

Public Sector Equality Duty

Equality Mainstreaming Report

April 2021



This report covers our duties on:

- **Equality Mainstreaming**
- **Progress of Equality Outcomes**
- **Employee Information**
- **Equal Pay**

Executive Summary

As a College, we are proud of our commitment to and progress of Equality as one of our core values. This report is designed around our legal responsibilities under the Equality Act 2010 to fulfil our requirements in the Public Sector Equality Duty and sits alongside our Gender Pay Gap Report and Equality Outcomes Report for the period of 2017-2021.

We have truly embedded equality across the entire college, through our strategy, leadership and values and we have embedded the 3 General Duties in our practices:

- General Duty 1: Eliminate Unlawful Discrimination, Harassment and Victimisation
- General Duty 2: Advance Equality of Opportunity
- General Duty 3: Foster Good Relations

The College identified 6 Outcomes to achieve during the period of 2017 to 2021 as part of a regional agreement, which were to:

1. Demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations.
2. Offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups.
3. Ensure that all learners will have an equal opportunity to come to college and achieve positive outcomes.
4. Increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce.
5. Ensure that all learners will have increased opportunity for progression into organisations that value equality and diversity.
6. Ensure that equality is embedded in all that we do and is supported by the appropriate regional resources.

The College achieved good results for all of these 6 Outcomes and, with the exception of one sub-action which remains in progress, has fully delivered the Outcomes.

We reviewed employee data as well as data for candidates, those who progressed and for people who left our employment during this period too. On the whole, our diversity ranges remained similar. Recruitment and Progression data highlighted the possibility to progress equality of opportunity between people from different protected characteristic groups.

A review of Equal Pay also highlights a significant gap on mean and median scores for race and a smaller gap for disability. Occupational Segregation also has a significant impact on our various departments and Faculties with our Care Faculty being 93% female and our Construction Faculty being 92% male. There is also a lack of race diversity in two out of our three Faculties.

As a result, we recognise the potential for further advancement of opportunity to meet the needs of both our employee and student populations and, therefore, the Outcomes for the next 4 years are focussed on this ambition.

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1.0 Introduction

At South Lanarkshire College, we are proud of our commitment to ensuring equality, diversity and inclusion for our entire College community and for this to be enshrined in our core values. This report provides the opportunity for us to articulate that commitment, as well as to outline how we meet the general and specific duties of the Public Sector Equality Duty (PSED) of the Equality Act 2010.

This report will guide you through our reporting duties as well as demonstrate our equality achievements as an employer, education provider and member of our community.

The report is broken into the following sections:

- The Legal Context
- Equality Mainstreaming
- Equality Outcomes
- Progress of Equality Outcomes
- Employee Information
- Equal Pay

Copies of this report are available via:

- the College Website: <https://www.south-lanarkshire-college.ac.uk/about-us/equality/>
- Staff Portal

To request this document in an alternative format please contact: equality@slc.ac.uk or Equality Officer – 01355 807382.



2.0 The Legal Context

The following sections details the legal context behind this report.

2.1 The Equality Act 2010

The Equality Act 2010 came into force in October 2010 to legally protect people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with one single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.

The Equality Act 2010 requires all public authorities to fulfil the requirements set out in the Act in the Public Sector Equality Duty (PSED).

2.2 The Public Sector Equality Duty

The Public Sector Equality Duty, created as part of the Equality Act 2010, consists of a general duty and specific duties. The PSED came into force in April 2011, replacing previous separate equality duties for disability, gender and race. It requires the College to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different protected characteristic¹ groups, considering the need to:
 - Remove or minimise disadvantages suffered by people due to their protected characteristics
 - Meet the needs of people with protected characteristics
 - Encourage people with protected characteristics to participate in public life or other activities where their participation is low
- Foster good relations between people from different protected characteristics groups, tackling prejudice between people from different groups

The PSED has specific duties for the College to better meet the general duties. They are:

1. Report on progress on mainstreaming the general duty into all functions every two years
2. Publish and deliver a set of equality outcomes that cover all protected characteristics every four years
3. Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis
4. Gather and publish information on the protected characteristics of employees to inform progress and action towards the mainstreaming duty every two years
5. Publish gender composition of the governing body and the steps taken towards diversity among the governing body members as part of the mainstreaming duty every two years
6. Publish gender pay gap information every two years
7. Publish statements on equal pay for gender, race and disability every four years
8. Have due regard to the general duty of procurement
9. Publish the above information in a manner that is accessible

¹ Protected characteristics from the Equality Act are: age, disability, gender reassignment, marriage and civil partnership (in employment), pregnancy and maternity, races (includes nationality), religion and belief (including no religion or belief), sex & sexual orientation.

