

EQUALITY & DIVERSITY PROGRESS REPORT 2011

EXECUTIVE SUMMARY

This report provides an overview of the work that Gower College Swansea has undertaken during 2010-2011 to meet our legislative requirements and embed equality and diversity in our practices.

1. The Equality Act 2010 - Meeting Our Legislative Duties

The Equality Act 2010 replaces all previously existing anti-discrimination laws, simplifying, combining (and in some respects extending) the duties into a single act. As a public sector organisation our responsibilities remain largely the same. Key changes and differences are outlined in section 2 of this report.

Prior to the merger of Gorseinon and Swansea College, both organisations had undertaken consultation and published Single Equality Schemes (to meet the statutory requirements of the Equality Act 2006) and were beginning to implement their action plans. In order to build on existing good practice, objectives and actions from these plans have been combined and modified, where applicable, to meet the new duties under the Equality Act 2010. Following further consultation with internal and external stakeholders our revised Single Equality Scheme and Action Plan is due to be published in September. This will set out our equality objectives and the actions we intend to take over the next three years to meet our duties under the Equality Act 2010 and promote equality in our policies, employment practices and provision of education, services and facilities.

2. Implementing our Single Equality Action Plan

Promoting Awareness, Positive Attitudes & Relations & Eliminating Discrimination and Harassment

Student awareness is raised via induction and equality and diversity sessions as part of their tutorial programme or course delivery. Events such as our Diversity Fayres and Diversity Week continue to be successful and well attended, with positive feedback and involvement from local community groups and other relevant organisations, as well as from the various participating student groups.

Staff awareness is raised through staff development and induction sessions. Following merger, we now have a combined Equality and Diversity Committee and one of the key functions of members will be to promote awareness and disseminate information in the areas which they represent.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Gathering and Using Information to Monitor Progress and Ensure Equality of Access and Opportunities

As part of the consultation for our revised Single Equality Scheme and Action Plan, we are reviewing our progress and effectiveness, particularly in relation to promoting equality and diversity across college and the wider community, tackling discrimination and harassment and ensuring our policies, practices, and provision of education, services and facilities take into account the needs of different groups. We are also reviewing the effectiveness of our partnership activity and positive action strategies in order to identify ways in which we can support under-represented or disadvantaged groups.

We gather data on student recruitment by age, gender, ethnic group and disability and student feedback by these categories via our Learner Voice Survey. This report also includes data on achievement by ethnic group and gender. Details and analysis of this information can be found in section 3.2 and appendix 1 of this report. Our staff profile and analysis of feedback from our Staff Perception Survey is published in section 3.2 and appendix 2. Currently data from Gorseinon and Swansea College is published separately due to different systems in place at the time when this information was gathered, however, future reports will publish one set of data for Gower College Swansea.

We will monitor and review progress with implementing our Single Equality Scheme and Action Plan as part of our quality cycle. We report on progress in our Annual Equality and Diversity Progress Report to Audit Committee. These reports are published on our website www.gowercollegeswansea.ac.uk We also give regular progress reports to the Strategic Management Group and Equality and Diversity Committee.

Gender

We continue to challenge gender stereotyping through session swaps between students in male and female dominated programme areas. We also celebrated International Women's Day on March 8th with students taking part in the centenary event at the National Waterfront Museum Swansea.

Disability

We are continuing to improve disclosure and referral systems for students and staff with disabilities. This has helped to highlight any additional support requirements or adjustments that we need to put in place more efficiently. Partnership activity with different disability groups and organisations has also helped to improve progression

EQUALITY & DIVERSITY PROGRESS REPORT 2011

and work experience opportunities for disabled learners and to promote positive attitudes and awareness of other learners and staff. An accessibility survey was carried out in 2010, identifying a spend of approximately £600,000. Priority 1 items (costed at £61,000) are due to be completed in 2011.

Race

We continue to work with various community groups and organisations to promote racial equality and positive relations within college and the wider community and ensure our provision and services meet the needs of different ethnic groups. This includes recent partnership working with AWEMA (All Wales Ethnic Minority Association) to support Black and Ethnic Minority Learners and economic migrants into the labour market.

Religion and Beliefs

A Christian Group has been set up for students and staff to meet together socially and supportively. Learners have also attended the Discover Islam event at Swansea University to promote awareness.

Sexual Orientation

We have improved our links with local LGBT (Lesbian Gay Bisexual and Trans) groups and organisations. These groups have been involved in events such as our Diversity Fayre. We have also promoted awareness and positive attitudes through our LGBT History Month displays and participation in local events such as Swansea Pride.

Age

We are working with other providers as part of the Swansea Learning Partnership to ensure provision for adult learners is as equitable and efficient as possible within existing funding constraints.

3. Future Challenges and Recommendations

Post-merger, it is important that our equality objectives are at the heart of our decision making. While revising policies and procedures, we must assess their impact on different groups to ensure their needs are taken into account and identify ways of promoting equality through these. We need to embed our equality objectives in our operational, curriculum and quality development planning and review processes to ensure that we are working to achieve them and measuring our progress with this as part of our day to day activities. We also need to look at ways of combining promotional and partnership activities to avoid duplication, but at the same time ensuring equity of opportunity and access.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Contents

Content	Page
1. Introduction	5
2. Legislative Context – The Equality Act 2010	5
2.1 Single Equality Scheme and Action Plan	8
3. Implementing our Scheme and Action Plan	9
3.1 Promoting Awareness, Positive Attitudes & Relations & Eliminating Discrimination & Harassment	9
3.2 Gathering & Using Information to Monitor Progress and Ensure Equality of Access & Opportunities	11
3.3 Gender	21
3.4 Disability	23
3.5 Race	25
3.6 Religion & Beliefs	25
3.7 Sexual Orientation	25
3.8 Age	26
4. Challenges and Recommendations	27
5. Appendix 1 - Student Data (Swansea)	28
6. Appendix 2 – Student (Gorseinon)	41
7. Appendix 3 - Staff Data	48

EQUALITY & DIVERSITY PROGRESS REPORT 2011

1. Introduction

This report provides an overview of the work that Gower College Swansea has undertaken during 2010-2011 to meet our legislative requirements and embed equality and diversity in our practices.

Gower College Swansea is a diverse institution of approximately 13,213 students and around 1,134 staff. The college has ongoing strategic links and partnerships with a range of organisations and community groups and works closely with these to promote equality and diversity and eliminate discrimination both 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.

2. Legislative Context – The Equality Act 2010

Our Single Equality and Action Plan Scheme sets out how we intend to meet our statutory duties under the **Equality Act 2010**. The Equality Act replaces all previously existing anti-discrimination laws, simplifying, combining (and in some respects extending) the duties into a single act. Most of the Equality Act came into force in October 2010, further provisions commenced in April and some provisions are still under discussion.

The Equality Act applies to all organisations which provide a service to the public and anyone who sells goods or provides facilities. As a public sector organisation our responsibilities remain largely the same. The key changes and differences are outlined below.

Protected Characteristics

The Equality Act protects people from discrimination on the basis of the following ***protected characteristics***. The protected characteristics for further and higher education provisions are:

- disability (definition changed)
- race
- sex
- gender reassignment (definition changed)
- pregnancy and maternity
- sexual orientation
- religion or belief
- age

EQUALITY & DIVERSITY PROGRESS REPORT 2011

The duty also applies to marriage and civil partnership, only in respect of the duty to eliminate discrimination.

Direct Discrimination

The Equality Act protects people who experience discrimination because they have, or are wrongly thought to have, a protected characteristic, or because of their association with people who have a protected characteristic. Previously, protection extending wider than the person's own protected characteristic - such as protection from discrimination because of association and perception - applied only to race, religion or belief, and sexual orientation. Now it applies to sex, disability and gender reassignment as well.

Indirect Discrimination

Indirect discrimination occurs when there is a rule, policy or a practice that applies to everyone but which particularly disadvantages people who share a particular protected characteristic. Indirect discrimination now applies to disability and gender reassignment as well as the other protected characteristics.

Harassment

Harassment applies to all protected characteristics except pregnancy and maternity, and marriage and civil partnership. Employees will now be able to complain of behaviour which they find offensive even if it is not directed at them, and the complainant doesn't have to possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

Victimisation

There is now no need for a victim to show that they have been less favourably treated than someone who has not made or supported a complaint under the Equality Act. They only need to show that they have been treated badly.

Disability

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. To qualify for protection from discrimination, a disabled person no longer has to show that their impairment affects a particular capacity, such as mobility or speech, hearing or eyesight.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified. Treatment can be justified if it can be shown that it is intended to meet a legitimate objective in a fair, balanced and reasonable way. Lack of financial resources alone is unlikely to be a sufficient justification. This form of discrimination can occur only if the service provider knows, or can reasonably be expected to know, that the disabled person is disabled.

The duty to make reasonable adjustments to help disabled people overcome disadvantage resulting from an impairment, remains unchanged. There is no restriction on treating disabled people more favourably than non-disabled people. It is also permitted to take steps to meet the needs of people with a particular disability.

It is unlawful for employers to ask job applicants questions about disability or health before making a job offer, except in specified circumstances.

Gender Reassignment (new definition)

The protected characteristic of gender reassignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision.

Pregnancy and Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. You must not take into account an employee's period of absence due to pregnancy-related illness when making decisions about her employment. The Equality Act has specifically clarified that it is unlawful to discriminate against a woman because she is breastfeeding.

Public Sector Equality Duty

The new public sector Equality Duty came into force on 5 April 2011. This replaces the three previous duties on race, disability and gender, bringing them together into a single duty, and extends it to cover age, sexual orientation, religion or belief, pregnancy and maternity, and gender reassignment. This requires public bodies to eliminate discrimination, harassment and victimisation, advance

EQUALITY & DIVERSITY PROGRESS REPORT 2011

equality of opportunity, and foster positive relations in policy development, service delivery and employment practices. New draft regulations (specific duties) focus on moving away from a process driven approach to focus on transparency, outcomes and accountability.

Positive Action

On 6 April 2011, provisions relating to positive action in recruitment and promotion commenced. These provisions can be used by an employer to address under-representation or other forms of disadvantage within the workforce. Public sector organisations are expected to take proportionate steps to help people overcome their disadvantages or meet their needs.

