Coleg Gwent Strategic Equality Plan

2018/19 to 2022/23

STRATEGIC EQUALITY PLAN 2018/19 – 2022/23

We are very pleased to introduce Coleg Gwent's Strategic Equality Plan (SEP) 2018/19 to 2022/23.

We recognise the importance of embedding equality and promoting the benefits of diversity across the college in all that we do and we are firmly committed to welcoming and supporting learners and staff from a range of diverse backgrounds.
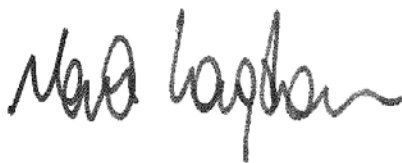
The purpose of this Strategic Equality Plan is to ensure that Coleg Gwent operates with sensitivity to differences of sex, race, disability, sexual orientation, gender reassignment, age, religion or belief, pregnancy/maternity status, life-style, social background, country of origin, language or any other grouping of our society.

We recognise that we have a duty to ensure all learners and staff have the opportunity to achieve their full potential and we strive to ensure that we meet the diverse support, adjustments and requirements of those for whom we have responsibility.

The College recognises that some groups experience discrimination in society, and is committed to challenging discrimination in all forms by ensuring that equality and diversity has a high profile in the College environment and this new Strategic Equality Plan centres our focus on a number of streamlined high level objectives underpinned by commitment from the Senior Management Team to ensure these are achieved.

We strive to be a tolerant community where everyone accepts the differences between individuals and values the benefits that diversity brings to the College. We work positively to promote equality of opportunity, recognising that we function in a multi-faceted and complex society.

We have a lot to be proud of in what we have already achieved. However, we realise that we must continue to build on our achievements to enhance even further the experiences of all learners, all staff and all those who come into contact with Coleg Gwent.

Chair of the Board of Governors
Coleg Gwent

Principal and Chief Executive
Coleg Gwent

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1. About the College

Coleg Gwent is one of the largest and best performing colleges in Wales, providing a wide range of academic and vocational courses. Delivering full time, part time and work based learning, we enrol some 19,000 students each year and employ some 1,500 staff across teaching and business support functions. The College is committed to providing an environment where everyone is valued as an individual, and where students and staff can work, learn, and develop their skills and knowledge in an atmosphere of dignity and respect.

The College has continued to improve its provision with a sustained and strong upward trend in outcomes across all levels over the last 5 years. The state of the art Blaenau Gwent Learning Zone opened in September 2012, offering further education to learners in Blaenau Gwent. We are currently working in partnership with our Local Authorities and Welsh Government to deliver proposals for a new Post-16 Centre for Torfaen, new facilities at our Usk Campus and also in partnership with the University of South Wales and Newport City Council, the Newport Knowledge Quarter.

The Principal sets a clear direction for the college and places a high priority on putting the learner at the heart of all college activity.

Success rate data produced by Welsh Government for all colleges in Wales shows that Coleg Gwent has remained as one of the top performing colleges for learner outcomes in Wales for the three-year period 2014-2017 (source: DfES Learner Outcomes Report 2016/17).

The College is in a strong financial position, delivering an operating surplus of £2.6m for 2016/17 and £0.9m forecast for 2017/18.

Effective resource management allows us to re-invest in resources for staff and learners and our financial strategy sets out our plans to continue to strengthen our balance sheet position in order to enable future investment in key strategic build projects in Torfaen and the City of Newport.

The educational character of the College, as determined by the Principal and the Corporation, influences the strategic direction of the institution to be recognised as an outstanding college that empowers learners and creates prosperity in our communities.

2. Vision, Mission and Strategic Priorities

Vision

- THE College of Choice

Mission

- Enhancing Life Chances
- Educational Excellence
- For All

Strategic Priorities

- Every learner will achieve their full potential
- Every learner will experience excellent teaching and assessment
- Every learner will receive excellent care, guidance and support
- The college will provide excellent leadership and governance at all levels
- The college will ensure a sustainable future

2.1 Values

The College's future growth and sustainability are based on four shared values and associated behaviours that guide all our activities. The Code of Conduct describes how we put these values and behaviours into practice every day. It explains our commitment and expectation to our stakeholders and provides guidance for our employees and everyone who works on our behalf.
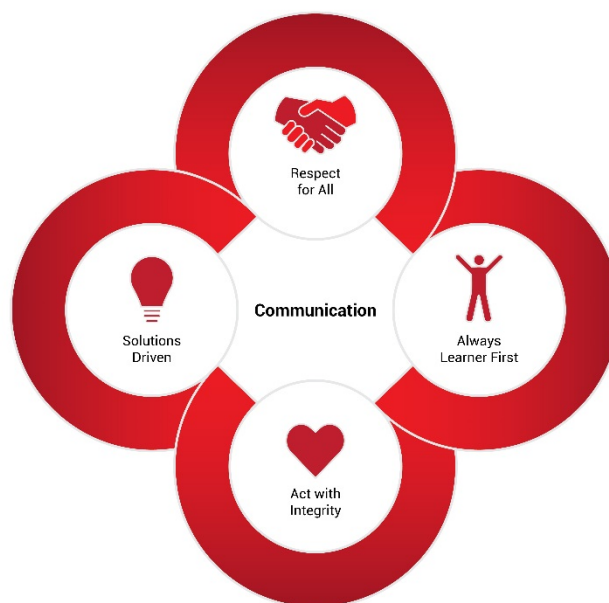
2.2 Who does the Policy Apply to?

This policy applies to all sites utilised by Coleg Gwent and all members of the College community and stakeholders.

3. The Law

The Equality Act 2010 provides protection against discrimination, harassment and victimisation where that is related to specific characteristics, known as protected characteristics. Specific equality duties for public bodies in Wales require public bodies to produce a Strategic Equality Plan which sets out its equality objectives with reference to these protected characteristics over a four year planning period.

The Equality Act 2010 offers protection to people with the following protected characteristics.

- Age
- Disability
- Gender reassignment
- Pregnancy/maternity
- Race
- Sex (Gender)
- Sexual orientation
- Religion or Belief
- Marriage and Civil partnership

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics;
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The Act describes fostering good relations as tackling prejudice and promoting understanding between people who share a protected characteristic and those who do not. Meeting the duty may involve treating some people more favourably than others, as long as this does not contravene other provisions within the Act.

- to carry out and publish impact assessments showing how its current and proposed policies and practices affect the organisation's ability to comply with the general duty;
- on an annual basis, collect and publish certain employee data by reference to protected characteristics;
- to promote employees' understanding of the general and specific duties.

