



Coleg Gŵyr Abertawe
Gower College Swansea

Annual Equality Monitoring Report

December 2025

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Introduction

Gower College Swansea provides learning opportunities for more than 16,000 learners across six campuses: Tycoch, Gorseinon, Kingsway, Jubilee Court, Llwyn y Bryn and Sketty Hall.

As an organisation located in Wales' second city, we are proud to reflect the diversity of our community – a recognised City of Sanctuary, host of Wales' second-largest Pride event, and a city with a long-standing commitment to supporting people from marginalised backgrounds.

This Annual Equality Monitoring Report (AEMR) provides our statutory employment monitoring under the Public Sector Equality Duty (PSED), framed against the priorities and objectives in the College's Strategic Equality Plan 2024–2028 (SEP). Throughout the report we cross-reference each data section to the relevant SEP objective(s) and summarise the actions taken/ planned. This structure evidences due regard to the three PSED aims and the Wales-specific duties: assessing impact, engaging, setting and reviewing objectives (including on pay differences), publishing annual reports, and tracking progress.

This report covers the period from 1 April 2024 to 31 March 2025.





Principal's address

As Principal of Gower College Swansea, I am proud to introduce this report on our Equality and Diversity work. At the heart of our mission is a firm commitment to ensuring that every learner and every member of staff feels valued, respected and able to thrive. We continue to strengthen our policies and practices to remove barriers, advance equality of opportunity and celebrate the diversity that enriches our College community.

Paul Kift

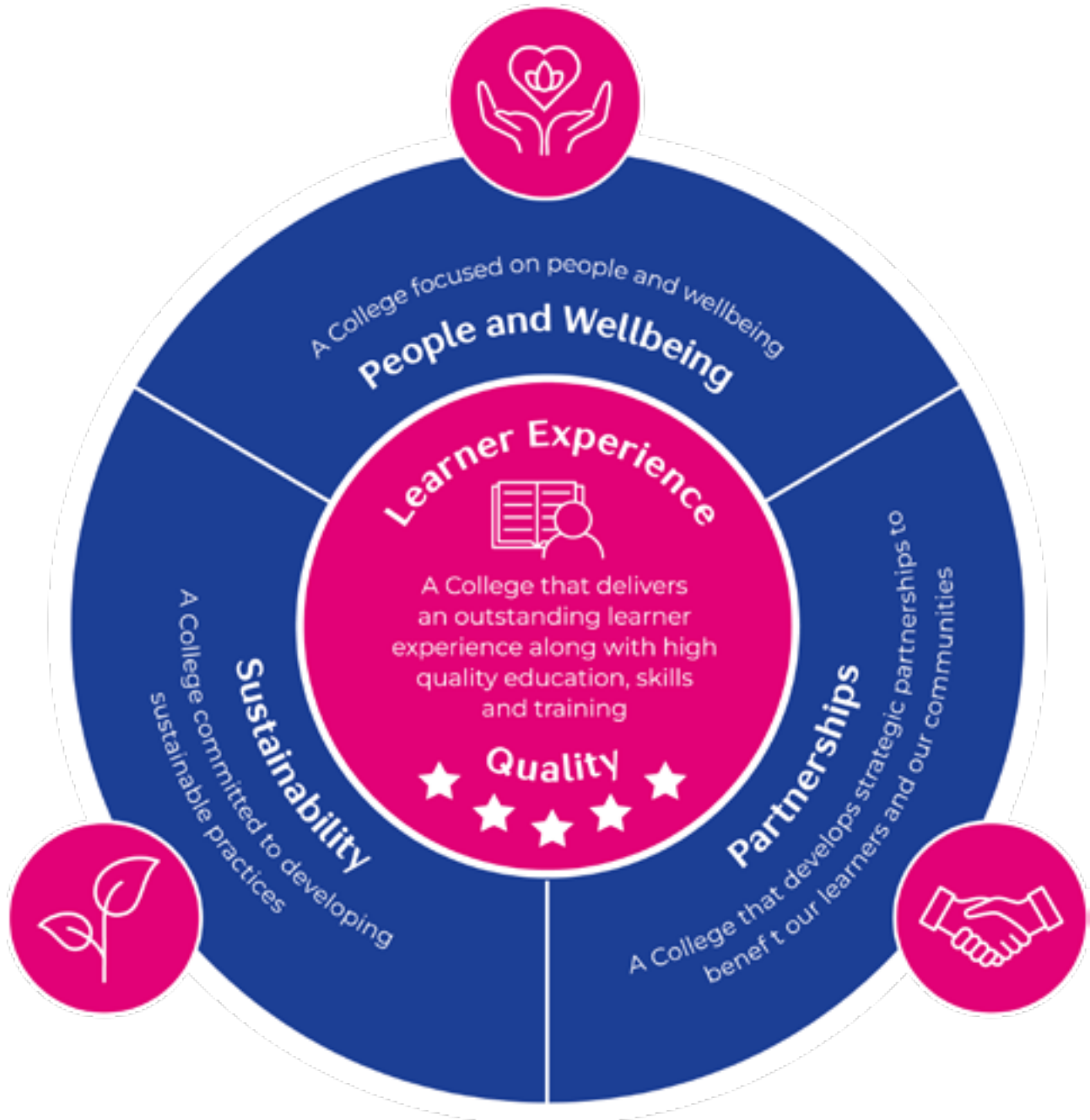
Over the past year, we have expanded our inclusion initiatives, championed under-represented groups and deepened our engagement through awareness campaigns and staff networks. These efforts reflect our belief that education is most powerful when it is accessible and inclusive for all.

"I remain committed to leading a College where everyone can be their authentic selves, and where equality, respect, and inclusion are at the heart of everything we do."

Inspiring Ambitious Futures

Strategic Plan 2025-2029

Our strategic directions have been carefully selected, outlining the key areas we need to focus on to achieve success.



College Values

Our values shape everything we do, guiding our community of learners, staff and partners toward success.

This report reflects our core values:



Resilience

through sustained progress on equality and wellbeing and honest acknowledgement of challenges.



Innovation

through digital assessment tools and immersive anti-racist curriculum development.



Integrity

through transparent reporting and clear tracking of equality objectives.



Collaboration

through partnerships with organisations such as Swansea Pride, City of Sanctuary and Stonewall, alongside active staff networks, student societies, and cross-College working groups.



Respect

through inclusive initiatives such as Culture Week, Rainbow Week, gender-neutral facilities, pronoun badges and strong community outreach.



Awards and recognition

Over the past year, the College has been recognised by a number of organisations and has received several awards in acknowledgment of its achievements.

Highlights of this include:



Being named in the **Stonewall Top 100** list of leading LGBTQ+ employers.



Learning Area Manager for Built Environment, Hannah Pearce, won the **Women in STEM Award** at the prestigious WorldSkills UK Equity, Diversity and Inclusion Heroes Awards, with our The Landscaping and Eco Construction team taking home the Social Mobility Champion Award.



The College received a **Princess Royal Training Award** for meeting the standard of excellence in workplace training and wellbeing through its pioneering menopause support initiative.



Our apprenticeship team were shortlisted for the **Apprenticeship and Training Awards 2026**, in the Diversity and Inclusion category.



College equalities activities 24/25

In the past year the College has engaged in a wide range of equalities activity. The main highlights of this include our Cultures Week, Rainbow Day, and our Through My Eyes Campaign.

Cultures Week



- This event is designed to celebrate the wide, cultural diversity of our College community. We have over 100 nationalities represented across our staff and students and this event helped to showcase the cultural diversity of our people.
- Events were held on every campus, with learners engaging with external organisations and other students to discuss their cultures and backgrounds and better understand one another.
- Feedback showed this was incredibly well received by students who wanted to see it happen earlier in the year and to see it promoted wider with more opportunities to meet internal and external groups.

Rainbow Day



- This event helped to promote our LGBTQIA+ community, celebrating their identities and allowing for education on a range of issues that face this group within the College.
- We were lucky enough to have three external speakers, Norena Shopland from Swansea University, Paul Baker from Lancaster University and Nia Griffith MP. Alongside this there were film showings of *My Beautiful Laundrette* and *Pride*.
- Learners have now requested that this event takes place as a week rather than a day. This is something we are hoping to hold in March 2026.

Through My Eyes



- This campaign was started by the Access Officer for the Students' Union and was aimed at helping students and staff to better understand the lives of those around them. Students were encouraged to share their College experience in an open and honest way so that this could be used to improve the wider College environment.
- We had a number of high quality responses, allowing us to build a better picture of College life for those students with protected characteristics.

External events



- We attended several external events this year, these helped to promote the College's commitment to equalities and diversity to the local community and helped staff and learners to feel a greater sense of belonging.



Swansea Pride



- The College attended Swansea Pride, with a stall at the event run by a mixture of staff and learners. We had a high amount of feedback regarding this with learners in particular being very pleased with our attendance:

"Being able to work with the College at Pride made me see how seriously they are taking LGBTQ+ issues."

