ethnic background of BAME;
- 4.5% have recorded a disability - however disability data is not available for 55% of staff in this category.

#### ***Management Spine:***

- 5% (43) of staff are employed on Management Spine contracts;
- 53% (23) of this category of staff are female;
- 49% (21) of this group of staff are within the age bands of 45-55, 23% (10) with the range 35-44 and 21% (9) age band 55-60;

- 2% of this group are from a BAME background;
- the percentage of staff who have recorded a disability within this category is 2%.

## Working Pattern

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- 57% of all staff work on a part-time basis, and 43% work on a full-time basis;
- 67% (361) of all female staff work on a part-time basis and 33% (179) work on a full-time basis compared to 40% (123) of all male staff work on a part time basis and 60% (187) on a full time basis.

## Employment Status

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- 80% (684) of all staff have a permanent contract and 20% (166) have fixed term contracts;
- 82% (441) of all female staff have a permanent contract, 18% (99) have a fixed term contract this is higher compared with 78% (243) of all male staff having a permanent contract and 22% (67) having a fixed term contract;
- 76% of all BAME staff have a permanent contract, and 24% are on a fixed term contract, this is lower than the proportion of all white staff who are on permanent contracts (92%);
- 95% of all staff recording a disability are on a permanent contract, this is slightly lower than the proportion of staff on a permanent contract, who have declared having no disability (94%).

## Training & Staff Development

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850 staff undertook a total of 8,174 training sessions. In total, 99.4% of staff have engaged in training activities through the Staff Development unit.

Out of a total of 8,174 applications to attend training events, just 9 (0.11%) were turned down in total.

Of those staff who participated in training 65.3% were female staff and 34.7% were male staff in line with the gender split of the workforce.

2.3% 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 850 staff who participated in staff development activities, 36 had recorded a disability. These staff made a total of 440 applications for training, on average 12.2 applications, with all applications being approved. This average number of sessions is consistent with the total average number of training sessions undertaken by all staff who participated in staff development activities, which is 9.6 applications per person.

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 1.4% whereas this group of staff make up 4.1% of the total workforce. Proportionately, staff in the age band 45-54 also participated at an increased level at 33.8% compared with the percentage of staff within this age band for the whole workforce at 33.1%.

## Leavers

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During the academic year commencing 1st September 2015 to 31st August 2016, 212 staff left the college's employment, representing approximately 24% of the total workforce. This is a significantly higher number compared with 2014-15 and includes 54 Voluntary Redundancies in the summer of 2015.

The gender split of leavers was 60% female, 40% male, which is broadly in line with the gender split of the whole workforce.

46.22% (98) of leavers were salaried staff, whilst 53.77% (114) were employed on hourly paid contracts.

The age distribution of leavers was broadly even across all age bands. 30% of all leavers were 55+, whilst 33% were in the age range 34-54.

2.8% of leavers were of a BAME Ethnic background, compared with 91% of leavers who were white. Information concerning BAME background was not available for 6% of leavers.

3.2% of leavers reported a disability, 29% reported no disability, however the disability status of a large proportion (67%) of leavers is not known.

## Recruitment

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During the reporting period, the college advertised 60 vacancies, which is an average number of vacancies for the College. Of the 60 vacancies advertised, 7 were only advertised internally.

The total number of applicants for these 60 vacancies was 540. The average number of applications per post was 9. This is an increase from last year, where the average number of applicants per post was 8.07, last year's figures were lower due to more posts being advertised internally as part of the efficiency measures. In the previous year, there were 428 applications across a total of 53 posts.

82% of all job applicants were external applicants, whilst 18% of all job applications were made by staff already employed by the college.

During this period, 63% of new appointments were external applicants, and 38% of new appointments were applicants already employed in the college.

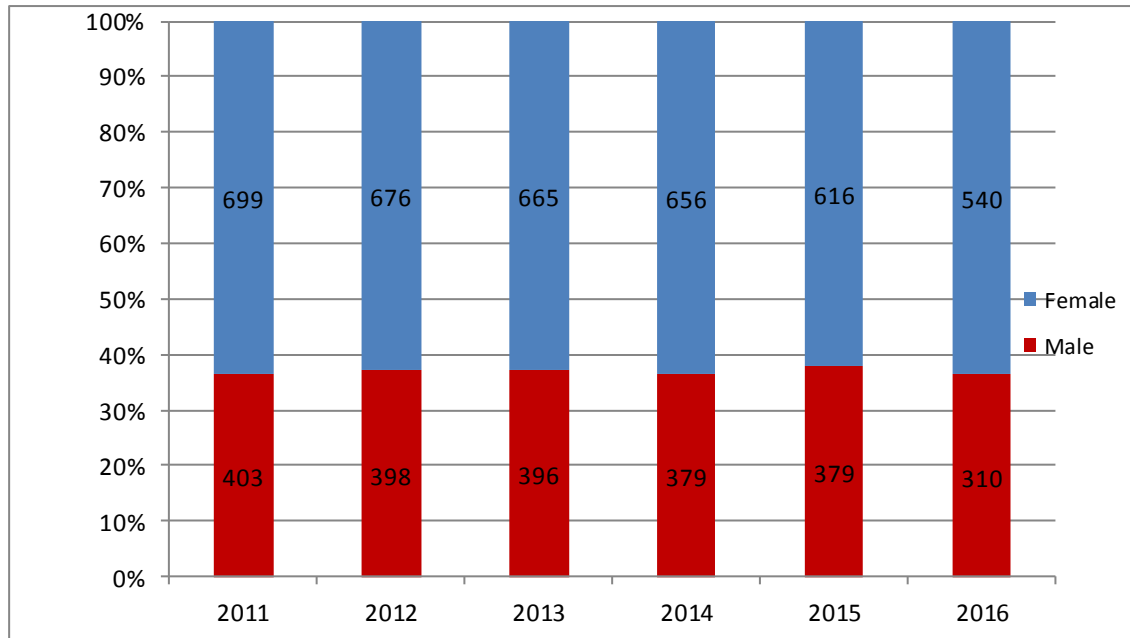
## Workforce Data by Protected Characteristic