Other Provisions

The Government has decided **not to** bring forward the dual discrimination provisions or the socio-economic duty for public bodies or to implement the gender pay gap reporting measures, however it does expect organisations to publish equality workforce data. The Government is also consulting on the age discrimination ban provisions and on removing the provisions of the Equality Act which impose liability on employers for harassment of their employees by third parties over whom they have no direct control.

2.1 Single Equality Scheme and Action Plan

Prior to the merger of Gorseinon and Swansea College, both organisations had undertaken consultation and published Single Equality Schemes (to meet the statutory requirements of the Equality Act 2006) and were beginning to implement their action plans. In order to build on existing good practice, objectives and actions from these plans have been combined and modified, where applicable, to meet the new duties under the Equality Act 2010. Following further consultation with internal and external stakeholders our revised Single Equality Scheme and Action Plan is due to be published in September. This will set out our equality objectives and the actions we intend to take over the next three years to meet our duties under the Equality Act 2010 and promote equality in our policies, employment practices and provision of education, services and facilities.

Our Single Equality Scheme and Action Plan should demonstrate how we have involved key stakeholders in identifying our priorities. It should also describe how we will:

EQUALITY & DIVERSITY PROGRESS REPORT 2011

- gather and use information to measure our progress
- assess the impact of current and future policies and practices on different groups
- monitor recruitment and progression by disability, gender and racial group
- develop and publish an equal pay policy, including measures to improve occupational gender balance
- monitor and report on progress (annually)
- review our scheme (every three years)

3. Implementing our Single Equality Scheme and Action Plan

The following section provides an overview of actions taken during 2010-2011 to implement the equality objectives set out in our existing Single Equality Schemes and Action Plans and to promote equality across the organisation.

3.1 Promoting Awareness, Positive Attitudes & Relations & Eliminating Discrimination & Harassment

Objective: Promote Awareness of Our Single Equality Scheme, Objectives & Action Plan & Progress with Implementing These

Existing Single Equality Schemes and Action Plans of Swansea College and Gorseinon College have been combined and revised to meet our new duties under the Equality Act 2010. Following further consultation with internal and external stakeholders, our new Single Equality Scheme and Action is due to be published in July.

Awareness will be promoted via our website and active desktop, staff development activities and communication with staff during meetings. Students' awareness will also be raised during induction and at equality and diversity sessions as part of tutorial or course delivery.

Objective: Promote Awareness of Equality Issues & How to Deal with/Report Harassment & Discriminatory Treatment & Practices

Student awareness is raised via induction and equality and diversity sessions as part of their tutorial programme or course delivery. These include general equality and diversity sessions and sessions on specific areas, for example bullying and harassment, religion and beliefs, gender, sexual orientation, race, asylum seekers and refugees, human rights and citizenship.

Objective: Promote Positive Relations & Attitudes to Diversity in the College & Wider Community

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Events such as our Diversity Fayres continue to be successful. Approximately 1,000 students and visitors attended our seventh Diversity Fayre at Tycoch in November and the second Diversity Week at Gorseinon in February. These events engaged students in a range of activities promoting awareness of and positive attitudes to equality and diversity. Various local community groups and other relevant organisations participated in these events (including the Ethnic Youth Support Team, Swansea Bay Racial Equality Council, Stonewall Cymru, the African Community Centre, India Dance Wales and Capoeira Wales) along with different student groups (including Sport, Travel & Tourism, Motor Vehicle, IT, Hair, Beauty & Holistics, Childcare, Health & Social Care, Supported Studies, Photography, International Baccalaureate, ESOL, Business, Welsh Baccalaureate and International students). Dance performances by students in Supported Studies and by Take This (a local inclusive dance company) has also helped to promote positive attitudes to disability in college. Other performances and activities promoted cultural awareness and diversity and awareness of gender equality, LGBT groups, different faiths etc. Feedback on these events has been very positive.

We have also promoted awareness and positive attitudes, focusing on particular equality issues or groups with other events and activities throughout the year- for example, to celebrate LGBT History Month, International Women's Day, Kenya Project Day and Mis Cwl Cymru, the Martin Luther King Project, and to commemorate Holocaust Memorial day.

Partnership activity and events with different community groups and organisations has been ongoing, including initiatives such as working with the local police force to deliver extremism training to staff and having a community police officer on site to offer support and advice. We are currently working with Remploy, Shaw Trust and local employers to provide pre-employment courses and supported work experience placements for disabled students. We are also currently working in partnership with the All Wales Ethnic Minority Association (AWEMA) to provide support and advice for Black and Ethnic Minority (BME) students and European economic migrants to help prepare them for entering the labour market.

Objective: Celebrate Success & Promote Awareness of Good Practice & Progress More Effectively Across the Organisation & Wider Networks

Events, activities and good practice are promoted on our website and active desktop, through various publications and via the Equality and Diversity Committee and other departmental meetings and networks.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Objective: Establish Flexible Working Practices More Widely & Equitably Across the Organisation

Flexible working practices are in place across the organisation.

Objective: Provide a better range of Healthier Food & Drinks at Different Sites & Foods to Meet Different Dietary Requirements.

Healthy eating was widely promoted in college during Healthy Lifestyle Week in November. Some improvements have also been made in relation to the range of healthy options and choice of food available at different sites, including opening a café at the Kingsway Centre.

3.2 Gathering & Using Information to Monitor Progress and Ensure Equality of Access & Opportunities

Objective: Improve Information Gathering, Monitoring & Reporting Procedures to Help Identify Progress & Priority Areas

We monitor and review progress with implementing our Single Equality Schemes and Action Plans as part of our quality cycle. For example, equality objectives and actions from our Single Equality Action Plans have been included in departmental operational plans, where applicable, and in progress reports to the Strategic Management Group and to the Equality and Diversity Committee. We also measure and report on progress and areas for improvement in course review documents, self-assessment reports and quality development plans. Our annual Equality and Diversity Progress Report to Audit Committee is also published on our website www.gowercollegeswansea.ac.uk. We will review our Single Equality Scheme in 2014.

We gather information on student recruitment by gender, ethnic group, disability/learning difficulty and age. We also gather information on retention and attainment. **Analysis of the data for 2009-10 and 2010-11 is included in Appendix 1, Student Data (Swansea) and Appendix 2, Student Data (2009-10) (Gorseinon).**

We also obtain feedback from students by these categories and report on access and satisfaction with support, services, facilities and teaching and learning as part of our Learner Voice Survey. **The following highlights from our Full Time Student Feedback Autumn Term 2010 Teaching, Learning and Facilities Survey (Swansea Sites)** indicates some of the satisfaction rates amongst different groups for some pertinent questions, students' perceptions

EQUALITY & DIVERSITY PROGRESS REPORT 2011

overall in relation to whether they feel welcome, safe and feel happy with their course and in college.

College Wide

- 93% said teachers were approachable
- 88% said their teachers treated all learners equally and fairly
- 93% felt welcome on their first day at college
- 94% felt safe in college
- 92% were happy with both their course and the college
- 91% felt that any additional learning support needs were assessed
- 94% were satisfied with the support they receive
- 81% were happy with the catering facilities

Ethnicity

- Students who identified themselves as Black African and Asian-Pakistani were significantly more satisfied overall than other learners in the majority of questions. Black African student were also the most satisfied group in the 2009 survey, whereas Asian-Pakistani students were the least satisfied.
- For the second year in succession, students who identified themselves as Chinese were the least happy with significant deviations from the norm against the majority of questions.
- Students who identified themselves as Chinese, Other Ethnic Background and Other Asian Background were the least satisfied with guidance received at enrolment and advice on financial help.
- Students who identified themselves as Black-African, Black-Caribbean and Other Black Background were the most satisfied with the catering facilities; those who identified themselves as Chinese, Asian-Indian, Asian-Bangladeshi, Other Asian Background and Other Ethnic Background were the least satisfied.
- Students who identified themselves as Black Caribbean, Asian-Bangladeshi and White were the most satisfied with the approachability of their teachers; those who identified themselves as Chinese, Mixed-White and Asian, Asian-Indian, Asian Pakistani and Other Mixed Background were the least satisfied.
- Students who identified themselves as Asian-Indian, Black-African, Black-Caribbean, Asian-Bangladeshi and Asian-Indian were the most satisfied in terms of being treated equally and fairly by their teachers; those identified as Chinese, Other

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Asian Background, Other Black Background, and Other Mixed Background were the least satisfied.

- Students who identified themselves as Black-Caribbean, Mixed-White and Black African, Asian-Pakistani, Asian-Indian and Other Black Background were the most satisfied with their course and the college; whereas those identified as Chinese and Mixed-White and Asian and Other Asian Background were the least satisfied.
- Students who identified themselves as White, Asian-Indian, Black-African, Asian-Bangladeshi and Other Black Background were the most satisfied with the support they receive from their personal tutor, whereas those identified as Chinese, Mixed-White and Asian, Other Ethnic Background, Other Asian Background and Mixed-White and Black African were the least satisfied.
- Students who identified themselves as Asian-Pakistani, Asian-Indian, Black-Caribbean, Asian-Bangladeshi, Other Black Background and Other Mixed Background were the most satisfied with the organisation and effectiveness of their lesson, whereas those identified as Chinese, Other Asian Background and Mixed-White and Black African were the least satisfied.

Gender

- Female students were slightly more satisfied than males across the majority of questions.
- The only areas where female students were slightly less satisfied than males were: catering facilities, being told about "Activ 8" activities and explanation of assessment tasks.
- The areas where males were most dissatisfied in comparison with females were: knowing about work placements, helpfulness one-to-one reviews and induction, receiving quick feedback on their work and feeling they had enrolled on the right course.

Age

- Overall student in the 20+ age group were far more satisfied across all questions.
- 14-16 year old school students were the least satisfied, particularly in the following areas: punctuality of sessions, being able to do work in Welsh, having help with reading, writing, numeracy and using computers, being told about the range of courses available and entry qualifications, work placements and extra work, having additional learning support

EQUALITY & DIVERSITY PROGRESS REPORT 2011

needs assessed, and feeling they had enrolled on the right course.