Anwen, learner

"Seeing the College at Pride make me feel really overwhelmed, it was so good to see us there."

Tilly, learner

- We will continue to work with Swansea Pride and to develop more activities with local LGBTQ+ organisations.

Swansea City of Sanctuary



- This year we have attended a number of events with Swansea City of Sanctuary including their AGM. Through this we have built a strong relationship with an important local charity as well as building working relationships with their partner organisations including FAN (Friends and Neighbours) and SASS (Swansea Asylum Seeker Support).
- Many of our ESOL learners have attended these events and it has been great to see them react positively to our presence.



Anti-racist curriculum

The College has progressed its Anti-Racist Curriculum (ARC) through a sustained, whole-College approach involving senior leaders, managers, teaching staff, business support teams and PGCE trainees. Leadership engagement ensured strategic ownership, while ARC Champions supported subject-specific integration and modelled anti-racist pedagogy across curriculum areas.

Professional development focused on unconscious bias, othering, reflective dialogue, trauma-informed practice, and curriculum redesign. PGCE and Initial Teacher Education programmes embedded ARC principles using practical tools such as the Doll Experiment and bias simulations. Digital and immersive strategies supported this work through a central Staff Room portal, enriched library resources, AI-supported guidance, and XR/VR and metaverse learning experiences.

Anti-racist practice was embedded at subject level, including Psychology, Public Services, Hairdressing and PGCE, using culturally inclusive content and real-world exemplars. Regional collaboration with partner Colleges produced shared resources, videos, webinars, and a joint digital repository, strengthening sector-wide practice. Student-facing tutorials and Cultures Day/Week activities further promoted engagement with identity, culture and anti-racist themes.

Impact evidence shows increased awareness, confidence and commitment to anti-racist action, alongside demand for deeper critical dialogue.

For 2025–2026, the College will adopt the GOWER Framework (Gather, Own, Weave, Educate, Review) to deepen integration, strengthen accountability, expand training and dialogue, and enhance evaluation, ensuring sustainable and systemic anti-racist and inclusive practice.

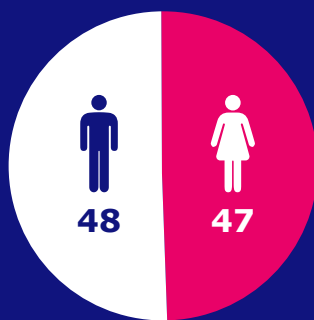
Age profile – staff

Our staff span a wide range of ages, from those just starting their careers to experienced colleagues with many years of expertise. As a College we pride ourselves on the long service and retention of our staff with over 200 individuals having been in continuous employment for over 20 years.

Staff age composition

Age	Number	Percentage
16-24	53	4.84%
25-35	137	12.5%
35-44	232	21.17%
45-54	307	28.01%
55-60	183	16.7%
60-64	98	8.94%
65+	86	7.85%

Average age



Overall: 47

The average age of a member of staff has dropped by one to 47. This is six years above the Swansea average of 41.

The main issues that need to be addressed with regards to age appear to be:

- Retaining younger staff and exploring development opportunities for them.

Our progress to date:

We have developed an inclusive marketing strategy that reflects and celebrates both staff and learners of all ages. We have introduced age-inclusive wellbeing support and activities to ensure everyone feels valued and supported.

This commitment further strengthens our reputation as a College with high levels of staff retention.

Disability profile – staff

We have made a number of strides to improve working life for our staff with disabilities. This includes our Time to Talk day, becoming a Disability Positive Employer and seeking to improve our accessible facilities provision. Currently, a high number of our staff have not provided disability information. We are taking steps to improve participation, with the aim of having over 80% of staff complete this data by 2027–28.

Trends within existing staff over the past five years

Academic year	Not disabled	Disabled	Not submitted
20/21	53%	5.5%	41%
21/22	53.7%	5.8%	40.5%
22/23	53.6%	6.1%	39.8%
23/24	54.7%	6.2%	39.1%
24/25	56.1%	6.1%	37.8%

Our reporting levels are gradually increasing, this has been down to email campaigns, promoting All About Me at inductions and frequent in-person campaigns across the College. We recognise there is still room for improvement, and will be focusing targeted campaigns on this over the next year.

Of our staff who report a disability:

- **19.4%** of staff report a mental/emotional health issue.
- **34.3%** of staff report some form of Additional Learning Need with **25.4%** reporting dyslexia. However, there are only two options for ALN conditions, meaning that this could cover a wide range of conditions.

Our main priorities for this year will be:

- Exploring the reasons for a low conversion rate amongst disabled applicants.
- Explore more accurate ways of reporting neurodiverse/ALN conditions.

Our progress to date:

In line with our Strategic Equality Plan, we have embedded Time to Talk Day into the College calendar. We are actively promoting our Disability Confident status to prospective employees and are developing digital training to enhance knowledge and awareness of disability across the organisation. This strengthened focus on disability is reflected in the increased number of staff completing the disability question on All About Me.

Ethnicity profile – staff

Swansea sits above the Wales average for the Global Majority/BAME population with 8.2% of the population coming from this background (compared to a 6.2% average across Wales). Swansea was also Wales' first City of Sanctuary, reflecting a local commitment to protecting the rights of asylum seekers and refugees and creating a supportive and welcoming environment for them.

Trends within existing staff over the past 5 years

Academic year	White	BAME	Not submitted
20/21	92%	4%	4%
21/22	91%	3%	4.8%
22/23	92.1%	4.6%	3.3%
23/24	91.9%	4.8%	3.3%
24/25	89.1%	5.8%	5.1%

It is encouraging to note that our BAME population at the College has increased year on year since 2021/22. It is felt that this increase is in part due to our work with external organisations. It is therefore vital that we maintain and develop our relationships with these external organisations and work closer with them.

As part of this it is recommended that the following actions should be taken:

Attend job fayres at organisations that serve BAME communities.

- More events to celebrate those within our College community and build strong bonds between our staff and learners from diverse backgrounds.
- Create a mentoring system for BAME staff allowing them to undergo short periods of work experience in other areas and carrying out a skills audit to ensure that we make full use of the skills available within our existing workforce.

Our progress to date:

Anti-racist training has been delivered to all managers. This has contributed to an increase in the recruitment of BAME staff, with managers better equipped to assess prospective employees from broader and more inclusive perspectives.

Sex and gender profile – staff

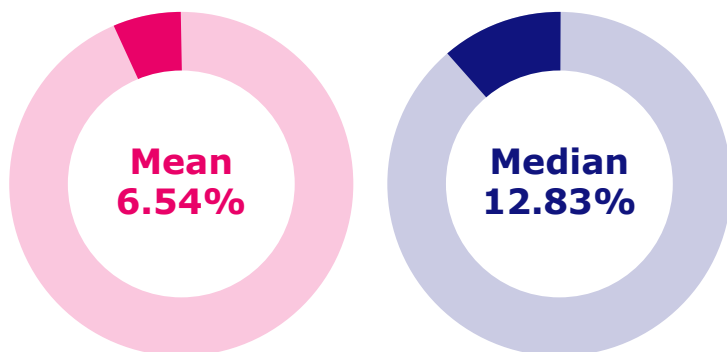
Our gender profile for staff has been approximately 60/40 between female and male employees respectively for several years. This is something that is reflective of the industry more widely. However, when looking at the gender pay gap, this ratio is not reflected in the data we still have work to do to close the gender pay gap and to raise the number of female staff in permanent and full-time roles.

Staff composition

Gender	Number	Percentage
Male	419	38.2%
Female	676	61.7%
Prefer not to say	1	0.1%

We currently have no members of staff who have notified us that they identify as trans or non-binary at the College, however, we are actively looking at ways to encourage recruitment from these groups.

Median and mean gender pay gap



The **UK average** for these are a **mean of 6.9%** and a **median of 12.8%**. Whilst we are near to these figures, we will endeavour to improve and create more opportunities for women to develop within their roles.

The following actions will be taken to improve equality between those of different genders:

- Using relationships with organisations such as Swansea Pride, Swanscene, Stonewall, Sadie's Butterflies and Squirrel Friends to encourage recruitment from trans and non-binary staff.
- Put in place mentoring and development opportunities for women to improve our gender pay gap.
- Continue to monitor the use of temporary contracts and part-time/term-time contracts and their impact upon staff.

Religious belief profile – staff

We are keen to reflect the religious belief of the population we serve, this includes efforts to reach out to local faith leaders and organisations including Swansea and Sketty Mosques and the Swansea Diocese of the Church in Wales. From the data we can see that our staff represent a wide cross-section of religious beliefs, however we are aware that we still have 45.25% of our staff who do not submit this data to us. We will be focusing our efforts on increasing reporting from this group, with an aim to get 80% of staff reporting their religious belief to us by the end of the 2027-28 academic year.