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### Gender

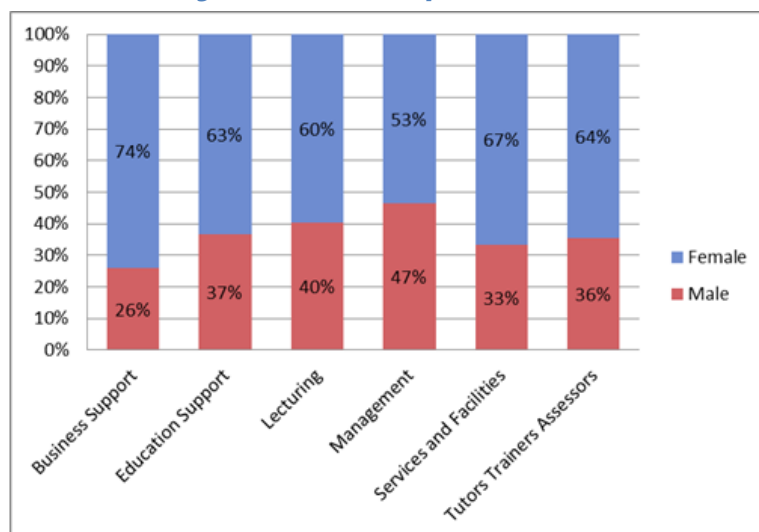
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#### *Overall workforce – Gender Split*



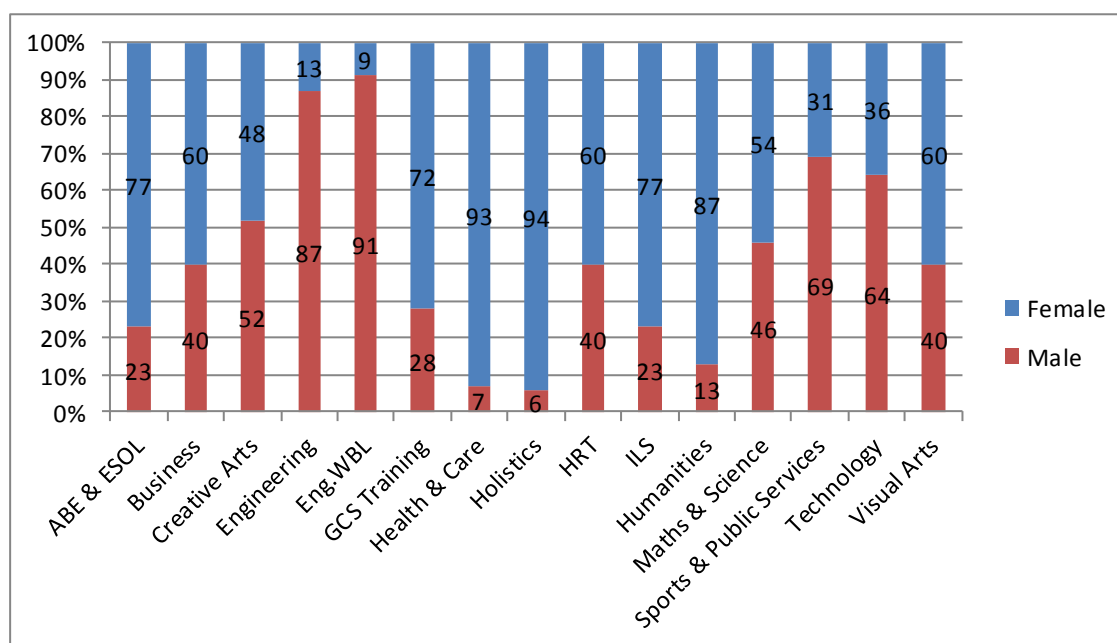
Total staff composition: 2011 63% female, 2012 = 63%, 2013 = 63%, 2014 = 63%, 2015 = 62%, 2016 = 63%

### Job Activity – Gender Split



Female staff represent a higher proportion of staff in all job activities and represent 60% of all lecturing staff.

### Gender Split by Learning Area



- 10 out of 15 of the learning areas have a higher proportion of female than male lecturers.
- 94% of staff within the Holistics learning area are female
- 93% of staff within Health & Care are female
- 13% of staff within Engineering are female



*Gender Split of Leavers*

Gender	Total	%
Female	126	59.4%
Male	86	40.6%
<b>Total</b>	<b>212</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	5332	65.2%
Male	2842	34.8%
<b>Total</b>	<b>8174</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 (39%).

*Approved Applications for Training – Gender Split*

Gender	Approved	%	Not approved	%	Total
Female	5328	99.9%	4	0.08%	5332
Male	2837	99.8%	5	0.18%	2842
<b>Total</b>	<b>8165</b>	<b>99.8%</b>	<b>9</b>	<b>0.11%</b>	<b>8174</b>

There was no evidence to suggest that applications from male or female candidates were treated differently, with 99.9% of applications from female staff being successful, and 99.8% of applications from male staff.

