

EQUALITY & DIVERSITY PROGRESS REPORT 2010

EXECUTIVE SUMMARY

This report provides an overview of the work that Swansea College has undertaken during 2009-2010 to meet our legislative requirements and embed equality and diversity in our practices.

Meeting Our Legislative Duties

Following consultation with a cross-section of staff, students and other key stakeholders, our **Single Equality Scheme and Action Plan was published in July 2009. This sets out our equality objectives and the actions we intend to take over the next three years** to meet our duties under the Equality Act 2006 and promote equality in our policies, employment practices and provision of education, services and facilities. **This document is available on our website www.swancoll.ac.uk .**

Implementing our Single Equality Scheme and Action Plan

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

Prior to publishing our Single Equality Scheme and Action Plan, a training session for senior managers was delivered to promote awareness of our equality duties and objectives. Following this, senior managers have raised awareness within their departments. Awareness has also been raised through staff induction and development events and team meetings.

Student awareness is raised via induction and equality and diversity sessions as part of their tutorial programme or course delivery. Events such as our annual Diversity Fayre 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 student groups participating on the day.

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

Senior managers have included equality objectives in their operational plans. Directors of Faculty and other senior managers have given progress updates to the Equality and Diversity Group.

We gather data on student recruitment by age, gender, ethnic group and disability and student feedback by these categories via our Students' Talking surveys. Details and analysis of this information can be found in our annual report. Our staff profile and analysis of feedback from our Staff Perception Survey is also published in this report.

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We have made progress with embedding impact assessment in policy development and review processes, with more policy impact assessments being undertaken and coming to the Equality and Diversity Group for feedback and approval.

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 and HR Committee. These reports are published on our website www.swancoll.ac.uk. We also give regular progress reports to the Senior Management Team and Equality and Diversity Group.

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 over 400 female students and staff taking part in our caption competition.

We have improved the management of maternity leave and return to work arrangements to ensure that women are given appropriate support, including "keep in touch" sessions to improve communication and regular reviews to monitor progress.

Disability

We have improved disclosure and referral systems for students and staff with disabilities, capturing and communicating information through our admissions process for students and through "All About Me" for staff. This has helped to highlight any additional support requirements or adjustments that we need to put in place more efficiently.

We are currently undertaking an access survey across college sites which will help highlight any accessibility issues and improvements we can make to our venues and facilities. Feedback from staff and students with disabilities will be taken into account as part of this process.

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. We plan to build on these links to look at ways of improving representation of people from Black and Minority Ethnic Groups in the workforce.

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Religion and Beliefs

A Christian Group has been set up for students and staff to meet together socially/supportively.

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 and Fresher's Fayre. We have also promoted awareness and positive attitudes through our LGBT History Month displays and activities and through participation in local events such as the first Swansea Pride.

Age

Recent funding cuts have had an adverse affect on our provision for adult learners. We are working with other providers as part of the Swansea Learning Partnership to ensure that provision for adult learners is as equitable and efficient as possible within existing funding constraints.

Future Challenges and Recommendations

In order to achieve our equality objectives we will need to continue to embed these in our policies, planning, practices and procedures during the period of merger and to regularly review progress with this. It is important that our equality objectives are at the heart of our decision making and actions taken during this period so that existing good practices and opportunities to make progress are not lost.

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1. Introduction

This report provides an overview of the work that Swansea College has undertaken during 2009-2010 to meet our legislative requirements and embed equality and diversity in our practices.

2. Legislative Context

Under the Equality Act 2006 we have **general duties to promote equality on the basis of race, disability, gender, age, sexual orientation, religion and beliefs.**

Our **general duties** are to:

- promote equality of opportunity;
- eliminate unlawful discrimination and harassment;
- promote positive relations between people of different racial groups;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of people's disabilities, even where that involves treating people who are disabled more favourably than other people.

We also have **specific duties** to:

- assess the impact of current and future policies and practices on different groups;
- monitor representation and progression by disability, gender and racial group;
- develop and publish an equal pay policy, including measures to address occupational segregation;
- **develop and publish a scheme and action plan which demonstrates how we intend to fulfil these general and specific duties;**
- involve key stakeholders in the development of our scheme and objectives;
- monitor and report on our progress with implementing our objectives (annually) and review our scheme (every three years).

2.1 Single Equality Scheme and Action Plan

Following consultation with a cross-section of staff, students and other key stakeholders, our **Single Equality Scheme and Action Plan was published in July 2009. This sets out our equality objectives and the actions we intend to take over the next three years to meet our duties** under the Equality Act 2006 and promote equality in our policies, employment practices and

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provision of education, services and facilities. **This document is available on our website www.swancoll.ac.uk.**

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 and HR Committee.** These reports are published on our website www.swancoll.ac.uk. We also give regular progress reports to the Senior Management Team and Equality and Diversity Group. We will review our Scheme in 2012.

3. Implementing Our Scheme and Action Plan

The following section provides an overview of actions taken during 2009-2010 to implement the equality objectives set out in our Single Equality Scheme and Action Plan 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

Prior to publishing our Single Equality Scheme and Action Plan, **a training session for senior managers was delivered to promote awareness** of equality issues and our legislative duties and explore ways of implementing our objectives. Following on from this, **senior managers have included relevant equality objectives and actions from our Single Equality Action Plan into their operational plans** and raised awareness within their departments. Awareness has also been raised through staff induction and development events and team meetings.

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. **Take up of equality and diversity sessions has increased** this year and tutorials have also been delivered on bullying and harassment, and religion and beliefs.

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

Events such as our annual Diversity Fayre continue to be successful. Approximately 800-900 students and visitors attended our sixth Diversity Fayre. Various local community groups and other relevant organisations participated in the event (including the Ethnic Youth Support Team, Swansea Bay Racial Equality Council, Stonewall Cymru, Childline Cymru, Swansea Youth Participation Team, the African and Chinese Community Centres, India Dance Wales and Capoeira Wales) along with different student groups from each faculty (including Sport, Travel & Tourism, Motor Vehicle, IT, Hair, Beauty & Holistics, Childcare, Health & Social Care, Supported Studies, Art & Design, Photography, Graphics, Hospitality & Catering, 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 the event has been very positive.

A wider range of local community groups and organisations have also taken part in our Fresher's Fayre, promoting awareness of equality issues and sources of advice and support, including Stonewall Cymru, the Terrence Higgin's Trust, the Ethnic Youth Support Team, Swansea Bay Racial Equality Council and Childline Cymru.

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 and to commemorate Holocaust Memorial Day.** This year we also celebrated Environment Week with our **first Green and Global Fayre** to promote positive attitudes to sustainability.

Partnership activity and events with different community groups and organisations have been ongoing throughout the year. This includes **new initiatives such as working with the local police force to have a community police officer on site to offer support and advice and with Swansea Bay Racial Equality Victim Support Unit to offer support and advice to victims of hate crime.** We are also currently working with Remploy, Shaw Trust and local employers to provide pre-employment courses and supported work experience placements for disabled students. The Ethnic Youth

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Support Team (EYST) continue to provide a drop in service in college, giving support and advice to our BME students. We are also developing more regular review sessions with EYST to obtain feedback on any issues and support being provided.

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 Group and other departmental meetings and networks.

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

Flexible working practices are in place across the organisation. These will be reviewed during the merger.

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 January and some improvements have been made in relation to the range of healthy options available across different sites.