Staff composition

Religion	Number	Percentage
Agnostic	39	3.56%
Atheist	56	5.11%
Buddhist	5	0.46%
Christian	281	25.64%
Hindu	1	0.09%
Humanist	3	0.27%
Information declined	66	6.02%
Muslim	13	1.19%
None	124	11.31%
Other	65	5.93%
Prefer not to say	13	1.19%
Blanks	430	39.23%

We are aware of the high number of blank responses to this question and have introduced incentives to encourage completion. We will continue to focus our efforts on improving response rates in this area.

Our progress to date:

We are enhancing our prayer room provision across campuses and actively promoting a diverse range of faiths by inviting community groups into the College. This commitment to celebrating and supporting faith diversity is reflected in the growing diversity of our workforce.

Sexual orientation profile – staff

Swansea and the wider area has a thriving LGBTQIA+ community with a large number of groups and events located around the area. Over the last year we have linked up with several of these including Swansea Pride, SwanScene, Queertawe, Sadie’s Butterflies, Squirrel Friends, Stonewall and the Swansea LGBTQ+ Forum.

In May 2025 the College was represented at Swansea Pride, which received a large amount of positive feedback. Our Rainbow Week, held in March 2025, had a special focus on Section 28 and its impact upon education and featured a number of speakers and film screenings. Alongside other protected characteristics, we recognise that reporting in this area needs to improve. We will therefore work closely with our community partners and undertake targeted outreach to demonstrate our commitment to supporting staff, with the aim of increasing reporting levels.

Historical data

Academic year	Bisexual	Gay man	Lesbian	Heterosexual	Prefer not to say
20/21	0.5%	0.5%	0.8%	52%	46%
21/22	0.7%	0.4%	0.9%	53.2%	44.8%
22/23	0.7%	0.5%	1.0%	53.8%	43.9%
23/24	1.1%	0.6%	1.1%	55.2%	42.0%
24/25	0.9%	0.6%	1.0%	56.7%	40.8%

In 2024/25 we have seen a slight drop in our LGB staff from the 2023/24 figures but overall, we still have higher numbers than in the previous three years. This is something we will be reviewing, including monitoring our activities such as Rainbow Week to see if these are still an effective way of displaying our commitment to LGBTQIA+ issues or if more work is needed.

What we are doing next in line with our plan:

- Attending Swansea Pride for a second consecutive year.
- Working with our external partners to promote the College as an employer of choice.
- Continuing to publicise our work in this area, including our work on Rainbow Week.



Marriage and civil partnership profile – staff

This is an area where staff appear comfortable sharing their information. While the 5.6% who have not disclosed can be further reduced, this figure remains comparatively low in relation to other areas of our reporting.

Staff composition

Status	Number	Percentage
Civil partnership	5	0.5%
Cohabiting	138	12.6%
Divorced	69	6.3%
Married	572	53.3%
Separated	14	1.3%
Single	228	21.3%
Widowed	4	0.4%
Other	5	0.5%
Not answered	61	5.6%

Maternity profile – staff

We provide comprehensive support to staff preparing for maternity leave, including meetings with our Wellbeing Officer and payroll team to help them understand their entitlements and financial arrangements. All new parents also receive a gift on behalf of the College. We have developed dedicated training for managers to better support employees who are pregnant, adopting, or fostering. In addition, we have explored discounted partnerships with childcare providers and expanded our holiday club provision to further support working families.

We offer 26 weeks ordinary maternity leave and up to 26 weeks additional maternity leave. In addition to this we offer two weeks paid paternity leave. However, we are aware that the reporting for paternity leave may be low. Therefore we will be running an awareness campaign for staff in the coming year.

This year 20 staff took maternity leave, and a further ten took paternity leave.



Our students

Gender	Number	Percentage
Male	7603	46.29%
Female	8694	52.94%
Other	126	0.77%
Total	16423	100%

We have a broadly even split between male and female learners, with a slightly higher proportion of female learners. Our Women's Officer works to promote the interests of female learners, and learners themselves have developed the Call It Out project to encourage the reporting of peer-to-peer harassment.

Our learner population includes over 100 individuals who identify as neither male nor female. We support these learners through initiatives such as Rainbow Week and through partnerships with organisations including Swansea Pride, Sadies Butterflies, and Squirrel Friends, which help to create opportunities for self-expression and foster a safe, welcoming College environment. We are also fortunate to have a highly active LGBTQ+ Society that provides support and helps strengthen learners' sense of belonging within the wider College community.



Ethnicity	Number	Percentage
Any other white background	634	3.86%
Arab	228	1.39%
Asian – Bangladeshi	220	1.34%
Asian – Indian	118	0.72%
Asian – Pakistani	77	0.47%
Black – African	357	2.17%
Black – Caribbean	17	0.10%
Chinese	114	0.69%
Gypsy or Irish Traveller	7	0.04%
Information refused	206	1.25%
Irish	39	0.24%
Mixed – White and Asian	120	0.73%
Mixed – White and Black African	46	0.28%
Mixed – White and Black Caribbean	46	0.28%
Not known	274	1.67%
Other Asian background	22	0.13%
Other Black background	20	0.12%
Other Ethnic background	534	3.25%
Other Mixed background	93	0.57%
Welsh/English/Scottish/ Northern Irish/British	13251	80.69%
Total BAME	2012	12.25%

Our learners represent a wide range of racial identities. As noted earlier, Swansea has a Global Majority population of 8.2%, while our learner population exceeds this figure by almost 50%. We have introduced a range of initiatives to celebrate and promote racial and cultural diversity, including Black History Month activities within tutorials, Cultures Week as a celebration of our learners, and dedicated work around Holocaust Memorial Day. These initiatives ensure that diversity is promoted in ways that are both highly visible and educational.

In addition, we are proud to have a number of well-supported student societies, including the Islamic Society, BAME Society, Afro Caribbean Club, Christian Union and the newly established Cultural Connect Society, all of which enjoy strong engagement from learners.

Age	Number	Percentage
Under 16	446	2.72%
16-19	5185	31.57%
20-29	3000	18.27%
30-39	2958	18.01%
40-49	2494	15.19%
50-59	1564	9.52%
60-69	621	3.78%
70-79	134	0.82%
80+	21	0.13%

Our learners represent a wide range of ages, with the largest proportion – as expected – being recent school leavers. However, our learner population spans the full age spectrum, with many engaging through Work Based Learning programmes or short courses. We also support a number of learners through our School Link programme, who attend campus as part of their school week.

Disability	Number	Percentage
Declared disability/ difficulty	2033	12.38%
No disability/difficulty	14248	86.76%
Not known	142	0.86%
ALN	391	2.38%

Our learners have a wide range of needs, and we reflect this by placing accessibility at the heart of everything we do. Our Independent Living Skills learners are based in at the Tycoch Campus, reinforcing their integral role within the wider College community. In addition, learners are supported by our Neurodiversity Team, have access to assistive technology, can be provided with alternative examination arrangements, and are able to access designated quiet spaces.

Deprivation data

Campus	Total FCF awarded 2024-25
Gorseinon	445
Tycoch	669
LYB/Kingsway	377
JC	61
Totals	1,552

Educational Maintenance Allowance (EMA)

EMA	Total EMA awards 2024-25
Tycoch/LYB/JC	796
Gorseinon	482
All Sites EMA	1278

Welsh Government Learning Grant (WGLG)

WGLG	Total WGLG awards 2024-25
Tycoch/LYB/JC	359
Gorseinon	14
All Sites WGLG	373

Financial Contingency Fund (FCF)

The Financial Contingency Fund is a means-tested discretionary hardship fund provided by the Welsh Government to support FE learners with study-related costs such as transport, resources, trips, studio fees and childcare. The means-tested income threshold was increased to £23,400 in line with EMA, and applications are accepted from 1 June on a first-come, first-served basis. Historically, all eligible applicants have been supported.

Welsh Government Learning Grant (WGLG)

The Welsh Government Learning Grant is a non-repayable, income-assessed grant supporting learners aged 19+ with living costs while studying in further education. Eligible learners can receive up to £1,919 per year for full-time study or £959 for part-time study, depending on household income. Retention among WGLG-supported learners in 2024–25 remained strong at over 91% across all sites.

Educational Maintenance Allowance (EMA)

EMA is a Welsh Government scheme supporting 16-18 year old learners from lower-income households to remain in education. For 2025–26, the household income threshold is £23,400 for one child and £25,974 for two or more children, with eligible learners receiving £40 per week subject to attendance requirements. We had 1,278 EMA-supported learners by the end of the 2024–25 academic year.



Staff training

All staff are encouraged to participate in training and are required to attend biannual inset days, where Equality and Diversity training is a regular feature.

All new starters are required to complete a full-day induction. During the reporting period, 57 staff attended the Equality and Diversity element of this programme.

Alongside this, 268 staff have attended anti-racism awareness training, aimed at ensuring that our staff were aware of their own unconscious bias, understood the structural issues facing people from different racial backgrounds, and were able to take these ideas forward into their practice.

A further 36 staff attended the Creating Inclusive Curriculum: Supporting the Anti-Racist Curriculum 2030 training session in March 2025.