*Job Applications and Progression - Gender Split*

Gender	% applications	% shortlisted	% Successful
Female	66.9%	59.3%	55.9%
Male	33%	40.2%	44.1%
Transgender	0.2%	0.5%	0%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

The College have included a transgender option for the reporting of applicant's gender. It is encouraging that one candidate identified themselves as transgender.

Almost 67% 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. Once candidates reach the interview stage, neither gender appears to be advantaged or disadvantaged in being appointed.

*Job Application Success Rates - By Gender*

Gender	%Applications	% Shortlisted	% Successful
Female	66.9%	32.7%	10.5%
Male	33%	44.9%	16.9%
Transgender	0.2%	100%	0%

Further analysis was undertaken to see whether applications from men and applications from women were treated differently, affecting their chances of success. The figures suggest that men were being advantaged in relation to short-listing: on average 1 out of 2 male applications progressed to short-listing and 1 out of 3 female applications progressed to short-listing. This is difficult to understand as shortlisting is an anonymised process, those involved in short listing decision have no knowledge of applicants name, gender or any other protected characteristic. However given that men are currently under represented in the work force this may help address this imbalance. Men were slightly more successful in securing an appointment, with 17% of all male applications leading to a successful appointment, whereas 10.5% of female applicants were successful. These figures are reflective of the higher proportion of men being short listed.

## Age

*The age profile of the total workforce*

Age Range	Option	2012	2013	2014
	16 - 24	4.40%	4.4%	4.8%
	25 - 34	14.90%	16.7%	15.8%
	35 - 44	25.90%	26.6%	25.6%
	45 - 54	27.30%	27.4%	29.7%
	55 - 60	15.60%	14.2%	14.2%
	61 - 65	6.10%	5.6%	5.1%
	65 plus	5.80%	5.1%	4.7%
	<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

58% are aged between 35 and 54, which is a slight rise on last year.

15.8% are under the age of 34, a slight fall on last year.

11% are 61 or over.

*Gender Split by Age Range (Total Workforce)*

Gender split of male/female staff by each age range	Option	Female %	Male %
	16 - 24	58.1%	41.9%
	25 - 34	56.7%	43.3%
	35 - 44	66.4%	33.6%
	45 - 54	67.3%	32.7%
	55 - 60	68.5%	31.5%
	61 - 65	63.3%	36.7%
	65 plus	34.0%	66.0%
	<b>Total</b>	<b>63.5%</b>	<b>36.5%</b>

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

*Gender Split by Age Range (Leavers)*

Proportion of male female leavers in each age range	Option	Female %	Male %
	16 - 24	67.4%	32.6%
	25 - 34	61.3%	38.7%
	35 - 44	63.2%	36.8%
	45 - 54	62.5%	37.5%
	55 - 60	44.4%	55.6%
	61 - 65	63.2%	36.8%
	65 plus	42.1%	57.9%
	<b>Total</b>	<b>59.4%</b>	<b>40.6%</b>

The gender split of leavers by age range was broadly in line with the gender split by age range across the whole workforce; although there was a higher proportion of men than women leaving in the 55-60 and 65 plus age range.

*Proportion of the Workforce by Age and Gender*

Age Profile by Gender	Option	Total %	Female	Male
	16 - 24	3.65%	2.12%	1.53%
	25 - 34	12.24%	6.94%	5.29%
	35 - 44	24.82%	16.47%	8.35%
	45 - 54	33.06%	22.24%	10.82%
	55 - 60	14.94%	10.24%	4.71%
	61 - 65	5.76%	3.65%	2.12%
	65 plus	5.53%	1.88%	3.65%
	<b>Grand Total</b>	<b>100%</b>	<b>63.54%</b>	<b>36.47%</b>

*Proportion of Leavers by Age and Gender*

Age profile by gender	Option	Total	Female	Male
	16 - 24	21.7%	14.6%	7.1%
	25 - 34	14.6%	9.0%	5.7%
	35 - 44	17.9%	11.3%	6.6%
	45 - 54	15.1%	9.4%	5.7%
	55 - 60	12.7%	5.7%	7.1%
	61 - 65	9.0%	5.7%	3.3%
	65 plus	9.0%	3.8%	5.2%
	<b>Total</b>	<b>100.0%</b>	<b>59.5%</b>	<b>40.7%</b>

*Training Applications by Age Band*

Age Band	Approved	%	Not approved	%	Total	%
16 - 24	114	99.1%	1	0.01%	115	1.4%
25 - 34	1077	99.7%	3	0.04%	1080	13.2%
35 - 44	2221	99.9%	3	0.04%	2224	27.2%
45 - 54	2763	100.0%	0	0.00%	2763	33.8%
55 - 60	1311	99.8%	2	0.02%	1313	16.1%
61 - 65	468	100.0%	0	0.00%	468	5.7%
65 plus	211	100.0%	0	0.00%	211	2.6%
<b>Total</b>	<b>8165</b>	<b>99.9%</b>	<b>9</b>	<b>0.1%</b>	<b>8174</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*

Age Range	Option	2012-13	2014-15	2015-16
	16-24	14.9%	11.4%	11.5%
	25-34	35.4%	31.3%	23.7%
	35 – 44	20.8%	27.3%	28.3%
	45 – 54	18.6%	21.5%	24.3%
	55 – 60	4.4%	8.2%	9.8%
	61 – 65	0.8%	0.2%	0.9%
	65 plus	0.1%	0%	0.4%
	Information declined	4.9%	0%	1.1%

The largest proportion of applications was received from applicants aged between 35-44 (28%). 6 out of 10 applications were from candidates aged 44 and under. 11.1% of applicants were from staff aged 55 or older, which has increased slightly from last year.