2.3 Protected Characteristics Defined

South Lanarkshire College takes full account of the protected characteristics as defined in the Equality Act 2010.



It is against the law to discriminate against someone because of any of the following nine protected characteristics:

- **Age** - A person belonging to a particular age (for example 32-year olds) or range of ages (for example 18 to 30 year olds).
- **Disability** - A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Gender reassignment** - The process of transitioning from one gender to another.
- **Marriage and civil partnership** – Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- **Pregnancy and maternity** - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- **Race** - Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion and belief** - Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex** – A man or a woman.
- **Sexual Orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Further information on Protected Characteristics can be found on the Equality and Human Rights Commission website: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

3.0 Equality Mainstreaming

Mainstreaming equality within the College is simply how we integrate our day-to-day activities with our approach to equality, diversity and inclusion. As a College community, we truly embrace equality in everything that we do and we will demonstrate this in the following sections:

- Equality from our Strategy, Leadership and Values
- General Duty 1: Eliminate Unlawful Discrimination, Harassment and Victimisation
- General Duty 2: Advance Equality of Opportunity
- General Duty 3: Foster Good Relations

3.1 Equality from our Strategy, Leadership, Policies, Procedures

This section reviews the impact of Equality across our Strategy, Leadership, Policies and Procedures.

3.1.1 Equality from our Strategy

Our Vision and Mission outline our ambitions for our College Community; how we plan for student success; and how we engage the wider College Community, supported by a set of Values which govern our behaviours.

These are shown below:

