

Bridgend College Annual Equality Report 2020

(Relating to data from 2018 - 2019 Academic Year)



**Be all that you can be
Inspirational
Passionate
Innovative
Team Player
Inclusive**

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1. Foreword from the Principal

Bridgend College is a special place. Treating everyone fairly, with respect and valuing differences is something that we cherish. Our values, based on our mission, Be All That You Can Be, are founded in positively promoting diversity and equal opportunity, supporting all learners and employees to be the very best they can be. We believe that an organisation that celebrates diversity is a better organisation and that in turn, enriches college life for everyone.



Simon Pirotte
Principal and CEO

Staff have been very clear in what they want the College to be like. They want to work in a fair establishment, one where everyone accepts differences and supports each other to achieve their goals. This is an integral part of the way we conduct our business. Our values, generated by our people, include being a team player, being inclusive and being people centred. The success of the College thus far has been built on the foundations of tolerance and respect and people who support each other. Achieving and promoting equality and diversity at our College is a role for us all and thank you to everyone who has contributed to the progress we have made so far, and will continue to make.

2. About the College

Bridgend College is a Further Education (FE) College supporting over 6,000 students and employing over 600 members of staff across its four campuses in Bridgend, Pencoed, Queens Road and Maesteg. Engage Training is the business focused and externally facing directorate of Bridgend College, based on Bridgend Industrial Estate.

The College offers an extensive range of courses, from Entry through to Degree level, in over 20 vocational areas with the majority delivered at our Bridgend and Pencoed Campuses. You can study the full-time BSc (Hons) in Social Work at our Queens Road Campus whilst our Maesteg Campus offers full-time Level 1 courses in Interactive Media and Exploring the Creative Arts and Media Sectors. The College is increasingly delivering more flexible programmes of study, both in the workplace and on-line through our Engage Training team and Learndirect opportunities.

Penybont 6th Form College is a Bridgend College and Pencoed Comprehensive School partnership. The 6th form delivers the very best teaching and learning experiences and unique opportunities that both the College and the school can offer.

The College has the highest number of franchise higher education students in any FE College in Wales, with over 850 students choosing to complete their higher education course locally each year. The College is a collaborative partner of the University of South Wales and works in partnership with Cardiff Metropolitan University.

Awards and recognition

Over the last few years, we have won some prestigious awards and are so proud of everything we do here for our students and staff. Here is a list of awards and accolades we have recently been awarded:

- Times 100 Best Companies to work for - position 24 (2019)
- Mind's Workplace Wellbeing Index 2019, Gold Award
- Disability Confident Leader
- Chwarae Teg Fair Play Employer (Silver Award).
- 90% Successful Completion rates for Work Based Learning (2019) - alongside an 800% growth in the contract value over a 6 year period
- Times Educational Supplement UK College of the Year (2019)
- 98% of staff are happy to work at Bridgend College (Staff Survey 2018)
- Estyn "double excellent" judgement (2016)
- Association of Colleges (AOC) Beacon Awards:
 - Leadership and Governance (2017)
 - Transferable Skills (2016)
 - Practical Teaching and Practical Learning (2015)
- 90% successful completion rates (All Qualifications) (2016-2017)
- Successful partnership with Pencoed Comprehensive School to create Penybont 6th; a 26% improvement in A*-C 'A' level pass rates

The bedrock of this success has been the positive culture of the College. Bridgend College is an inclusive organisation where diversity is celebrated. Staff developed our mission 'Be All That You Can Be' through a series of workshops - and they mean it for every one of our learners. However, we are not content to rest on our laurels. In an ever changing world, we must keep moving with the times as an agile and responsive organisation.

3. The Law

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It sets out the different ways in which it's unlawful to treat someone. For further information on the Equality Act 2010, how public bodies are required to have due regard, and Bridgend College's specific duties under the Act, please see the following [link](#).

4. How Bridgend College Manages and Supports Equality

Our Staff

- Bridgend College is proud to have been a Disability Confident Employer for over 2 years, which demonstrates the College's open approach to employing people irrespective of their disability. We are also continuing our work with our partners to extend our reach into the community to provide work placement opportunities in this regard.
- We are actively working to de-stigmatise mental health in the workplace through the Time to Change pledge, tea and talk sessions, Walk in My Shoes, Mental Health 1st Aid training, across College, and CPD days for all staff to strengthen their wellbeing.
- We are undertaking the Mental Health and Wellbeing Charter, created by the Association of Colleges, to have a joined up approach to Health and Wellbeing of both staff and students.
- Bridgend College took part in the 2018 Mind Workplace Wellbeing Index and achieved a Bronze standard, in 2019 progressed to a Silver and in 2020 the Gold. We are the first Welsh educational establishment to participate in the scheme and as such hope to encourage others to follow.
- We worked with Chwarae Teg to undertake the Fair Pay assessment, to improve the gender pay gap and opportunities within the workplace for staff with any protected characteristic. We achieved Silver Status.
- We committed to the Welsh Language Standards and worked to promote the use of Welsh in all of its activities.
- Gold Corporate Health Standard - This is run by the Welsh Government, and is the quality mark for workplace health promotion in Wales. We continue to retain the Gold Standard.
- A number of Bridgend College staff took part in the 2019 Cardiff Pride parade with their families.

Our Students

- Collaboration with ARC (Assistive Recovery in the Community for adults with mental health difficulties), Child and Adolescent Mental Health Services (CAMHS), Primary Mental Health Team (PMHT) and dedicated mental health specialists who work with students who have a diagnosis, or complex mental health difficulties.
- We have developed a supportive, safe environment where learners can discuss mental health matters and access a range of services in a timely manner. This allows

people to be the best version of themselves, thereby supporting their whole learning experience with us.