4. How the College plans to deliver the Duty

The College has a Diversity Steering Group whose responsibility is to embed the principles of the Public-Sector Equality Duty. In order to ensure success, the committee will engage with groups across the college where the profile of equality issues can be regularly discussed.

The College has actively engaged with learners and staff in a number of ways and in particular through:

- Principal's Learner Forums and other Learner Voice activities
- Coleg Gwent Students' Union
- Learner Services Group (LSG) activities
- Health Safety and Sustainability Group and Campus Meetings
- Staff Engagement Survey
- Campus walks
- Self-Assessment Report (SAR)
- Welsh Language Steering Group
- Joint Consultative Committee
- Management/TU meetings
- Colegau Cymru

We recognise that we can do more to ensure that diversity is a regular feature for discussion at these meetings and this is acknowledged in our actions to take forward.

The College currently collates data on:

- Staff profile and supporting information
- Learner profile and supporting information

5. Principles and Behaviours

The College community will:

- treat each other with dignity and respect;

- create an inclusive learning and working environment that supports positive relationships and challenges prejudice, intolerance and discrimination in all its forms; and

- ensure that all learners or prospective learners, staff and visitors, are treated fairly and are not discriminated against.

The College will:

- publish an equality information report each year and set equality objectives every four years;

- monitor the objectives defined in the equality and diversity action plan on a termly basis;

- promote equality and diversity in staff, learner, public and partner communications;

- support a range of activities each year to celebrate key national equality events, religious festivals and Welsh Language and Culture events;

- complete Equality Impact Assessments to assess the impact of policies to help prevent inequality;

- introduce positive action initiatives where there is evidence of failure to meet the principles and objectives;

- encourage learners and staff to safely disclose any disabilities or other needs relating to 'protected characteristics' that they may have and for them to know that they will be supported;

- store data in line with current data protection guidelines including Welsh Language preferences for staff and learners; and

- provide support and complaints procedures to support those who have witnessed or experienced discrimination.

6. Information Source

The information used to prepare this Strategic Equality Plan is the verified student data for 2016/2017 and staff data for 2016/17.

7. Consultation

In preparing this Strategic Equality Plan 2018/19 to April 2022/23, consultation has taken place with:

- the Governing Body;
- the Corporate Management Team;
- the Diversity Steering Group
- Unions (UCU, Unison, AMiE,)
- staff and students

8. Priority Areas

The following areas of Coleg Gwent have been identified as the most significant in respect of equality and the general duties. In broad terms they are:

    i.   Curriculum and Quality
   ii.   Learner Services and Support
  iii.   Human Resources
  iv.   Physical Environment and Sustainability
   v.   Procurement
  vi.   Marketing
 vii.   ICT
viii.   Welsh Language Steering Group Coleg
  ix.   Gwent Commercial /Training Ltd

9. Reflections on and lessons learned from the first Strategic Equality Plan 2012-16

This is the second Strategic Equality Plan, building on the Plan for the period April 2012 to April 2016 and although there have been successes, the review has highlighted a number of opportunities to review and update the objectives required to achieve further improvement.

A new steering group has now been formed and has already identified that awareness of the Equality and Diversity strategy across the College is low. Work is now underway to address the shortfalls and strengthen the focus in line with the strategic aims. The objectives and actions are contained within this strategy document.

It is recognised that there is excellent support for all students of Coleg Gwent and all staff and Governors currently receive Diversity Training every two years. Further training will be provided to the Diversity Steering Group and the Governors within the next 12 months to refresh awareness of the Public Sector Duty.

10. Strategic Equality Aims for 2018/19-2022/23

The following high level strategic aims have been identified which will channel the focus of attention into 3 key areas, which will, if achieved, move the college forward positively.,

The aims are

To collect data, monitor and take action to 'celebrate or improve'

To raise awareness

To embed

The Strategy is supported by an Action Plan, which will be reviewed and refreshed on a regular basis.

10.1   Data Collection - Key Objectives

Aim	Objectives	Responsibility
To Collect data, monitor and plan appropriate action	1. The equality and diversity data will capture the information required to enable the College to identify trends and how well it is meeting its aims and objectives. 2. All Managers to ensure their campuses and functions collect meaningful data as identified by the Diversity Steering Group so that successes can be identified and celebrated and areas showing less favourable trends can be identified	Diversity Steering Group

10.1.1   How we will deliver this…

Subject	Action	Timeline	Responsibility
Data	Diversity Steering Group to review existing data recorded and identify any changes required	Sep 2018	Diversity Steering Group.
Data	All Managers to ensure their Campuses and Functions collect the data requested by the Diversity Steering Group	Sep 2018	Directors and Managers
Data	ICT to support data capture with efficient reporting tools	Sep 2018	ICT Director
Governor Data	The data collection for Governors will be reviewed and new collection criteria applied from the 2018/19 academic year.	Sep 2018	Governance Officer
Data Review	Diversity Steering Group to review the data termly and identify key areas to celebrate or address for improvement.	Sep 2018 onward	Diversity Steering Group.

10.2 Raising Awareness of Equality and Diversity - Objectives

Aim	Objectives	Responsibility
To raise awareness	1. All staff, Governors and Partners will be aware of the college commitment to equality and diversity and all functions will actively support appropriate initiatives. 2. All managers to visibly demonstrate commitment to equality, diversity and Welsh language to staff, leaners, visitors, suppliers and the public in the course of their campus or functional activity.	Corporate Senior Management Team and Managers

The strategic aim has been broken down into the following high level objectives. These will be broken down into actions which will deliver the objectives.

10.2.1   How we will deliver this….

Subject	Action	Timeline	Responsibility
Staff attraction and recruitment	We will actively seek to increase recruitment of staff from ethnic backgrounds particularly in the City of Newport Campus by establishing links with communities and groups who may be able to encourage applicants from under represented sectors. We will similarly foster the same approach for disabled applicants working closely with Remploy. Will review how we might address the current imbalance of female to male staff	Sep 2018	HR Marketing Campus Directors
Staff Age Profile and Distribution	The figures indicate that whilst experience is valued in all College roles, there may be opportunity from taking steps to address the imbalance of age across all functions of the college. Over 63.7% of staff are aged over 40 rising to 80% in respect of the Management population. HR and Managers to consider appropriate platforms where job adverts are seen by potential applicants of all ages.	Jan 2019	HR