Vision

- To be Scotland's leading provider of college education and training

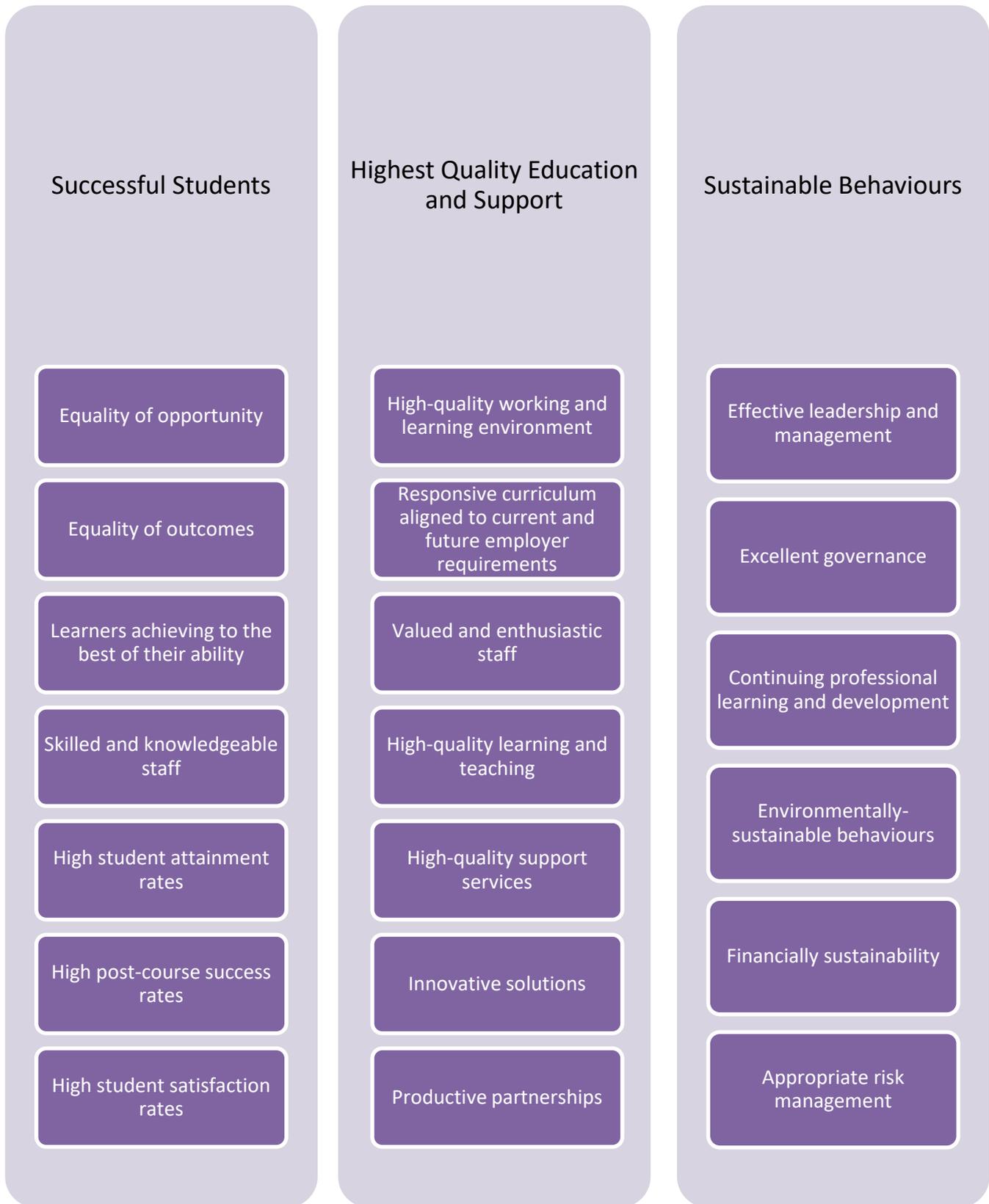
Mission

- Preparing learners well for their future, in an outstanding learning environment and inclusive community

Values

- Inclusive and diverse
- Passionate about our roles and responsibilities
- Continually improving
- High achieving
- Reducing our environmental impact
- Delivering community and social value
- Committed to health, safety and wellbeing
- Creative and innovative
- A listening organisation

Our Value of being “inclusive and diverse” is demonstrated across our daily activities and enables us to achieve our three strategic priorities, shown below:



It is evident throughout our strategic priorities, that we have embedded our College values and are committed to securing equality of opportunity and outcomes for our student and employee populations, recognising the importance of inclusive student support; of effective stakeholder engagement; and, importantly, of effective leadership and management and our staff being valued and enthusiastic within the framework of our values.

3.1.2 Equality from Our Leadership

Our approach to Equality is empowered by our Leadership as follows:

- The Board of Management has an integral role in ensuring that the College fulfils the requirements set for all public authorities by the Equality Act 2010, including the Public Sector Equality Duty and Scottish specific duties. The Board of Management includes voluntary commitment of 17 members with a wealth of experience from the public, private and third sectors.
- The Principal, as the Chair of the College Equality Group, has overall responsibility for equality, diversity and inclusion and is responsible for ensuring that all staff across the College understand their important responsibilities in terms of equality.
- The Equality Group incorporates members from across the College, inclusive of employees and our student body. They meet on a regular basis to examine and consider all equality related issues. This group also provides a central focus for passing information to appropriate groups for dissemination and action.
- The Equality Officer supports and promotes the integration of equality and diversity initiatives into the provision of all services by liaising with internal and external partners.

3.1.3. Equality from our Policies

The College has the following policies that provide guidance on our position with regard to equality for employees and students:

- Absence Management Policy
- Admissions Policy and Procedure
- Adoption Policy
- Bursary Appeals Policy
- Caring for Carers Guidance
- Carers Policy
- Code of Practice on Whistleblowing
- Dignity at Work Policy
- Disciplinary Policy and Procedure
- Employee Competence
- Employee Wellbeing Policy
- Equality Policy
- Further Education Bursary/Educational Maintenance Allowance Guidelines
- Gender-Based Violence Prevention and Support Policy
- Grievance Policy and Procedure
- Induction Policy
- Managers Charter
- Maternity, Paternity and Adoption Policy
- Menopause Policy
- New and Expectant Mothers Policy
- Parental and Family Leave Policy
- Personal & Domestic Leave Policy
- Protecting and Safeguarding Policy
- Retirement Policy
- Shared Parental Leave Policy
- Student Mental Health Agreement
- Whistleblowing Policy

3.1.4. Equality from our Procedures

All policies, processes and plans within the College are Equality Impact Assessed to ensure no protected characteristics are disadvantaged. A full list of these are available on the Equality Section of the College Website <https://www.south-lanarkshire-college.ac.uk/about-us/equality/>



The College has achieved the duty to mainstream equality by continuing to assess the impact of our policies, practices and plans. The College continually and considers evidence relating to different equality groups and ensures that, through consultations and involvement, we progress our plans based on evidence and impact. The College provides staff training on conducting impact assessments and hosts briefing and feedback sessions.