Students with Learning Difficulties and Disabilities

- Students with learning difficulties were slightly less satisfied than other students, particularly in the following areas: being able to help develop their own ideas and work on their own, having assessment tasks clearly explained, helpfulness of feedback, knowing the entry qualifications and the qualifications they could get, receiving advice on financial help, having their abilities in Maths and English assessed, helpfulness of their one-to-one reviews and approachability of their personal tutor, feeling they had enrolled on the right course, and catering facilities.
- Students with disabilities were slightly less satisfied than other learners in the following areas: being dealt with promptly when they applied, knowing the entry qualifications needed, helpfulness of induction and course information.
- Areas where students with disabilities were slightly more satisfied than other learners were: the usefulness of one-to-one reviews, approachability of their personal tutor, organisation and effectiveness of lessons, and being told about the range of courses available.
- Students with disabilities and learning difficulties were also slightly more satisfied than other students in relation to being told about "Activ 8" activities and having help with reading, writing, using numbers and computers.

Our **Part Time Student Feedback Survey November 2010** showed some similar findings, outlined below.

Ethnicity

Students who identified themselves as Asian-Bangladeshi (10 respondents) were more dissatisfied than other students across most questions, including: being dealt with promptly when they applied, feeling welcome on their first day, organisation of lessons, being helped to develop their own ideas and work on their own, clarity of assessment tasks and deadlines, receiving prompt feedback, knowing who to ask for help, and the kind of support available in college.

Gender

Male respondents (525) were generally less slightly less satisfied than female respondents (854) across most questions.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Age

14-16 year olds (11 respondents) were significantly less satisfied than other students across most questions, especially in relation to being told about the range of courses available, entry qualifications and qualifications they could attain, and the effectiveness of the support provided in college. Students in the 20+ age group were the most satisfied across all areas. Those in the 16-19 bracket, although more satisfied than 14-16 year olds, were also significantly less satisfied than the over 20s across most questions, especially teaching and learning, and support.

Learning Difficulties/Disabilities

Students who identified themselves as having a learning difficulty (143) or disability (137) were more satisfied than other students across most questions, particularly in relation to awareness of support available and effectiveness of support provided.

In terms of our performance against external benchmarks (124 UK colleges and 8 Welsh colleges) we have made significant improvements and reached the top of the upper quartiles in the following areas: assessment of additional learning, awareness of the Student Code of Conduct, variety of foods on offer and availability of healthy eating, helpfulness of one-to-one reviews and approachability of personal tutors. Areas for improvement include: pre-course advice and guidance, enrolling learners on the right course, clarity of guidance assessment tasks and deadlines and ensuring that students are made to feel welcome on their first day and treated equally and fairly by their teachers. Where particular groups (for example, particular ethnic groups or age groups, learners with learning difficulties etc) have been identified as significantly less satisfied than others (whether in relation to specific areas or generally) this will be further explored through obtaining more detailed feedback via focus groups and meetings to identify any underlying issues or difficulties and necessary actions.

Feedback was also obtained from course representatives (Swansea sites) at the **Student Council meeting in November 2010**. At this meeting students were asked how effective the college is at:

- treating all students equally and fairly
- promoting awareness of equality and diversity (e.g. through events and activities, in lessons or tutorials)
- dealing discriminatory behavior, bullying or harassment

In relation to treating all students equally and fairly, responses ranged from very good, to very unfair in terms of facilities (ESOL

EQUALITY & DIVERSITY PROGRESS REPORT 2011

students, referring to facilities at the Kingsway Centre). Issues around student behavior and attitudes were also raised with a small number of students feeling that some students treated staff unfairly and others feeling that some (generally older) students expected preferential treatment (in relation meeting assignment deadlines and timekeeping) due to childcare commitments.

Students were generally very positive about our effectiveness at promoting awareness of equality and diversity, and gave examples of events and activities, class sessions and information they had received on events. Students at Llwyn Y Bryn and the Kingsway Centre also pointed out that information should be conveyed, and events should take place at all campuses, not just Tycoch.

In relation to how effective we are at dealing with discriminatory behavior, bullying or harassment, responses ranged from "brilliant" (Hairdressing) and good (BTEC Media, A levels and ICT) to "quite effective" (Access to Law, BTEC Nat Dip in Public Services) and "mediocre" (Access to Business and Mechanics). Access to Law, Public Services, Access to Business and Mechanics raised issues around inappropriate student behavior (including behavior directed at staff and students) and felt that staff should be firmer and act more promptly.

In terms of what we do well, students highlighted: promoting awareness of equality, respecting people and treating them fairly, events (Diversity Fayre, Kenya Project etc), support from personal tutors, lecturers and student services and disciplinary actions. Areas that we could improve on were: promoting awareness at all campuses, treating people equally (ESOL), communication between lecturers and learner services staff, dealing with inappropriate behavior, and providing information on the repercussions of discrimination, bullying or harassment.

Student focus groups at Gorseinon, highlighted the following:

- In areas where female representation was low, for example, engineering, there was a greater tendency for females to drop out, particular if the lecturer was also female.
- Students felt that they did not experience any special treatment based on gender from teaching staff.
- Perceptions on male and female achievements differed, depending on the curriculum area. Performing arts students felt that more males achieved than females, particularly when progressing to Higher Education.
- Some students felt there was a lack of understanding by lecturers with regards to their disability/learning difficulty and

EQUALITY & DIVERSITY PROGRESS REPORT 2011

they felt that in some areas lecturers ignored their disability and their presence.

- Some students felt that communication/information to lecturers regarding their disabilities needed to be improved.
- Students felt there was no problem with regards to being treated differently because of their race/culture and that the achievements of students was the same regardless of ethnic group.

We also gather feedback on staff satisfaction rates by gender, age and ethnic group. **The following highlights from the findings from our Staff Survey (March 2010, Swansea sites)** illustrate some differences in employees' perceptions and levels of satisfaction, particularly in relation to different age groups and ethnic groups.

Key Findings

- 93% of respondents felt treated with respect by their colleagues
- 91% felt treated with respect by their line manager
- 97% felt familiar with both the Equality and Diversity Policy and Health and Safety Policy
- 96% felt that the organisation provided a suitable environment for those with disabilities
- 92% were happy to be working in the college
- 18% did not feel that the organisation treated them fairly
- 20% did not feel that their line manager treated everyone fairly

Gender

There were almost twice as many female respondents as male (135 female, 68 male). On the whole there were only slight differences in levels of satisfaction between men and women. Women were generally slightly less satisfied than men, except in relation to local line management. Women were significantly less satisfied with college catering facilities and with appraisal, training and development.

Age

Staff between 31-40 were generally less satisfied than older staff (51+) and younger staff (16-30) across the majority of questions, particularly in relation to local line management (feeling their work is recognised, being asked for their opinions on work matters, being thanked by their line managers and told that they are doing well or

EQUALITY & DIVERSITY PROGRESS REPORT 2011

improving, the effectiveness of the management of their area/department and clarity of priorities and issues being dealt with openly) and being treated with respect by colleagues. Staff in the 51+ bracket were the most satisfied across most areas. 16-30 were the least satisfied in terms of awareness of organisational values and understanding what senior managers do and the clarity of direction and leadership of senior managers and communications.

Ethnicity

Other ethnic groups (5 respondents) were markedly more satisfied than other staff members overall and in relation to most questions, including: being treated with respect by colleagues, feeling that issues are dealt with openly, feeling supported by their line manager and feeling that the organization provides equal opportunities for all and suitable environment for disabilities. Areas where other ethnic groups were significantly less satisfied include: being treated with respect, kept informed and thanked by their line manager and effectiveness of communications within the organization as a whole and their department.

Job Role

Classroom support staff were generally the least satisfied. Curriculum Team Leaders were the least satisfied in the categories of health and safety, working conditions and equal opportunities and teaching staff were the least satisfied with the college.

Objective: Review Existing Provision to Ensure it Reflects the Needs & Interests of Different Groups

We review our curriculum offer, delivery and representation by gender, ethnicity, age and disability as part of our curriculum planning and course review process. Details and analysis of representation by these categories across different programme areas and faculties is in **Appendices 1 and 2 Student Data**. Faculties and programme areas where there is significant under-representation on particular groups (for example male and female dominated programmes such as Engineering, Plumbing, Hair and Health and Social Care etc) have developed positive action strategies to attract and support under-represented groups. Details of these can be found under the section on **Gender**. Details of additional support and initiatives in place to improve provision and progression opportunities for disabled learners can be found under the section on **Disability**.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

We also review satisfaction with provision via our **Learner Voice Surveys and Student Council meetings and focus groups. See section 3.2 above for details of these findings and related actions.**

We also work with various community and representative groups/networks as part of our curriculum planning and review process, including the Swansea Learning Partnership. This is a partnership of local colleges, the City and County of Swansea and other relevant organisations working together to take a more strategic and collaborative approach to meeting the needs of learners across the area.

Objective: Embed Impact Assessment in Policy Development & Review & Risk Management Processes

Previously Gorseinon and Swansea College had developed different impact assessment and policy development and review procedures. We are currently reviewing these with a view to developing a combined process which will enable us to embed impact assessment in policy development and review procedures consistently and effectively across the organisation.

Following merger some policies have been combined and updated. Impact Assessment can be undertaken at three levels. The initial screening process identifies whether there is any potential adverse impact on different groups and priority/risk levels. Depending on the outcome of this, a partial or full impact assessment is undertaken or no further action is taken. Outlined below are details of policies which have been fully or partially impact assessed during 2010-2011, with brief details of the key findings/outcomes of these. In cases where policies had already been recently impact assessed and involved minor revisions/updates another impact assessment was not carried out. Employment related policies have been put on hold this year, awaiting the outcomes of work being undertaken nationally to establish common conditions of service and national agreements concerning employment practices.