- LGBTQ+ peer support group
- Enrichment - Wellbeing passport (Money management / budgeting, Substance awareness, Wellbeing in College, Internet safety, healthy relationships)
- 'Voice Wagon' to support student debate and sharing of ideas
- Wellbeing drop-in available every day 12pm to 2pm
- Learner Voice strategy - Be Heard. Course Reps, StARs, Student Board of Governor and Bridgend College Ambassadors. This gives our students an opportunity to raise concerns and be heard effectively – 'You said, We did'.
- Student led video #ThinkTwice which is displayed on the TV Screens in the Refectory: <https://www1.bridgend.ac.uk/think-twice/>
- Raise awareness with students as part of wider national and international awareness days and weeks. Examples include Hate Crime Awareness Week, Black History month, and Anti-Bullying week.

Staff Information

The College has taken the following steps to identify and collect relevant information:

- Collection of relevant data from staff members;
- Collection of relevant data from students;
- Staff and student surveys.

The following information gives a profile of the College's staff and students for the academic year 2018-2019 for the protected characteristics, i.e. 1st August 2018 to 31st July 2019. We are unable to report data from 2019 - 2020 academic year as this does not follow the same reporting timeframe as the Equality report.

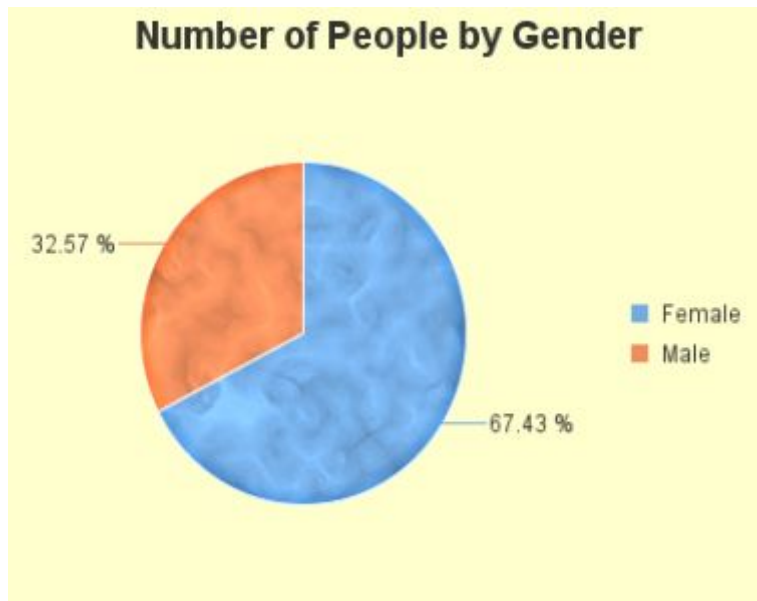
Staff difficulties in collecting data on protected characteristics

Staff are encouraged annually to complete their sensitive data on the HR Information self-service system known as MyPage. We have a number of staff who have not declared their sensitive data.

As a result, this featured as an action in the Equality Plan, with a request for staff to update their sensitive information via an easy to complete google form, explaining the purpose of collating this data and what it would be used for. Following this request, 170 forms were completed. This work will continue to support staff to understand why the College needs this information and the purpose is to support them in all that they do.

Over time, it is anticipated that the College will have a complete dataset in relation to protected characteristics of their staff, whilst protecting the right of individuals to state that they do not wish to declare.

5.1 Gender Split of Staff at Bridgend College

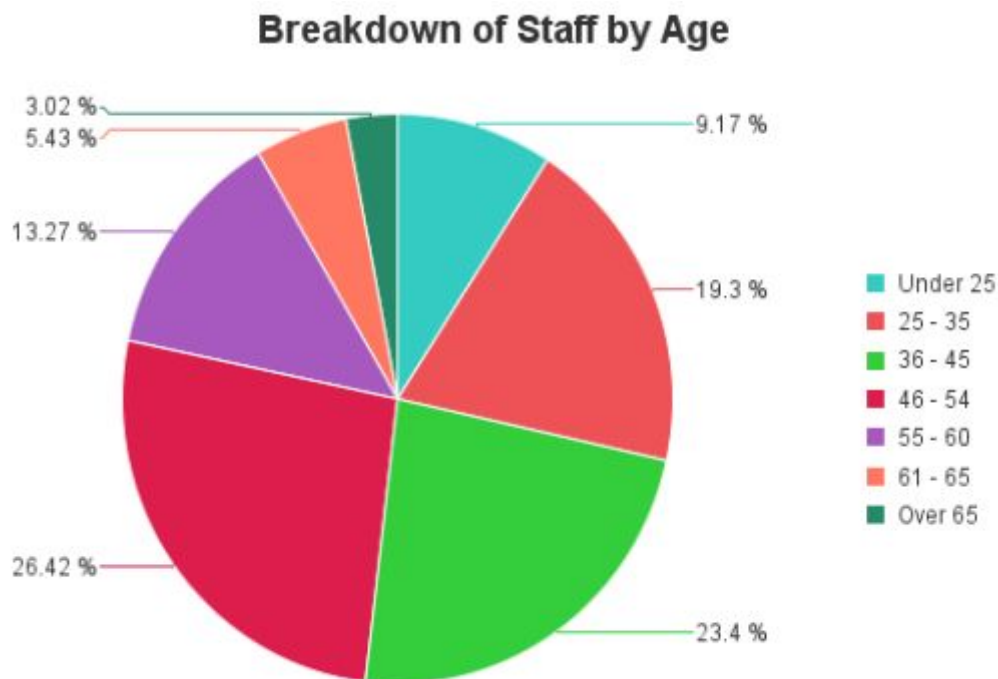


As you will see from the gender breakdown, the College is predominantly female.

This is representative in 4 quartiles, and more information is available in our Gender Pay Gap Report.