3.1.5 Equality from our plans and strategies

Access and Inclusion Strategy

- Our Access & Inclusion Strategy outlines the steps we have taken and will continue to take to demonstrate our commitment to ensuring equalities remains an integral part of College life. We are also committed to regularly reviewing and refocusing our priorities to ensure that we continue to make progress in this key area. The strategy was last reviewed and updated in 2020.
- <https://www.south-lanarkshire-college.ac.uk/about-us/equality/access-inclusion/>

British Sign Language Plan

- In accordance with the BSL (Scotland) Act 2015, all colleges, universities, NHS Boards, local authorities and other public bodies, were required to publish their own BSL Plans by October 2018.
- The plan for South Lanarkshire College aligns with the current BSL National Plan 2017 – 2023 and supports our 20/20 vision.
- [British Sign Language Plan](#)

Carers

- It is our vision at South Lanarkshire College that student carers can gain their qualification in a learning environment that is rewarding and ensures equal opportunities with no barriers to entitlement or success. To support our commitment to taking the necessary steps to identify, support and report on our student carers, we have developed a Student Carers Policy and Student Care Support Plan which outlines the support available. We are a 'Carer Positive Engaged Employer. And, in 2020, the College was awarded the Going Further for Student Carers: Recognition Award, in recognition of the significant effort and energy which is invested right across our College to support our student carers to achieve their full potential.
- [Student Carers Policy](#)
- [Carer Support Plan](#)
- [SLC Statement of Intent](#)
- [Supporting our Student Carers](#)
- [Strategic Outcomes](#)
- [Supporting our Student Carers – Action Plan](#)

Corporate Parenting Plan

- As part of the Children and Young People (Scotland) Act 2014 Part 9, the College is identified as a 'corporate parent'. These duties and responsibilities ensure the attention and resources of the College are focused on the supporting, promoting and the wellbeing of looked after children and young people. We promote a college-wide approach to supporting all our students and are committed to taking the necessary actions to promote and support the health and wellbeing of these students to ensure they fulfil their potential and move to a positive outcome.

The College has developed a strategy and action plan in relation to how we plan to facilitate this support and has reporting measures in place to allow for performance review, including by the College's Safeguarding Group, which is responsible for review of the Corporate Parenting Plan.

- [Corporate Parenting Plan](#)
- [Corporate Parenting Action Plan](#)

Equally Safe Strategy

- At South Lanarkshire College, our vision is for all staff and students to prosper and flourish in a safe, supportive, inclusive learning environment. To help us achieve this vision we have produced a Gender Based Violence Prevention & Support Policy and Strategy. Our commitment to this endeavour has recently been recognised by an invitation to participate in the GBV Charter pilot run by the EmilyTest Charity (one of only 4 Scottish institutions to be involved).

- [Gender-based Violence Prevention Strategy](#)
- [Gender-based Violence Prevention Action Plan](#)
- [Student & Staff Gender-based Violence Prevention & Support Policy](#)

Gender Action Plan

- The College has continued to monitor progress against the Gender Action Plan to achieve the ambition set by the Scottish Funding Council, that by 2030 no college or university will have a gender imbalance of greater than 75% of one gender.
- [Gender Action Plan](#)

3.2 Eliminate Unlawful Discrimination, Harassment and Victimisation

The general duty to eliminate unlawful discrimination, harassment and victimisation is fundamental to the way we operate as an employer, education provider and member of community.

We have continued to achieve this through:

Training

- To ensure all staff fully understand, comply and engage with the College policy in relation to equalities, equality, diversity and inclusion focused training plays a key part of our CPD.
- There are four staff development days delivered in each academic year that all staff are invited to attend.
- Continuing professional development opportunities are regularly offered. In addition, the College introduced an online mandatory training package which includes Equality and Diversity Training.

Communication

- We use various forms of communication to highlight the importance of prevention in relation to discrimination, harassment, and victimisation.

- To ensure the college community can recognise and challenge injustice, we use promotional and awareness campaigns on social media, electronic screens, and posters throughout campus and on toilet doors.
- These campaigns provide an opportunity to raise awareness and to signpost to external organisations.
Examples include:
 - Dyslexia Awareness
 - Mental Health Awareness
 - Nil by Mouth (anti sectarianism)
 - We Can Stop It (sex without consent is rape, whatever the circumstances)
 - Moira Anderson Foundation (tackling childhood sexual abuse)
 - LGBT Helpline (confidential information and support)
 - LGBT Youth Scotland – Stand up, speak out! (silence helps homophobia)
- The College is a third-party Hate Crime Reporting Centre with staff trained in supporting people to report crimes if they do not want to go to the police.