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 Scheme and Action Plan as part of our quality cycle. For example, **equality objectives and actions from our Single Equality Action Plan are embedded in departmental operational plans**. Senior managers of delivery and functional areas also include a section on equality and diversity in their termly progress reports to the Senior Management Team and present progress reports to the Equality and Diversity Group. 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 and HR Committee is also published on our website www.swancoll.ac.uk. We will review our Scheme in 2012.**

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We gather information on student recruitment by gender, ethnic group, disability/learning difficulty and age. Analysis of the data for 2008-9 and 2009-10 is included in Appendix 1, Student Data.

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 Students' Talking surveys. **The following highlights from our Full Time Student Feedback Autumn Term 2009 Interview, Induction and Enrolment Survey indicates some of the satisfaction rates amongst different groups** for some pertinent questions, students' perceptions overall in relation to whether they are treated equally, fairly, respected, welcomed and feel happy in college and their awareness of particular support services and expected behavior. It also shows improvements we have made in these areas and how we compare with other colleges in Wales and the UK.

Ethnicity

- Learners classed as Black African and those classed as Other Mixed Background were significantly more satisfied than other learners in college in the majority of questions
- Learners classed as Asian Indian, Asian Pakistani and Chinese were the least happy, with significant deviations from the norm across the majority of questions
- All ethnic groups except White and Other Mixed Background learners felt that their skills in English and maths were not assessed and their learning support needs were not assessed
- All ethnic groups except White felt that they did not always understand behavioural expectations

Age

- Overall, 16-19 year olds (76% of respondents) and 39 year olds (5% of respondents) were less satisfied with their college experience
- 20-29 year olds (9% of respondents) were far more satisfied and 40-50 year olds (1% of respondents) were the most satisfied

Gender

- Overall, there were no significant differences in responses between males and females

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College Wide

- 95% of learners felt that they know how to behave in college
- 90% knew about the help they could receive if they had any learning support needs
- 91% felt that any additional learning support needs were assessed
- 92% of learners felt welcome on their first day at college
- 92% of learners felt that they were treated with respect by staff and were treated fairly
- Overall 93% were happy with both their course and the college

Distance Travelled

Overall the satisfaction of learners has improved in the majority of areas with the biggest increases (& 3 or more) indicated as strengths, including:

- More learners were made aware that any additional learning support needs were assessed (&3)
- Learners feel that they have been treated fairly while at college (&6)
- Overall more learners are happy with their course and the college (&6)
- More learners were aware of our Equality & Diversity, Bullying & Harassment and Inclusion policies (&3)

External Benchmarking Against Welsh Colleges (8 in total)

We were satisfactory in two areas:

- Learners would recommend the college to a friend
- Learners are happy with both their course and the college

Areas for concern include:

- Learners feeling welcome on their first day of college
- Knowledge of support available

External Benchmarking against UK Colleges (140 in total)

Strengths include:

- Assessment of additional learning needs
- Awareness of Equality and Diversity, Bullying and Harassment and Inclusion policies.

Potential areas for development include:

- Knowing the kind of support that can be provided

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- Understanding how to behave in college
- Treated with respect by staff
- Treated fairly at college

Areas for concern include:

- Learners feeling welcome on their first at college

From this it can be seen that although we have made significant improvements in some of these areas since last year, there is still room for improvement, for example, in relation to making all students feel welcome and improving awareness of support available. We also **plan to further explore and work to improve satisfaction levels and awareness of behavioural expectations amongst particular ethnic groups.**

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 2009) illustrate some differences in employees' perceptions and levels of satisfaction, particularly in relation to different age groups and ethnic groups.**

Gender

- On the whole there were only slight differences in levels of satisfaction between men (91 respondents) and women (169 respondents)
- Women were generally slightly less satisfied with working conditions, equipment and facilities than men
- Women were also slightly less satisfied with the vision and strategic aims of the College, discussion of their individual training needs and being treated with respect by colleagues
- Men were slightly less satisfied with relationships with colleagues in teams, communication between departments, and what different departments do
- Men were also slightly less satisfied with improvements in the college as a whole, improvements in their areas and awareness of organisational priorities

Age

- In terms of age groups, 51 & year olds (86 respondents) were generally the most satisfied across all categories

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- 31-40 year olds (60 respondents) were generally the least satisfied and were particularly less satisfied with their local line management
- 16-30 year olds (29 respondents) were particularly less satisfied with appraisal, training and development
- 41-50 year olds (77 respondents) were less satisfied with health and safety, working conditions, facilities and equipment and provision of equal opportunities and a suitable environment for disabled people

Ethnicity

- In terms of ethnic groups, due to small numbers of Black and Minority Ethnic staff, responses were categorised as White (233 respondents) and All Other Ethnic Groups (9 respondents)
- Respondents classed as All Other Ethnic Groups were generally less satisfied across most categories than White respondents, including: clarity of direction and leadership from senior management, awareness of what various departments do, helpfulness of colleagues, appraisal, training and development, recognition, welfare, health and safety, working conditions (college premises and IT facilities), provision of equal opportunities and a suitable environment for disabled people

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 Appendix 1 Student Data. **Faculties and programme areas where there is significant under-representation of 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.**

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We also review satisfaction with provision via our Students' Talking Surveys. **The following highlights from the findings of our Student Feedback On Programme Survey (January 2010) also indicate some differences in satisfaction with teaching and learning, accommodation, equipment, support and facilities amongst different ethnic groups.**

- Black African (19 respondents), Bangladeshi (22 respondents) and White (1032 respondents) learners were generally the most satisfied across all categories
- Chinese learners (10 respondents) were the least satisfied across almost all categories and significantly less happy with their course, teaching and learning, support, accommodation and equipment, work placements and the college overall
- Black Caribbean learners (9 respondents) were also significantly less satisfied with teaching, learning and assessment than other groups
- Pakistani learners (7 respondents) and learners from All Other Ethnic Groups (44 respondents) were generally satisfied with teaching and learning, but less satisfied with the quality of accommodation, equipment, catering facilities and support
- Respondents from all minority ethnic groups rated the college significantly above the benchmark in terms of treating all students equally and fairly, with the exception of Chinese respondents

Further investigation and feedback via targeted focus groups will take place to identify the key sources of dissatisfaction for particular ethnic groups and ways of addressing issues identified.

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 & Communicate Outcomes & Progress

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An audit of the impact assessments completed during 2008/09 identified that some assessments had not followed the college guidelines in relation to setting up working groups to undertake the impact assessment and presenting the findings/outcomes of policy impact assessments to the Equality and Diversity Group for feedback and approval. Awareness of this has since been raised and quality assurance measures put in place to ensure that working groups are more representative in terms of reflecting the views/interests of different groups and areas, including a member of the Equality and Diversity Group.

Following this, **representation of working groups has improved and the monitoring of impact assessments undertaken** and the quality of these has also improved. Also, **more policies are now being impact assessed and the findings/outcomes from these impact assessments are coming to the Equality and Diversity Group for feedback and approval.**

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 2009-2010, with brief details of the key findings/outcomes of these.