Full Impact Assessments Undertaken

Document name	Impact Assessment Findings/Actions
Complaints Procedure Impact assessed: 23/02/10	Include within the policy the definition of a formal complaint. Add a footnote on the opening page offering the document in large print, audio, electronically or in Welsh and details of how these can be obtained. Include option of requesting support if necessary for complainants making a complaint in person.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Reasonable Force Policy Impact assessed: 28/01/10	Feedback on the policy needed from staff through the training/awareness raising sessions. 14-16 manager will liaise with the School heads on this policy. Training sessions to focus on classroom behaviour management strategies to include role-plays to assist staff in understanding the different options they have and also to test their ability to respond in a situation where the use of reasonable force may be an appropriate last resort.
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Partial Impact Assessments Undertaken

Document name	Impact Assessment Findings/Actions
Admissions Policy Impact assessed: 5/01/10	Increase in international students the process is being adapted to respond to their communication needs. Any admission changes are British legislation driven. Welsh language versions have not been identified as an issue. No feedback from Student Surveys on whether the admission process has had an impact on their enrolment on a course. MIS data provides an indication of the breakdown of enrolments for different groups and the application conversion to enrolment for different groups. No changes to the policy but the way it is written and communicated.
Assessment Malpractice Policy Impact assessed: 25/02/10	Add a footnote on the opening page offering the document in large print, audio, electronically or in Welsh and details of how these can be obtained.
BTEC Policy on Assessment & Grading: Application of Criteria Impact assessed: 25/02/10	Amend wording in section 4.3.5 to take into consideration students with disabilities, learning difficulties and/or specific personal circumstances. Include statement on front page offering policy document in various formats.
Police & Other Emergency Services on Premises NEW	No information available suggests that this policy is likely to disadvantage or present barriers to particular groups. Further consultation with key stakeholders (including Student Services Manager and our on-site Community Policy Officer and Sector Manager for Supported Studies) to obtain further feedback/information on how this policy affects different groups of people in practice.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Equality issues or concerns are also registered on our risk management system alongside other risks, including actions taken to minimise or address risks identified.

Objective: Review Policy & Procedures in Place for Visitors

A new Visitors Policy and procedures for Gower College Swansea will be developed in and impact assessed in line with our new duties under the Equality Act 2010. The deadline for this is November 2011.

Objective: Review Procurement Policy & Procedures

Our tender documents for bids include our Equality and Diversity Policy and this is discussed at pre-contract meetings to ensure that contractors are aware of our expectations. Compliance is monitored and any issues are discussed at monthly meetings.

3.3 Gender

Objective: Recruit More Male & Female Students on Programmes Where They Are Currently Under –Represented

Student Data for 2009-10 and 2010-11 in **Appendix 1 Student Data** indicates programme areas which are significantly male or female dominated, including Hair, Beauty, Childcare, Health and Social Care and Engineering, Plumbing, Motor Vehicle etc. Representation has improved over recent years, for example male representation in Holistics has increased from 4 students in 2008/09 to 8 in 09/10 and female representation on Engineering programmes has also increased. Further details on this can be found in Appendix 1.

Positive action strategies are in place in these areas to promote awareness of gender stereotyping and to attract males and female onto less traditional programmes/career choices. This includes offering a taster day for girls from local schools to try out engineering activities during Engineering Week Wales. Session swaps between male and female students on Hair, Beauty, Childcare and Engineering programmes have been running over the last four years to challenge gender stereotyping and highlight the different and similar skills involved in different vocational areas. This year swaps took place between Sports and Hair students. Additional support has also been put in place for female students and staff in Engineering through a mentoring scheme and female only group feedback sessions and individual reviews.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

We also promote positive role models through marketing channels, such as our prospectus, newsletters and other college publications and events such as our Diversity Fayre and Open Evenings.

Objective: Recruit More Male & Female Employees in Areas, Job Roles, Modes of Employment & Pay Scales Where They Are Currently Under-Represented

Female representation in Engineering has improved over recent years and there is currently a female lecturer in each engineering and construction team (Plumbing, Engineering Technology, Motor Vehicle, Electrical Installation and Electronics). The new management structure also includes a female Dean of Faculty and two female Learning Area Managers in the faculty of Science, Technology, Engineering and Maths (STEM).

Objective: Review Management of Maternity Leave & Return to Work to Ensure That Staff Receive Appropriate Support & Equality of Opportunity

Processes for supporting women during and following maternity leave have improved through the pre-return to work interviews and plans to help with the transition into the workplace. Regular reviews following return to work has also helped to monitor re-integration more effectively. Our Maternity Policy will be reviewed and impact assessed in 2012 in line with new legislative requirements.

Objective: Review Paternity Leave Policy & Investigate Costs & Benefits of Introducing Paid Paternity Leave

The Paternity Leave Policy has been reviewed but has been put on hold, awaiting the outcomes of work being undertaken nationally to establish common conditions of service. It will be reviewed and impact assessed in line with new legislative requirements in 2012.

Objective: Identify Issues Affecting People Who Are Transgender & Ways of Ensuring Service Delivery & Employment Practices Take These Needs into Account

Awareness of issues affecting people who are transgender is promoted as part of our equality and diversity training and induction sessions. Awareness and positive role models have also been promoted as part of LGBT History Month activities and displays.

Objective: Undertake an Equal Pay Review & Develop & Implement an Equal Pay Policy

Human Resources have looked at equal pay issues and are currently working on harmonisation proposals.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

3.4 Disability

Objective: Improve Planning, Implementation & Monitoring of Support & Adjustments for Disabled Learners

We are continuing to improve disclosure and referral systems and planning and monitoring of support and adjustments. We have raised awareness of the importance of encouraging students to disclose at earliest stages of our admissions and enrolment processes with more staff and students aware of support available and how to request this. Team-working and communication between different departments to plan adjustments/support in advance has also improved with delivery and support staff working together through the admissions and enrolment process to identify support needs and adjustments and put these in place more promptly, including the undertaking of individual risk assessments. This year Educational Support Officers have been more involved in team meetings and planning and this has helped improve their awareness of course requirements and planning appropriate support strategies and adjustments and discussing students' progress with lecturers. There is also greater ownership of monitoring and reporting on student progress from faculties, with Faculty Tutors monitoring progress with implementing risk assessments and lecturers and personal tutors monitoring and reporting on progress and effectiveness of support from individual feedback from students. We are also currently reviewing systems at Gorseinon and Swansea sites with a view to aligning these.

Objective: Improve Planning & Implementation of Support/ Adjustments for Disabled Staff & Applicants

Human Resources and managers are working together to make ongoing improvements to planning and implementing support and adjustments. Deans of Faculty have reported on adopting a more pro-active approach to identifying support requirements and undertaking risk assessments for disabled staff to ensure that any necessary adjustments/support is put in place more promptly. Applicants are encouraged to disclose any disabilities they may have through our application forms and are informed of support available and contacted to discuss any support requirements/necessary adjustments.

Objective: Improve Accessibility of College Sites

An accessibility survey was carried out in 2010, identifying a spend of approximately £600,000. Priority 1 items (costed at £61,000) are due to be completed in 2011.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Objective: Improve Access to Employment & Progression Opportunities for Disabled Students

Recent work across different departments has been undertaken to improve access to work experience and employment opportunities for disabled students. In Supported Studies, for example the Work Placement Officer has been successful in obtaining higher profile work placements for disabled students internally (for example, in the learning zones, reception areas and Finance). This has helped to raise awareness of staff working in those areas (and students etc using those facilities) and has helped to promote more positive attitudes to disability (for example, through staff etc recognising the value and contributions of these students). The work placement officer is currently working with local employers and disability organisations to arrange suitable work placements with local businesses.

Partnership activity in Supported Studies with local schools and disability organisations (Remploy and Pen Y Bryn) has also set up voluntary work opportunities and enterprise activities for disabled students, including investigating setting up a charity shop in college. Supported Studies are also working in partnership with Social Services to develop a new transitional programme for 2010-2011 with greater focus on employment and community projects. The college is also a partner in a Coastal Bid as part of the Swansea Learning Partnership. This is a project which aims to develop new curricula for learners with disabilities and learning difficulties across South West Wales. Sports, Lifestyle and Business have also introduced a successful school-link programme in partnership with Pen y Bryn. Sports students have been involved in supporting and taking disabled students for different sports activities to provide them with greater awareness and help develop positive attitudes towards disabled people. Sports students are also working with the Disability Sport Development Officer to organise the annual Swansea Schools Athletics event for students with disabilities. We also have a number of disabled students on Sports and other programmes receiving scholarships and representing the college at national events and championships. The Business College is also working in partnership with Shaw Trust to set up pre-employment courses for disabled people and with Social Services and DPIA (Displaced People in Action) to deliver NVQs and courses to improve employability and personal development of people working in the care sector and health and safety awareness of disadvantaged groups.

Objective: Improve Representation of Disabled People in the Workforce

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Positive action strategies have been put on hold due to merger and the need to prioritise internal appointments as part of the re-structure. However, we are planning to improve links with disability groups and other relevant organisations help us to improve representation and to support existing staff.

3.5 Race

Objective: Improve Representation of Black & Minority Ethnic Groups in the Workforce

Although we have good links with different community groups and other relevant organisations. We are also currently working in partnership with All Wales Ethnic Minority Association (AWEMA) on various projects to support BME groups and European economic migrants into the labour market. However, it has been difficult to put in place positive action strategies due to the need to advertise new posts internally in the first instance and due to competing priorities during merger.

3.6 Religion & Beliefs

Objective: Provide More Suitable Prayer Room Facilities

The same room is currently in use at Tycoch as there is a shortage of space.

Objective: Promote Awareness of the Main Faith groups, Religious Festivals & Practices

Awareness of the main faith groups and their beliefs, practices and festivals is promoted through information on the college website, Moodle and Active Desktops, staff training events, student equality and diversity workshops and other events throughout the year such as our Diversity Fayre and Eid celebrations. A Christian Group has been set up this year for staff and students to meet socially/ supportively. This year Supported Studies students also attended the Discover Islam event at Swansea University and visited the mosque to promote awareness.

3.7 Sexual Orientation

Objective: Identify & Implement Effective Consultation Methods for Engaging with Gay Staff & Students

In February 2010 LGBT forums took place during LGBT History Month to engage with LGBT staff and students and obtain feedback on their experiences in college and ideas on any improvements we

EQUALITY & DIVERSITY PROGRESS REPORT 2011

can make in relation to promoting equality for and supporting LGBT people. Although attendance was low at the forums, we did receive very positive feedback from those who did attend, particularly in relation to events and activities run throughout the year to promote awareness and celebrity diversity, including the recent display of positive role models as part of our LGBT History Month celebrations and information on local LGBT organisations and groups. Students also commented on the open and welcoming atmosphere at our Llwyn Y Bryn campus.