There has been an increase in female staff from 62% in 17/18 to 67.43% in 18/19.

5.2 Age Profile



As you will see from the chart, the highest percentage of staff are within the 46-54 category; 26.42%, a decrease from 29% in 2017/2018.

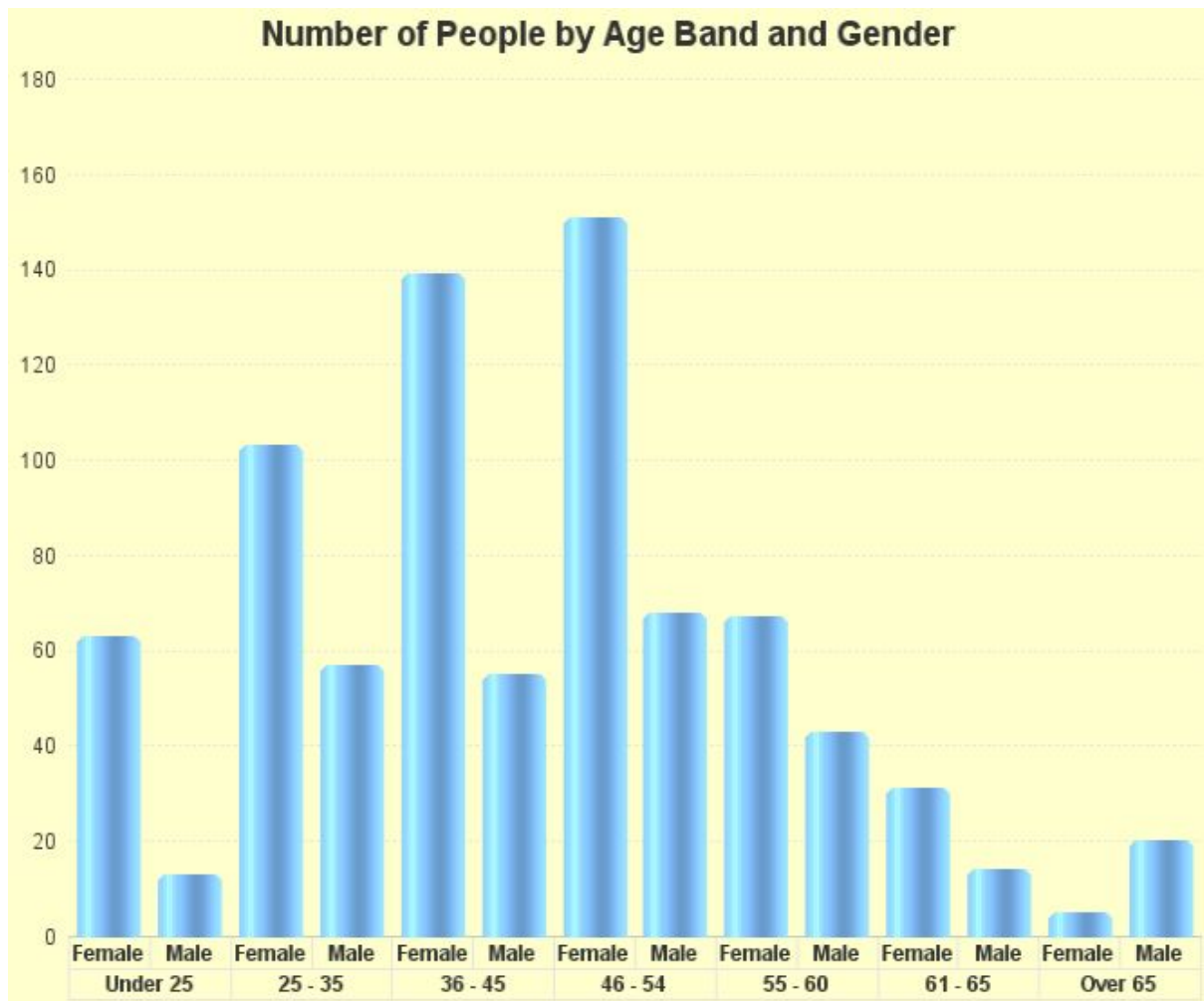
There has also been a decrease in the next highest percentage of 36-45 age group, from 26% to 23.4%.

Interestingly, there has been an increase in the lower age group of 26-35 age group from 16% to 19.3%.

There is an interest in what brought about this shift as in 2017/2018, 56% of staff was over 45, and now stands at 48.14%, which will continue to be explored in more detail to evidence why this shift has occurred. It is reassuring that the age profile of the College is therefore healthy and evidences an open recruitment policy which attracts candidates irrespective of their age.