Management including through the following:

- Board of Management
- College Leadership
- Equality Officer
- Equality Group
- Mental Health Working Group
- LGBT Champions Group.

3.3 Advance Equality of Opportunity

The general duty of advancing equality of opportunity is important to both our student and employee populations. As shown earlier, this is identified at a strategic level within the College and is cascaded throughout the way we do business.

- The College has implemented a range of approaches and assistive technologies to support equality of opportunity, including: Browsealoud – adds text to speech functionality to web-sites
- Claroread – helps with reading, writing, studying
- Eyegaze, eye tracking equipment – enables computer access using eyes
- Tobii system – gives a voice to students who are non-verbal
- Induction loops to support hearing
- Work with Advance HE on Tackling Racism on Campus

The College has received a number of accreditations and accolades in recognition of our efforts to advance equality of opportunity including:

- LGBT Youth Scotland Silver Award
- Leaders in Diversity Accreditation
- Investors in People Platinum Accreditation
- Investors in People Health and Wellbeing Award
- Carer Positive Engaged Employer
- Disability Confident Employer

Research suggests a disproportionate number of women, lone parents and people from certain ethnic minority groups are negatively impacted by furlough and redundancies.

The College has been pro-active in seeking to prevent this disadvantage via:

- Peer support groups
- Enhanced and flexible furlough
- Training and support
- Range of resources and training to support people during this time.

3.4 Foster Good Relations

The general duty of fostering good relations is part of how we conduct our daily business.

All protected characteristics are taken into consideration during the creation, development, and evaluation of the curriculum to ensure the three needs of the general duty are considered. This includes an analysis of the protected characteristics in relation to enrolment, early withdrawal, further withdrawal, partial success and completed successfully.

The College took part in the 'We Can Work' Inclusion Scotland Internship Programme, a positive action initiative, to recruit a disabled person. The intern was employed as Equalities Project Assistant and was part of a project team to exploring ways of attracting disabled candidates.

The College regularly runs events where we engage with organisations across the community. This has enabled us to continue to promote awareness and understanding between people with different protected characteristics across students and staff.

- Freshers and Refreshers
- World Mental Health Day – PostiviTea Event
- Mental Health Awareness Week
- Health & Wellbeing Event
- Promoting Positive MENTAL Health Campaign
- LGBT History Month and Purple Friday
- Equality & Choices Event
- Switching Gears Festival – Inclusive Cycling Event
- Regular student care-experienced lunches

Progress of Equality Outcomes

4.0 Progress of Equality Outcomes

South Lanarkshire College made great progress with the implementation of our Equality Outcomes for 2017 – 2021. This section details progress made by the College.

4.1 Overview of Equality Outcomes

Our Equality Outcomes were developed initially at a Regional Level across Lanarkshire, which resulted in 6 progressive Outcomes. Each of these outcomes was then split into local Themes, relevant to our own College, and we worked to address these during the four-year period.

The table below shows the Outcomes and Themes collectively.

<p>Theme 1A: Provide equality of opportunity in recruitment, promotion and professional development of staff.</p> <p>Theme 1B: All College strategic and operational decisions, associated policies, procedures and business processes are impact assessed in line with the three needs of the PSED.</p> <p>Theme 1C: Students and staff will understand the purpose and use made of personal data and feel confident disclosing confidential information relating to all protected characteristics.</p>	<p>Theme 2A: Provides excellent facilities and resources to meet the needs of students and staff.</p> <p>Theme 2B: Students and staff fully understand and comply with the College policy in relation to equalities.</p> <p>Theme 2C: All students and staff are fully informed of the benefits of full disclosure of protected characteristics to advancing equality.</p>	<p>Theme 3A: Curriculum choice, design and delivery models offer students access to qualifications that meet their needs and ensure equality of outcomes.</p> <p>Theme 3B: Proactively engages with students to ensure understanding of needs, aspirations and potential barriers to success.</p>
<p><u>Outcome 1</u> Demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations</p>	<p><u>Outcome 2</u> Offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups</p>	<p><u>Outcome 3</u> All learners will have an equal opportunity to come to college and achieve positive outcomes</p>