Staff Learning and Development	We will ensure the new Diversity on-line training is available to all staff and Governors and that the same is completed.	By end of 2019	HR
Flexible Working Contracts	We will remind staff of the availability of flexible working to all staff, male and female	Nov 2018	HR Director
External Accreditation	We will achieve our Disability Confident Silver award (from Bronze)	By 2020	HR
Learner Recruitment	The IAG Assistants will receive training to ensure that they are able to consider all applicants on their individual merits and match their individual career goals to appropriate programmes of study	2018/19	Manager Customer Services
Learner Recruitment	The Admissions Policy and procedures for 2018/19 intake will be reviewed and updated to ensure that it provides complete transparency in recruitment decisions and a focus on ensuring all learners are appropriately matched to a suitable programme of study	2018/19	Manager Customer Services
Learner Induction	The Induction Checklist for 2018/19 intake will be reviewed and updated to ensure that learners receive appropriate experiences that help them understand the importance of treating everyone with respect	2018/19	DLSS
Learner Voice	Learner Representative training for 2018/19 intake will be reviewed to ensure that SU Officers, Class Reps, Student Ambassadors, etc. are able to support learners in understanding diversity and the importance of treating everyone with respect	2018/19	Manager Learner Experience
Learner Wellbeing	All safeguarding referrals will include Gender, Ethnicity, Age and Disability characteristics, which will be reported to the college's Safeguarding Committee on a termly basis	Jan 2019	DLSS
Learner Voice	Learner Voice: An analysis will be undertaken of Learner Representatives 2017/18, to establish the mix of Gender, Ethnicity, Age and Disability. An action plan will then be compiled to ensure a balance of characteristics are present	Jan 2019	Manager Learner Experience

ICT	Ensure the Help Desk and associated Web page sign post availability of support for those requiring reasonable adjustments	By Dec 2018	ICT Director
Initiatives and Events	Work with event co-ordinators to promote and support equality and diversity impact.	From Sep 2018/19	Campus Directors Marketing
Communications	CMT, Directors and Marketing to ensure equality and diversity is considered in all communication. We will produce marketing and publicity materials that promote diversity to include a mix of Gender, Ethnicity, Age and Disability characteristics, to ensure that no characteristics are being disadvantaged	From 2018/19	Campus Directors Marketing
Management/staff and Learner Committees	We will ensure that Equality and Diversity is given prominence on meeting agendas and that actions identified are followed up. Diversity Group to be responsible for promoting awareness that Equality and Diversity is considered at all key meetings.	From Sep 2018	College Senior Management Team

10.3 Embedding Equality and Diversity objectives

Aim	Objectives	Responsibility
To embed Equality and Diversity	1. All functions will promote equality and diversity awareness within their teams so that it is visible, noticeable and adherence becomes business as usual. 2. All managers to ensure their campuses and functions deliver and maintain initiatives which demonstrate ongoing commitment to supporting and encouraging Equality and Diversity	All managers and staff

10.3.1 How we will deliver this….

Subject	Action	Timeline	Responsibility
Recruitment	Ensure recruitment and promotion opportunities are accessible to disabled and ethnic groups who may be underrepresented in the college. Build relationships with relevant external organisations such as Remploy, Stonewall and local ethnic groups.	2018/19	HR
Recruitment	Identify steps to address the under representation of staff from non-white backgrounds at our City of Newport Campus.	2018/19	HR Campus Director and Newport Mgt team
Job Descriptions and Job Specifications	Review and update role profiles to ensure they are not discriminatory	2018/2019	HR
Pay Audit/Gender Pay Gap	Review Equality of Pay annually	Ongoing	HR
Celebrating Equality and Diversity.	In order to further raise awareness and encourage staff to feel safe in being open about their preferences we will organise an annual communication or event to offer support and to remind staff of the College Equality and Diversity commitment.	2019	Campus Directors and HR Director

HR Policies and Processes	Ensure policies reflect our commitment to Equality and Diversity when they are reviewed or updated and work with Trade Unions to create policies to reflect best practice.	Ongoing	HR
Staff Learning and Development	Ensure Equality and Diversity and Safeguarding training is made available to all staff and Governors and that the same is completed.	Ongoing	HR
Staff Learning and Development	Introduce the following additional compulsory training. • Managing Diversity (Management) • Reasonable Adjustments for Students (Heads of School) • Dignity at Work training (All staff)	2019	HR
Employee Engagement/Staff Communication	Ensure positive action is taken such as Employee Engagement Surveys and In Touch communication to promote HR policies, sources of support etc.	Ongoing	HR
Learner Recruitment	Ensure that the College's new recruitment model is consistently implemented across all campuses so that all applicants receive the same level of opportunity for enrolling on the right course, first time	2018	DLSS
Learner Wellbeing	LSG will ensure that learner requests for enrichment activities which support a greater understanding of diversity issues are provided wherever possible	2018/19	DLSS
Learner Wellbeing	All grant applications and outcomes will include Gender, Ethnicity, Age and Disability characteristics, to ensure that no characteristics are being disadvantaged	Sep 2018	Manager Customer Service
Learner Wellbeing	All formal complaints will include Gender, Ethnicity, Age and Disability characteristics, to ensure that no characteristics are being disadvantaged	Sep 2018	DLSS

ICT	Ensure ICT keep up to date with latest guidance re best practice in respect of web page design or adjustments for digital users to use to maximum effect.	By Sep 2019	ICT Director
Health, safety, sustainability and wellbeing. Staff	All policies will reflect our commitment to Equality and Diversity to ensure that no characteristics are being disadvantaged	Ongoing	Estates & Facilities
Estates & Facilities	Ensure that Equality and Diversity is given consideration on the College Sustainability Committee meeting agenda when appropriate and any actions identified are followed up	Ongoing	Estates & Facilities
Estates & Facilities	Engage with learners (i.e. through the Principals Learner Forums, Estates Help Desk, etc.) to ensure Gender, Ethnicity, Age and Disability characteristics are considered with the management of our Estate and provision of a safe and healthy learning environment.	Sep 2018 and ongoing	Estates & Facilities
College environment and facilities	Ensure and prioritise access for all including disabled parking, access into and around buildings, lifts and clear signage.	Ongoing	Estates & Facilities
Estates & Facilities	Ensure full consideration is given to the provision of facilities to support those with religious beliefs (i.e. prayer rooms and Wudus)	Ongoing	Estates & Facilities
Estates & Facilities	We will seek to support projects which focus on issues around Equality and Diversity (i.e. engagement with the Leonard Cheshire Foundation and ILS self-help projects etc.)	Sep 2018 and ongoing	Estates & Facilities
Estates & Facilities	Ensure the College's catering provision meets a range of dietary needs to ensure equality and diversity.	Ongoing	Estates & Facilities
Marketing and publicity materials including social media and public displays	Marketing will work with event co-ordinators to promote and support to ensure marketing and publicity materials promote equality and diversity.	2019	Marketing

| | Will utilise digital media channels to promote diversity

Support HR in promoting our Equal Opportunity Employer status | | |
|---|---|---|---|
| Procurement - | Ensure the adoption and application of processes that promote equality when engaging with suppliers and contractors. | 2018/2019 | Finance |

11. Frequency of Diversity Steering Group Meetings

Meetings will be held termly.