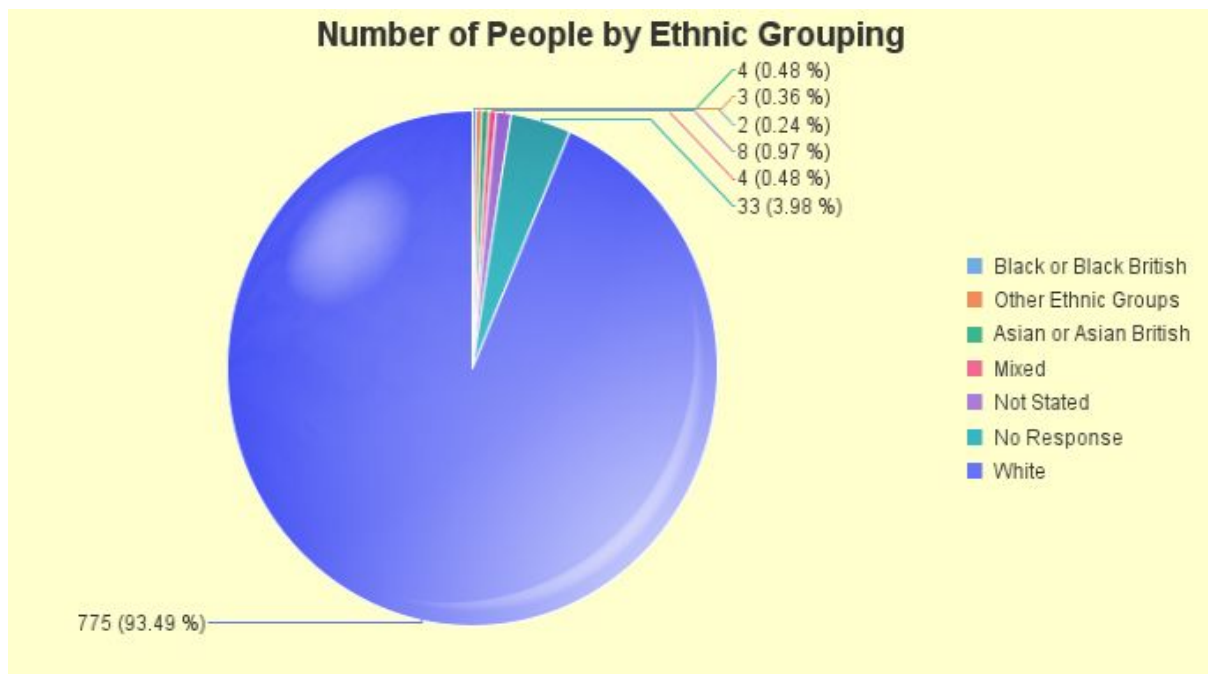
More information is available in the chart below:

5.3 Age Profile by Gender



As you would see from the gender split in the College, 67.43% of staff are female, which would then follow through with the above chart, that significantly more females than male are within the main brackets, which even more than doubles their male counterparts in the 36-45 and 46-54 categories.

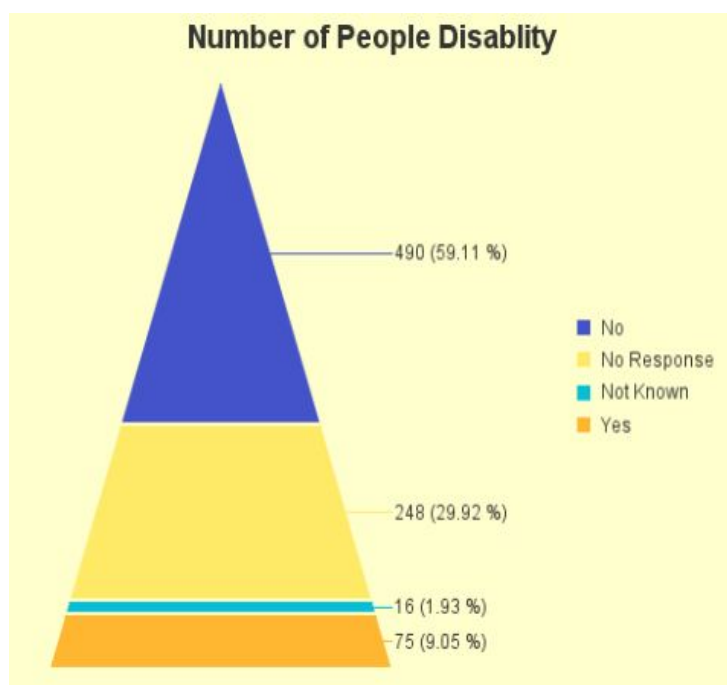
5.4 Ethnicity Profile



Work is being undertaken in this area to ensure that Bridgend College presents no obstacles to any person with a protected characteristic, from recruitment through to opportunities to learn and develop and progress within the College.

3.3% of the Bridgend population classify themselves as BAME, Black, Asian, and Minority Ethnic. 1.56% of staff fall within these categories, however 4.95% of the workforce have either chosen not stated as a preference, or have failed to respond to the question. Further work is required by the College to be more representative of the community in which it sits and features in the Equality Plan, namely to attract, retain and engage a diverse population of learners. Updates will be available in further reports.

5.5 Disability Profile



As you can see from the table above, the numbers of those staff who have declared a disability is low.

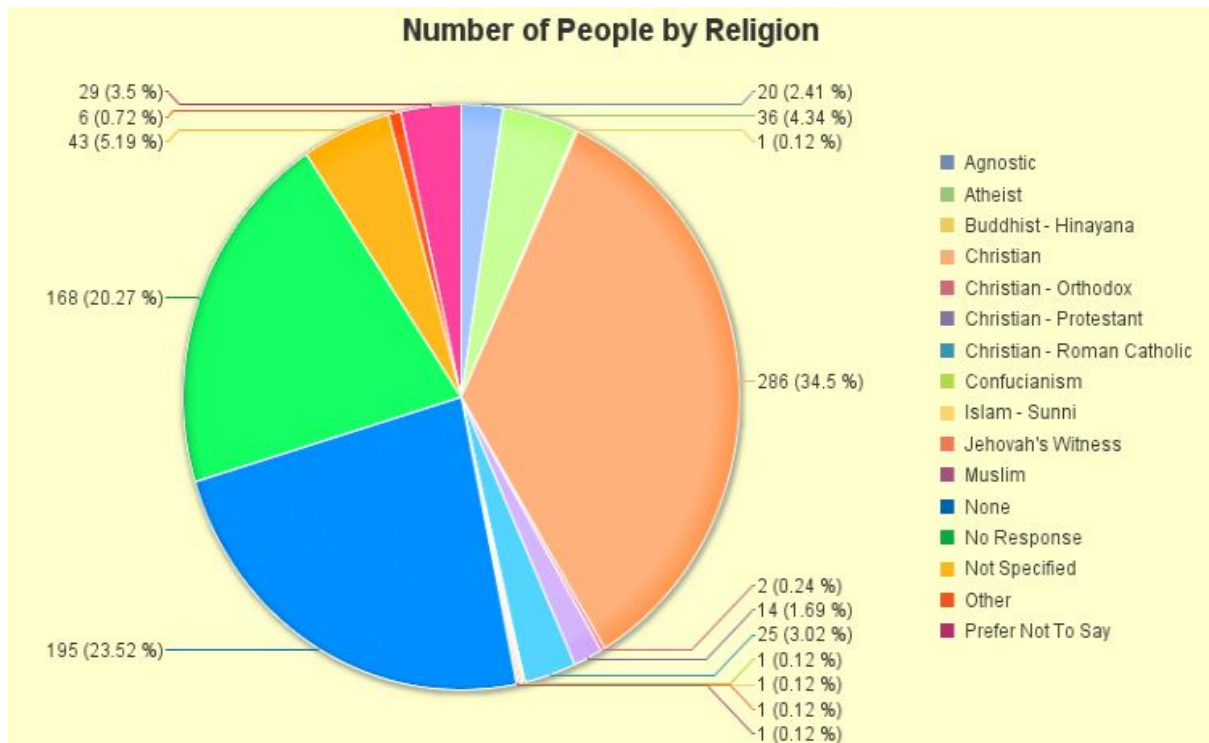
However, considerable work has been undertaken from a physical and mental wellbeing perspective, including achieving the final stage of the Disability Confident Scheme.