<p>Theme 4A: Provide equality of opportunity to prospective and current students, in relation to entry, retention and achievement.</p> <p>Theme 4B: Performance indicator data relating to recruitment, withdrawal and success are analysed and action plans put into place to ensure reasonable adjustments are made to support equality of outcomes for all students.</p>	<p>Theme 5A: Staff knowledge of equality and diversity is continually developed and positively influences employment experiences and development.</p> <p>Theme 5B: Actively identifies, adopts and shares good practices in relation to equalities.</p>	<p>Theme 6A: Engage with national, regional and local equality forums and contributes to wider discussions on equality issues with stakeholder organisations.</p>
<p>Outcome 4 Increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce</p>	<p>Outcome 5 Learners will have increased opportunity for progression into organisations that value equality and diversity</p>	<p>Outcome 6 Ensure that equality is embedded in all that we do and is supported by the appropriate regional resources</p>

The following sections will explore the wider progress towards each of the six Equality Outcomes.

4.2 Demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations

To achieve this Outcome, the College progressed a number of actions including:

1. Reviewed and enhanced the recruitment and onboarding of students and staff into the College.
2. Provided development opportunities for employees and students.
3. Provided recruitment equality training to all hiring managers.
4. Equality impact assessed all policies, procedures and processes.
5. Annual review of pay, staff turnover, disciplinary and grievance data by protected characteristics.
6. Annually increase the numbers of students and staff disclosing protected characteristics, through communication and marketing efforts.
7. Identify where protected characteristic areas have low disclosure rates.

Equality Duty

- Advance equality of opportunity between different groups.
- Eliminate unlawful discrimination, harassment and victimisation.

Progress Made

Disclosure of Protected Characteristics

There has been a steady increase in the number of people completing the surveys for both staff and students, demonstrating the efforts around communication and commitment to gather such information. Non-disclosure rates have slightly increased for: sexual orientation, gender identity, gender re-orientation, caring responsibilities, pregnancy, religion and belief, marriage & civil

partnerships. Disclosure rates improved for: staff family leave, ethnic origin, nationality. The other categories remained the same in disclosure rate. This will be further reinforced by our encouraging disclosure animation which will be made available during the recruitment of students and staff, as well as during annual surveys, to encourage disclosure of protected characteristics. This will help us as we move forward in proactively enabling the success of our diverse populations.

Recruitment

Recruitment and onboarding of students and staff were reviewed to provide equality of opportunity during recruitment of both populations. An equality impact assessment took place on both the recruitment and induction processes. Whilst both processes were deemed to be progressive, the College implemented a web accessibility toolbar which increases the accessibility through the addition of speech, reading and translation. We also provided equality training for all managers involved in the recruitment process. In addition, we achieved Disability Confident Employer status, recognising our progressive approach.

Learning & Development

Ensuring equality of opportunity continues throughout learning and development, we have also provided a range of training, including Equality Training, across four Development Days each year, across a variety of delivery methods. The pandemic has reduced the delivery option methods available, however we continue to be committed to providing these development opportunities.

All members of the College Management Team were trained on conducting Equality Impact Assessments and the Equality Officer provides ongoing guidance and hosts drop-in sessions on a regular basis, to reinforce this learning.

Pay Gaps & Headcount

We conduct annual reviews of pay, staff turnover, disciplinary and grievance by protected characteristics.

We have identified continued improvements in our Gender Pay Gap and we identify no glass ceiling for female colleagues, with women being represented across the College, at all levels, including in senior roles.

Pay Gap analysis for Race and for Disability demonstrates a gap for both of these. This is our first time reporting on this data, so no improvement can be measured.

Staff Turnover highlights only one slight correlation with a protected characteristic, which is age. This is aligned to the accessing of pension payments. No disadvantage was identified for disciplinary and grievances aligned to any protected characteristic. On the contrary, the evidence demonstrates supportive behaviours to ensure equality for all.

4.3 Offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups

To achieve this Outcome, the College progressed a number of actions including:

1. Provide excellent facilities and resources to meet the needs of students and staff
2. Ensure students and staff understand and comply with the College policy in relation to equalities
3. Fully inform students and staff about the benefits of disclosing personal characteristics to advance equality

Equality Duty

- Advance equality of opportunity between different groups
- Eliminate unlawful discrimination, harassment and victimisation

Progress Made

Facilities

We continue to foster an excellent working environment in our modern, professional and safe campus. We regularly obtain feedback from staff and students to allow us to improve these further, to meet the needs of everyone. This included face-to-face interviews with an Intern from Inclusion Scotland who identified an opportunity for certain individuals with hearing impairments to use transparent face masks for themselves and colleagues, among a number of other improvements.