12. Contact details

Please contact the Principal's office for copies of this document.

The Strategic Equality Plan 2016 can be made available in alternative formats.

This document is available in Welsh.

DATA REPORTS

Student Data

Data is provided on the following:

- Enrolment
- Success Rates

From 1st September 2018 we will also capture data on:

- Applications
- Attendance
- Student Satisfaction
- Complaints
- Safeguarding referrals
- Language Preference

Enrolments

Gender

Coleg Gwent	Gender	16/17	15/16	14/15
	Male	53%	50%	50%
	Female	47%	50%	50%

BGLZ	Gender	16/17	15/16	14/15
	Male	51%	51%	50%
	Female	49%	49%	50%

Crosskeys	Gender	16/17	15/16	14/15
	Male	49%	48%	49%
	Female	51%	52%	51%

Newport	Gender	16/17	15/16	14/15
	Male	59%	54%	53%
	Female	41%	46%	47%

Usk/Pontypool	Gender	16/17	15/16	14/15
	Male	48%	43%	45%
	Female	52%	57%	55%

POPULATION

Across Wales 49% of the population are male and 51% female.

Across college the gender split has changed from being fairly evenly split to a predominance of male students across the whole college. However in Crosskeys and Usk/Pontypool females still exceed males. This is influenced largely by the curriculum on offer. For example, a decline in recruitment of learners to Hair and Beauty has resulted in a decline in female learners as this subject area predominantly attracts females. Equally, an increase in recruitment to regional priority subjects of Engineering, Construction and IT has resulted in an increase in male learners.

As a college, we will continue to review ways that we can use role models and strategies to promote specific subjects to specific gender groups where these are under-represented.

Age

Coleg Gwent	Age	16/17	15/16	14/15
	16-19	63%	61%	57%
	19+	37%	39%	43%

BGLZ	Age	16/17	15/16	14/15
	16-19	81%	81%	80%
	19+	19%	19%	20%

Crosskeys	Age	16/17	15/16	14/15
	16-19	81%	80%	79%
	19+	19%	20%	21%

Newport	Age	16/17	15/16	14/15
	16-19	36%	35%	32%
	19+	64%	65%	68%

Usk/Pontypool	Age	16/17	15/16	14/15
	16-19	67%	61%	54%
	19+	33%	39%	46%

The overall birth-rate across Wales fell over consecutive years from 1990 reaching its lowest point in 2002 before starting to climb again. However, the proportion of the 16-18 population attending the College has increased by 2%, which is very positive. There has been a drop in students over the age of 19 across the College from 43% to 37%. This is likely to be explained by increased employment opportunities and also changes in the mix of full-time and part-time provision offered by the college, in response to Government priorities. The College will continue to offer a range of courses available to all age groups within the FE sector.

Ethnicity

Whole College	Ethnicity	16/17	15/16	14/15
	White	92%	93%	93%
	BME	8%	7%	7%

BGLZ	Ethnicity	16/17	15/16	14/15
	White	98%	98%	98%
	BME	2%	2%	2%

Crosskeys	Ethnicity	16/17	15/16	14/15
	White	97%	97%	96%
	BME	3%	3%	4%

Newport	Ethnicity	16/17	15/16	14/15
	White	82%	85%	86%
	BME	18%	15%	14%

Usk/Pontypool	Ethnicity	16/17	15/16	14/15
	White	98%	98%	98%
	BME	2%	2%	2%

BME students reflect just under 8% of the student population, with the highest proportion studying at our Newport campus, where they represent 18% of the students. National statistics indicate that across Wales 4.5% of the population at the last census in 2011 reported being from Black and Ethnic minority backgrounds:

Caerphilly/Crosskeys	1.68%
Blaenau Gwent	1.62%
Torfaen/Pontypool	2.19%
Monmouthshire /Usk	1.97%
Newport	10.15%

All our campuses reflect the local population breakdown with Newport exceeding local statistics significantly. We encourage applicants from all ethnicities and will continue with our opportunities for all approach.

Learning Difficulty or Disability

Whole College	Learning Difficulty or Disability	16/17	15/16	14/15
	No LD/D	86%	86%	92%
	Student has a LD/D	14%	14%	8%

BGLZ	Learning Difficulty or Disability	16/17	15/16	14/15
	No LD/D	85%	84%	95%
	Student has a LD/D	15%	16%	5%

Crosskeys	Learning Difficulty or Disability	16/17	15/16	14/15
	No LD/D	85%	85%	92%
	Student has a LD/D	15%	15%	8%

Newport	Learning Difficulty or Disability	16/17	15/16	14/15
	No LD/D	90%	90%	93%
	Student has a LD/D	10%	10%	7%

Usk/ Pontypool	Learning Difficulty or Disability	16/17	15/16	14/15
	No LD/D	76%	80%	89%
	Student has a LD/D	24%	20%	11%

Students with learning difficulties represent 14% of the students across the College. In England and Wales, 8.5% of the population reported their daily activities were 'limited a lot' and 9.4% were 'limited a little'. This means that around 80% of the population were free from activity limitations. In Wales, activity limitations were notably higher: almost 12% reported they were 'limited a lot' and almost 11% were 'limited a little'. However, Wales has proportionately more people aged 55 and above than England, and activity limitations are more common among those above retirement age. Across the College the numbers declaring a learning difficulty or disability are above the average figures reported by the Office for National Statistics except for the City of Newport Campus. Usk has a specific Adult Learning Needs centre which caters for the Monmouthshire catchment and which explains the high percentage of 24%.

Student Success rates for the last 3 years

Gender

Coleg Gwent	Gender	16/17	15/16	14/15
	Male	87%	86%	82%
	Female	85%	91%	84%
	Total	100%	100%	100%

BGLZ	Gender	16/17	15/16	14/15
	Male	88%	86%	84%
	Female	86%	87%	86%
	Total	100%	100%	100%

Crosskeys	Gender	16/17	15/16	14/15
	Male	85%	83%	87%
	Female	82%	87%	89%
	Total	100%	100%	100%

Newport	Gender	16/17	15/16	14/15
	Male	83%	85%	79%
	Female	81%	84%	77%
	Total	100%	100%	100%

Usk/ Pontypool	Gender	16/17	15/16	14/15
	Male	87%	86%	82%
	Female	85%	91%	84%
	Total	100%	100%	100%

There is little difference in the success rates between male and female students (although for 16/17 males performed better than females for the first time in the last three years).