We have therefore seen increased declarations from existing staff and those coming into the organisation, so in further reports, it is anticipated that this number will increase.

What is hopefully evidencing through the data, is a disability friendly workplace, where through interventions from Occupational Health, Access to Work, HR and their line manager, reasonable adjustments can be put in place and staff can work successfully and happily, supported with their conditions.

Number of Employees	Disability Type
Hearing	5
Learning Difficulty	11
Mental Health Condition	16
Mobility	10
No Response	248
Not Disabled	490
Other (includes long term illness)	32
Prefer Not To Say	16
Visual	1

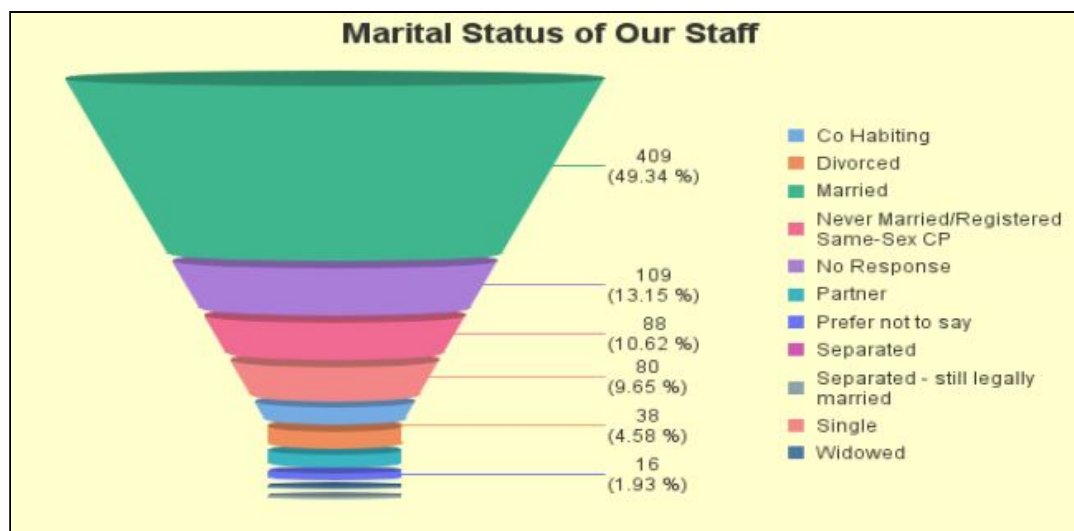
5.6 Religion Profile



In 2017/2018, 197 staff did not identify their religious status, which equates to 39.96%. As you will see from this year's statistics, this figure, due to the work that the College have been undertaking, has reduced significantly to 5.19%. This updated information will enable the College to ensure that staff's right to worship is accommodated and supported appropriately.

5.7 Marital Status Profile

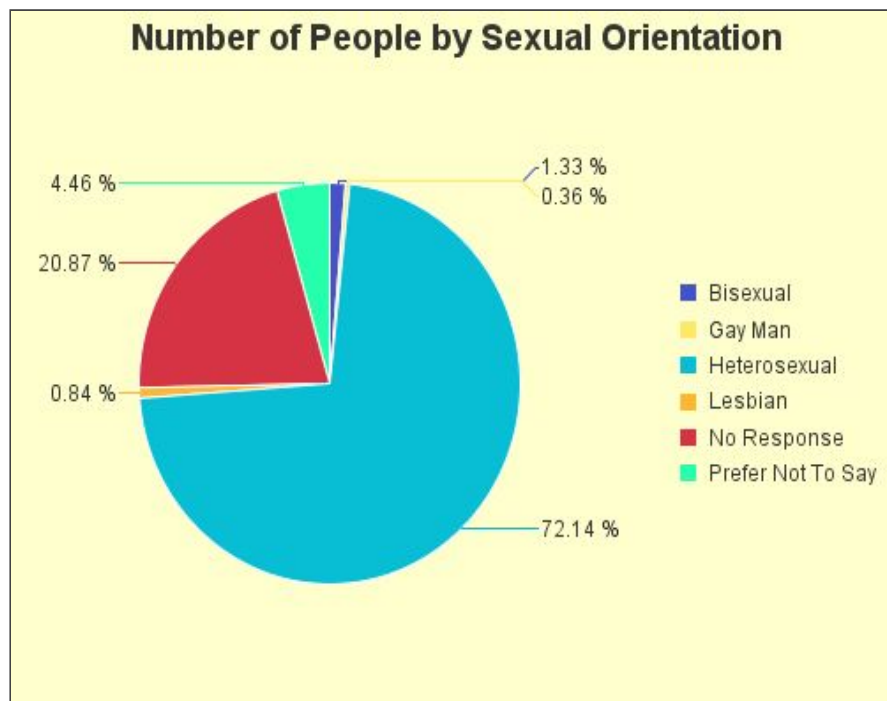
Marital Status	No of staff
Cohabiting	40
Divorced	38
Married	409
Never Married/Registered Same-Sex CP	88
Partner	33
Prefer not to say	16
Separated	3
Separated - still legally married	6
Single	80
Widowed	7
No Response	109
Grand Total	829