*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	62	11.5%	35.5%	12.9%
25-34	128	23.7%	37.5%	14.8%
35 – 44	153	28.3%	39.9%	13.1%
45 – 54	131	24.3%	38.2%	8.4%
55 – 60	53	9.8%	28.3%	13.2%
61 – 65	5	0.9%	40%	40%
65 plus	2	0.4%	50%	50%
Information declined	6	1.1%	0%	0%

Analysis of the proportion of applications in each age range that progressed to the short-listing stage shows that applicants aged 61 plus were more likely to be shortlisted than applications in other age ranges. This is likely to be due to greater experience than candidates in other age groups.

Analysis of the proportion of successful applications within each age range shows that proportionately the age range that yielded the most appointments was the 65 plus range with 50% of applications from this age group leading to appointment. Although numbers applying in this age range were very small – 2 applicants, so the 50% appointment rate relates to only one appointment. Whereas staff aged between 45 and 54 were less likely to be successful, with only 8.4% of applicants from within this age range being appointed.

## Ethnicity

### *Ethnicity - whole workforce profile*

<b>Ethnicity</b>	<b>Options</b>	<b>Staff</b>	<b>%</b>
	Bangladeshi	1	0.12%
	Black African	3	0.35%
	Black British	1	0.12%
	Black Other	2	0.24%
	Chinese	1	0.12%
	Indian	1	0.12%
	Information Declined	7	0.82%
	Information not Provided/Not Known	2	0.24%
	Mixed - White and Asian	4	0.47%
	Other	6	0.71%
	Other Asian	3	0.35%
	Other mixed background	4	0.47%
	White British	782	92.00%
	White Irish	4	0.47%
	White Other	8	0.94%
	(blank)	21	2.47%
	<b>Grand Total</b>	<b>850</b>	<b>100%</b>

92% (850) of employees class their ethnicity as "White British". This is in line with the 2011 census figures in which 94% of the population of Swansea classify themselves as "White British".

3% (26) of staff classify themselves as "non-white" 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 4% of staff who have not informed us of their ethnicity; although this proportion has decreased over the years. However it is recognised that further engagement is needed with under-represented groups in the area in order to try to encourage more applications from these communities to help align our workforce to better reflect the community we serve.

***Ethnicity Profile of Leavers***

<b>Ethnicity</b>	<b>Options</b>	<b>Staff</b>	<b>%</b>
	Bangladeshi	1	0.47%
	Black Other	1	0.47%
	Chinese	2	0.94%
	Indian	2	0.94%
	White British	189	89.15%
	White Other	4	1.89%
	Information not provided/Not Known	13	6.13%
	<b>Total</b>	<b>212</b>	<b>100%</b>

The ethnicity profile of leavers was broadly representative of the ethnicity profile of the workforce as a whole, with total leavers whose ethnicity was within the BAME was 2.8%. Further work is needed to capture records, where missing through a leavers questionnaire prior to the individual's employment terminating.

***Training Applications by Ethnicity***

<b>Ethnicity</b>	<b>Approved</b>	<b>%</b>	<b>Not approved</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Bangladeshi	2	100.00%	0	0.00%	2	0.0%
Black African	10	100.00%	0	0.00%	10	0.1%
Black British	21	100.00%	0	0.00%	21	0.3%
Black Other	22	100.00%	0	0.00%	22	0.3%
Chinese	9	100.00%	0	0.00%	9	0.1%
Indian	2	100.00%	0	0.00%	2	0.0%
Information Declined	73	100.00%	0	0.00%	73	0.9%
Information not Provided/Not Known	120	100.00%	0	0.00%	120	1.5%
Mixed - White and Asian	26	100.00%	0	0.00%	26	0.3%
Other	53	100.00%	0	0.00%	53	0.6%
Other Asian	21	100.00%	0	0.00%	21	0.3%
Other mixed background	22	100.00%	0	0.00%	22	0.3%
White British	7678	99.88%	9	0.11%	7687	94.0%
White Irish	24	100.00%	0	0.00%	24	0.3%
White Other	82	100.00%	0	0.00%	82	1.0%
<b>Total</b>	<b>8165</b>	<b>99.89%</b>	<b>9</b>	<b>0.1%</b>	<b>8174</b>	<b>100.0%</b>

Total applications from staff whom describe their ethnicity as a BAME, represented 2.2% of all training applications, slightly lower proportionately than the 3% proportion of BAME staff in the total workforce. 100% of all training applications from BAME staff were approved; compared with 99.8% of all applications from staff whose ethnicity is recorded as White.

*Job Applications by Ethnic Background*

<b>Ethnicity</b>	<b>Option</b>	<b>Total Applications</b>	<b>% Applications</b>
	Asian British	2	0.4
	Bangladeshi	2	0.4
	Black African	0	0
	Black British	0	0
	Black Other	0	0
	Chinese	2	0.4
	Indian	2	0.4
	Information not known	20	3.6
	Mixed - White and Asian	1	0.2
	Mixed White and Black African	2	0.4
	Mixed - White and Black Caribbean	1	0.2
	Other Asian	3	0.6
	Other mixed background	2	0.4
	Pakistani	0	0
	White British	487	90.2
	White Irish	2	0.4
	White Other	14	2.6
<b>Total</b>		<b>540</b>	<b>100%</b>

Just over 93% of all applications were from “white” applicants, this compares closely with a “white” population in Swansea representing 94% of the total population. Around 6% of the population of Swansea are from a non-white ethnic group, whereas only 3% of job applications being from applicants who classed themselves broadly as “non-white”. This short fall has been recognised in the recently revised Recruitment and Selection Policy with a specific intention to increase applications from under-represented groups. Significantly no applications were received from applicants of Black African, Black British, Black other or Pakistani, although this generally aligns with the local population statistics.