Objective: Celebrate LGBT History Month across College

This year we celebrated LGBT History Month with displays on notice boards, in the learning zones and on TV screens across different sites, raising awareness of the achievements of LGBT people in society (in different areas, e.g. science, sport, music, art etc). Information on local LGBT organisations and support groups was also on display and local groups such as the Terrence Higgins' Trust also came into college to provide support and advice. Activities and displays have received positive feedback from students and staff.

3.8 Age

Objective: Identify Adult Learner Groups Most Adversely Affected by Funding & Subsequent Provision Cuts & Actions to Address the Needs of these Groups as far as Possible Within Funding Constraints

Consultation is currently being undertaken to identify the potential impact of the Welsh Assembly Government's "Investing in Skills" proposals and the implications in terms of our future curriculum offer.

Feedback from our Student Council meeting focus groups identified that some younger students felt that adult learners were treated more favourably (for example, being allowed to start late due to childcare difficulties etc). This is being further investigated.

Objective: Develop a Retirement Policy

Due to legislative changes we are now developing a succession planning policy.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

4. Challenges & Recommendations

The key challenge post-merger is to ensure that equality of access and opportunities is at the forefront of our decision-making. Whilst reviewing and developing new policies we will need to ensure that these are impact assessed with working groups representing the needs and interests of different sectors of the community, reviewing information and data already available and, where necessary, undertaking further consultation to ensure that new policies do not disadvantage particular groups. We also need to promote awareness of our combined Single Equality Scheme and Action Plan and new duties under the Equality Act 2010. Both at strategic and operational levels, we need to recognise that our equality objectives are integral to our employment practices and to the education and services we provide, and to continue to take the necessary actions needed to achieve them and review our progress with this. It is also worth noting that harmonisation and consistency in implementing policies and working practices will be a key priority going forward to help ensure that staff across all college sites feel treated equitably and fairly.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

5. Appendix 1 Student Data (Swansea Sites)

5.1 2010-2011 Student Cohort by Gender

Cohort By Gender	Student Count	Percentage
Total	10526	
Male	4968	47
Female	5558	53

5.2 2009-2010 Student Cohort by Gender

Cohort By Gender	Student Count	Percentage
Total	10293	
Male	4862	47
Female	5431	53

5.3 2008-2009 Student Cohort by Gender

Cohort By Gender	Student Count	Percentage
Total	13134	
Male	6308	48
Female	6826	52

5.4 2009-2010 Enrolments by Gender

Enrolments by Gender	Full time		Part Time	
	Female	Male	Female	Male
Cross college	1223	1147	4843	4043

5.5 2010-2011 Enrolments by Gender

Enrolments by Gender	Full time		Part Time	
	Female	Male	Female	Male
Cross college	1274	1197	4966	4539

EQUALITY & DIVERSITY PROGRESS REPORT 2011

5.6 2009-2010 Enrolments by Faculty, Gender & Programme Area

Faculty Totals				
	Full Time		Part Time	
	Female	Male	Female	Male
A'level & the Arts	369	330	1797	1029
Engineering & IT	46	420	250	889
Social & Vocational Studies	629	108	517	48
Sport, Lifestyle & Business	179	289	249	138
Business College			1121	998
Community Operations			287	172
Work Based Learning			336	510
14-16 Programmes			286	259

Faculty	Programme Area	Full Time		Part Time	
		Female	Male	Female	Male
A'level & the Arts	Arts Media & Performance	118	123	386	113
A'level & the Arts	ESOL	49	41	311	291
A'level & the Arts	Humanities & Social Sciences	48	24	925	558
A'level & the Arts	Mathematics & Science	25	31	175	67
A'level & the Arts	A'Levels	129	111		
Engineering & IT	Engineering Technology	14	316	22	753
Engineering & IT	Information Technology	32	104	228	136
Social & Vocational Studies	Applied Social Studies	364	33	383	36
Social & Vocational Studies	Hair & Beauty	211	10	134	12
Social & Vocational Studies	Independent Living Skills	54	65		
Sport, Lifestyle & Business	Business & Office Admin	57	73	241	106
Sport, Lifestyle & Business	Hospitality And Tourism	76	55		
Sport, Lifestyle & Business	Sport And Public Services	46	161	8	32
Business College	Business College			1121	998
Community Operations	Community Operations			287	172
Work Based Learning	Work Based Learning			336	510
14-16 Programmes	14-16 Programmes			286	259

EQUALITY & DIVERSITY PROGRESS REPORT 2011

5.7 2010-11 Enrolments by Faculty, Gender & Programme Area

Faculty Totals				
	Full Time		Part Time	
	Female	Male	Female	Male
A'level & the Arts	349	341	1664	838
Engineering & IT	22	436	198	873
Social & Vocational Studies	704	126	433	41
Sport, Lifestyle & Business	199	294	363	170
Business College			1306	1177
Community Operations			326	286
Work Based Learning			307	581
14-16 Programmes			212	247
Job Centre Plus			157	326

programme area	Full Time		Part Time	
	Female	Male	Female	Male
Arts Media & Performance	103	133	478	108
ESOL	49	38	301	239
Humanities & Social Sciences	55	53	666	367
Mathematics & Science	29	28	219	124
A'Levels	113	89		
Engineering Technology	9	354	26	729
Information Technology	13	82	172	144
Applied Social Studies	413	46	324	29
Hair & Beauty	231	10	109	12
Independent Living Skills	60	70		
Business & Office Admin	55	71	317	125
Hospitality And Tourism	93	57	35	11
Sport And Public Services	51	166	11	34
Business College			1306	1177
Community Operations			326	286
Work Based Learning			307	581
14-16 Programmes			212	247
Job Centre Plus			157	326

EQUALITY & DIVERSITY PROGRESS REPORT 2011

In 2008-2009 the student cohort was 13,134, approximately 700 fewer students than the figure for previous year (13,858). In 2009-2010 numbers dropped further to 10,293, indicating a decrease of 2,841 compared with 2008-2009 and 3,565 compared with figures in 2007-08. This decline was largely due to cuts in our adult part time provision, due to cuts in post 19 funding. **In 2010-11 numbers rose to 10,526, an increase of 233 students.**

Although the number of students has increased, **the gender split is the same as in 2009-10: 47% male and 53% female.** In 2010-11, although part time male and female enrolments have both risen, the increase has been higher for males, resulting in a 2% increase in the proportion of part time male enrolments, compared with 2009-10.

In 2010-11, by faculty full time enrolments are almost evenly split for A Level and the Arts (349 female and 341 male). Engineering and IT is male dominated with 22 (5%) full time female enrolments and 436 (95%) male, compared with 46 full time female enrolments and 420 male in 2009-10 (a 3% decrease in the proportion of full time female enrolments). Social and Vocational Studies is female dominated, with 704 (85%) full time female enrolments and 126 (15%) male, a 1% increase in the proportion of full time male enrolments compared with 2009-10. For Sport, Lifestyle and Business the split is 199 (40%) full time female enrolments and 294 (60%) full time male, a 1% increase in the proportion of full time female enrolments compared with 2009-10.

In 2010-11 the number of enrolments increased in Business College, Community Operations and Work Based Learning, but decreased in 14-16 programmes. For Business College, the gender split is the same as in 2009-10 (53% female, 47% male). For Community Operations, male enrolments have increased from 172 in 2009-10 to 286 in 2010-11, so that the gender split now also reflects that of the college as a whole. However, for Work Based Learning, female enrolments have decreased from 336 in 2009-10 to 307 in 2010-11, making the split 35% female and 65% male, a 5% decrease in the proportion of female enrolments. For 14-16 programmes in 2009-10 there were 286 (52%) female enrolments and 259 male, indicating a 13% increase in the proportion of female enrolments on 2008-9, in 2010-11, there were 212 (46%) female enrolments and 247 (54%) male, a 6% decrease in the proportion of female enrolments.

Female representation is higher for part time enrolments across

EQUALITY & DIVERSITY PROGRESS REPORT 2011

all faculties. Although for A Level and the Arts, Engineering and IT and Social and Vocational Studies, the number of part time enrolments has decreased compared with figures for 2009-10, there are only slight differences in the gender split for A Level and the Arts, for example a 2% increase in the proportion of male part time enrolments, and for Social and Vocational Studies the split is almost the same as the previous year (91% female and 9% male). For Engineering and IT, in 2010-11 there was a 4% decrease in the proportion of part time female enrolments (now at 18%) and for Sport, Lifestyle and Business, the split is 363 female (68%) and 170 (42%) male, indicating an increase of 114 part time female enrolments female, a 4% increase in the proportion of female enrolments compared with the previous year.

When looking at the gender split by programme area, we can see changes in certain areas. For example, although the number of full time male enrolments for Humanities and Social Sciences decreased from 51 in 2008-2009 to 24 in 2009-2010, changing the gender balance to 67% female, in 2010-11 the balance has shifted again, with full time male enrolments rising back up to 53, making the gender split almost 50:50. In 2009-10 full time female enrolments in Maths and Science increased from 16 in 2008-2009 to 25 in 2009-2010 and this year have risen again to 29 female and 28 male, so the gender split is now also almost 50:50. For Arts, Media & Performance there's a 2% decrease in the proportion of full time female enrolments (47%) and a 4% decrease in the proportion of full time male ESOL enrolments (44%).

In 2009-10 the number of enrolments decreased for all part time programmes (apart from Humanities & Social Sciences) and there were no significant changes in the gender balance in any programme areas in A Level and the Arts. In 2010-11 the number of enrolments increased for Arts, Media and Performance, with over a hundred more female part time enrolments (478 compared with 386 in 2009-10) representing a 5% increase in the proportion of part time female enrolments. In Maths and Science, the number of part time female enrolments increased from 175 in 2009-10 to 219 in 2010-11 and the number of part time male enrolments almost doubled (rising from 67 in 2009-10 to 124 in 2010-11, an 8% increase in the proportion of part time male enrolments). However, in Humanities and Social Sciences the number of part time enrolments dropped from 1,483 in 2009-10 to 1,033 in 2010-11. In ESOL part time enrolments decreased from 602 in 2009-10 to 540 in 2010-11 and there was a 4% decrease in the proportion of

EQUALITY & DIVERSITY PROGRESS REPORT 2011

male part time enrolments.