As you will see, 125 staff within the workforce have not responded or prefer not to say what their marital status is.

There are also still some changes to how we gather data required. For example, same sex partnerships are classed within the same collection data as never married. These are different categories entirely, so further work will take place to ensure that all groups are represented and accounted for appropriately.

5.8 Sexual Orientation Profile

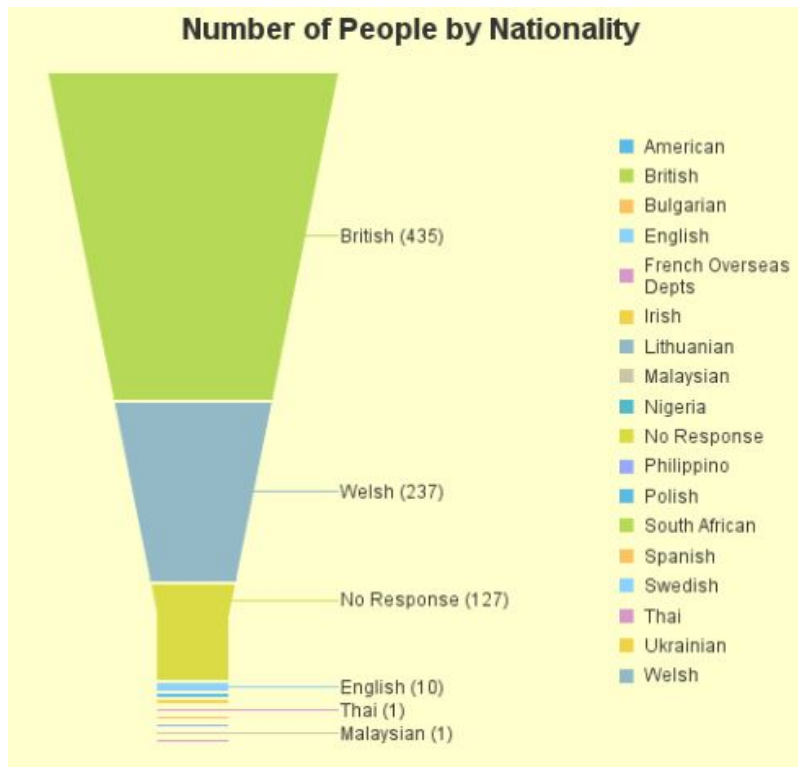


In 2017/2018 the percentage of staff that preferred not to state their sexual orientation was 34.9%. Due to increased requests for staff to share their sensitive data has reduced this number to 4.46%, with 20.87% not responding, totalling 25.33% which is an increased picture of information of 9.57%.

Having a much better picture of the workforce enables the College to support their staff much more effectively.

While staff clearly have the right to keep this information private, given the positive working culture referenced by the Mind Survey and Times 100 survey, and the strong inclusivity agenda within the College's strategic plan, there are communications that may need to be planned specifically to this characteristic, to ensure that staff feel able to share this information should they choose, and they will be supported.

5.9 Nationality Profile



Again, staff sharing their sensitive data has allowed to have a more complete profile on staff's characteristics, which will allow us as a College to support them to be at their best.

As a subsidiary of this dataset, of those who have completed Welsh as their nationality, we will be collecting data on ability to communicate in Welsh. This forms part of the Welsh Language standards, the agenda for inclusivity and also to enable us as a College to incorporate bilingualism into the classroom. This will feature in the 2021 report.

6. Student Information

The rate at which learners successfully completed their main qualification improved by a further 2% to 86.3% in 2018-19, demonstrating a 3% increase since 2016-17. The successful completion rate for all qualifications was also 86%. The Statistical First Release (SFR) published by Welsh Government in February 2020 indicates that Bridgend College's successful competition rate for main qualifications is 6% above the National Comparator.

Outcomes for specific groups of learners have continued to increase over time. The data provided under each relevant heading below represent main qualification success rates for Further Education (FE) provision.

To get a true reflection of whether those students with a protected characteristic are achieving in line with their counterparts, the achievement rates of those with a protected characteristic have been compared against the College main qualification average for 2018/19, as well as against the two preceding years. In the data sets provided below successful completion rates for groups of learners that meet or exceed main qualification rates have been highlighted in green, while those that do not appear in yellow.