*Progression of Applications by Ethnicity*

<b>Ethnicity</b>	<b>Option</b>	<b>Shortlisted</b>	<b>% successful</b>
	BAME	26.7%	0%
	White	37.6%	13.1%

In 2015/16 there were no appointments made to the college from the BAME group despite 26.7% (4) applicants being invited for interview.



## Marital Status

### *Marital Status – the whole workforce profile*

Marital Status	Options	Staff	%
	Civil Partnership	3	0.4%
	Co Habiting	61	7.2%
	Divorced	48	5.6%
	Married	488	57.4%
	Separated	9	1.1%
	Single	192	22.6%
	Widowed	10	1.2%
	Data not available	39	4.6%
	<b>Total</b>	<b>850</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 4.6% of the workforce. (6.4% in 2014-15). Over half our staff (57.4%) are married.

### *Marital status – Leavers*

Marital status	Option	Staff	%
	Civil Partnership	0	0.0%
	Co Habiting	15	7.1%
	Divorced	9	4.2%
	Married	96	45.3%
	Separated	1	0.5%
	Single	80	37.7%
	Widowed	2	0.9%
	Data not available	9	4.2%
	<b>Total</b>	<b>212</b>	<b>100%</b>

This is broadly representative of the marital status of the workforce as a whole, although a slightly higher proportion of single staff left the workforce.

### *Training Applications – by Marital Status*

Marital Status	Approved	%	Not approved	%	Total	%
Civil Partnership	46	100.00%	0	0.00%	46	0.6%
Co Habiting	805	99.88%	1	0.01%	806	9.9%
Divorced	438	99.77%	1	0.01%	439	5.4%
Married	4865	100.00%	0	0.00%	4865	59.5%
Separated	116	100.00%	0	0.00%	116	1.4%
Single	1517	99.54%	7	0.09%	1524	18.6%
Widowed	97	100.00%	0	0.00%	97	1.2%
Data not available	281	100.00%	0	0.00%	281	3.4%
<b>Total</b>	<b>8165</b>	<b>99.89%</b>	<b>9</b>	<b>0.1%</b>	<b>8174</b>	<b>100.0%</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*

<b>Marital Status</b>	<b>Option</b>	<b>% of Job Applicants</b>	<b>Workforce profile</b>
	Civil Partnership	1.1%	0.0%
	Co Habiting	9.3%	7.1%
	Divorced	5.7%	4.2%
	Estranged	0.2%	-
	Married	44.8%	45.3%
	Separated	1.7%	0.5%
	Single	35.2%	37.7%
	Widowed	0.9%	0.9%
	Information declined	1.1%	4.2%

The number of job applications from married applicants at almost 45% is higher than applications received from single applicants (35.2%). 1.1% of applicants declared they were in a civil partnership, which is an increase of 0.4% on last year. Overall the marital status of applicants broadly compares to the workforce profile.

### *Progression of Applications by Marital Status*

<b>Marital Status</b>	<b>Option</b>	<b>% shortlisted</b>	<b>% successful</b>
	Civil Partnership	16.7%	0%
	Co Habiting	40%	12%
	Divorced	25.8%	3.2%
	Estranged	0%	0%
	Married	16.7%	13.6%
	Separated	39.3%	11.1%
	Single	33.3%	13.2%
	Widowed	36.3%	20%
	Information declined	40%	16.7%

When analysing the progression to short-listing by each different marital status category, there was no bias evident in the number of applicants of any particular marital status being treated more favourably than others. Single applicants were most likely to be successful in being appointed, 33.3% of single applicants were shortlisted, and 13.2% were successful.

## Disability

### *Disability Profile of the Whole Workforce*

Disability	Options	Total	%
	Dyslexia	9	1.1%
	Hearing Impairment	7	0.8%
	Information not provided	2	0.2%
	Mental / Emotional Health	2	0.2%
	None	469	55.2%
	Other	8	0.9%
	Physical and / or Medical Difficulty	7	0.8%
	Visual Impairment	4	0.5%
	Data not available	342	40.2%
	<b>Total</b>	<b>850</b>	<b>100%</b>

4.3% of staff (37) have disclosed some form of disability or impairment. This figure has fallen slightly since last year. 55% of staff have declared they have no disability, this is slightly higher compared with last year (52%).

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. There is a slight improvement in this since 2014-15 (43%) but further work is needed to collect information relating to disabilities from our workforce.

### *Disability Profile of Leavers*

Disability	Options	%
	Dyslexia	1.4%
	Hearing Impairment	0.9%
	None	29.3%
	Other	0.9%
	Data not available	67.5%
	<b>Total</b>	<b>100.0%</b>

The data does not suggest that there is a higher proportion of disabled staff leaving the college, however further work is needed to collect records to be able to properly understand the profile of leavers in respect of disability.