Age

Coleg Gwent	Age	16/17	15/16	14/15
	16-19	85%	86%	85%
	19+	84%	83%	82%
	Under 16	84%	89%	85%

BGLZ	Age	16/17	15/16	14/15
	16-19	87%	87%	86%
	19+	83%	82%	79%
	Under 16	88%	90%	88%

Crosskeys	Age	16/17	15/16	14/15
	16-19	84%	85%	88%
	19+	85%	85%	90%
	Under 16	73%	86%	85%

Newport	Age	16/17	15/16	14/15
	16-19	81%	87%	76%
	19+	83%	82%	80%
	Under 16	96%	90%	84%

Usk/Pontypool	Age	16/17	15/16	14/15
	16-19	87%	88%	85%
	19+	82%	84%	80%
	Under 16	90%	100%	77%

There is little difference in success rates between these age groups at a college level but there are some small differences at a campus levels.

Whole College	Ethnicity	16/17	15/16	14/15
	White	82%	86%	77%
	BME	82%	81%	80%
	Not Known	83%	100%	94%

BGLZ	Ethnicity	16/17	15/16	14/15
	White	87%	87%	85%
	BME	93%	83%	80%
	Not Known	80%		

Crosskeys	Ethnicity	16/17	15/16	14/15
	White	84%	85%	88%
	BME	85%	85%	88%
	Not Known	100%		100%

Newport	Ethnicity	16/17	15/16	14/15
	White	82%	86%	77%
	BME	82%	81%	80%
	Not Known	83%	100%	94%

Usk/Ponty pool	Ethnicity	16/17	15/16	14/15
	White	86%	88%	83%
	BME	100%	88%	82%
	Not Known	100%	100%	

White and Black and Ethnic Minority learners all attain similar levels of excellent results. In Blaenau Gwent and Usk/Pontypool, the Black and Ethnic Minority learners significantly exceed the results of white learners. However, at Newport, BME learners perform less well than other learners and this is an area currently under investigation.

Learning Difficulty or Disability (LD/D)

Whole College	Learning Difficulty or Disability	16/17	15/16	14/15
	No Info Provided		100%	100%
	No LD/D	84%	85%	84%
	Student has a LD/D	88%	91%	89%

BGLZ	Learning Difficulty or Disability	16/17	15/16	14/15
	No Info Provided			100%
	No LD/D	86%	86%	84%
	Student has a LD/D	90%	94%	96%

Crosskeys	Learning Difficulty or Disability	16/17	15/16	14/15
	No Info Provided		100%	
	No LD/D	83%	85%	87%
	Student has a LD/D	85%	89%	92%

Newport	Learning Difficulty or Disability	16/17	15/16	14/15
	No Info Provided			
	No LD/D	81%	83%	78%
	Student has a LD/D	89%	93%	84%

Usk/ Pontypool	Learning Difficulty or Disability	16/17	15/16	14/15
	No Info Provided		100%	
	No LD/D	85%	87%	83%
	Student has a LD/D	88%	90%	85%

In 2016/17 there is a 4% difference between success rates of Learners with a Learning Difficulty and/or Disability (LDD) and those without (88% Successful Completion for those learners in receipt of support for a LDD compared to 84% for those learners not requiring any support). This is a positive variance, very similar to outcomes in the previous year. This provides some reassurance that the College supports learners who have a learning difficulty or disability well.

Deprivation Learners/Enrolments and Outcomes

	Deprivation	16/17		Completion			Attainment			Success		
		Learners	Enrols	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
Whole College	Decile 1	1112	1,413	89%	92%	90%	93%	94%	91%	83%	87%	83%
	Decile 2	879	1,194	92%	94%	92%	93%	93%	93%	86%	88%	85%
	Decile 3	890	1,242	91%	92%	90%	94%	92%	91%	86%	85%	83%
	Decile 4	720	1,027	90%	93%	90%	92%	92%	93%	83%	85%	84%
	Decile 5-10	1783	2,410	92%	91%	91%	92%	94%	94%	84%	85%	86%
	Not Known	237	336	91%	93%	89%	90%	93%	92%	82%	86%	83%
	TOTAL	5,621	7,622	91%	92%	91%	93%	93%	93%	84%	86%	84%

	Deprivation	16/17		Completion			Attainment			Success		
		Learners	Enrols	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
BGLZ	Decile 1	298	423	88%	97%	93%	93%	92%	92%	82%	90%	86%
	Decile 2	351	559	93%	96%	94%	93%	93%	93%	87%	89%	88%
	Decile 3	251	385	90%	91%	92%	92%	89%	89%	83%	81%	82%
	Decile 4	204	317	91%	94%	95%	92%	94%	92%	84%	89%	88%
	Decile 5-10	271	382	92%	94%	94%	94%	90%	93%	87%	85%	87%
	Not Known	52	78	90%	96%	99%	98%	91%	97%	88%	87%	96%
	TOTAL	1,427	2,144	91%	94%	94%	93%	92%	92%	85%	87%	87%

Crosskeys	Deprivation	16/17		Completion			Attainment			Success		
		Learners	Enrols	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
	Decile 1	277	399	95%	88%	85%	93%	97%	87%	88%	85%	77%
	Decile 2	251	328	94%	94%	90%	95%	94%	93%	89%	88%	84%
	Decile 3	379	573	93%	94%	91%	98%	92%	92%	91%	87%	84%
	Decile 4	255	406	92%	92%	86%	93%	87%	93%	86%	80%	81%
	Decile 5-10	905	1,380	95%	91%	90%	93%	94%	94%	88%	85%	87%
	Not Known	98	164	90%	91%	87%	91%	95%	85%	82%	87%	75%
	TOTAL	2,165	3,250	94%	92%	89%	94%	93%	92%	88%	85%	84%

Newport	Deprivation	16/17		Completion			Attainment			Success		
		Learners	Enrols	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
	Decile 1	458	517	87%	92%	90%	94%	93%	92%	82%	86%	83%
	Decile 2	133	151	87%	87%	86%	92%	93%	92%	79%	82%	79%
	Decile 3	184	208	90%	92%	85%	90%	95%	94%	81%	87%	79%
	Decile 4	205	240	86%	92%	90%	90%	96%	93%	77%	88%	83%
	Decile 5-10	443	476	84%	88%	90%	90%	94%	93%	76%	83%	84%
	Not Known	69	77	91%	91%	84%	84%	91%	98%	76%	83%	83%