Full Impact Assessments Undertaken

Document name	Impact Assessment Findings/Actions
Careers & the World of Work Policy <i>Bringing together the Careers Policy and the Work Experience Policy</i>	Gap identified in careers information and guidance for 19+ cohort. Policy to be amended to incorporate changes proposed to minimise any reduction of careers service to students on the basis age.
Complaints Procedure	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 Policy <i>Incorporating all of the equality strands, e.g. race,</i>	Need to include a statement in the policy which highlights equality strands (gender, disability etc) to make it clear that we are committed to meeting our specific duties in relation to these groups etc but also make it clear that our duties apply to everyone and

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<p><i>gender, disability etc into one policy</i></p>	<p>we are committed to treating everyone equally and fairly. Also need to add a statement making it clear that this also applies to visitors, partners etc. We will be consulting with students, staff, community groups and other stakeholders as part of the development of our Single Equality Scheme. This will include looking at any gaps in our existing equality schemes and policies (and how these are implemented) and exploring equality issues and organisational priorities from different perspectives. Will need to update Equality and Diversity Policy following this consultation and cross-reference it to our Single Equality Scheme and Action Plan.</p>
<p>Essential Skills Policy <i>Replaces previous Key Skills, Basic Skills and Dyslexia Support policies</i> NEW</p>	<p>Reword policy for clarification and in line with Disability Statement and policy procedure. Simplify language text. Monitor take up of support and delivery. Cross-reference to Disability Statement. Explain plan to review progress of implementing policy. Explain who to contact if you wish to make a complaint. Explain how to access support.</p>
<p>Reasonable Force Policy</p>	<p>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.</p>
<p>Public Interest Disclosure (Whistleblowing) Policy & Procedure NEW</p>	<p>It could be difficult for staff whose first language is not English or those with disabilities to access or understand the Whistleblowing Policy and Procedure Move Procedure flowchart to the beginning of the Policy and the guidelines document. Add section at start of Procedure flowchart encouraging staff to consider difference between whistleblowing and a grievance, i.e. whether they have a genuine concern about malpractice or whether it would be appropriate to raise their concern under the College's Grievance Policy. Add paragraphs at beginning of policy explaining a) how staff can access the Policy in a different format, b) how staff can obtain support to help them understand the Policy before deciding whether to raise a concern. Consider how to monitor accessibility and understanding of the policy.</p>

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Partial Impact Assessments Undertaken

Document name	Impact Assessment Findings/Actions
Admissions Policy	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/communicated.
Assessment Policy - <i>Completely revised</i>	The wording of the policy does not present a barrier to students as it is for use only by staff. Minor amendments to text agreed – some wording amended to clarify differentiation not discrimination and a change in ordering of statements.
Assessment Malpractice Policy	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	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.
Children on the Premises Policy	Perception: women who have a childcare responsibility could be seen to be treated in a disadvantaged manner.
Data Protection Policy & Guidelines <i>Guidelines for staff introduced to support policy</i>	Potential barriers to any group relate to statutory ones required for disclosure which cannot change but need to make staff aware.
Learning Zone Collections Management Policy <i>Update of 'LRC Policy on Managing Curriculum Change'</i>	No potential barriers or negative impacts identified
Leave of Absence Policy & Procedures	The main barrier identified was in relation to disability. However, this barrier was identified and the procedures amended accordingly.
Long Term Sickness Absence Procedure NEW	No barriers/negative impacts identified. Full consultation already carried out.

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<p>Police & Other Emergency Services on Premises NEW</p>	<p>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.</p>
<p>Short Term Sickness Absence Procedure NEW</p>	<p>No barriers/negative impacts identified. Full consultation already carried out.</p>
<p>Student Attendance & Absence Procedures</p>	<p>Need to consult with ESOL students and any students with Hearing Impediments to see if the system we are hoping to develop will suit their needs and will visit specific identified classes and groups to consult. Temporary email arrangements to be planned until a central email system is available. A central email system to report absenteeism to be developed by ILT for use by all students. Update Policy to reflect conditions for all students and not just students who are in receipt of EMA, but note that EMA payments will be affected. Also update to make clearer non-illness related absences, for example, people with caring responsibilities or parents of small children.</p>
<p>Student Disciplinary Procedure</p>	<p>Lack of understanding of the Disciplinary Procedure and the consequences of not adhering to it can lead to potential disciplinary issues. This could increase the numbers involved in disciplinaries and have a negative impact on retention and achievement of these groups. This could have an adverse affect on our reputation amongst students who are speakers of other languages, including International and ESOL students, asylum seekers. It could also affect our reputation amongst representative community groups and organisation. We need to monitor numbers of disciplinaries and outcomes in relation to different groups to inform future impact assessments. We should consult with students to obtain their view - ensuring that the groups identified are represented.</p>
<p>Wellbeing Policy NEW</p>	<p>No barriers/negative impacts identified.</p>

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

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Objective: Review Policy & Procedures in Place for Visitors

Research is currently being undertaken in relation to our Visitors Policy and procedures. The policy will be reviewed and impact assessed during 2010.

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 2008-09 and 2009-10 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 girls only taster day for girls from local schools to try out engineering activities during Engineering Week Wales and "Holding Out for a Hero" taster sessions in Health and Social Care to attract boys as part of our school liaison activity. 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. We aim to continue to build on this activity and involve other male and female dominated programme areas in similar activities. 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.

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.

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

Positive action strategies are in place in Engineering to recruit and support women working in the area. **Female representation 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).

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 been improved through the Return to Work Plan and Keep in Touch days. Regular reviews following return to work has also helped to monitor progress more effectively.

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 revisited shortly.

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 will be carrying out a review of pay scales.

3.4 Disability

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

Disclosure and referral systems have improved. We have raised awareness of the importance of encouraging students to disclose at earliest stages of our admissions and enrolment

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processes (including updating pre-course booking systems at Business College) 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. Monitoring of progress with implementing risk assessments is undertaken by Senior Tutors, Sector Managers and our Additional Learning Support Co-ordinator. Monitoring of the effectiveness of support is also being reviewed with individual feedback from students receiving support and feedback from lecturers, tutors and support staff on their progress and any support issues.

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

Improvements in the capture and recording of details on staff with a disability through All About Me has helped to identify support requirements/adjustments needed and put these in place more efficiently. **Faculty Directors have also 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

Consultants have been working with the college to undertake a survey an accessibility of college premises. Focus groups involving disabled students will be undertaken as part of this survey to help us to identify any accessibility issues and improvements we can make.

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 learners. 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

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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

We are planning to improve links with disability groups and other relevant organisations help us to improve representation.

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3.5 Race

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

We have made limited progress with achieving this objective this year. Although we have good links with different community groups and other relevant organisations, 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.

Attendance at the first national conference for Black and Ethnic Minority young people, organised by the Ethnic Youth Support Team has helped to identify some of the barriers to learning and accessing employment opportunities for BME young people and ways of working with other organisations to address these. We will be exploring these further and building on existing partnerships with local community groups and BME organisations to develop positive action strategies and to continue to promote racial equality and positive race relations in College and the wider community.

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.

3.7 Sexual Orientation

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

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 can make

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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 Students' Talking Questionnaire and 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

This is under development.

4. Challenges & Recommendations

The key challenge whilst going through merger over the next year and forming the new Gower College Swansea is to ensure that equality of access and opportunities is at the forefront of our decision-making. Whilst reviewing and developing joint policies we will need to ensure that these are impact assessed properly with working groups representing the needs and interests of different groups/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 will also need to **review the existing Equality Schemes and action plans of Gorseinon and Swansea College and agree on one Scheme and action plan** for the newly formed Gower College Swansea. Whilst undertaking this we will also need to **consider any additional objectives and actions emerging from new legislation, for example, the Equality Bill which has recently been passed by parliament** and strengthens some of the existing equality duties for specific strands. Both at strategic and operational levels, we need to recognise that our equality objectives are not competing and separate priorities, but 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.