We additionally enhanced the premises to make it COVID-secure. This has included deep sanitised-cleaning, daily fogging of each room, hand sanitisation facilities across the campus, use of perspex to enhance safety in rooms, signage available throughout the College to remind everyone of their personal responsibilities including mask wearing, socially distancing and clean hands.

Policy

We are proud of the policies and actions that we have in place to support and enhance equalities within and across the College. It is essential that we ensure the awareness of and compliance with these policies. We continue to provide equality and mental health awareness training and activities each year for all students and employees, including through the use of e-learning. Online equalities training has increased by 7% from 2019 to 2021. The offering of mental health solutions also increased in response to the pandemic.

Across two recent surveys, 80% and 97% of students respectively confirmed that they are aware of College efforts to make it an inclusive learning environment. Whilst going through the process to achieve the Leaders in Diversity accreditation, 95% of staff confirmed the College should achieve this standard.

Whilst we do not capture attendance for most equality events, for those we do, attendance increased by 25% annually during this reporting period.

Protected Characteristics Disclosure

Knowing the range of personal characteristics is important data for us, to allow the enablement of existing and future students and employees. Our policies and procedures are clear in their relation to non-compliance with equality discrimination against or harassment of individuals on the grounds or the perceived grounds of protected characteristics.

We have enhanced our processes and documentation to encourage disclosure of protected characteristics from students and employees. During the recruitment stage, our Admissions Process has been enhanced and automated, which naturally encourages the disclosure of this information. Likewise, during recruitment of employees, we have a structured process in place which ensures this information is captured.

On an annual basis, the College also surveys employees to ensure we capture updated protected characteristic information, to ensure the information is correct. We extended our survey this year to have full disclosure of protected characteristics from the Board of Management.

We are currently developing a booklet and online animation which will further explain the reason for such disclosure. This has been delayed slightly, due to our response and handling of the pandemic situation.

4.4 All learners will have an equal opportunity to come to college and achieve positive outcomes

Action Taken

To achieve this Outcome, the College progressed a number of actions including:

1. Curriculum choice, design and delivery models offer students access to qualifications that meet their needs and ensure equality outcomes
2. Proactively engage with students to ensure understanding of needs, aspirations and potential barriers to success

Equality Duty

- Advance equality of opportunity between different groups

Progress Made

Curriculum Choice, Design & Delivery

Making sure that our curriculum offering advances the equality of opportunity between different groups is fundamentally important for our students. On an annual basis, our Associate Principals ensure the portfolio offering and design is aligned with Government priorities for young people not in education, employment nor training, as part of the Operational Planning activities. Faculties review and analyse equality data and include them in self-evaluations, team meetings and academic board reviews.

The college implemented a Gender Action Plan that recognised a gender gap in both our Construction Faculty and in our Care & Childcare programs. Through targeted efforts and marketing campaigns, we have increased the number of female students in our Construction faculty from 4% in 2017 to 7% in 2020. The number of male students in Childcare remained at

4% between 2017 and 2020. Hairdressing and Personal services had an increase of male students enrolled from 7% in 2017 to 15% in 2020. Whilst some success was achieved, we continue to focus on broadening the gender representation across these programs and consider further promotion and encouragement to ensure there is an equality of opportunity.

South Lanarkshire College was successful in its tender bid to deliver the Rural Academy programme in rural South Lanarkshire from 2018 to date (31st March 2021). The programme aims were to deliver employability support and vocational or employer-led bespoke training to unemployed residents aged 16+ living in rural South Lanarkshire. Courses have been delivered to suit the needs of the individuals in all the courses, for example, face to face, remotely and blended.

In response to students' needs, we offer increased flexibility to allow students to take time away from studying and to then return to their course in an appropriate way. This has been most frequently requested for pregnancy and maternity reasons. The College also provides blended and flexible approaches to learning, to support our students. This was further enhanced as part of our response to the pandemic.

Student Feedback

We proactively engaged with student to ensure our understanding of their needs, aspirations and potential barriers to success. This includes regular engagement with our Student Association, feedback through our Lecturers and Curriculum Managers and interactive “question and answer” sessions with our College Leadership.