Usk/Pontypool	Deprivation	16/17		Completion			Attainment			Success		
		Learners	Enrols	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
	Decile 1	80	74	77%	87%	92%	93%	98%	100%	72%	86%	92%
	Decile 2	145	156	89%	93%	92%	89%	96%	92%	79%	89%	85%
	Decile 3	76	76	91%	94%	92%	90%	91%	93%	82%	86%	86%
	Decile 4	56	64	91%	95%	92%	98%	98%	95%	89%	93%	88%
	Decile 5-10	166	172	91%	89%	90%	94%	98%	94%	86%	87%	84%
	Not Known	18	17	100%	100%	88%	86%	95%	100%	86%	95%	88%

Whole College table shows that there is very little variation in outcomes for learners regardless of the area in which they live. This applies to both completion and attainment. When comparing success across the Decile categories in 2016/17, the greatest difference between any Decile is 3%.

We are delighted with the outcomes in respect of all deprivation enrolments which show that deprivation is no barrier to success. The College serves some of the highest areas of deprivation in Wales and these learners perform at least as well as other learners. Of the 3 largest colleges in Wales, Coleg Gwent serves at least twice as many learners from deciles 1 and 2 (over 2,000) and these learners achieve better overall in comparison.

Staff data is reported on the following:

- Gender
- Age
- Disability
- Sexual Orientation
- Religion
- Nationality
- Ethnicity
- Welsh Language
- Applications
- Successful Applicants

Gender

FTE breakdown by Gender

Gender	FTE
Female	58%
Male	42%

Job Family	Female	Male
Business Support	61%	39%
Lecturer	57%	43%
Manager	55%	45%

Job Status	Female	Male
Full Time	50%	50%
Part Time	81%	19%
Hourly Paid	61%	39%
Term Time Full Time	42%	58%
Term Time Part Time	90%	10%

We employ more females than males in nearly all post categories and across the College as a whole. This is indicative across most FE colleges and the teaching profession

The AOC reported in March 2017 that 63% of college employees in England are female and 36% are male.

The biggest differential is seen in the Business Support posts which are typically administrative and attract more female applicants.

Also part time term time contracts are largely female.

We are pleased to promote this flexible working pattern which allows staff of either gender to be at home during school holidays, however typically more females chose to take responsibility for family commitments.

Sexual Orientation					
Sexual orientation	**Wales Stats: Torfaen, Blaenau Gwent and Caerphilly**	**Coleg Gwent 2016%**	**Business Support**	**Lecturer**	**Manager**
Heterosexual/ Straight	95	72.2	75.5%	67.7%	83.3%
Gay	1	1	0.9%	0.9%	3%
Bisexual		0.4	0.7%	0.2%	0
Other		0.3	0	0.7%	0
Don't know/Refuse	2	5.4	18.1%	25%	9.1%
No response	2	20.6	4.8%	5.6%	4.5%

We are an equal opportunities employer and appoint on the basis of skills and ability to do the job. 1.7% of staff have declared themselves to be Gay, Bisexual or other and across the College diversity is welcomed and open.

20.6% of staff did not respond and a further 5.4% said they didn't know what their sexual orientation was.

We launched a Transgender policy this year for staff and learners in 2018.

In order to further raise awareness and encourage staff to feel safe in being open about their preferences we will organise an annual communication or event to offer support and to remind staff of the College Equality and Diversity commitment.

Ethnicity						

Ethnicity Local Authority	Ethnicity Percentage of the Population from a Non White Background	Campus	Coleg Gwent by FTE	Business Support staff from a non-white background	Lecturer staff from a non-white background	Manager staff from a non-white background
Blaenau Gwent	2%	Blaenau Gwent	3.04%	5.4%	4.2%	1.5%
Caerphilly	2%	Crosskeys	2.64%			
Monmouthshire	1.4%	Usk	7.10%			
Newport	8.2%	Newport	2.19%			
Torfaen	2.5%	Pontypool	2.72%			

Full Time staff from a non-white background	Part Time staff from a non-white background	Hourly Paid staff from a non-white background
2.8%	3.9%	8.8%

Ethnicity	Asian or Asian British	0.3%
	Black or Black British	0.5%
	Other Ethnic Groups/Not Known	3.8%
	White	95.4%

Whilst 95.4% of our staff are white our percentage of staff from non-white backgrounds is above the local population ethnicity statistics except for our City of Newport Campus where we are significantly under represented.

We will actively seek to increase recruitment of staff from ethnic backgrounds particularly in the City of Newport Campus by establishing links with communities and groups who may be able to encourage applicants from under represented sectors.

Religion by job basis					
Business Support		**Lecturer**		**Manager**	
Agnostic	0.70%	Agnostic	0.18%	Christian	35.38%
Atheist	1.20%	Atheist	0.52%	Christian - Protestant	1.54%
Christian	14.00%	Buddhist	0.35%	Christian - Roman Catholic	1.54%
Christian - Protestant	0.70%	Buddhist - Mahayana	0.17%	No Religion	21.54%
Christian - Roman Catholic	1.03%	Christian	17.63%	Not Specified Prefer not to say/other	40%
Hinduism	0.17%	Christian - Protestant	1.04%		
No Religion	26.61%	Christian - Roman Catholic	1.40%		
Not Specified/Prefer not to say	54.75%	Hinduism	0.17%		
Other	0.84%	No Religion	14.49%		
		Not Specified/Prefer not to say	63.18%		

Religion by contract type						
Full Time			**Part Time**		**Hourly Paid**	
Agnostic	0.53%		Agnostic	0.56%	Atheist	0.68%
Atheist	1.06%		Atheist	0.56%	Buddhist	0.34%
Christian	19.75%		Buddhist	0.28%	Buddhist - Mahayana	0.34%
Christian - Protestant	0.53%		Christian	15.73%	Christian	12.55%
Christian - Roman Catholic	0.71%		Christian - Protestant	1.41%	Christian - Protestant	1.02%
Hinduism	0.35%		Christian - Roman Catholic	1.12%	Christian - Roman Catholic	2.37%
No Religion	20.28%		No Religion	14.61%	No Religion	28.47%
Not Specified/Prefer not to say	55.56%		Not Specified/Prefer not to say	64.89%	Not Specified/Prefer not to say	53.89%
Other	1.23%		Other	0.84%	Other	0.34%

Nationality		
Nationality	American	0.1%
	Australian	0.1%
	Belgian	0.1%
	British	65.5%
	English	0.6%
	French	0.2%
	German	0.1%
	Greek	0.2%
	Indian	0.1%
	Irish	0.4%
	Italian	0.1%
	Japanese	0.1%
	Not Specified	2.4%
	Romanian	0.2%
	Scottish	0.1%
	Welsh	29.9%

The College employs a wide diversity of staff in terms of nationality and religion. Facilities are made available such as prayer rooms and washroom facilities (wudu).