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5. Appendix 1 Student Data

5.1 2008-2009 Student Cohort by Gender

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

5.2 2009-2010 Student Cohort by Gender

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

In 2008-2009 (5.1) our student cohort was 13,134, approximately 700 **fewer students** than the figure for previous year (13,858). In 2009-2010 (5.2) numbers have 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 is largely due to cuts in our adult part time provision, due to cuts in post 19 funding.**

Looking at the cohort in relation to gender, we can see that, although numbers have dropped overall, the gender split has only changed slightly, with a 2% decrease in the percentage of female students in 2008-2009 compared with 2007-2008 (52% or 6,826 female students in 2008-2009 and 48% or 6,308 male, compared with 54% or 7,549 female students and 46% or 6,309 male in 2007-2008). In 2009-2010 the percentage of female students rises by 1% - 53% (5,431) female and 47% (4,862) male.

For enrolments across college (5.3) in 2008-2009 the gender split is: 1,178 full-time female enrolments and 1108 full time male and 5,661 part-time female enrolments and 4,794 male.

By faculty (5.3) full time enrolments are evenly split for A Level and the Arts (347 female and male). Engineering and IT is male dominated with 38 (8.6%) full time female 404 (91.4%) full time male enrolments and Social and Vocational Studies is female dominated with a split of 629 (86%) full time female and 104 (14%) male. For Sport, Lifestyle and Business the split is 164 (39%) full time female and 253 (61%) male.

When looking at part time enrolments female representation increases in all areas. In 2008-2009 in A Level and the Arts, female representation is much higher, with 1,895 (67%) part time female enrolments and 951 (33%) male. In Engineering and IT, the proportion of female enrolments rises to (22%) (307 part time

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female enrolments). In Social and Vocational Studies the proportion of female enrolments rises to 91% (555 part time female enrolments) and in Sport Lifestyle and Business the proportion of female enrolments rises to 72% (320 part time female enrolments).

Although in 2009-20210 (5.8) the number of enrolments has also decreased in Business College, Community Operations, Work Based Learning and 14-16 programmes, **the gender balance has only changed significantly in 14-16 programmes.** For Business College in 2008-2009 (Table 5.3) there were 1,464 female (53%) enrolments and 1295 male. For Community Operations there were 479 (60%) female enrolments and 324 male. For Work Based Learning there were 385 (40%) female enrolments and 570 male. For 14-16 programmes there were 256 (39%) female enrolments and 401 male. During 2009-2010 in Business College there were 1,121 female enrolments and 998 male and for Work Based Learning there were 336 (40%) female enrolments and 510 male – no change in percentages of males/females from the previous year. For Community Operations, there were 287 (63%) female enrolments and 172 male - 3% higher in terms of female representation. **For 14-16 programmes there were 286 (52%) female enrolments and 259 male, indicating a 13% increase in the proportion of female enrolments.**

In 2009-2010 there were 1,223 full time female enrolments and 1,147 male and 4,843 part time female enrolments and 4,043 part time male enrolments (5.7). **By faculty, the gender split for full time enrolments reflects the gender representation of the college overall for 2009-2010** (369 or 53% female and 330 or 47% male) (5.8). In Engineering and IT, there were 46 full time female enrolments (9%) and 420 full time male enrolments (91%), indicating a slight increase in female representation and for Social and Vocational Studies there were 629 (85%) full time female enrolments and 108 (15%) full time male enrolments, indicating a slight increase in male representation. For Sport Lifestyle and Business there were 179 (38%) full time female enrolments and 289 (62%) full time male, indicating a slight decrease in female representation.

Female representation is higher for part time enrolments across all faculties. For A Level and the Arts the split is 1797 (64%) female and 1029 (36%) male, indicating a 3% decrease in the proportion of female enrolments compared with the previous year. In Engineering and IT the split is 250 (22%) female and 889 (78%) male and in Social and Vocational Studies the split is 517 (91.5% female) and 48 (8.5%) male – almost the same as the previous year. In Sport, Lifestyle and Business, the split is 249

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(64%) female and 138 (36%) male- an 8% decrease in the proportion of female enrolments compared with the previous year.

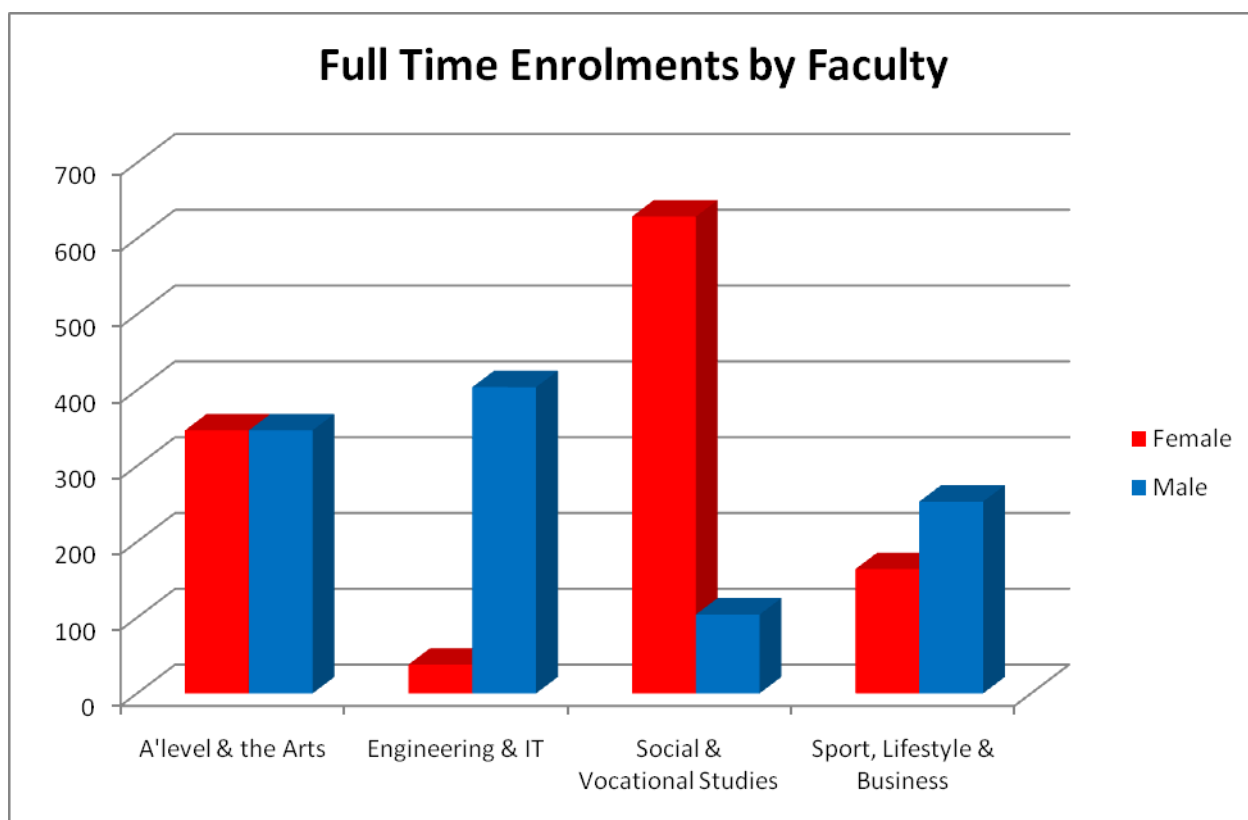
5.3 2008-2009 Enrolments by Faculty & Gender