We will continue to encourage staff to develop themselves, as well as expanding our delivery of Equality and Diversity and Anti-Racism training.





Appendix 1: Additional staff data

Appendix 1: Additional staff data

Leavers by age

Age	Number	Percentage
16-24	16	11.8%
25-34	27	19.8%
35-44	19	14%
45-54	22	16.2%
55-60	13	9.6%
60-64	16	11.8%
65+	23	16.9%

The majority of leavers continue to be those at or above typical retirement age (55+). However, a proportion of staff aged 25-34 are also leaving. We will undertake further analysis to understand the reasons for this and identify any actions that may support improved retention within this age group.

Applications received by age group

Age	Number	Percentage
16-18	6	0.7%
19-24	92	11.4%
25-29	120	14.9%
40-54	258	33%
55-65	64	7.9%
U16	10	1.2%
65+	7	0.9%
Blank	250	31%

Conversion rate of applications by age

Age	Number	Percentage
16-24	23	17.8%
25-34	41	31.8%
35-44	31	24%
44-54	20	15.5%
54-60	10	7.8%
61-65	3	2.3%
65+	1	0.8%
Blank	35	14%

Overall, there is an even age spread amongst those being appointed to roles within the College, with the number of successful applicants accurately reflecting the initial profile of applications received for each age group.



Disability

Staff leavers by disability status

Disability status	Number of leavers	% of leavers
No disability	49	36%
With disability	16	11.8%
Not answered	71	52.2%

We have a higher percentage of leavers compared to the current staff profile who report themselves as having a disability.

Applications received by disability status

Disability status	Number of applicants	% of applications
No disability	712	88.2%
With disability	65	8.1%
Not answered	30	3.7%

We have a high level of disclosure among new applicants regarding disability status. The proportion of applicants declaring a disability is higher than within our current staff profile, demonstrating our ability to attract candidates with disabilities.

Conversion rate of applications by disability status

Disability Status	Number of Successful Applicants	% of Successful Applications
No disability	53	41.08%
With disability	9	6.28%
Not answered	67	51.94%

As illustrated above, there is a reduction between the proportion of applicants declaring a disability and those who are successfully appointed. We will review this further with our HR team and recruiting managers to better understand the factors contributing to this and to identify any actions required to improve progression from application to appointment.

Ethnicity

Leavers by ethnicity

Ethnicity	Totals	Percentage
BAME	13	9.6%
White	116	85.3%
No answer	7	5.1%

Applications received by ethnicity

Ethnicity	Totals	Percentage
BAME	150	18.6%
White	611	75.5%
No answer	30	3.7%
Prefer not to say	16	2%

Successful applicants received by ethnicity

Ethnicity	Totals	Percentage of successful applicants
BAME	20	15.5%
White	94	72.87%
No answer	12	9.3%
Prefer not to say	3	2.33%

Taken together, the final three tables indicate that while there has been a relatively high number of leavers from BAME backgrounds, we have also been successful in recruiting BAME staff. This has been supported by proactive engagement with local charities and community organisations to encourage applications, alongside training for managers to help mitigate unconscious bias within the recruitment process.

Of those who left, three retired, two were no longer required in post, and eight resigned. We will review exit interview feedback to better understand the reasons for resignation and identify any actions that may further strengthen retention.

Sex and gender

Leavers by gender

Gender	Totals	Percentage
Male	56	41.2%
Female	79	58.1%
Prefer not to say	1	0.7%

Applications received by gender

Gender	Totals	Percentage
Male	260	32.2%
Female	511	63.3%
Transgender	0	0%
Not answered	29	3.6%
Prefer not to say	7	0.9%

Successful applications by gender

Gender	Totals	Percentage of successful applicants
Male	51	39.53%
Female	77	59.69%
Prefer not to say/ not answered	1	0.78%

The three tables above, when taken as a whole, show that the College continues to stick to a 60-40 split of female-male staff, and that this is reflected in our data for applicants and leavers.

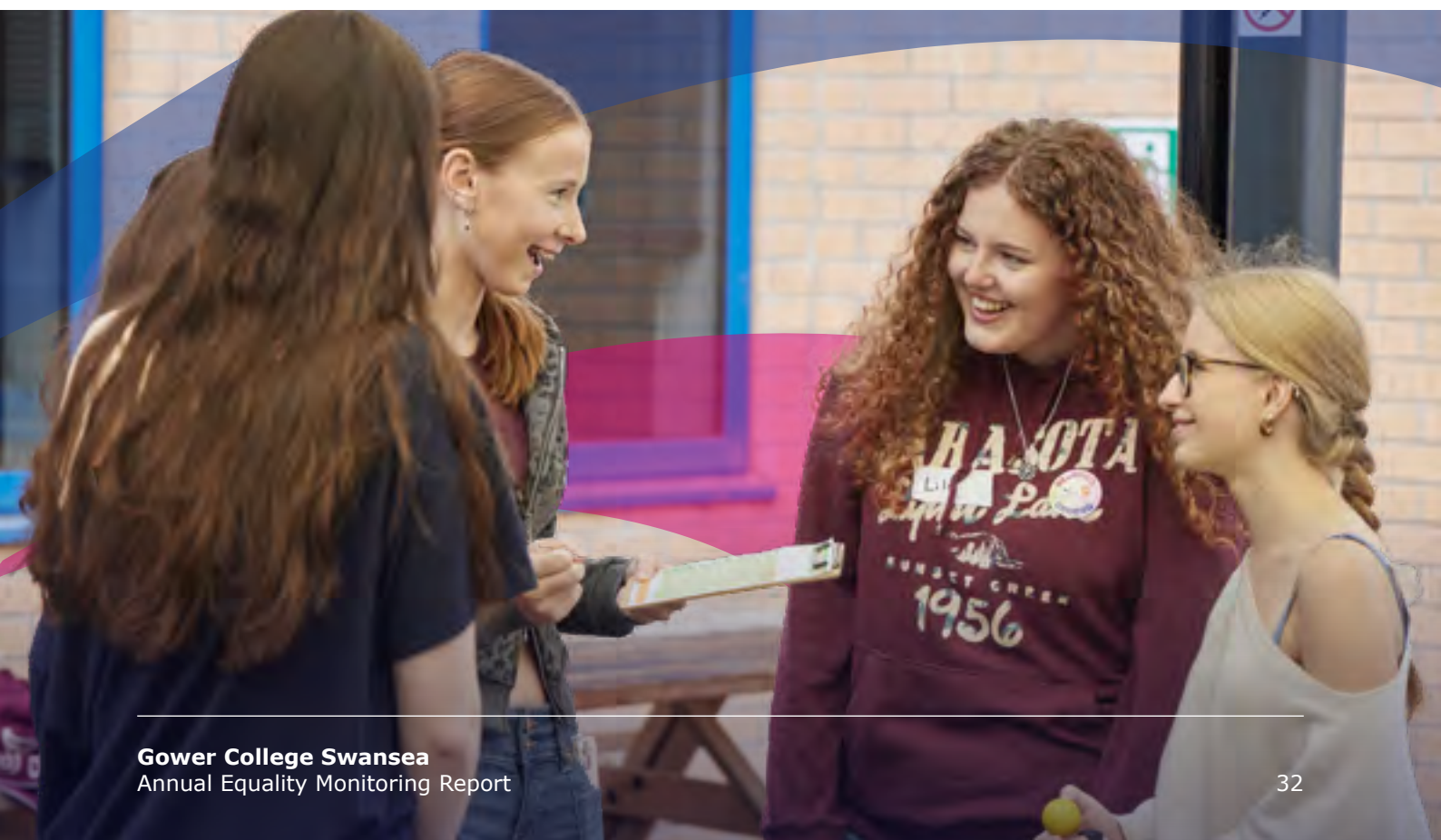
Full time contract type by gender

Gender	Totals	Percentage
Male	259	23.6%
Female	260	23.7%
Prefer not to say	N/A	N/A
All	519	47.3%

Part-time/term-time contract type by gender

Gender	Totals	Percentage
Male	160	14.6%
Female	416	38%
Prefer not to say	1	0.1%
All	577	52.7%

Female staff are disproportionately represented in part-time or term-time contracts. This may reflect wider societal trends, including caring responsibilities for children or other family members. The College will explore this further to identify ways to support colleagues who wish to take on full-time roles.



Permanent contract status by gender

Gender	Totals	Staff percentage
Male	350	31.9%
Female	544	49.6%
Prefer not to say	1	0.1%
All	895	81.7%

Temporary contract status by gender

Gender	Totals	Staff percentage
Male	69	6.3%
Female	132	12.0%
Prefer not to say	N/A	N/A
All	201	18.3%

Our permanent and temporary staff are evenly distributed between the sexes. However, we recognise that long-term temporary contracts can cause stress, and we will explore options to alleviate these challenges.