### *Training Applications – Disability*

<b>Disability</b>	<b>Approved</b>	<b>%</b>	<b>Not approved</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Dyslexia	87	100.00%	0	0.00%	87	1.06%
Hearing Impairment	88	100.00%	0	0.00%	88	1.08%
Mental / Emotional Health	31	100.00%	0	0.00%	31	0.38%
None	5305	99.85%	8	0.10%	5313	65.00%
Other	98	100.00%	0	0.00%	98	1.20%
Physical and / or Medical Difficulty	65	100.00%	0	0.00%	65	0.80%
Visual Impairment	37	100.00%	0	0.00%	37	0.45%
Data not available	2454	99.96%	1	0.01%	2455	30.03%
<b>Total</b>	<b>8165</b>	<b>99.89%</b>	<b>9</b>	<b>0.1%</b>	<b>8174</b>	<b>100.00%</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 were approved. There was no data available relating to disability for 30% of all training applications.

### *Applications by Disability*

<b>Disability</b>	<b>Option</b>	<b>Job Applicants</b>	<b>%</b>
	No declared disability	532	98.5%
	Declared disability	8	1.5%
<b>Total</b>		<b>100%</b>	<b>100%</b>

Only 1.5% of all job applicants declared they had a disability on the equality monitoring form. This very low figure reflects the known issue of the under-declaration of disability by job applicants. This is likely to be linked to candidate's concern that a declaration at the point of application could have a detrimental impact on the success of the application.

Further engagement and promotion work is needed to convey the college as an employer that is "disability friendly". This will encourage applicants to be confident that in declaring a disability, their application would not be treated less favourably. This issue has been addressed in the recently revised Recruitment and Selection Policy, by guaranteeing an interview for applicants who declare a disability, subject to them meeting the essential criteria for a post.

Given that 4.3% of all staff employed in the college have declared a disability, this suggests that staff have grown in confidence about declaring disability once they are in secure employment.

*Progression of Applications by Disability Declaration Status*

<b>Disability</b>	<b>Option</b>	<b>% shortlisted</b>	<b>% successful</b>
	No declared disability	37.2%	12.8%
	Declared disability	12.5%	0.0%

In looking at the % of applications that were progressed to the short-listing stage where applicants had declared a disability, it is evident that the declaration of a disability did not affect an applicant's chances of being invited for an interview, although no applicants who had declared a disability were successful in being appointed. Recruiting managers are not aware of any declaration made by applicants upon submitting their application since the equality monitoring form is separated from the application form. One out of the eight disabled applicants was short listed but not successful at interview. The college is careful to ensure that necessary adjustments are made for disabled candidates.

## Sexual Orientation

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*Sexual Orientation – the Whole Workforce Profile*

<b>Sexual Orientation</b>	<b>Options</b>	<b>%</b>
	Bi-sexual	0.2%
	Gay Man	0.1%
	Heterosexual	52.8%
	Lesbian	0.71%
	Information Declined	6.7%
	Data not available	39.4%
	<b>Total</b>	<b>100%</b>

Further work is also needed to collect more information relating to sexual orientation. Although the data we do hold has increased from 56% to 60% of staff. From the data that has been collected from staff, 52.8% of staff have classed their sexuality as heterosexual. This is a sensitive area for staff and more work is needed to reassure staff that this information is collected and stored confidentially. 6.7% of staff have actively chosen to decline disclosing this information. 1.1% of staff have classed themselves as lesbian, gay or bi-sexual.

***Sexual Orientation – Profile of Leavers***

<b>Sexual Orientation</b>	<b>Option</b>	<b>% Leavers</b>
	Bi-sexual	0.5%
	Gay Man	0.5%
	Heterosexual	28.3%
	Lesbian	0.5%
	Information Declined	3.3%
	Data not available	67.0%

***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	19	100.00%	0	0.00%	19	0.23%
Gay Man	10	90.91%	1	0.01%	11	0.13%
Heterosexual	5122	99.86%	7	0.09%	5129	62.75%
Information Declined	588	100.00%	0	0.00%	588	7.19%
Lesbian	72	100.00%	0	0.00%	72	0.88%
Data not available	2354	99.96%	1	0.01%	2355	28.81%
<b>Total</b>	<b>8165</b>	<b>99.89%</b>	<b>9</b>	<b>0.1%</b>	<b>8174</b>	<b>100.0%</b>

***Job Applications by Sexual Orientation***

<b>Sexual Orientation</b>	<b>Option</b>	<b>No. of Job Applications</b>	<b>% of Job Applications</b>
	Bi-sexual	6	1.1%
	Gay Man	2	0.4%
	Heterosexual	465	86.1%
	Information Declined	30	5.6%
	Information not provided	36	6.7%
	Lesbian	1	0.2%
<b>Total</b>		<b>540</b>	<b>100%</b>

Again, this has been an area where there has been a significant increase in the number of people willing to declare a protected characteristic. Last year, data was not collected for 12.4% of job applicants, however during this reporting period, the gap of missing data where information has not been collected dropped to 6.7% of applications. Data collected shows that 86.1% of applicants, were heterosexual and 1.7% of job applicants were either gay, lesbian or bi-sexual, this is a slightly higher proportion than the current workforce figures.

*Progression Rates of Applications by Sexual Orientation*

<b>Sexual Orientation</b>	<b>Option</b>	<b>% Shortlisted</b>	<b>% Successful</b>
	Bi-sexual	66.7%	0%
	Gay Man	0%	0%
	Heterosexual	35.5%	12%
	Information Declined	46.7%	16.7%
	Information not provided	41.7%	19.4%
	Lesbian	100%	0%

This analysis compares the progression rates to short-listing and to successful appointment for applications within each category. The small numbers of applicants in the gay, lesbian or bi-sexual categories make trends difficult to establish. The missing data for 36.1% of applications is not helpful.