Enrolments by Faculty & Gender					
		Full Time		Part Time	
		Female	Male	Female	Male
Cross College		1178	1108	5661	4794
Faculty	programme area	Full Time		Part Time	
		Female	Male	Female	Male
A'level & the Arts	Arts Media & Performance	103	123	469	150
A'level & the Arts	ESOL	46	40	370	262
A'level & the Arts	Humanities & Social Sciences	45	51	818	430
A'level & the Arts	Mathematics & Science	16	33	238	109
A'level & the Arts	A'Levels	137	100		
Engineering & IT	Engineering Technology	8	288	35	862
Engineering & IT	Information Technology	30	116	272	214
Social & Vocational Studies	Applied Social Studies	342	23	375	30
Social & Vocational Studies	Hair & Beauty	227	5	180	22
Social & Vocational Studies	Independent Living Skills	60	76		
Sport, Lifestyle & Business	Business & Office Administration	40	48	296	99
Sport, Lifestyle & Business	Hospitality & Catering	18	43	17	3
Sport, Lifestyle & Business	Sport, Leisure & Tourism	106	162	7	23
Business College	Business College			1464	1295
Community Operations	Community Operations			479	324
Work Based Learning	Work Based Learning			385	570
14-16 Programmes	14-16 Programmes			256	401

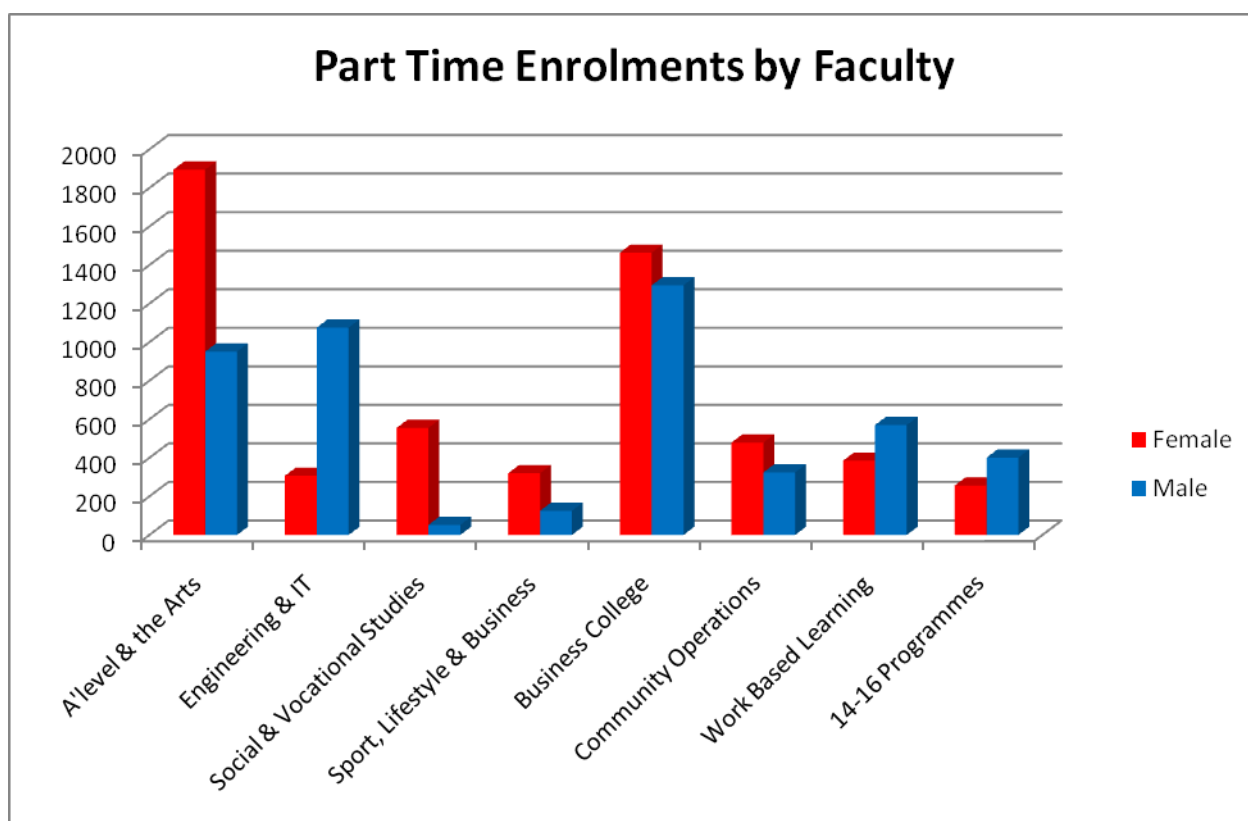
Faculty Totals					
		Full Time		Part Time	
		Female	Male	Female	Male
	A'level & the Arts	347	347	1895	951
	Engineering & IT	38	404	307	1076
	Social & Vocational Studies	629	104	555	52
	Sport, Lifestyle & Business	164	253	320	125
	Business College			1464	1295
	Community Operations			479	324
	Work Based Learning			385	570
	14-16 Programmes			256	401

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5.4 Graph 2008-2009 Full Time Enrolments by Faculty & Gender