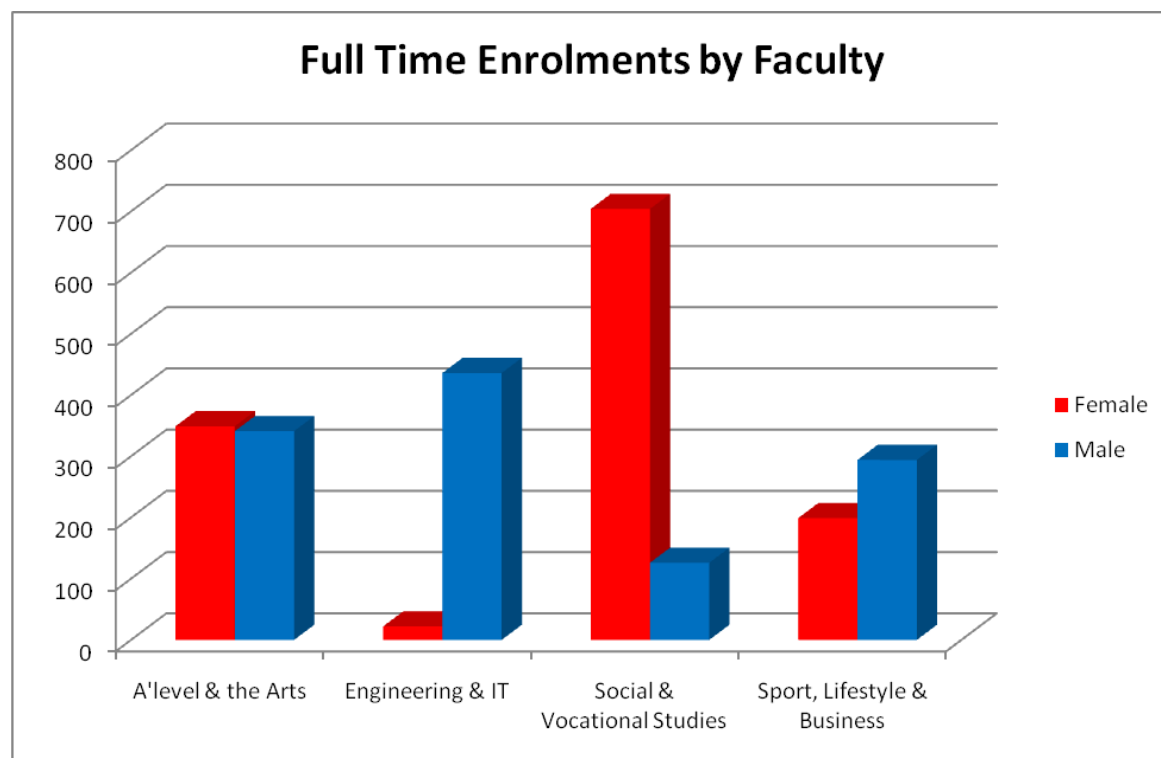
In Hair and Beauty, the number of full time male enrolments rose from 5 in 2008-2009 to 10 in 2009-2010 and the figure is also 10 for 2010-11. In Engineering, full time female enrolments rose from 8 in 2008-2009 to 14 in 2009-2010, but dropped to 9 in 2010-11. However, part time female enrolments in Engineering dropped from 35 in 2008-2009 to 22 in 2009-10, but have risen to 26 in 2010-11. Part time male enrolments in Hair and Beauty dropped from 22 in 2008-2009 to 12 in 2009-2010 and have remained at 12 this year. In Applied Social Sciences the proportion of full time male enrolments has risen by 2% (and is now at 10%), although part time male enrolments have dropped by 1% (now at 8%).

In IT, part time male enrolments dropped from 214 in 2008-2009 to 136 in 2009-2010, changing the gender balance from 44% male to 37%. In 2010-11, part time male enrolments increased to 144 and part time female enrolments dropped from 228 in 2009-10 to 172, making the proportion of male enrolments now 46%.

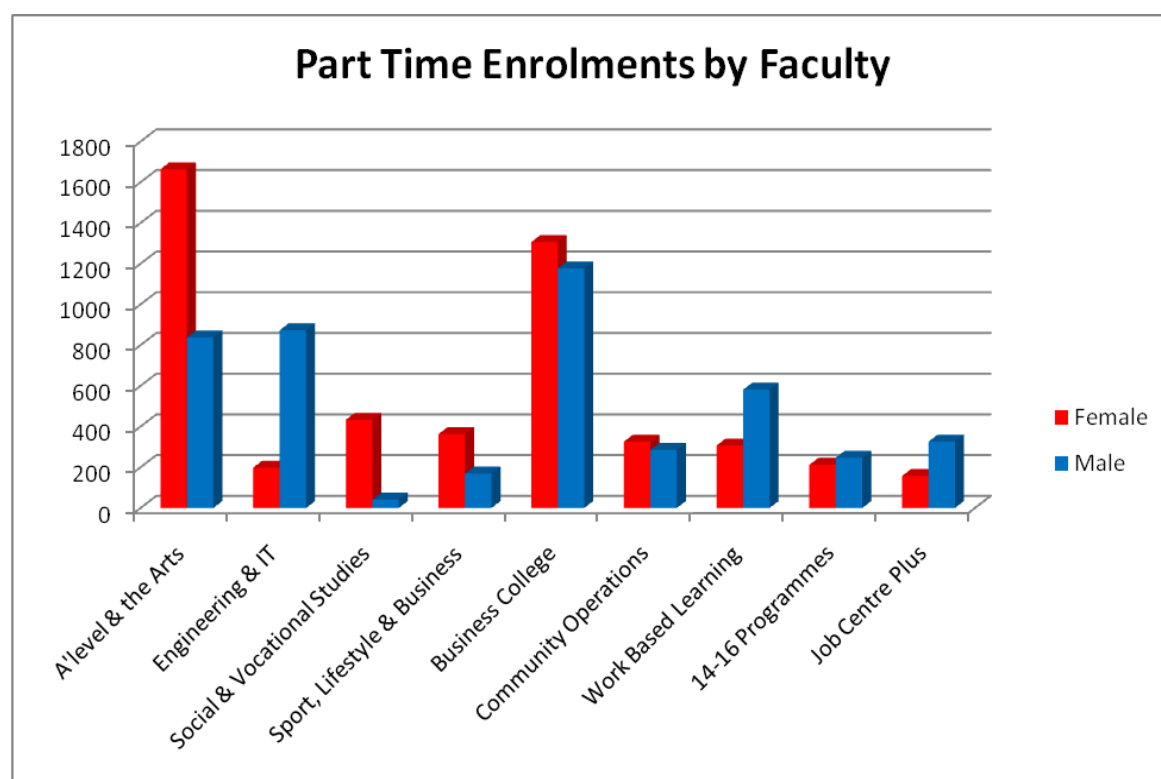
In 2009-10 Business and Office Administration part time female enrolments dropped, shifting the gender balance from 97% female in 2008-2009 to 69%. In 2010-11 part time female enrolments increased, making the split 72% female, 28% male. There were no part time Hospitality and Tourism courses running in 2009-2010, but there were in 2010-11, which partly explains the increase in part time female representation when looking at the faculty of Sport, Lifestyle and Business as whole.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

5.7 Graph 2010-2011 Full Time Enrolments by Faculty & Gender



5.8 Graph 2010-2011 Part Time Enrolments by Faculty & Gender



EQUALITY & DIVERSITY PROGRESS REPORT 2011

5.9 2009-2010 Student Count by Disability

Student Count By Disability				
Disability	Total	%	Female	Male
learner is assessed as having no disability	9025	87.7	4807	4218
Not Disclosed	66	0.6	44	22
not known/information not provided/not required	444	4.3	235	209
visual impairment	47	0.5	26	21
hearing impairment	81	0.8	40	41
physical difficulty	189	1.8	94	95
emotional/behavioural difficulties	44	0.4	18	26
mental ill health	90	0.9	44	46
autistic spectrum disorder	34	0.3	6	28
speech, language & communication difficulty	81	0.8	33	48
other	192	1.9	84	108

5.10 2009-2010 Student Count by Learning Difficulty

Student Count By Learning Difficulty				
Learning Difficulty	Total	%	Female	Male
no learning difficulty	8437	82.0	4489	3948
Not Provided	525	5.1	269	256
Not Known	623	6.1	334	289
moderate learning difficulty	117	1.1	54	63
severe learning difficulty	106	1.0	43	63
other specific learning difficulty	22	0.2	4	18
dyslexia	401	3.9	206	195
other	62	0.6	32	30

5.11 2010-2011 Disability and Learning Difficulty Disclosures

Students Disclosed Disability/Learning Difficulty				
	Total	%	Female	Male
learner is assessed as having a disability and/or LD	1243	12	664	579
learner is assessed as having no disability and/or LD	9006	86	4758	4248
not known	277	3	136	141

EQUALITY & DIVERSITY PROGRESS REPORT 2011

5.12 2010-2011 Student Count by Disability/Learning Difficulty

Student Count By Disability/Learning Difficulty				
Disability	Total	%	Female	Male
Autistic spectrum disorders	42	3.0	5	37
Behavioural, emotional and social difficulties	74	5.3	31	43
Hearing impairment	64	4.6	37	27
Moderate Learning Difficulties	154	11.1	68	86
Physical and/or medical difficulties	176	12.7	77	99
Specific Learning Difficulties	318	22.9	154	164
Speech, language and communication difficulties	132	9.5	63	69
Visual impairment	45	3.2	20	25
Dyslexia	382	27.5	180	202

In 2010-11, reporting requirements from DCELLS changed, which meant changes to how information is recorded on college enrolment forms. Disability and learning difficulties have been combined into one section on the form and within this some of the categories of disabilities and learning difficulties have also been combined under broader headings (as can be seen from the tables above). This has improved the reliability of data in terms of disclosures and “not knowns/not provided”, for example, as previously people who disclosed both a disability and a learning difficulty or who did not provide information on both sections of the enrolment form would have been counted twice. However, it may also mean that for some students, for example those with mental health difficulties, they may not be disclosing their disability as it may not be clear which category refers to them.