## Religion/Beliefs

*Religion / Beliefs – Profile of the Whole Workforce*

<b>Religion/Beliefs</b>	<b>Options</b>	<b>Staff</b>	<b>%</b>
	Agnostic	27	3.18%
	Atheism	45	5.29%
	Buddhism	3	0.35%
	Christianity	296	34.82%
	Humanism	4	0.47%
	Islam	4	0.47%
	Other	45	5.29%
	Information Declined	99	11.65%
	Data not available	327	38.47%
	<b>Total</b>	<b>850</b>	<b>100.00%</b>

Out of 850 staff, data relating to religion and belief has so far only been collected for 61.5%. Additionally 11.65% of staff have declined to provide this information. Christianity is the religion with the highest proportion of staff with 34.8%. The next highest categories are Atheism and Other both with 5.2%.

*Religion /Belief - Profile of Leavers*

Religion/Beliefs	Options	Staff	%
	Agnostic	3	1.4%
	Atheism	5	2.4%
	Buddhism	2	0.9%
	Christianity	44	20.8%
	Judaism	1	0.5%
	Other	6	2.8%
	Sikhism	1	0.5%
	Information Declined	10	4.7%
	Data not available	140	66.0%
	<b>Total</b>	212	100%

*Training Applications by Religion/Belief*

Religion	Approved	%	Not approved	%	Total	%
Agnostic	320	100.00%	0	0.00%	320	3.91%
Atheism	419	99.76%	1	0.01%	420	5.14%
Buddhism	26	100.00%	0	0.00%	26	0.32%
Christianity	3454	99.88%	4	0.05%	3458	42.30%
Humanism	41	100.00%	0	0.00%	41	0.50%
Information Declined	1073	100.00%	0	0.00%	1073	13.13%
Islam	48	100.00%	0	0.00%	48	0.59%
Judaism	0		0	0.00%	0	0.00%
Other	464	99.36%	3	0.04%	467	5.71%
Sikhism	0		0	0.00%	0	0.00%
Data not available	2320	99.96%	1	0.01%	2321	28.39%
<b>Total</b>	<b>8165</b>	<b>99.89%</b>	<b>19</b>	<b>0.1%</b>	<b>8174</b>	<b>100.0%</b>



*Job Applications by Religion/Belief*

Religion / Belief	Option	No. of Job applications received	%
	Agnostic	35	6.5%
	Atheism	68	12.6%
	Christianity	289	53.5%
	Hinduism	1	0.2%
	Humanism	1	0.2%
	Information Declined	71	13.1%
	Information not provided	3	0.6%
	Islam	6	1.1%
	Sikhism	1	0.2%
	Other	65	12.5%
	Grand Total	428	100.0%
<b>Total</b>		<b>540</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%).

*Progression of Applications by Religion/Belief*

Religion / Belief	Option	% Shortlisted	% Successful
	Agnostic	42.9%	5.7%
	Atheism	32.4%	10.3%
	Christianity	38.4%	13.5%
	Information Declined	38%	15.5%
	Information not provided	33.3%	33.3%
	Islam	50%	0%
	Other	30.8%	12.3%

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 53% of all job applications classed Christianity as their religion, applications within this category were no more or less likely to progress to short-listing than other categories, and similarly successful candidates were not more likely to be appointed from within this category than from other categories.

## 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.

The courses covered included:

### Equality and Diversity Courses

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**Equality, Diversity, Welsh Language & Culture** – this is part of the Main Staff Induction Programme and the session is aimed to increase participant's knowledge and awareness of:

- relevant equality legislation and implications of this on college practices, staff and student behaviour;
- different equality strands (gender, age, sexual orientation, religion and beliefs, disability, race etc) and related issues, facts and myths;
- key equality terms (discrimination, victimisation, harassment, etc ) and what these mean in practice;
- the differences between equal opportunities and diversity;
- different forms of prejudice and stereotyping and ways of addressing discriminatory behaviour/practices;
- various resources available and key websites and policies for further information.

**Autism Training** - This course was designed for those who were new to the field of autism. Participants were introduced to basic concepts and theories relating to Autism Spectrum Disorders. The notion of autism as a spectrum disorder was explored along with biological, psychological and behavioural aspects of the condition. The course introduced practical approaches alongside theoretical principles. It was interactive with opportunities for discussion and questions.

**Basic HIV/BBV Awareness** – this course enhanced knowledge/awareness surrounding HIV/BBV and covered HIV awareness, transmission, myths, medication, testing, overview of Hepatitis A,B & C.

**Child Protection & Vulnerable Adults (& Refresher):** this course covered an understanding of the types of abuse a child or vulnerable adult could encounter; recognising the signs of child abuse, vulnerable adult abuse and to understand how to report any allegations of child abuse, vulnerable adult abuse or seek advice if there are any concerns.

**Coaching for Autism** - This course provided an outline of coaching as an approach to enable people with autistic spectrum disorder, and how this approach needs to be adapted to take into account the needs of this client group.

**Coaching Techniques for Student One to Ones:** This course helped practitioners to improve their coaching skills to include one to one meetings with disadvantaged students.

**Digital Literacy & Accessibility Workshop:** Accessibility & Inclusion workshops, included general awareness raising of accessibility good practice, basic, tips and tricks and accessible documents.

**Family Dementia Awareness Workshop:** the workshop covered Diagnosis & the disease, how to manage behaviours, encourage engagement and care for yourself while caring for a loved one.