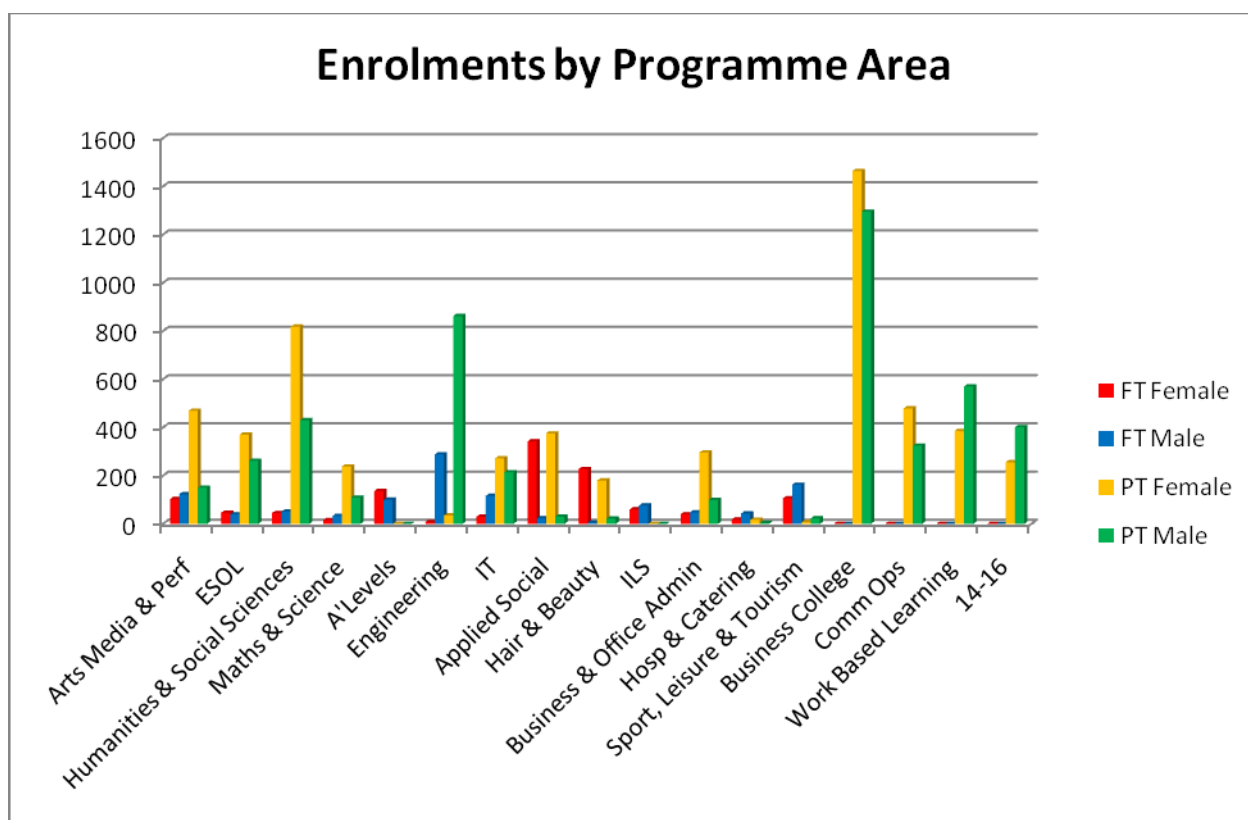


5.5 Graph 2008-2009 Part Time Enrolments by Faculty & Gender



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5.6 Graph 2008-2009 Enrolments by Programme Area & Gender



5.7 2009-2010 Enrolments by Gender

Enrolments by Gender

	Full Time		Part Time	
	Female	Male	Female	Male
Cross College	1223	1147	4843	4043

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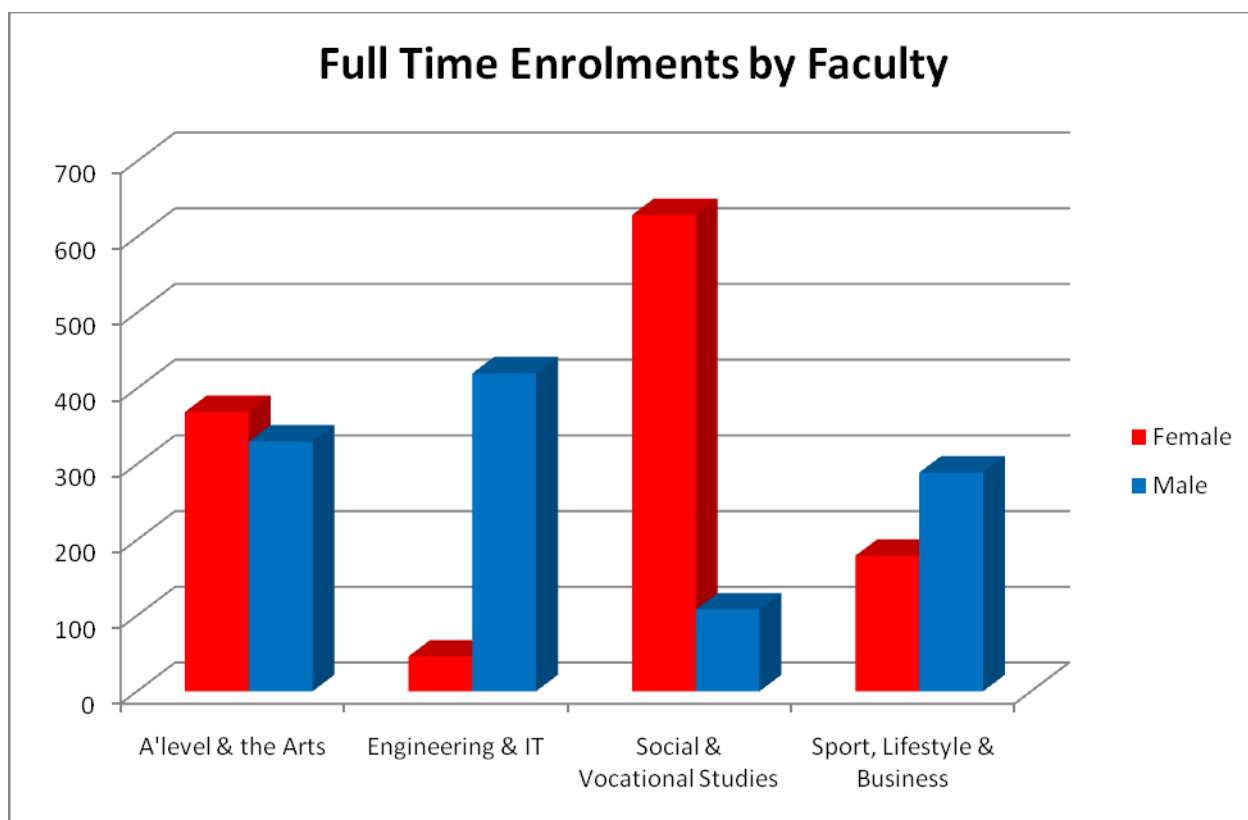
5.8 2009-2010 Enrolments by Faculty & Gender

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

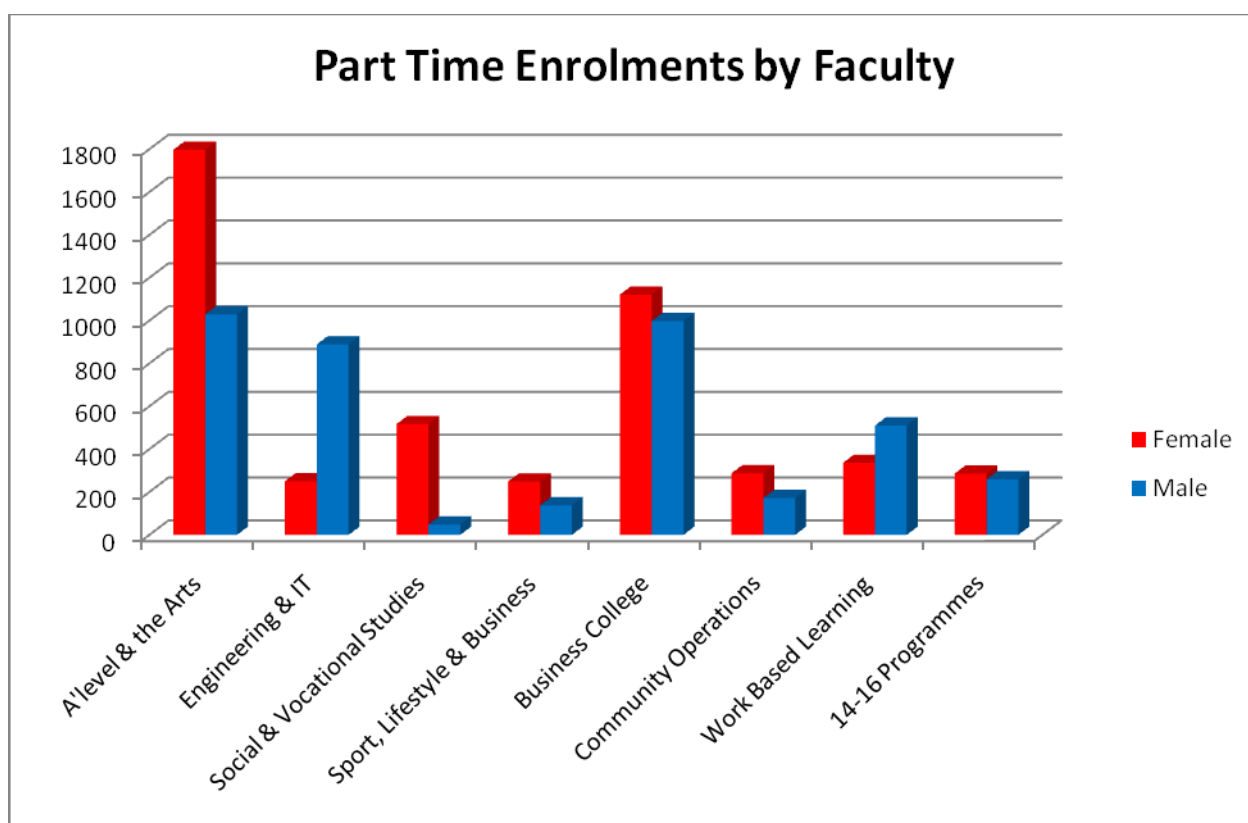
Faculty Totals				
	Full Time		Part Time	
	Female	Male	Female	Male
A'level & the Arts	369	330	1797	1029
Engineering & IT	46	420	250	889
Social & Vocational Studies	629	108	517	48
Sport, Lifestyle & Business	179	289	249	138
Business College			1121	998
Community Operations			287	172
Work Based Learning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