6.1 Success Rates by Additional Learning Needs (ALN)

Learner Primary Disability Group	2016/17		2017/18		2018/19	
	No. of Learners	Success	No. of Learners	Success	No. of Learners	Success
Autistic Spectrum Disorders	79	89.6%	80	84.8%	88	89.8%
Behavioural, Emotional and Social Difficulties	31	72.4%	53	87.5%	50	90.0%
General Learning Difficulties	39	89.2%	53	86.8%	121	94.2%
Hearing impairment	10	90.0%	20	80.0%	19	94.7%
Moderate Learning Difficulties	48	87.5%	54	84.0%	40	92.5%
Multi-sensory Impairment	0		2	50.0%		
Physical and/or Medical Difficulties	43	88.1%	47	85.4%	42	90.5%
Profound and Multiple Learning Difficulties	2	100.0%	1	100.0%	2	100.0%
Severe Learning Difficulties	15	100.0%	10	100.0%	5	100.0%
Speech, Language and Communication Difficulties	18	88.9%	28	100.0%	25	96.0%
SPLD - Attention Deficit Hyperactivity Disorder	29	61.3%	45	72.5%	46	84.8%
SPLD - Dyscalculia	1	100.0%	2	100.0%	1	100.0%
SPLD - Dyslexia	82	89.4%	121	84.4%	130	90.8%
SPLD - Dyspraxia	6	100.0%	5	100.0%	9	100.0%
Visual Impairment	43	88.4%	47	76.6%	24	95.8%
Total All Learners	2304	82.1%	2382	83.3%	2281	86.3%

Learners with a declared and stated Additional Learning Need continue to outperform learners without, achieving a successful completion rate in 2018/19 of 90%. This maintained success is related to the increased support for learners with an ALN in terms of Classroom Support Workers and specific, targeted support for specific learning needs. The biggest group of ALN learners are those with dyslexia, who achieved a success rate of 90.8%. With the exception of SPLD (Attention Deficit Hyperactivity Disorder), the data above demonstrates that all groups of learners with an ALN achieved success rates above the College average of 86.3%.

6.2 Success by Ethnicity

Learner Ethnic Origin	2016/17		2017/18		2018/19	
	No. of Learners	Success	No. of Learners	Success	No. of Learners	Success
Arab	3	100.0%	1	100.0%	4	75.0%
Asian - Bangladeshi	1	0.0%	2	100.0%	4	75.0%
Asian - Indian	1	100.0%	0		4	100.0%
Asian - Pakistani	2	50.0%	1	100.0%	2	100.0%
Black - African	1	100.0%	5	100.0%	8	75.0%
Black - Caribbean	3		1	100.0%	7	71.4%
Chinese	3		2	100.0%	7	71.4%
Information refused	1	100.0%	1		1	
Mixed - White and Asian	14	85.7%	7	85.7%	7	100.0%
Mixed - White and Black African	3	66.7%	2	100.0%	6	100.0%
Mixed - White and Black Caribbean	10	90.0%	8	87.5%	9	77.8%
Not known	413	80.1%	541	82.8%	224	83.5%
Other Asian background	8	75.0%	6	66.7%	5	100.0%
Other Black background	3	100.0%	3	133.3%	2	100.0%
Other Mixed background	7	85.7%	9	88.9%	12	83.3%
Other Ethnic background (from 2018/19 onwards)					2	100.0%
White	1837	82.5%	1794	83.3%		
Any other White background (from 2018/19 onwards)					8	100.0%
Welsh/English/Scottish/Irish/British (from 2018/19 onwards)					1969	86.7%
Total All Learners	2304	82.1%	2382	83.3%	2281	86.3%

Learners who identified as ethnicity 'not known' or 'other mixed' achieved success rates of 83.5% and 83% which is below the college average of 86.3%. Learners identifying as Asian, Mixed White and Asian and Mixed White and Black African achieved 100% success rates. Some work needs to be carried out to investigate the increase in learners ticking the 'not known' option so that a targeted plan for improvement can be implemented. It is evident from the data above that some groups of learners have demonstrated a decline in successful completion rates, and therefore will need to feature in the Equality Plan.

6.3 Success by Gender

Gender	2016/17		2017/18		2018/19	
	No. of Learners	Success	No. of Learners	Success	No. of Learners	Success
Female	1115	82.8%	1170	84.4%	1111	87.8%
Male	1189	81.5%	1212	82.3%	1170	84.8%
Total All Learners	2304	82.1%	2382	83.3%	2281	86.3%

Female learners continue to outperform male learners for the third consecutive year. The performance gap has also increased over time, from 1.30% in 2016/17, to 2.10% 2017/18 and 3% in 2018/19. This is partly due to the large proportion of male learners in the curriculum areas of Sport, Construction and in Engineering, which are areas that underperform when compared to the college as a whole and are areas for concentrated support. Engineering has already improved successful completion rates by 4% from 2017/18 to in 2018/19. Construction and Engineering will also benefit from an ambitious Estates strategy that includes the building of a new £30m STEAM (Science, Technology, Engineering, Arts, Maths) Academy at the Pencoed campus, due to receive its first student intake in September 2021. The impact of this new state-of-the-art teaching and learning environment on the gender achievement gap will be monitored carefully.

It is also important to note that the successful completion rates for male learners have shown consistent improvement during the last three years, with an overall increase of 3.3% from 2016/17 to 2018/19.

6.4 Success by EMA Support

EMA Support	2016/17		2017/18		2018/19	
	No. of Learners	Success	No. of Learners	Success	No. of Learners	Success
EMA Students	886	82.6%	889	85.0%	781	85.9%
Total All Learners	2304	82.1%	2382	83.3%	2281	86.3%

In 2018-19, 23.8% of Bridgend College's learners were from the highest areas of deprivation. The Welsh Government Statistical First Release (27th February 2020) states that '[In 2018-19 t]here were large inequalities in outcomes for learners from deprived

areas[.]’, This is not the case at Bridgend College where the discrepancy in achievement rates between learners in receipt of EMA and the College average for 2018/19 was minimal. However, it must be noted that this discrepancy does place achievement of those in receipt of EMA below the College average for the first time in the last three years, and therefore this area will be noted on the Equality Plan to ensure that interventions are made to prevent this gap from widening.