Religious belief

Leavers by religious belief

Religion	Totals	Percentage
Agnostic	5	3.68%
Atheist	7	5.15%
Christian	27	19.85%
Information declined	1	0.74%
Muslim	2	1.47%
None	15	11.03%
Other	1	0.74%
Prefer not to say	1	0.74%
Blanks	77	56.62%

Applications by religious belief

Religion	Totals	Percentage
Buddhist	15	1.86%
Christian	255	31.6%
Hindu	21	2.6%
Jewish	1	0.12%
Muslim	35	4.34%
None	375	46.47%
Not answered	30	3.72%
Other	16	1.98%
Prefer not to say	58	7.19%
Sikh	1	0.12%

We receive applications from a wide range of religious backgrounds, thanks in part to our engagement with community organisations and our efforts to encourage them and their members to consider the College as an employer of choice.

Conversion rate by religious belief

Religion	Totals	Percentage of successful applicants
Agnostic	1	0.78%
Buddhist	2	1.55%
Christian	17	13.18%
Hindu	1	0.78%
Jewish	0	0%
Muslim	3	2.33%
None	32	24.81%
Not answered	67	51.94%
Other	4	3.10%
Prefer not to say	2	1.55%
Sikh	0	0%

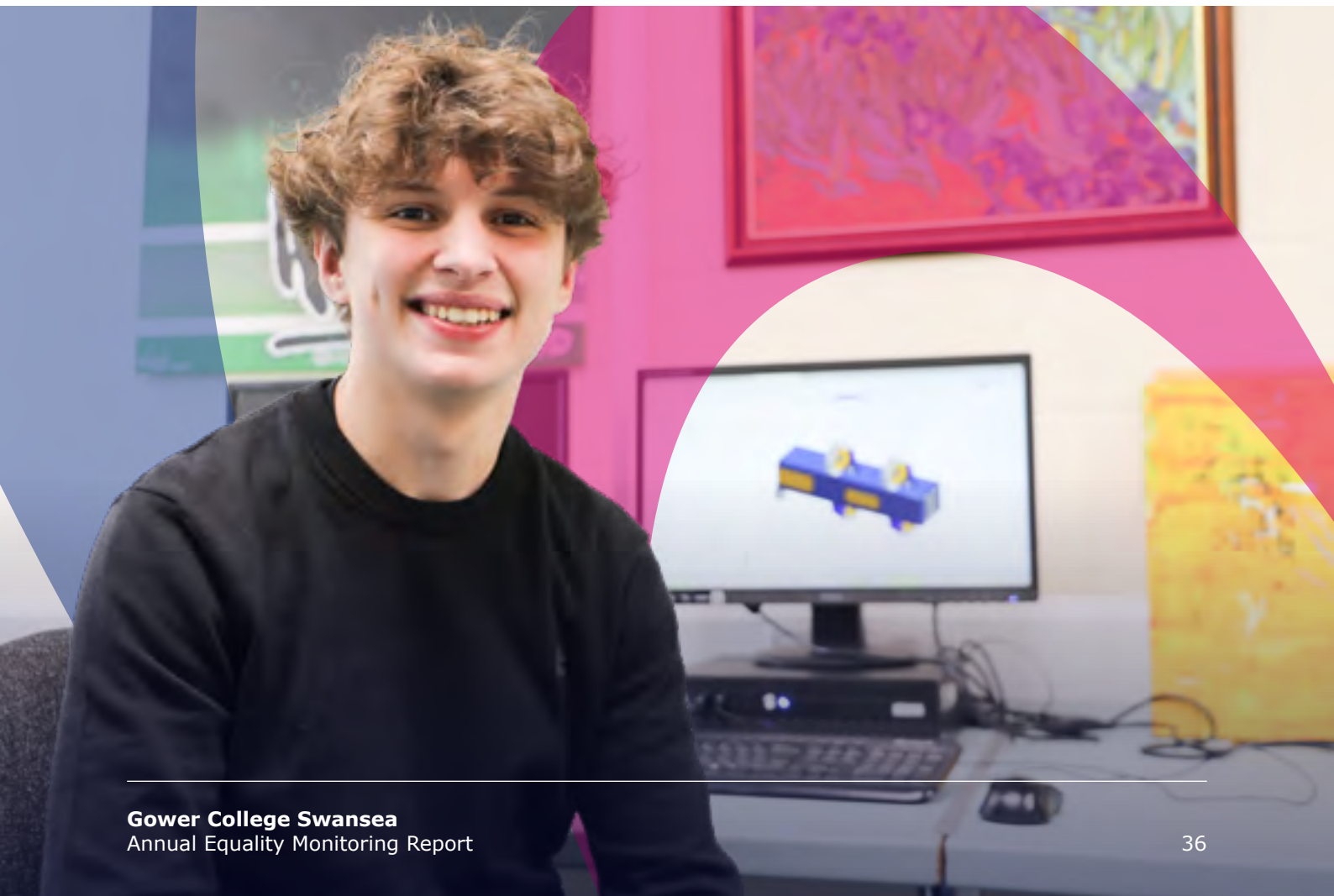
Our conversion rate remains strong, and reflects not only the applications we receive, but also the wider Swansea demographics. However, we still need to work on collecting additional data on this protected characteristic.



2021 Swansea census data for religion

Religious belief	Swansea population %
No Belief	47.3%
Christian	41.3%
Buddhist	0.4%
Hindu	0.4%
Jewish	0.1%
Muslim	3.2%
Sikh	0.1%
Other Religion	0.5%
Not answered	6.7%

Ongoing actions for the coming year include further outreach to religious groups, including inviting local faith leaders to the College to discuss their beliefs. We will also focus on improving reporting and encouraging more staff to complete their personal data.



Sexual orientation

Leavers by sexual orientation

Orientation	Totals	Percentage
Bisexual	4	2.94%
Gay Man	1	0.74%
Gay Woman/Lesbian	3	2.21%
Heterosexual	57	41.91%
Prefer not to say	1	0.74%
Blanks	70	51.47%

Applications by sexual orientation

Orientation	Totals	Percentage
Bisexual	3	3.00%
Gay Man	2	2.00%
Gay Woman/Lesbian	0	0.00%
Heterosexual	84	84.00%
Prefer not to say	10	10.00%
Not answered	1	1.00%

We are receiving a high number of applications from a wide range of sexual identities. We believe this is due to our presence at events such as Swansea Pride and our continuing partnerships with groups such as Swanscene and Stonewall.

Successful applicants by sexual orientation

Orientation	Totals	Percentage
Bisexual	3	2.33%
Gay Man	0	0%
Gay Woman/Lesbian	0	0%
Heterosexual	56	43.41%
Prefer not to say	6	4.65%
Not answered	64	49.61%

However, the diversity seen in our applicant data is not yet fully reflected among those appointed to roles at Gower College Swansea. We will address this by encouraging new staff to complete the All About Me system, helping us to better understand and support our workforce.



Marriage and civil partnership

Leavers by marriage and civil partnership

Marriage/civil partnership	Number	Percentage
Civil Partnership	2	1.47%
Cohabiting	16	11.76%
Divorced	12	8.82%
Married	54	39.71%
Separated	2	1.47%
Single	41	30.15%
Widowed	1	0.74%
Not answered	4	2.94%
Other	2	1.47%
Prefer not to say	2	1.47%

Applications received by marriage and civil partnership

Marriage/civil partnership	Number	Percentage
Civil Partnership	9	1.12%
Cohabiting	99	12.27%
Divorced	39	4.83%
Married	313	38.79%
Separated	14	1.73%
Single	279	34.57%
Widowed	4	0.5%
Not answered	29	3.59%
Other	6	0.74%
Prefer not to say	15	1.86%

Conversion rates of applicants by marriage and civil partnership

Marriage/civil partnership	Number	Percentage
Civil Partnership	16	12.40%
Cohabiting	16	12.40%
Divorced	7	5.43%
Estranged	1	0.78%
Married	46	35.66%
Separated	1	0.78%
Single	44	34.11%
Widowed	0	0%
Not answered	12	9.3%





Appendix 2: Intersectional analysis

Appendix 2: Intersectional analysis

Comparison of fixed-term contracts between youngest and oldest staff groups

Staff member age	Number	College average
16-34	27.89%	18.34%
61+	8.06%	N/A

This table shows that staff under 35 are approximately 350% more likely to be on fixed-term contracts than those over 60. This may contribute to challenges in retaining younger staff. However, it is also the younger age groups who predominantly take on fixed-term cover for maternity leave and other short-term contracts.

Disabled staff by grade against College average

Disability by grade	Number	Percentage	College average
Business support	42	63.7%	43.70%
Lecturers	20	29.85%	33.67%
Living wage	2	2.99%	13.23%
Management	3	4.48%	6.39%

The data shows that disabled staff are more likely to be employed in business support roles, with below-average representation in Living Wage and management positions. However, this should be considered in the context that 36.13% of staff have not provided this information, meaning there may be additional disabled colleagues across these grades. We are currently exploring the reasons for non-disclosure to better understand and address this gap.