In 2009-2010, 758 (7.4%) of students disclosed that they had a disability and 708 (6.8%) disclosed that they had a learning difficulty. In 2010-2011, 1243 disclosed that they had a disability *or* learning difficulty (12% of the overall cohort). In 2009-10 the number of “not knowns/not provided/not disclosed” in relation to disability was 510 and for learning difficulty 1148. In 2010-2011, there were 277 “not knowns” (3% of the overall cohort). This indicates both the fact that people are now less likely to be counted twice, but also that more students are providing this information, reflecting a more pro-active approach to encouraging students to disclose disabilities or learning difficulties during the admissions and enrolment process. Although not all the categories are identical for 2009-10 and 2010-11, in most areas numbers of students with particular disabilities have not altered significantly, except in relation to hearing impairment, which has dropped from 81 in 2009-10 to 64 in 2010-11. Proportions of males and females with

EQUALITY & DIVERSITY PROGRESS REPORT 2011

particular disabilities remain similar, except in relation to autistic spectrum disorders, which is over 80% male.

5.12 2009-2010 Student Count by Ethnic Origin

Student Count By Ethnic Origin				
Ethnic Origin	Total	%	Female	Male
Asian - Bangladeshi	111	1.1	54	57
Asian - Indian	34	0.3	21	13
Asian - Pakistani	19	0.2	13	6
Black - African	107	1.0	52	55
Black - Caribbean	8	0.1	4	4
Chinese	64	0.6	46	18
information refused	30	0.3	17	13
mixed - White and Asian	25	0.2	15	10
mixed - White and Black African	11	0.1	3	8
mixed - White and Black Caribbean	17	0.2	9	8
not known	325	3.2	195	130
other Asian background	173	1.7	78	95
other Black background	4	0.0	2	2
other Ethnic background	115	1.1	50	65
other Mixed background	24	0.2	14	10
White	9226	89.6	4858	4368

5.12 2010-2011 Student Count by Ethnic Origin

Student Count By Ethnic Origin				
Ethnic Origin	Total	%	Female	Male
Asian - Bangladeshi	113	1.1	58	55
Asian - Indian	31	0.3	17	14
Asian - Pakistani	23	0.2	14	9
Black - African	121	1.1	56	65
Black - Caribbean	6	0.1	4	2
Chinese	58	0.6	44	14
information refused	24	0.2	10	14
mixed - White and Asian	27	0.3	15	12
mixed - White and Black African	7	0.1	2	5
mixed - White and Black Caribbean	18	0.2	10	8
not known	239	2.3	125	114
other Asian background	162	1.5	71	91
other Black background	4	0.0	2	2
other Ethnic background	104	1.0	35	69
other Mixed background	26	0.2	18	8
White	9563	90.9	5077	4486

EQUALITY & DIVERSITY PROGRESS REPORT 2011

In 2009-10, 89.6% of the student cohort identified themselves as being White; 7% identified themselves as being of a Black or Minority Ethnic group and 3.4% (355 people) did not provide this information. Although the number of enrolments overall for most categories decreased, there was an increase in the number of people identifying themselves as Other Ethnic Background (rising from 95 in 2008-09 to 115 in 2009-2010). There were no significant differences in proportions of students from different ethnic groups - with Black African, Asian-Bangladeshi and Other Asian remaining the three largest groups. There were no significant changes in the gender balance of different groups, although for White and Asian in 2009-10 the proportion of male and female students does change (15 female and 10 male). In 2010-11, 90.9% of the cohort identified themselves as White; 2.5% (263 people) did not provide this information and 6.6% identified themselves as being of a Black or Minority Ethnic Group. The number of enrolments overall and for most categories increased, except Chinese, Other Asian Background, Mixed-White and Black African and Other Ethnic Background.

5.13 2009-2010 Student Count by Age Group

Student Count By Age Group				
Age Group	Total	%	Female	Male
Age 13-15	378	3.7	192	186
Age 16-19	2478	24.1	1200	1278
Age 20-24	1436	14.0	695	741
Age 25-29	1211	11.8	651	560
Age 30-39	1748	17.0	983	765
Age 40-49	1591	15.5	889	702
Age 50-59	961	9.3	552	409
Age 60-69	363	3.5	208	155
Age 70+	104	1.0	52	52
Unknown	23	0.2	9	14
	10293	100	5431	4862

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5.14 2010-2011 Student Count by Age Group

Student Count By Age Group				
Age Group	Total	%	Female	Male
Age 13-15	296	2.8	127	169
Age 16-19	2394	22.7	1196	1198
Age 20-24	1482	14.1	687	795
Age 25-29	1305	12.4	717	588
Age 30-39	1848	17.6	1037	811
Age 40-49	1676	15.9	934	742
Age 50-59	1029	9.8	583	446
Age 60-69	377	3.6	215	162
Age 70+	103	1.0	57	46
Unknown	16	0.2	5	11

In 2008-09 16-19 year olds (2,614 students) made up almost 20% of the overall cohort. 30-39 and 40-49 were the next largest groups, each making up 17.4% of the overall cohort. In 2009-2010, although the number of students as a whole, and in all age brackets decreased, the decrease was more significant for certain age groups. For example, although the number of enrolments for 16-19 year olds dropped to 2,478, this group made up 24% of the overall cohort because the drop in enrolments for older age groups was bigger. 30-39 and 40-49 year olds were still the second largest groups, but the number of 30-49 year olds dropped from 2,289 in 2008-2009 to 1,748 in 2009-2010 (over 500 fewer students) and for 40-49 year olds, dropped from 2,290 in 2008-2009 to 1,591 in 2009-2010 (almost 700 fewer students). The number of students in other age groups in 2009-10 also dropped, for example with 554 fewer 20-24 year olds, 353 fewer 25-29 year olds, 368 fewer 50-59 year olds and 111 fewer enrolments for 60-69 year olds. This was largely due to cuts in our adult provision (particularly community provision) due to funding cuts for over 19 provision. We have been working with other education providers and relevant groups and organisations as part of the Swansea Learning Partnership to identify how we can best meet the needs of adult learners across Swansea within existing funding constraints. 2010-11 has shown an increase in the number of enrolments across all age groups with the exception of the under 19s and 16-19s, although 16-19s still remain proportionately the largest age group, making up 22.2% of the overall cohort.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

5.15 Retention and Attainment by Gender

FT Retention	2009-2010	2008-2009	2007-2008
Male	87.8%	89.6%	87.3%
Female	87.5%	89.3%	86.1%

FT Attainment	2009-2010	2008-2009	2007-2008
Male	91.6%	87.6%	89.2%
Female	90.8%	87.8%	85.6%

Retention and attainment for male and female students is even. In 2009-10, retention for both males and females dropped by approximately 2% compared with figures for 2008-09, but attainment for males rose by 4% and for females by 3%.

5.16 Retention and Attainment by Ethnic Group

FT Retention	2009-2010	2008-2009	2007-2008
White	86.6%	88.0%	84.5%
All other ethnic groups	84.9%	90.4%	85.9%

FT Attainment	2009-2010	2008-2009	2007-2008
White	90.4%	86.9%	86.4%
All other ethnic groups	86.2%	81.0%	79.8%

Attainment for students identifying themselves as white has been approximately 5% higher than for learners from other ethnic groups (as a whole) over the last three years; however retention is approximately 1.5% lower.

5.17 Retention and Attainment by Age Group

FT Retention	2009-2010	2008-2009	2007-2008
16-18	88.9%	88.6%	87.5%
19+	84.8%	91.5%	85.4%

FT Attainment	2009-2010	2008-2009	2007-2008
16-18	92.3%	89.8%	89.6%
19+	87.1%	82.5%	81.7%

Retention for over 19s rose from 85.4% in 2007-08 to 91.5% in 2008-09, but dropped back to 84.8% in 2009-10. Retention figures for 16-18 groups have remained steady. Attainment for both age groups increased in 2009-10, by almost 3% for 16-18 age groups and by around 4.5% for over 19s.

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Appendix 2 - Student Data 2009-10 (Gorseinon)

1a. Student Participation by Ethnicity 2009-2010 Full Time

Ethnicity	16 - 19				Over 19	
	Gen Ed.		Vocational		Lifelong Learning	
	No.	%	No.	%	No.	%
White	1241	94	872	97	1292	95
All other ethnic groups	64	5	24	3	51	4
Info. not provided	21	2	4	0	18	1
TOTAL	1326		900		1361	

1b. Participation by Ethnicity Compared with Previous Years

Year	16 - 19		Over 19	
	No.	%	No.	%
2007-2008	101	4.7	97	5.0
2008-2009	102	5.0	53	3.0
2009-2010	88	3.9	52	4.0

In 2008-09 the percentage of students in the 16-19 cohorts from Black and Minority Ethnic groups increased from 4.7% to 5%; however in 2009-10 this dropped to 3.9%. For the over 19 age group, students from BME groups made up 5% of the cohort in 2007-08. This dropped to 3% in 2008-09 and rose again to 4% in 2009-10. The largest BME groups are Bangladeshi and Chinese, reflecting the local population.

1c. Retention by Ethnicity 2009 - 2010

Ethnicity	16 - 19		Over 19
	Gen. Ed.	Voc.	Lifelong Learning
	%	%	%
White	84	91	80
All other ethnic groups	84	92	85

EQUALITY & DIVERSITY PROGRESS REPORT 2011

1d. Retention by Ethnicity Compared with Previous Years

Ethnicity		16 - 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	White	89	84	79
	Other ethnic groups	80	96	70
2008-2009	White	84	83	77
	Other ethnic groups	86	82	70
2009-2010	White	84	91	80
	Other ethnic groups	84	92	85

During 2009-10 retention of learners from BME groups increased, particularly in Vocational and Lifelong Learning programmes which rose by 10% and 15% respectively.

1e. Achievements by Ethnicity 2009 - 10

Ethnicity	16-19		Over 19
	Gen. Ed. %	Voc. %	Over 19 Lifelong Learning %
White	95	98	98
All other ethnic groups	90	99	97

1f. Achievements by Ethnicity Compared with Previous Years

Ethnicity		16 - 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	White	96	94	94
	Other ethnic groups	96	94	93
2008-2009	White	95	98	97
	Other ethnic groups	94	99	93
2009 -2010	White	95	98	98
	Other ethnic groups	90	99	97

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Achievements of BME learners are generally the same as those of white learners, with the exception of General Education programmes, which is 5% lower for learners from BME groups, a 4% drop compared with the previous year. In Lifelong Learning, achievements of learners from BME groups have risen by 4% compared with 2008-09 and is currently at 98%.