6.5 Success by Welsh Language

Learner Welsh Language	2016/17		2017/18		2018/19*	
	No. of Learners	Success	No. of Learners	Success	No. of Learners	Success
Fluent Welsh speaker	113	84.1%	81	85.2%	143	87.4%
Welsh speaker not fluent	232	84.5%	208	85.1%		
Not Welsh speaker	1959	81.7%	2093	83.1%	2138	86.2%
Total All Learners	2304	82.1%	2382	83.3%	2281	86.3%

Bridgend College continues to make progress aligned with the Cymraeg 2050: Welsh Language Strategy and our duties under the Welsh Language Standards, particularly in relation to the consistency of delivery of the Standards relating to student rights. A more targeted approach to developing and upskilling curriculum teams and Welsh-medium and/or bilingual delivery is required, focused on priority curriculum areas.

A sustained increase in the achievement of learners speaking Welsh is evident over three years, with Welsh speakers consistently performing above the College average.

The College planned and implemented a range of initiatives to develop the Welsh language skills of learners and staff in 2018-19. There has been further development of the Iaith ar Waith qualification at Entry Level 1 and Level 2, with 413 learners undertaking the qualification. Iaith ar Waith delivery training has been offered to all lecturers, with one-to-one mentoring and support offered to both Welsh learners and fluent (but not confident enough to deliver) delivery staff.

7. Engagement and Consultation

We recognise that the involvement and engagement of appropriate stakeholders is critical to the success of our Strategic Equality Plan. In preparing the Strategic Equality Plan, consultation has taken place with: -

- The Senior Leadership Team
- The Equality & Diversity Steering Group
- The Equality & Diversity Working Group
- Staff and students

Engagement with outside organisations, such as Disability Committed, Purple Portal, Mind Cymru, Chwarae Teg and Turning Point is key to our success.

The College has a Learner Involvement strategy for a formal process of consulting with learners on various topics.

In terms of decision making and influence, learners have the opportunity to be involved in school matters through representation on various learner forums, for example Course Reps, StARs, Student Board of Governor and Bridgend College Ambassadors.

The Senior Leadership team and managers of the College undertake regular 'Learning Walks' around College campuses to seek the views of a range of learners on College facilities and services.

Feedback from surveys such as Mind and Times 100 surveys, emails, drop in sessions and walks around each campus canvassing the views of staff and learners, provides an opportunity for everyone to have their say.

Events, such as Staff Development days, with a regular calendar of Equality & Diversity events for Staff and Learners, gathers staff and learners in an effort to increase engagement and improve communication.

An on-line survey is produced each year to gain an understanding of learner perceptions regarding College facilities, services and practices. Learners are encouraged to give their views on College facilities, services and practices twice a year, in the Learner Induction and Learner Exit surveys.

8. Equality, Diversity and Inclusion Objectives

1. Teaching, Learning and Curriculum Delivery

Aim: To ensure that learning experiences are inclusive and accessible and support learners to be all they can be.

2. Welsh and Bilingualism

Aim: To ensure that stakeholders are able to fully access services and support in Welsh and English, delivering a bilingual experience.

3. Learner Experience, Support and Learner Voice

Aim: To attract, retain and engage a diverse population of learners.

4. Employment and Workforce Development

Aim: Recognise and celebrate diversity and advance equality of opportunity by removing barriers and eliminating discrimination.

5. Health and Wellbeing

Aim: Promote a positive culture which ensures that learners and employees feel safe, confident, healthy, emotionally resilient and personally fulfilled.

6. Environment

Aim: Promote an inclusive learning and working environment that enables all to be the best version of themselves.

7. Procurement

Aim: To ensure that EDI is embedded in our procurement process and that our partners share the values and ethics of Bridgend College

*Further information in relation to these objectives can be found in the [College's Equality Diversity and Inclusion plan 2019 - 2022](#)

These objectives will be monitored corporately, and will be the responsibility of the EDI Strategic Group.

All departments will be responsible for the local monitoring and implementation of the plan through procedures and practices, reporting through the planning process and to the EDI Strategic Group, as required.

Methods used to evaluate progress to include:

- Annual EDI Report
- Student and Staff surveys
- Data analysis of protected characteristics and their success, achievement and retention
- Monitoring of formal complaints in relation to protected characteristics
- Achievement of objectives as laid out in the EDI plan

9. Key Deliverables

1. Annual EDI report published annually via the Bridgend College website www.bridgend.ac.uk and via the staff and student portal.
2. Delivery of actions identified in EDI [plan](#)
3. Progress v Plan Report to Steering Group (Termly)

10. Summary

There has been significant improvement by the College in gathering data in a more meaningful and comprehensive way. This has been assisted by our people led approach which has encouraged staff to share their data, knowing it will be dealt with responsibly and for the purpose of supporting them to be at their best.

Although we have a legal duty to make sure that we employ people and provide services in a safe and fair way, we endeavour to do more. Work is continuing to improve our employment information and business practices in terms of equality, diversity and inclusion.

We recognise the importance of equality monitoring in assessing how well we are meeting our equality duties. Impact assessments have been updated to add more value and meaning, and training in Equality and Diversity has been implemented, rolled out and continue to be monitored, so all staff can be confident and consistent in its usage, involving people from all groups.

While we have been able to report on the specific requirements set by public sector equality duties, we still have much to do to increase the diversity of our workforce, so we can draw on different perspectives and experiences.

We must make sure our staff continue to develop and, in doing so, have a broad understanding of equality, diversity and human rights which may affect them personally and improve their competency on a professional level. Finally, we must continue to firmly establish equality as part of our everyday business and not something secondary, so that we consider it in everything we do.

11. Contact Us

If you would like further information, or would like to request this document in a different format, please contact us:

Email: jobs@bridgend.ac.uk

Phone: 01656 302302 Ext 660

Writing: Human Resources, Bridgend College, College Road, Bridgend. CF31 3DF