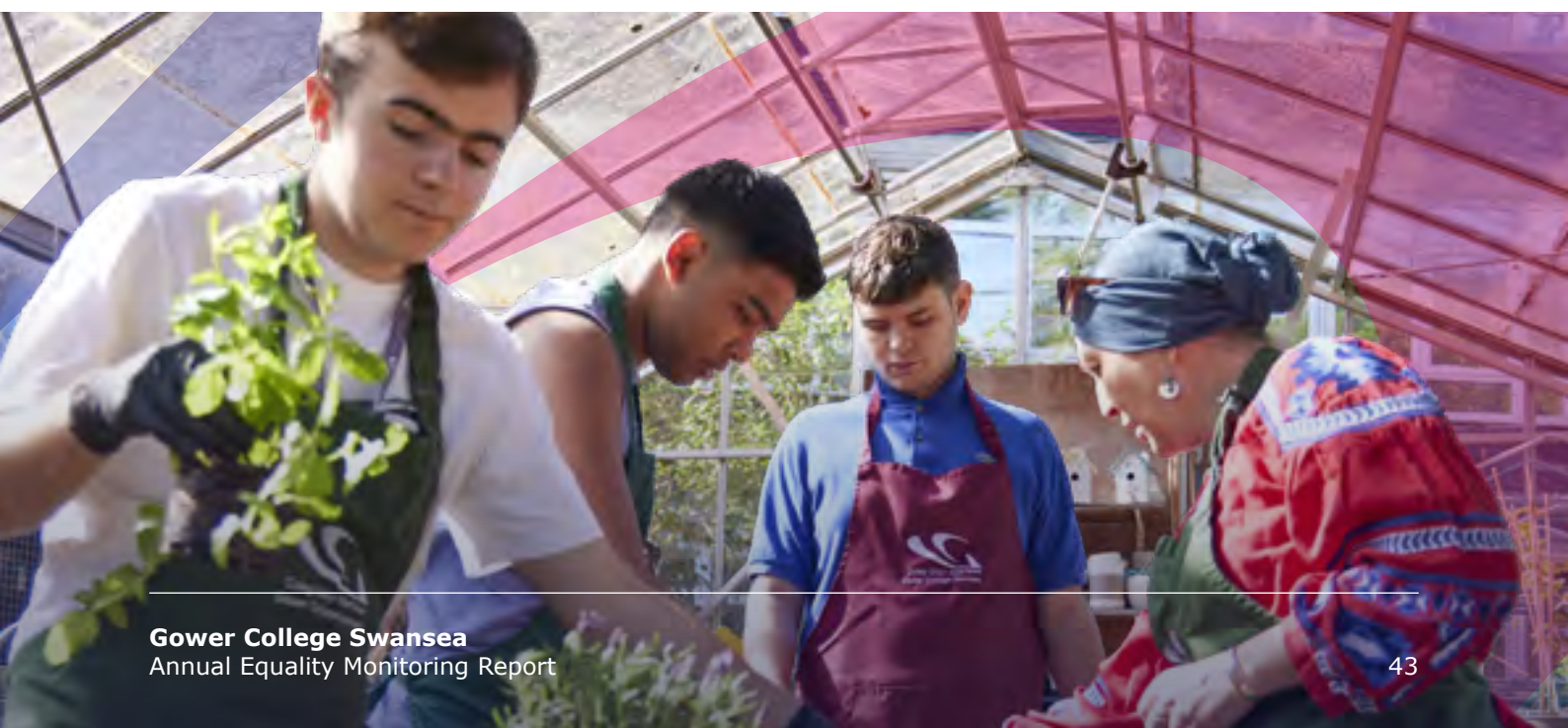
Disability by contract type	Number	Percentage	College average
Permanent	49	73.13%	81.57%
Temporary	18	26.87%	18.34%

From the table above we can see that our disabled staff are around 50% more likely to be on a temporary contract than other staff. Again, this needs to be seen in the context of 36.13% of staff not having provided data.

BAME staff by grade

BAME by grade	Number	Percentage	College average
Living wage	19	30.16%	13.23%
Business support	25	39.69%	43.70%
Lecturer	18	28.57%	33.67%
Management	1	1.59%	6.39%
Overall	63	100.00%	N/A

As you can see from the data set above, our BAME staff are nearly 250% more likely to be on Living Wage contracts and only 25% as likely to be on management grades. Whilst it is positive that we are recruiting larger numbers of BAME staff, we now need to make sure that these staff are better distributed across the College. We are looking at mentoring, work experience opportunities and possible skills audits to help alleviate this.



BAME by contract type

BAME by part/ full time	Number	Percentage	College average
Term-time/Part-time	43	68.25%	52.55%
Full-time	20	31.75%	47.35%

BAME by contract type	Number	Percentage	College average
Permanent	44	69.84%	81.57%
Fixed-Term	19	30.16%	18.34%

From the tables above we can see that BAME staff are more likely to be in term-time or part-time roles as well as being more likely to be on fixed-term contracts. This means that whilst we have raised our numbers for BAME staff, we need to make sure that there is not a disparity in the types of employment that they gain through the College.



Distribution of staff by gender and grade

Gender by grade	Number	Percentage of total	Percentage of gender
Female Business Support	313	28.29%	46.31%
Female Lecturers	216	19.62%	31.80%
Female Management	42	3.92%	6.36%
Female Living Wage	105	9.58%	15.53%
Male Business Support	183	17.06%	44.54%
Male Lecturers	162	14.78%	38.66%
Male Management	30	2.74%	7.16%
Male Living Wage	40	3.65%	9.55%
Prefer not to say	1	0.09%	100%

The table above shows that women are 50% more likely to occupy Living Wage roles. When considered alongside the previous analysis of BAME staff, there may be overlap between BAME and female staff who are more likely to be in these roles. However, management grades are distributed roughly equally between genders. We will continue to monitor this data alongside our Gender Pay Gap to ensure fair progression opportunities.

LGB staff by grade

LGB staff by grade	Number	Percentage	College average
Business support	16	59.26%	43.70%
Lecturer	7	25.93%	33.67%
Management	3	11.11%	6.39%
Living wage	1	3.70%	13.23%

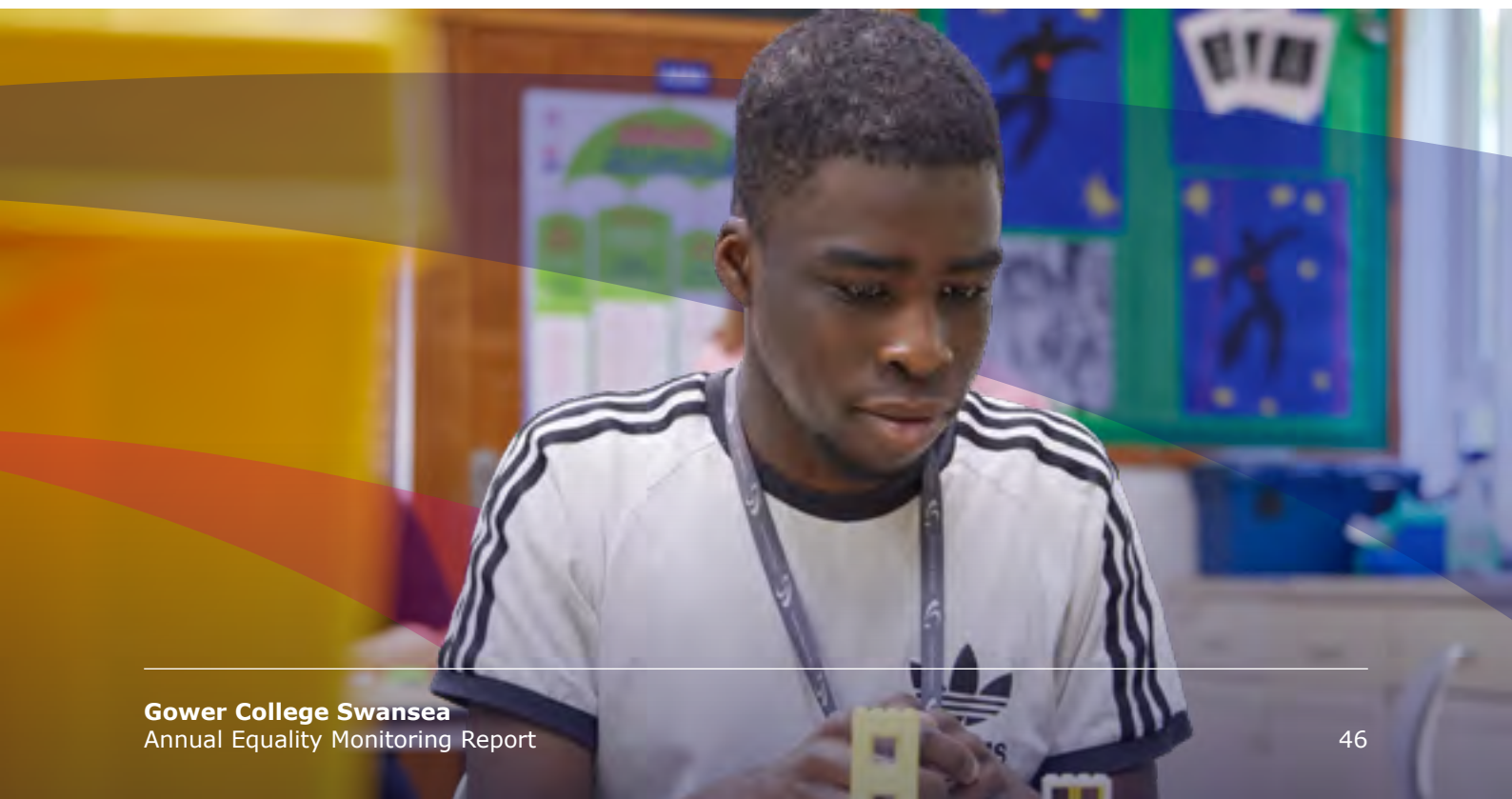
As we can see by the table above, those who have declared themselves to be lesbian, gay or bisexual are more likely to be in business support or management roles than the College average. However, this has to be seen in the context that 35.8% of our staff have not given us their data in this area. Therefore, these statistics may not be fully representative of our staff.