Age					
Age Bands	Staff	%	Business Support	Lecturer	Manager
16	1	.1	2.2%	0	0
16-20	9	0.7	1.6%	0	0
21-30	140	11.5	15.5%	8.7%	0
31-40	292	24.0	22.1%	26.4%	19.7%
41-50	344	28.2	28.3%	27.1%	37.9%
51-60	325	26.7	23.5%	28.8%	36.4%
61-65	72	5.9	6.6%	3.7%	6.%
66+	35	2.9	0.2%	5.3%	0

Age Bands	Staff	Full time	Part Time	Hourly Paid
16	0.1%			.3%
16-20	0.7%		0.2%	2.7%
21-30	11.5%	8.%	13.2%	15.9%
31-40	24.0%	28.%	23.6%	16.7%
41-50	28.2%	30.2%	32.3%	19.7%
51-60	26.7%	29.3%	25.3%	23.4%
61-65	5.9%	4.1%	4.8%	10.8%
66+	2.9%	.4%	0.6%	10.5%

Over 63.7% of staff are aged over 40 rising to 80% in respect of the Management population.

The figures indicate that whilst experience is valued in all College roles, there is an opportunity to be gained from taking steps to address the balance of age across all functions.

Disability				
Disability	All Staff	Business Support	Lecturer	Manager
No	89.3%	86.9%	91.1%	95%
Not Specified	5.7%	6.0%	5.8%	2%
Yes	5.0%	7.1%	3.1%	3%

Disability	Full time	Part Time	Hourly Paid	Term Time Full Time	Term Time Part Time
No	97.1%	89.1%	86.1%	83.2%	88.1%
Not Specified	3.3%	5.7%	9.5%	8.4%	7.8%
Yes	5%	5.2%	4.4%	8.3%	4.1%

We offer support through a variety of measures and reasonable adjustments to any staff or new recruits who declare a disability. We work closely with Remploy to offer work opportunities to those with a disability which has led to permanent employment with the College. We will continue to nurture this relationship.

Applications received for vacant posts				
Age				
Age Bands	**Male**	**Female**	**Disability Male**	**Disability Female**
16-24	21	46		3
25-34	42	94	2	6
35-44	51	85		3
45-54	47	58	2	3
55 and over	41	21		
Prefer not to say	5	6		
Total	207	310	4	15

Nationality	
British	335
Welsh	159
Polish	4
Others one or less	19
Cameroon, Turkish, Spanish, Greek , Sri Lankan, French, Irish, Nigerian, Maltese, Seychelles and others	

Successful Applicants appointed to vacant posts						
Age Bands	**Male**	**%**	**Female**	**%**	**Disability Male**	**Disability Female**
16-24	14	39%	25	61%	2	5
25-34	16		39			
35-44	15		27			
45-54	15		27			
55 and over	26		16			
Total	86		134			

Sexual orientation	Wales Stats:	Successful applicants	
Heterosexual/Straight	95%	198	90% of successful applicants
Gay	1	1	0.45%
Bisexual		3	1.36%
Other			
Prefer not to say	2	19	8.63%
No response	2		

Religion		Ethnicity		Nationality	
Christian	43	**White**	198	**British**	121
Buddhist	1	**Pakistani**	1	**Welsh**	78
Muslim	2	**Indian**	1	**Scottish**	1
Prefer not to say	170	**Banglades h**	1	**Prefer Not to Say**	14
Other	4	**Caribbean**	3	**Other**	6
		Undeclared	16		

Applications for post reflect a wide age range from 40% male and 60% females and resulting in 39% of males and 61% of female successful applicants.   The genders appointed reflect the gender proportion of applicants. 3.18% of successful applicants had disclosed a disability and 10% identified as gay, bisexual or preferred not to say.

Learning and Development

The College has an online system, Passport to Success, to record L&D events and Continuing Professional Development.

We will report completion of the training listed below each year:

- Equality and Diversity Essentials
- Safeguarding Essentials

Current Position
Equality and Diversity Essentials   91.63% completion rate
Safeguarding   94.56% completion rate

During 2019 we will introduce the following additional compulsory training.

- Managing Diversity (Management)
- Reasonable Adjustments for Students (Heads of School)
- Dignity at Work training (All staff)

Welsh Language

Report of the Welsh Language Preference of staff

English   1184
Welsh   27

An annual Celebration of all things Welsh is held at a Campus each year to raise awareness. We have Welsh buddies appointed to support learners and support staff to learn the Welsh Language.

Wellbeing Events

Wellbeing Events are held at all campuses on an annual basis
- City of Newport
- Pontypool and Usk
- Crosskeys
- Blaenau Gwent Learning Zone

We provide a comprehensive Employee Assistance Scheme and promote this regularly to improve awareness.

The College also supports a Cycle to Work Scheme discounted gym membership, discounted complementary therapies in our onsite salons and has a dedicated Website for Staff Benefits and Wellbeing.

Our new caterers were recently appointed with a remit to provide healthier choices in our canteens.

Governor Equality Data

Governors in Coleg Gwent are committed to actively participating in the requirements of the Strategic Equality Plan and have provided data for some of the protected characteristics. The data on the remaining characteristics will be collected.

The data table below shows the current profile of the Governors.

Age range	Number in range	Male	Female	Ethnicity	Disability	Welsh
16-18 years	2	2	0	2 white British	0	
19-25 years	0	0		0	0	
26-40 years	4	2	2	3 – white British 1 – Asian/Afghan (M)	0	1 Welsh speaker
41-50 years	3	2	1	3 white British	0	
51-60 years	5	3	2	5 – white British	0	
61 years +	1	0	1	1 – white British	0	

The Corporation regularly monitors this data and the recruitment process for attracting and appointing new Governors aims to reflect the learners and staff profiles.

Two Student Governors ensure representation of a younger age group and support Learner Voice in the College.

The data collection for Governors will be reviewed and new collection criteria applied from the 2018/19 academic year.

Gender Equal Pay

Lecturers are appointed on nationally agreed salaries and progress each year to the top of their scale. They can apply for promotion to Upper Scales, subject to an assessment.

All other college posts are evaluated and appointments are made to the post irrespective of gender or other equality/diversity data.