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5.9 2009-2010 Graph Full Time Enrolments by Faculty & Gender

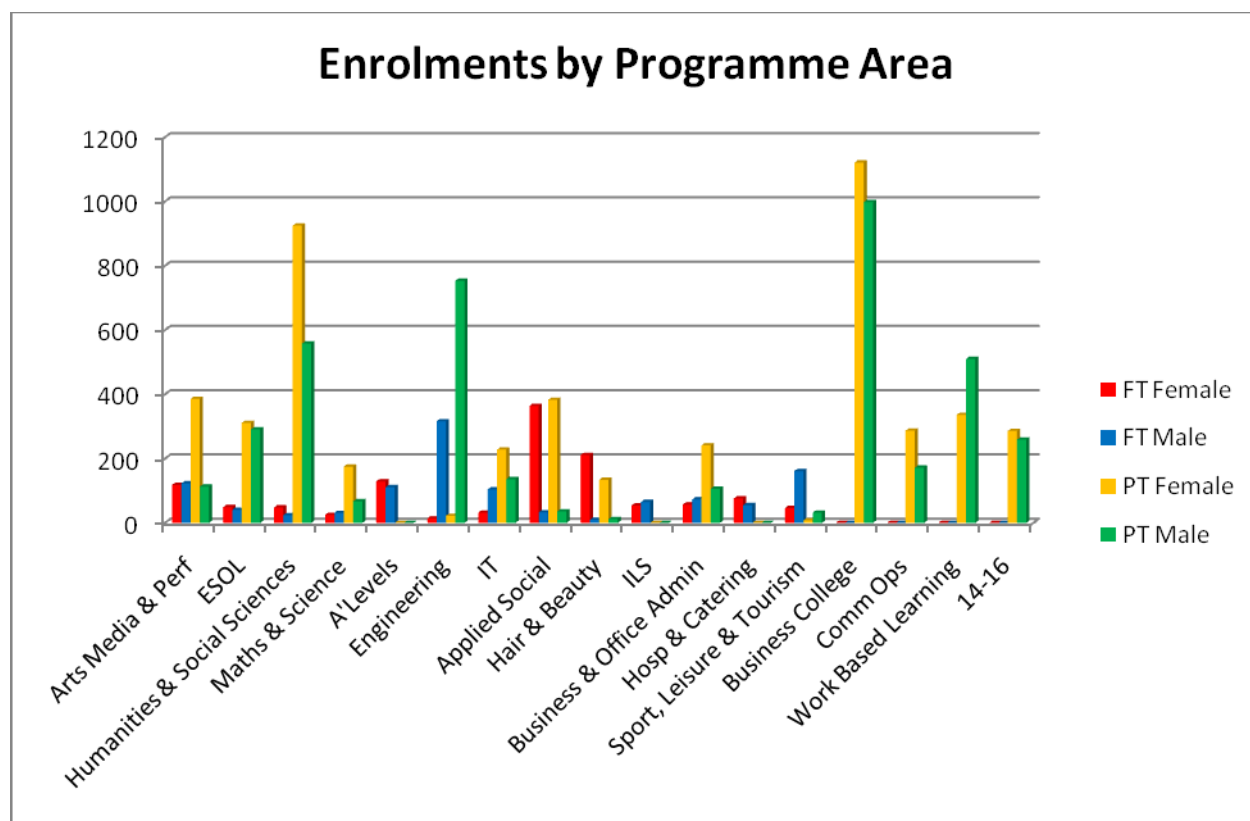


5.10 2009-2010 Graph Part Time Enrolments by Faculty & Gender



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5.11 Graph 2009-2010 Enrolments by Programme Area & Gender



When looking at enrolments in 2008-2009 by programme area and gender (5.3), we can see the differences in representation for particular programmes more clearly. For example, although Social and Vocational Studies is on the whole a female dominated faculty, we can see that in some programmes such as **Hair and Beauty the differentials change when comparing full and part time enrolments (5 full time male enrolments or 2% and 22 part time male enrolments or 11%)**. Within the programme area of Independent Living Skills there are more male students (64%) - a 4% increase in the proportion of males compared with the previous year. Similarly, although on the whole **Engineering and IT** is a male dominated area, **the number of part time female enrolments in Engineering increases from 8 full time female enrolments to 35 part time female enrolments** - a 1% increase in the proportion of females. There are also far more female students on part time IT programmes – 30 full time female enrolments (21%) compared with 116 part time female enrolments (56%).

In A Level and the Arts, full time female representation reflects the college representation overall in ESOL (53% full time female enrolments). A Levels have slightly higher female representation (59%) and for all other programme areas female representation is

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lower (46% for Arts, Media & Performance; 47% for Humanities and Social Sciences and 33% for Maths and Science). However, when looking at part time enrolments, female representation increases for all areas, rising to 76% for Arts, Media & Performance, 58% for ESOL, 65% for Humanities & Social Sciences and 69% for Maths & Science – above the college-wide part time female percentage of 54%.

In Sport, Lifestyle and Business female representation is also lower than the college overall percentage (52%) on all full time programmes (45% in Business and Office Administration, 29% in Hospitality and Catering and 40% in Sport, Leisure & Tourism). However, female representation on these programmes increases significantly when looking at part time enrolments – rising to 97% in Business and Office Administration and 85% in Hospitality and Catering, but drops to 23% in Sport, Leisure and Tourism.