LGB staff by contract type	Number	Percentage	College average
Permanent	20	74.07%	81.57%
Temporary/casual	7	25.93%	18.34%

From the table above it appears that those from the LGB community may be in less secure employment as they are 25% more likely to be on temporary contracts. However, this again has to be taken in context with a high number of staff having not completed this question.

LGB by hours	Number	Percentage	College average
Full-time	17	62.96%	52.55%
Part-time/Term-time	10	37.04%	47.35%

In contrast to the previous table, this table shows that our LGB staff benefit from more full-time roles than other staff, but as stated previously this needs to be seen alongside only 35.8% of staff having completed their data.





Appendix 3: Equality plan progress

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Provide upskilling and mentoring opportunities in Digital Technologies.	VP Skills and Partnerships.	Jul-26	Action is on track/ no issues.	Digital Peer Mentors for all curriculum areas. Digital upskilling included at Christmas 2024 Staff Development Day.	Digital Skills Assessment Tool has been developed to support staff in assessing their current skills and their digital skills gaps. All staff were given time to undertake this assessment in the December CPD sessions. Targeted support will now be developed by digital support teams and managers to meet the identified needs to upskill staff.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop a marketing strategy that is inclusive of all ages.	VP Learner Experience and Inclusion.	Jul-26	Action is on track/ no issues.	Updated from Director of Marketing and Communications confirming their commitment to inclusive marketing.	<p>The College’s marketing strategy is designed to be inclusive of learners of all ages and life stages. Age inclusivity is embedded at the planning stage, ensuring that campaigns, budgets, and timelines reflect the full learner demographic, including young learners, adults, apprentices and lifelong learners.</p> <p>We use representative imagery and authentic learner stories to reflect age diversity across all marketing materials. Tone of voice and messaging are adapted by platform and audience to ensure relevance and accessibility, while maintaining a consistent College brand.</p>

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop a marketing strategy that is inclusive of all ages.	VP Learner Experience and Inclusion.	Jul-26	Action is on track/ no issues.	Updated from Director of Marketing and Communications confirming their commitment to inclusive marketing.	Courses are promoted through targeted marketing activity aligned to the most appropriate age groups, using bespoke digital advertising and platform-led campaigns to reach learners effectively. This ensures prospective students receive relevant, timely information that supports informed decision-making, while maintaining an inclusive and responsive marketing approach.
Advertise job vacancies across multiple platforms utilising traditional and non-traditional platforms.	VP People and Wellbeing.	Jun-24	The action is complete.	Multiple platforms used, both online and offline.	Our jobs are now advertised across more widely used social media platforms such as Facebook, LinkedIn, Instagram, as well as Job Search pages.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop wellbeing support and activities that are age inclusive.	VP People and Wellbeing.	Sep-25	Action is on track/ no issues.	Wellbeing activities are designed to support all ages, looking to be inclusive as possible.	The College offers a range of activity including Step Challenge, Yoga, Pilates and Beginner Gym classes.
Develop an ageing workplace benefits survey to capture the needs of our employees across the age groups.	VP People and Wellbeing.	Aug-26	Mainly on track with some minor issues.	In progress.	Being developed with Wellbeing Officer and VP People and Wellbeing.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Provide pronoun badges free of charge to staff and learners, encouraging members of the College to apply pronoun preferences within introduction and email signatures.	VP People and Wellbeing	Sep-25	Action is on track/ no issues.	Badges distributed at corporate induction and Freshers Fayres, employees and learners encouraged to use pronoun preferences on email signatures.	Badges continue to be distributed to new staff and available at inductions.
Update staff and student systems to increase the range of gender characteristics available as well as multiple honorifics.	Executive Management Team	Aug-26	Mainly on track with some minor issues.	Additional options added including non-binary and other.	Additional options are seeing a slow uptake. This will feed through in 25-26 Equality Monitoring Data.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Promote our gender-neutral facilities, policies and support options both internally and externally – ensuring they are easily accessible.	Executive Management Team.	Jun-24	Action is on track/ no issues.	Gender neutral facilities are now available on all campuses and learners are made aware of this. Transition packs to be created to help direct transitioning staff and learners to facilities.	Map distributed to new cohort of students in September 2025. Plans to create more in-depth campus guides for 26/27 academic year.
Provide training packages for all staff on trans awareness and inclusion.	VP People and Wellbeing VP Curriculum, Quality, Teaching and Learning.	Jul-26	Mainly on track with some minor issues.	Learning being sourced.	Training sessions to become part of the summer CPD programme.
As part of our equality impact assessment process, any new policies will be reviewed to ensure gender neutral language is included throughout.	All Managers.	Jul-26	The action is complete.	All new policies now included gender neutral language, for instance birth parent has now replaced mother in the maternity policy.	Completed.

Area: Sexual orientation

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop a training program for all staff on sexual orientation and identities.	VP Curriculum, Quality, Teaching and Learning.	Jul-26	Mainly on track with some minor issues.	This training is being explored by the Quality Team and the Equality and Diversity Officer with providers being identified.	Programme to be developed by TandL Manager and EandD Officer to start roll out from summer 2026.
Continue to celebrate LGBTQ+ awareness campaigns through the academic year through our rainbow initiatives.	Executive Management Team.	May-24	The action is complete.	Rainbow activities have extended out to a Rainbow Week with events now held on all campuses.	Rainbow Day is embedded into College culture with both staff and students.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Continuously support and promote the staff LGBTQ+ network and student LGBTQ+ officer across the College campuses.	VP Learner Experience and Inclusion.	May-24	Action is on track/ no issues.	Staff and student groups supported. Student groups have been expanded with student groups existing on three campuses, Gorseinon, Tycoch and Llwyn y Bryn.	Ongoing support provided to staff LGBTQ+ network and student LGBTQ+ groups and officers. Rainbow Week scheduled for March 2026.
Actively attend local pride events and ensuring that Gower College Swansea has full presence at these events.	Equality and Diversity Officer.	Jun-24	Action is on track/ no issues.	This year the College has attended Swansea Pride, and Pride Cymru Sports with stalls at both. The College is also a core member of Swansea LGBTQ+ Forum, helping to promote other members' events and activities.	Attended Swansea Pride with a stall which was successful. Also attended Youth Pride and will continue working with these external organisations.

Area: Pregnancy and maternity

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop a pregnancy and maternity policy for learners – outlining support on offer for our students.	VP Learner Experience and Inclusion.	Jul-26	Action is on track/ no issues.	In progress, policy being developed.	VP People and Wellbeing to discuss with VP Learner Experience and Inclusion. New policy in development.
Develop training for managers on how to support colleagues who are pregnant or on maternity/parental/adoption leave.	VP People and Wellbeing.	Sep-25	Action is on track/ no issues.	Training developed.	Training being delivered to all managers during this academic year.
Explore discounts for staff and learners with local childcare organisations.	VP People and Wellbeing.	Jul-26	Mainly on track with some minor issues.	Being explored.	Some discounts already available, exploring further options.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Expand our Sport Centre provision of holiday clubs for children.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	Provision has expanded but more work to follow.	Additional work being developed with target of summer 2026 for a full programme of holiday clubs.
Make available the maternity/ paternity pack via the staff portal.	VP People and Wellbeing.	Jul-26	Mainly on track with some minor issues.	Staff can contact wellbeing/payroll to access advice. Pack to follow.	Easy read packs are in the process of being produced by HR.