Management Spine Grades			
Salary Grade	Scale Point	Male	Female
Management Spine Fixed Pt 01	1	5	12
Management Spine Fixed Pt 02	2	2	0
Management Spine Fixed Pt 03	3	3	1
Management Spine Fixed Pt 04	4	1	1
Management Spine Fixed Pt 05	5	0	0
Management Spine Fixed Pt 06	6	0	6
Management Spine Fixed Pt 07	7	0	0
Management Spine Fixed Pt 08	8	12	15
Management Spine Fixed Pt 09	9	0	1
Management Spine Fixed Pt 10	10	1	1
Management Spine Fixed Pt 11	11	0	0
Management Spine Fixed Pt 12	12	1	1
Management Spine Fixed Pt 14	14	2	2
Management Spine Fixed Pt 16	16	0	1
Management Spine Fixed Pt 20	20	1	0
Management Spine Fixed Pt 21	21	1	0
Management Spine Fixed Pt 24	24	4	0

Management	Number of staff	MS1-MS 12	MS13 – MS24
Female	41	38	3
Male	33	25	8

Overall position: male managers represent 45% of the Management Spine roles while female managers represent 55%

However in the lower scale points 1 – 10 females outnumber males by 61% to 39% and in the upper scale points 11-24 males outnumber female by 69% to 31% (9 male 4 female) which is due mainly to the four Campus Directors being male appointees.

Salaried Lecturers Grades			
Salary Grade	Scale Point	Male	Female
Associate Lect Payscale	1	0	2
Associate Lect Payscale	2	0	2
Associate Lect Payscale	4	4	2
Lecturers Main Grade Pay Scale	MG1	3	2
Lecturers Main Grade Pay Scale	MG2	1	7
Lecturers Main Grade Pay Scale	MG3	5	12
Lecturers Main Grade Pay Scale	MG4	3	8
Lecturers Main Grade Pay Scale	MG5	12	10
Lecturers Main Grade Pay Scale	MG6	13	16
Lecturers Main Grade Pay Scale	UP1	64	65
Lecturers Upper Point Payscale	UP2	27	40
Lecturers Upper Point Payscale	UP3	54	87
		186	253

Hourly Paid Lecturers Grades			
Salary Grade	Scale Point	Male	Female
Hourly Paid Lecturers - MG Scale	MG1	3	12
Hourly Paid Lecturers - MG Scale	MG2	3	8
Hourly Paid Lecturers - MG Scale	MG3	24	45
Hourly Paid Lecturers - MG Scale	MG4	4	12
Hourly Paid Lecturers - MG Scale	MG5	3	3
Hourly Paid Lecturers - MG Scale	MG6	4	2
Hourly Paid Lecturers - MG Scale	UP1	24	32
Hourly Paid Lecturers - Unqualified	A01	21	44
Hourly Paid Lecturers - Unqualified	A02	4	2
Hourly Paid Lecturers - Unqualified	A03	0	3
Hourly Paid Lecturers - Unqualified	A04	11	6
Hourly Paid Lecturers - Upper Pay Scale	UP2	3	6
Hourly Paid Lecturers - Upper Pay Scale	UP3	6	12
		110	187

As stated earlier, more females are attracted to work in the FE sector than males. All lecturer posts are fairly recruited on a skills and competency basis and salary is progressed through a nationally agreed scale.

Business Support Salary Grades			
Salary Grade	**Scale Point**	**Male**	**Female**
Business Support Grade 1 Fixed Point 13	13	2	2
Business Support Grade 2	17	0	2
Business Support Grade 2	18	0	2
Business Support Grade 2	19	2	2
Business Support Grade 3	(none)		
Business Support Grade 3	21	1	4
Business Support Grade 3	22	1	2
Business Support Grade 3	23	3	4
Business Support Grade 3	24	49	63
Business Support Grade 3 Fixed Pt 21	21	0	1
Business Support Grade 4	25	1	3
Business Support Grade 4	26	2	2
Business Support Grade 4	27	1	2
Business Support Grade 4	28	9	42
Business Support Grade 5	29	2	8
Business Support Grade 5	30	1	3
Business Support Grade 5	31	5	4
Business Support Grade 5	32	18	45
Business Support Grade 6	33	1	0
Business Support Grade 6	34	0	0
Business Support Grade 6	35	1	1
Business Support Grade 6	36	9	9
Business Support Grade 6 Fixed Point 33	33	0	6
Business Support Grade 6 Fixed Point 34	34	1	5
Business Support Grade 7	37	2	0
Business Support Grade 7	38	3	5
Business Support Grade 7	39	0	1
Business Support Grade 7	40	3	5
Business Support Grade 7 Fixed Pt 38	38	0	1
Business Support Grade 8	41	0	2
Business Support Grade 8	42	0	1
Business Support Grade 8	44	2	2
Business Support Grade 9	48	2	0
		121	227

Instructor Demonstrator Salary Grades			
Salary Grade	Scale Point	Male	Female
Business Support Instructor/Demonstrator	1	0	0
Business Support Instructor/Demonstrator	2	2	1
Business Support Instructor/Demonstrator	3	0	2
Business Support Instructor/Demonstrator	4	11	9
		13	12

Hourly Paid Business Support Grades			
Salary Grade	Scale Point	Male	Female
Hourly Paid Business Support Point 17	17	1	6
Hourly Paid Business Support Point 20	20	0	2
Hourly Paid Business Support Point 21	21	11	22
Hourly Paid Business Support Point 23	23	0	0
Hourly Paid Business Support Point 24	24	0	2
Hourly Paid Business Support Point 25	25	0	0
Hourly Paid Business Support Pt 13	13	17	27
Hourly Paid Business Support Pt 14	14	23	71
Hourly Paid Business Support Pt 29	29	1	7
Hourly Paid Business Support Pt 34	34	0	3
Hourly Paid Business Support Pt 42	42	0	4
Hourly Paid Business Support Pt 43	43	0	0
Hourly Paid Business Support pt32	33	1	0
Hourly Paid Business Support Pt39	39	1	1
Hourly Paid Business Support Pt48	48	1	0
		56	145

Hourly Paid Instructor Demonstrator Grades			
Salary Grade	Scale Point	Male	Female
Instructor/Demonstrator - Hrly Paid	1	0	4
Instructor/Demonstrator - Hrly Paid	2	0	3
Instructor/Demonstrator – Hrly Paid	3	0	1
Instructor/Demonstrator – Hrly Paid	4	8	8
		8	16

The College employs more females than males in all posts. Posts are fairly recruited on the basis of skills and competencies.