2a. Participation by Gender (2009-2010)

	Gender	%
Lifelong Learning	Female	66
	Male	34
Gen. Ed.	Female	55
	Male	45
Vocational	Female	49
	Male	51

2b. Participation by Gender Compared with Previous Years

Gender		16 – 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	Male	42	50	30
	Female	58	50	70
2008-2009	Male	44	51	32
	Female	56	49	68
2009-2010	Male	45	51	34
	Female	55	49	66

Female representation is higher than male across General Education and particularly Lifelong Learning programmes, but is more evenly split for Vocational programmes.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

2c. Retention by Gender 2009 - 2010

	Gender	Retained %
Lifelong Learning	Female	78
	Male	84
Gen Ed	Female	83
	Male	85
Vocational	Female	90
	Male	91

2d. Retention by Gender Compared with Previous Years

Gender		16 - 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	Male	84	88	78
	Female	82	88	76
2008-2009	Male	86	90	80
	Female	83	90	78
2009-2010	Male	85	91	84
	Female	83	90	78

Retention figures are comparable between males and females on 16-19 Vocational programmes and slightly higher for males on General Education and Lifelong Learning programmes. Retention for males on Lifelong Learning programmes increased by 4% compared with 2008-09, but for females did not change.

2e Achievement by Gender 2009-2010

	Gender	Achievement
Life Long Learning	Female	98% achieved a qualification
	Male	96% achieved a qualification
Vocational	Female	98% achieved a qualification
	Male	95% achieved a qualification
Gen. Ed.	Female	95% achieved a qualification
	Male	94% achieved a qualification

EQUALITY & DIVERSITY PROGRESS REPORT 2011

2f. Achievement by Gender Compared with Previous Years

Gender		16 – 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	Male	95	92	90
	Female	96	96	95
2008-2009	Male	90	91	94
	Female	90	94	95
2009-2010	Male	94	95	96
	Female	95	98	98

Achievements of males and females on General Education programmes is roughly the same, but for Vocational and Lifelong Learning programmes, achievements of females is approximately 2.5% higher.

3a. Student Participation by Disability 2009 – 2010

Disability	16 - 19				Over 19	
	Gen Ed.		Vocational		Lifelong Learning	
	No.	%	No.	%	No.	%
Learner is assessed as having a disability and/or learning.	64	5	96	11	185	14
Learner is assessed as having no disability/not required.	1263	95	803	89	1151	85
Info. not provided	1	0	0		23	2
TOTAL	1326		899		1359	

3b. Participation by Disability Compared with Previous Years

Year	16 - 19		Over 19	
	No.	%	No.	%
2007-2008	2131	7	2087	19
2008-2009	2215	5	1962	9
2009-10	160	7	185	14

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From 2008-2009, in the 16-19 cohorts, the percentage of students who were assessed with having a disability or learning difficulty has increased from 5% to 7%. For the over 19 group, participation decreased from 19% in 2007-08 to 9% in 2008-09 and rose to 14% in 2009-10.

3c. Retention by Disability 2009 - 2010

Disability	16 - 19		Over 19
	Gen. Ed.	Voc.	Lifelong Learning
	%	%	%
Learner assessed as having a disability and/or learning difficulty	84	93	92
Learner assessed as having no disability/not required	84	91	78

3d. Retention by Disability Compared with Previous Years.

Disability		16 - 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	Learner assessed as having a disability and/or learning difficulty	91	99	77
	Learner assessed as having no disability/not required.	83	87	69
2008-2009	Learner assessed as having a disability and/or learning difficulty	86	93	88
	Learner assessed as having no disability/not required	84	90	78
2009-2010	Learner assessed as having a disability and/or learning difficulty	84	93	92
	Learner assessed as having no disability/not required	84	91	78

Retention of students assessed as having a disability or learning difficulty is consistently higher than for other students, except in General Education, which in 2009-10 was the same. In Lifelong Learning, retention of students with disabilities or learning difficulties increased by 4% and is currently 92%, whereas for those who are not disabled retention remains at 78%, a 14% difference.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

2e Achievement Statistics by Disability 2009-2010

	Disability	Achievement
Life Long Learning	Learner assessed as having a disability and/or learning difficulty	96
	Learner assessed as having no disability/not required.	98
Vocational	Learner is assessed as having a disability and/or learning difficulty	95
	Learner is assessed as having no disability/not required	95
Gen. Ed.	Learner assessed as having a disability and/or learning difficulty	94
	Learner is assessed as having no disability/not required	95

2f. Achievement by Disability Compared with Previous Years

Disability		16 – 19		Over 19
		Gen. Ed.	Voc.	Lifelong Learning
		%		%
2007-2008	Learner assessed as having a disability and/or learning difficulty	96	93	81
	Learner assessed as having no disability and/not required	96	94	95
2008-2009	Learner assessed as having a disability and/or learning difficulty	88	93	97
	Learner assessed as having no disability/ not required.	90	93	95
2009-2010	Learner assessed as having a disability and/or learning difficulty	94	95	96
	Learner assessed as having no disability and/or learning difficulty	95	95	98

Achievements of students with disabilities and/or learning difficulties is generally the same as the achievements of other students, except in Lifelong Learning, where in 2009-10 there was a 1% drop in achievements of students with disabilities and/or learning difficulties and a 3% rise in achievements of other students.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

6. Appendix 3 Staff Data

6.1 Gower College Swansea 2010-11

Gender Split – All Staff

Male	403	36.6%
Female	699	63.4%

Gender Split – Teaching Staff

Male	231	41%
Female	329	59%

Currently almost two thirds of the overall workforce is female and almost 60% of teaching staff are female.

Age Profile of Total Staff

<20	10	.90%
20 – 29	117	10.62%
30 – 39	246	22.33%
40 – 49	311	28.22%
50 – 59	291	26.41%
60 +	127	11.52%

Staff in the 40-49 and 50-59 age brackets make up the largest proportions of the workforce, 28% and 26% respectively.

6.2 Diversity of Workforce: Gender (Swansea Sites)

The split of female / male staff employed has remained fairly constant over recent years, although there is a slight increase in the percentage of male staff now with 63% of staff employed female and 37% of staff employed male.

Table 1: Gender Split – All Staff

Number of Staff			
Year	Female	Male	Total
2008/9	517 (63%)	302 (37%)	818
2007/8	621 (65%)	334 (35%)	955
2006/7	691 (65%)	371 (35%)	1062
2005/6	692 (64%)	389 (36%)	1081
2004/5	691 (64%)	385(36%)	1076
2003/4	711(64%)	398(36%)	1109

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Table 2: Gender Split – Teaching Staff

Year	Number of Teaching Staff		
	Female	Male	Total
2008/9	235 (60%)	157 (40%)	392
2007/8	265 (60%)	180 (40%)	445
2006/7	310 (60%)	203 (40%)	513
2005/6	331 (60%)	217 (40%)	548
2004/5	320 (59%)	226 (41%)	546
2003/4	350 (59%)	246 (41%)	596

Female teachers make up 60% of the total teaching staff body and male represent 40%. This ratio has been constant for the last four years.

6.3 Diversity of Workforce: Age

There has been little change in the overall age profile of staff over recent years. Figures for 2007/8 are not yet published, however the below estimate indicates a drop of 7% from the 20-29 bracket and a 10% increase in the proportion of staff over 40.

Table 3: Age Profile of Total Staff

	<20	20-29	30-39	40-49	50-59	60+
2008/9	2.3%	14%	26%	25%	24%	8%
2007/8	2.3%	16%	25%	25%	23%	7%
2006/7	3%	18%	25%	25%	21%	6%
2005/6	4%	19%	25%	26%	21%	5%
2004/5	3%	19%	24%	26%	19%	6%
2003/4	6%	20%	26%	27%	17%	5%

6.4 Diversity of Workforce: Ethnicity

The number of Black or Minority Ethnic staff employed at the college in 2007/8 represents 2.54% of the total workforce. This figure is lower than recent figures on the BME population in Swansea (3.2% in 2007) although with a reduction in staff turnover and the number of vacancies appointed too, the opportunities to increase this percentage have been limited.

EQUALITY & DIVERSITY PROGRESS REPORT 2011

Table 4: % of BME Staff

	White	total	No. of BME Staff	% BME Staff
2008/9	807	825	17	2.0%
2007/8	928	962	28	2.9%
2006/7	1025	1062	31	2.9%
2005/6	1042	1082	30	2.7%
2004/5	1035	1081	19	1.7%
2003/4	1066	1109	25	2.2%

6.5 Diversity of Workforce: Disability

More accurate capture and recording of data has now identified a more realistic figure of the number of staff employed at the College with a disability.

Table 5: % Staff Who Have Disclosed a Disability

	No. of Staff with a disability	%
2008/9	20	2.8%

6.6 Recruitment

Table 6: Gender Split of Applications

	% female applicants	% male applicants
2008-9	61%	39%
2007-8	71%	29%
2006-7	67%	32%
2005-6	55%	45%

The gender split of overall vacancy applications was 71% female, 29% male. These figures indicate a slight increase in the percentage of applications from female applicants compared with 2006/07.

Table 7: Age Profile of Applicants

Year	16-24	25-35	36-45	46-55	56+
08/09	26%	33%	18%	16%	5%
07/08	19%	27%	21%	21%	6%
06/07	17.5%	31.5%	25%	16%	7%
05/06	17%	21%	19%	8%	4%

Table 8: No. of Black or Minority Ethnic Applications

EQUALITY & DIVERSITY PROGRESS REPORT 2011

	BME Applications	Total Applications	% BME Applications
2008-09	34	567	6.0%
2007-08	52	754	6.8%
2006-07	52	978	5.3%
2005-06	88	1202	7.3%

During 2008/09, there was a slight reduction in the percentage of applications received from black or ethnic minority applicants, representing 6% compared with 6.8% in 2007/8. However the number of applicants who disclosed a disability slightly increased in 2008/09.

Table 9: No. of Applications Disclosing Disability

	Disability Applications	% Disability Applications
2008/9	12	2.12%
2007/08	4	0.53%
2006/07	11	1.12%
2005/06	6	0.64%