When looking at enrolments for 2009-2010 (5.8), the number of full time male enrolments for Humanities and Social Sciences decreases from 51 in 2008-2009 to 24 in 2009-2010, changing the gender balance to 67% female (a 20% increase). The gender balance for Maths and Science also changes, with female full time enrolments up from 16 in 2008-2009 to 25 in 2009-2010 – a 12% increase. For Arts, Media & Performance there's a 3% increase in full time female representation (49%) and a 7% increase in part time male ESOL enrolments (48%). Although the number of enrolments has decreased for all part time programmes apart from Humanities & Social Sciences, there are no significant changes in the gender balance in any other programme areas in A Level and the Arts.

In Hair and Beauty the number of full time male enrolments rose from 5 in 2008-2009 to 10 in 2009-2010 and in Engineering full time female enrolments rose from 8 in 2008-2009 to 14 in 2009-2010. However part time female enrolments in Engineering have dropped from 35 in 2008-2009 to 22 in 2009-10 and part time male enrolments in Hair and Beauty have dropped from 22 in 2008-2009 to 12 in 2009-2010. In IT, part time male enrolments have dropped from 214 in 2008-2009 to 136 in 2009-2010, changing the gender balance from 44% male to 37%. In Business and Office Administration part time female enrolments have also dropped, shifting the gender balance from 97% female in 2008-2009 to 69% female in 2009-2010. **There are no part time Hospitality and Tourism courses running in 2009-2010, which partly explains the decrease in female representation when looking at the faculty of Sport, Lifestyle and Business as whole.**

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5.12 2008 – 2009 Student Count by Disability

Student Count By Disability				
Disability	Total	%	Female	Male
learner is assessed as having no disability	11046	84.1	5763	5283
Not Disclosed	132	1.0	81	51
not known/information not provided/not required	936	7.1	490	446
visual impairment	70	0.5	40	30
hearing impairment	118	0.9	61	57
physical difficulty	257	2.0	149	108
emotional/behavioural difficulties	47	0.4	19	28
mental ill health	153	1.2	78	75
multi-sensory impairment	5	0.0	4	1
autistic spectrum disorder	35	0.3	10	25
speech, language & communication difficulty	96	0.7	39	57
other	239	1.8	92	147

5.13 2008-2009 Student Count by Learning Difficulty

Student Count By Learning Difficulty				
Learning Difficulty	Total	%	Female	Male
no learning difficulty	10426	79.4	5474	4952
Not Provided	646	4.9	341	305
Not Known	1231	9.4	627	604
moderate learning difficulty	179	1.4	86	93
severe learning difficulty	129	1.0	57	72
other specific learning difficulty	35	0.3	15	20
dyslexia	433	3.3	200	233
specific language impairment	1	0.0		1
other	54	0.4	26	28

In 2008-2009 (5.12), 1,020 students disclosed that they had a disability (8% of the overall student cohort). 52% of those disclosing a disability were male and 48% female. Physical difficulties, mental health difficulties and hearing impairments were the most commonly disclosed disabilities (257, 153 and 118 disclosures respectively). There were also a significant proportion of disclosures under the category "other". In the same year, 831 students (7% of the overall student cohort) disclosed that they had a learning difficulty (5.13). 54% of these were male and 46% female. It is worth bearing in mind that some people will be counted twice as they may disclose both a disability and a learning difficulty. **Dyslexia is by far the most commonly disclosed disability (433 disclosures), followed by moderate and severe learning difficulties (170 and 129 disclosures respectively).**

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5.14 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

5.15 2009-2010 Student County 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

In 2009-2010 (5.14) 758 students disclosed that they had a disability (8% of the overall student cohort). 45% of these were female and 55% male. 708 students disclosed that they had a learning difficulty (7% of the overall cohort) (5.15). 48% of these were female and 52% male. **The number of “not knowns/not provided/not disclosed” in relation to disability decreased from 1068 in 2008-2009 to 510 in 2009-2010 and in relation to learning difficulty from 1877 in 2008-2009 to 1148.** Although some of these may be the same people, **the decrease indicates that more students are providing this information. This reflects improved staff awareness and a more pro-active approach to encouraging students to disclose any disabilities or learning difficulties they may have during the admissions and enrolment process so that appropriate support and adjustments can be put in place as soon as possible.**

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5.16 2008-2009 Student Count by Ethnic Origin

Student Count By Ethnic Origin				
Ethnic Origin	Total	%	Female	Male
Asian - Bangladeshi	136	1.0	64	72
Asian - Indian	36	0.3	19	17
Asian - Pakistani	37	0.3	24	13
Black - African	147	1.1	70	77
Black - Caribbean	11	0.1	4	7
Chinese	82	0.6	59	23
information refused	68	0.5	40	28
mixed - White and Asian	34	0.3	13	21
mixed - White and Black African	15	0.1	7	8
mixed - White and Black Caribbean	17	0.1	10	7
not known	322	2.5	181	141
other Asian background	210	1.6	101	109
other Black background	2	0.0	1	1
other Ethnic background	95	0.7	35	60
other Mixed background	25	0.2	8	17
White	11897	90.6	6190	5707

5.17 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

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In 2008-2009, 90.6% of the student cohort identified themselves as being White; 6.4% identified themselves as being of a Black or Ethnic Minority group and 3% did not provide this information (5.16). For other ethnic groups, the largest groups are Black African (147), Asian-Bangladeshi (136) and Other Asian (210). Proportions of white male and female students reflect the overall representation of male and female students across College (52% female; 48% male). For other ethnic groups, there are some differences in the gender balance, with particular groups showing higher proportions of female learners for example Chinese (59 female, 23 male) and Asian Pakistani (24 female, 13 male) and for White and Asian there are higher proportions of male students (13 female and 21 male).

In 2009-2010, 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% did not provide this information (5.17). Although the number of enrolments overall for most categories has decreased, there is an increase in the number of people identifying themselves as Other Ethnic Background (rising from 95 in 2008-2009 to 115 in 2009-2010). **There are 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 are no significant changes in the gender balance of different groups, although for White and Asian in 2009-2010 the proportion of male and female students does change (15 female and 10 male).

5.18 2008-2009 Student Count by Age Group

Student Count By Age Group				
Age Group	Total	%	Female	Male
Age 13-15	390	3.0	190	200
Age 16-19	2614	19.9	1244	1370
Age 20-24	1990	15.2	893	1097
Age 25-29	1564	11.9	828	736
Age 30-39	2289	17.4	1247	1042
Age 40-49	2290	17.4	1288	1002
Age 50-59	1329	10.1	753	576
Age 60-69	474	3.6	266	208
Age 70+	148	1.1	91	57
Unknown	46	0.4	26	20
	13134	100	6826	6308

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5.19 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

In 2008-2009 largest age group was 16-19 year olds (2,614 students), making up almost 20% of the overall cohort (5.18). 30-39 and 40-49 are 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 decreases, the decrease is more significant for certain age groups (5.19). For example, although the number of enrolments for 16-19 year olds has dropped to 2,478, this group now makes up 24% of the overall cohort because **the drop in enrolments for older age groups is bigger.** 30-39 and 40-49 year olds are still the second largest groups, but the number of 30-49 year olds has 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 2009-2010 has 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 is largely due to cuts in our adult provision (particularly community provision) due to funding cuts for over 19 provision.** We are currently working with other education providers and relevant groups/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.

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6. Appendix 2 Staff Data

6.1 Diversity of Workforce: Gender

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

Table 2: Gender Split – Teaching Staff

Number of Teaching Staff			
Year	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.

6.2 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.

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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%

6.3 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.

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%

6.4 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%

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6.5 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

	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%