Area: Disability

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Update our disabled parking bays to blue badge holder only signage alongside an awareness raising campaign.	Director of Estates.	End of May 24	The action is complete.	New signage installed and awareness campaign carried out.	Cars are issued with notices on their car if they are spotted continuously parking in these bays.
Ensure accessibility is considered with estates planning and building works. Additional to part M build regs -Project Initiation Document (PID) to include prompt procurement to refer to College policy in this respect.	Director of Estates.	Aug-26	Action is on track/ no issues.	All work is carried out with full consideration of accessibility, taking into account the needs of all possible users.	All new estates projects are carried out with an awareness of accessibility at its centre.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop a digital training suite to improve knowledge and awareness of different disabilities and chronic conditions to include upskilling staff on mental health issues, neuro-diversity and hidden disabilities.	Equality and Diversity Officer.	Sep-26	Mainly on track with some minor issues.	No progress to report.	Targeted training has taken place over the autumn term in Learning Areas by the Neurodiversity Teams to provide staff with the knowledge on various learning disabilities so that they are more able to meet the needs of learners.
Raise the profile and awareness of mental health initiatives such as Time to Talk.	VP People and Wellbeing.	Mar-25	Action is on track/ no issues.	Time to Talk rolled out to all staff with awareness campaigns and dedicated events.	This is an initiative rolled out every year. Wellbeing appointments are also available for staff to utilise.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Promote our disability confident status across our social media platforms and recruitment packages.	VP People and Wellbeing.	Sep-24	The action is complete.	Disability Confident status promoted across external platforms.	Promoted.
Review our hoist provision and ensure we have adequate and appropriate equipment for staff and learners.	Director of Estates.	Jun-Sep 24	Mainly on track with some minor issues.	New hoist installed in Gorseinon Campus.	Hoist provision under constant review, wider changing room and toilet review will examine the need for additional hoists.

Area: Religion and belief

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Provide appropriate prayer room provision across all campuses.	Executive Management Team.	May-26	Mainly on track with some minor issues.	All campus prayer rooms reviewed, plans to move Tycoch prayer room to a more suitable facility, new items bought for all prayer rooms.	This continues to be explored. Whilst some prayer rooms are appropriate, others are still being looked at further to ensure they are the right space for users.
Provide inclusive sports kits to learners.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	Inclusive kit is available on demand to all learners.	Sports kit on demand being advertised more widely to students during open evenings and enrolment learners can request kit at any time in their College journey.
Celebrate and promote a diverse range of religious faiths and festivals across the College.	Equality and Diversity Officer.	May-24	The action is complete.	We celebrate a wide range of faiths and festivals throughout the year with messages for students around events including Eid.	Successful Culture Week last academic year, to run again. Diversity Calendar created.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Improve our catering provision for those with dietary requirements and improved descriptions and signage.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	We are working to ensure that there are always a wide range of options at all food vendors on campus.	Additional options for gluten free and halal being made available at as many food vendors as possible.
Link in with community faith leaders to provide staff and learners with support around faith.	Equality and Diversity Officer.	Sep-25	Mainly on track with some minor issues.	Links established with Swansea Mosque and St Peter's Church.	Previous organisations along with Jewish Small Communities Network were invited to the recent Cultures Week, which unfortunately has been delayed.

Area: Sex

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Provide a programme of sexual harassment training and workshops for both staff and learners.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	No progress to report.	Feel Safe, Safety Media Mandatory roll out.
Develop a cross College “Call it out Campaign” encouraging staff and students to call out any inappropriate behaviour and relate back to the 9 protected characteristics.	Equality and Diversity Officer.	Sep-24	The action is complete.	Campaign developed and rolled out to students, information given in tutorials and via advertising across the College.	Campaign continues with additional input from external groups. Including work with She Is Not Your Rehab.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Offer specific training for managers on how to deal with inappropriate behaviour and language, creating safe work environments and conflict resolution.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	No progress to report.	Training in development with aim to deliver in T2/ T3 25-26.
Become a “White Ribbon” accredited organisation.	VP People and Wellbeing.	Sep-25	The action is complete.	White Ribbon Accreditation achieved.	Accredited - Running White Ribbon Day campaign again this year (November 2025).
Promote mixed gender sports across the College.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	The College now has a mixed gender basketball team.	Basketball team still ongoing, also ad hoc Jazzminton, table tennis and pop-up physical activity events encourage mixed gender participation.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop a Gender Pay Gap action plan.	VP People and Wellbeing.	Sep-25	Action is on track/ no issues.	Action Plan created.	This is an ongoing action plan.

Area: Race

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Provide a programme of anti-racist training for all staff which includes unconscious bias and cultural sensitivity.	VP Curriculum, Quality, Teaching and Learning.	Jul-26	Action is on track/ no issues.	Training rolled out to all managers.	Managers have received three training sessions led by Rachel Clarke. Governor training will be part of the next away day in May. All business support staff were provided with anti-racism training by Show Racism the Red Card in December's CPD day. All tutors have been provided with training to appropriately challenge racist views to ensure that the College creates an inclusive, sense of belonging on each of its campuses.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Partner with EWC BAME Recruitment Officer to promote careers and opportunities across local BAME communities.	VP People and Wellbeing.	Jun-26	Mainly on track with some minor issues.	Partnership created with ongoing activity to promote careers and opportunities.	BAME Recruitment Officer has attended College open evenings and will be attending careers fayres.
Work with community organisations to explore mentoring programs and cultural exchange events etc.	VP People and Wellbeing.	Sep-27	Mainly on track with some minor issues.	Working relationship established with a range of local organisations and held Cultures Week events to promote cultural exchange.	Cultures Week invited over 20 local groups, unfortunately this event was cancelled.
Hold focus groups with staff, learners and the local community to capture lived experiences and how the College can provide support.	Equality and Diversity Officer.	Jul-26	Action is on track/ no issues.	Held lived experience groups with staff, working to hold similar events with students and the local community.	Lived experience sessions to be held again this academic year. Liaising with members of staff to begin work on this.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Celebrate Black History Month and relevant cultural events throughout the academic year.	Equality and Diversity Officer.	Sep-24	Mainly on track with some minor issues.	Black History Month celebrated via tutorials, social media posts and other activity. Range of other events celebrated throughout the year.	Celebrated through tutorials and the Students' Union Group. Alongside this a series of drop-ins were held on all campuses.
Develop an enhanced information induction pack to highlight services, facilities, policies and clubs to be made available to students on transition days, induction and open evenings.	VP Learner Experience and Inclusion.	Jul-26	Mainly on track with some minor issues.	No progress to report.	Students' Union President has developed a handbook for clubs and societies for learners. All learners receive an induction tour and presentation of all services, facilities and key points. Induction pack to be introduced Sep 2026.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Monitor educational outcomes by ethnicity and subject area, using this information to highlight any potential additional support that may be required.	VP Curriculum, Quality, Teaching and Learning.	Jul-26	Mainly on track with some minor issues.	This is reported to numerous internal committees including the EandD Committee.	2024-2025 data has recently been released and a report will be prepared.
Develop and embed an inclusive and diverse curriculum that challenges stereotypes and implements the resources developed by the FE diverse curriculum working group network in Wales.	VP Curriculum, Quality, Teaching and Learning.	Jul-26	Action is on track/ no issues.	Inclusive curriculum work carried out by quality team to embed anti-racist curriculum at all levels of study.	Anti-Racist Curriculum and Metaverse rolled out. Anti-Racist Mentor working directly with Medr.

Area: Diverse recruitment and positive action plan 2025-2027

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Develop relationships with community organisations to encourage applications from underrepresented groups.	Equalities Officer.	Aug-25	Action is on track/ no issues.	Relationships developed with a range of community organisations including EYST, CAE, Swansea City of Sanctuary, Stonewall, Pride Cymru, and Swansea City of Sanctuary.	Regularly in contact with these organisations and attend events.
Create staff networks to support existing staff from underrepresented groups and to encourage internal progression.	Equalities Officer.	Sep-25	Action is on track/ no issues.	Staff groups for LGBTQ+, Neurodiversity, Race, Carers and Disability developed.	Staff groups are being supported.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
All managers to undergo unconscious Bias training as part of Anti-Racist Managers Training to ensure fair and equitable recruitment practices.	VP People and Wellbeing.	Jun-25	Action is on track/ no issues.	All managers have undergone training with Rachel Clarke to learn about unconscious bias and to examine their own biases and its possible affect on their work.	Managers have now received three training sessions led by Rachel Clarke. Governor training is being explored.
Add a Positive Action commitment to recruitment policy.	VP People and Wellbeing.	Jan-25	Action is on track/ no issues.	Positive Action commitment included in policy.	Completed.

Operational objectives	Responsibility (SLT Members)	Target date	Progress	Progress	Comment – 2025
Create a mentoring system enabling staff from underrepresented groups to be supported to develop themselves within their careers.	VP People and Wellbeing.	Sep-26	Mainly on track with some minor issues.	System currently in development.	This system is still in development, using staff networks as a support for this activity.
Link with EWC to encourage more diverse recruitment in teaching positions.	Equalities Officer.	Jan-25	Action is on track/ no issues.	Links established with EWC invited to careers fairs to promote diverse recruitment to teaching posts.	EWC regularly attend College events and promote diverse recruitment, especially in underrepresented areas.



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