**Manual Handling Clients with Special Needs:** Moving & Handling people course gave advice on how to correctly and effectively move and handle a person when in different situations including recognising the importance of good communication when helping a person to walk and sit comfortably. Identify the different methods used when helping a person to stand from a chair and a wheelchair. Understand the importance of using hoists correctly and how to correctly check the hoists before use.

**Prevent (& Work Based Learning Prevent):** this is to raise awareness of the Prevent Duty and the Colleges responsibilities within the Duty.

**Wrap 3 - Train the Trainer:** this trained identified staff to effectively deliver the Prevent Home Office training to other members of staff.

**Teenage Mental Health – Turmoil & Transition:** The purpose of this course was to provide those working with young people a better understanding of teenage mental health and wellbeing issues; alongside tools for supporting young people through these critical years of development.

The courses were attended by the following number of staff:

<b>Course Title</b>	<b>Number of staff attending</b>
Autism Training - Transition from School	5
Basic HIV / BBV Awareness	20
Child Protection & Vulnerable Adults	57
Child Protection & Vulnerable Adults (Refresher)	232
Coaching For Autism training	8
Coaching Techniques for Student and One	1
Digital Literacy & Accessibility Workshop	71
Equality, Diversity Training/Welsh Language & Culture	2
Family Dementia Awareness Workshop	19
Learning Disability & Accessibility Awareness	49
Manual Handling Clients with Special Needs	8
Prevent Training	708
Prevent Training - Work Based Learning	44
Teenage Mental Health - Turmoil & Transition	18
WRAP3 Train the Trainer	10
<b>Grand Total</b>	<b>1252</b>

The table below shows that 1262 places were booked on 12 equality & diversity topics by faculty / functional area. 695 staff attended at least 1 event each with a breakdown of 440 events attended by female staff and 255 events attended by male staff.

Assessors	7 1
Business Support Staff	2 89
Lecturer	2 87
Management	4 8
<b>Total</b>	<b>1 262</b>

## Employment Data – Pay

### New National Contract Implemented

The college's Board of Governors agreed that the National Contract should be adopted and implemented across all staff employed in the college with effect from 1st September 2016. National Contracts of Employment were agreed following many years of negotiations between the Employers' National Body Colegau Cymru and the Joint Trade Unions at a national level. The majority of staff have now signed up to National Contracts and the associated terms and conditions.

### *Business Support Staff*

The college does not at present operate a job evaluation scheme for business support staff and the college is currently in the process of clarifying its strategic direction in respect of undertaking an equal pay audit. As a result of implementing the national contracts all staff employed on this pay scale are guaranteed the National Living Wage, which currently stands at £8.45 per hour.

<b>Salaried Business Support Staff</b>			
Number of Male	Number of Female	Average FTE Salary Male	Average FTE Salary Female
202	83	£22,433	£21,840

The average full time equivalent salary for a female business support staff is £21840.01, 2.6% lower than the average male full time salary of £22433.66. This equates to a gender pay gap of £593. This difference has fallen since 2014/15 when it was 4.6%. Even though twice as many females are employed in business support roles the female to male ratio is lower in grades 5 and 6 and SSO1. Also to note the two members of staff employed on the National Living Wage are female.

***Business Support Staff – Salaried***

Scale	FTE Salary eff. 01.08.15	Point	Female	Male	Female %	Male %
LW	£15,144.93	LW	2	0	100%	
Scale 2	£15,991.00	11	20	9	69%	31%
	£16,478.00	12				
	£16,905.00	13				
Scale 3	£17,211.00	14	63	17	79%	21%
	£17,527.00	15				
	£17,993.00	16				
	£18,427.00	17				
Scale 4	£18,780.00	18	35	13	73%	27%
	£19,494.00	19				
	£20,211.00	20				
	£20,945.00	21				
Scale 5	£21,454.00	22	19	9	68%	32%
	£21,865.00	23				
	£22,605.00	24				
	£23,315.00	25				
Scale 6	£24,079.00	26	33	21	61%	39%
	£24,878.00	27				
	£25,711.00	28				
SO1	£26,747.00	29	10	10	50%	50%
	£27,626.00	30				
	£28,529.00	31				
SO2	£29,369.00	32	14	3	82%	18%
	£30,252.00	33				
	£31,115.00	34				
SO3	£31,771.00	35	0	0		
	£32,616.00	36				
SO4	£33,549.00	37	6	1	86%	14%
	£34,546.00	38				
	£35,211.00	39				
	£36,006.00	40				
<b>Total</b>			<b>202</b>	<b>83</b>	<b>71%</b>	<b>29%</b>

***Lecturer Pay – (Salaried posts)***

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 MGUP7 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 £36564.10 and the average FTE salary for a male salaried lecturer is slightly lower at £36175.24.

Point	FTE Salary eff. 01.08.15	Female	Male
ASL1	£18,961	0	2
ASL2	£20,104		
ASL3	£21,312		
ASL4	£22,377		
LEC 1	£22,377	4	3
LEC 2	£24,003		
LEC 3	£25,932		
LEC 4	£27,934		
LEC 5	£30,135	27	22
LEC 6	£32,509		
LEC 7	£35,211		
UP2	£36,517	110	92
UP3	£37,867		
<b>Total</b>		<b>141</b>	<b>119</b>

**Management Spine**

Staff employed on the management spine are fairly evenly distributed across the grades, with a slightly higher proportion of female staff on the top point of the pay scale.

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