We measure the student experience through questionnaires and the student voice, with student satisfaction continuing to be above 85%. We also regularly analyse in-year data around early withdrawal, further withdrawal, success and partial success across all students.

4.5 Increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce

Action Taken

To achieve this Outcome, the College progressed a number of actions including:

- Equality of opportunity to prospective and current students in relation to entry, retention and achievement
- Performance indicator data relating to recruitment, withdrawal and success collected by protected characteristic areas being analysed and action plans put into place to ensure reasonable adjustments are made to support equality of outcomes for all students

Equality Duty

- Advance equality of opportunity between different groups

Progress Made

Equality of Opportunity to Prospective and Current Students

The College is committed to providing equality of opportunity to all students across the student journey. We continue to enhance and promote the College to students across all protected characteristics, as well as enable their success through our policies, procedures and support during their time studying at the College.

The College is focused on gender representation through the Gender Action Plan which increased the number of female students in our Construction faculty from 4% in 2017 to 7% in 2020. The number of male students in Childcare remained at 4% between 2017 and 2020. Hairdressing and Personal services had an increase of male students enrolled from 7% in 2017 to 15% in 2020. Whilst some success was achieved, we continue to focus on broadening the gender representation across these programs and consider further promotion and encouragement to ensure there is an equality of opportunity.

The College initially achieved the LGBT Youth Scotland Foundation Award and subsequently our Student Association achieved LGBT Silver Charter Mark Award.

Reasonable Adjustments to Advance Equality

Making reasonable adjustments to advance equality within the College is important to ensure student success. We collect and analyse data to subsequently allow us to make these reasonable adjustments.

Our three Faculties analyse data relevant to protected characteristics through the self-evaluation processes and the quality enhancement cycle. Actions are identified and reviewed, then subsequent measures are put in place for improvements. For example: Our Faculty of Care ensure resources are suitable for all protected characteristics e.g., Make up for all skin types

We continue to improve how our data is captured and analysed. During 2019, we introduced Power BI to improve this further. This has been helpful in streamlining and improving the analysis process.

4.6 Learners will have increased opportunity for progression into organisations that value equality and diversity

Action Taken

- Continually develop staff knowledge of equality and diversity and therefore positively influence employment experience and development
- Actively identify, adopt and share good practice in relation to equalities

Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations between different groups

Progress Made

Continuous Equality & Diversity Knowledge Development

Throughout the employee journey of all our employees, we provide training and learning opportunities around equality and diversity, as can be seen in our Mainstreaming section of this report. It remains a focus during our operational planning and it is, therefore, embedded into the daily conversation of our employees.

People managers also undertook development to understand how to conduct recruitment without discriminating against any protected characteristic.

In addition to this, specific equality matters are reviewed and solutions put in place each year. Recently, this has included the provision of flexible working opportunities with appropriate Health & Safety DSE assessments, the launch of a Parent Peer Support Group, a range of support offered to colleagues in response to the COVID-19 situation and the achievement of Carer Positive Employer. We continue to look for more opportunities to enhance our advancement of equality.

Good Practice

Identifying, adopting and sharing good practice is beneficial to all colleagues. Two identified areas were to explore the student induction process and the promotion of equality, diversity and inclusion at employer events.

We thoroughly reviewed and evaluated the induction process for students, to enable improved integration between international and UK students during 2017 and 2018. This took place and a number of enhancements were implemented. One with the biggest impact was the implementation and use of "BrowseAloud". "BrowseAloud" is software that converts text-to-speech on websites. This removed language barriers, which was identified by international students. This software has additionally been successful across a range of other student and employee processes and is always something we consider when interacting with people as a way of ensuring accessibility to information and processes.

Promote Equality, Diversity & Inclusion at Employer Events

The College regular hosts Employer Events and during all such events, we promote equality, diversity and inclusion. These events have temporarily stopped during the recent pandemic however we are looking to reintroduce them at the right time.

We also require that organisations through our procurement and supply chain activities are equality impact assessed, as appropriate. This ensures we are partnering with those who “live and breathe” our priorities.

4.7 Ensure that equality is embedded in all that we do and is supported by the appropriate regional resources

Action Taken

- Engage with national, regional and local equality forums and contribute to wider discussions on equality issued with stakeholder organisations

Equality Duty

- Foster good relations between different groups

Progress Made

Engage with Equality Forums

The College continues to be proactive in our engagement with equality forums. This includes our presence and attendance across events, meetings, forums and obtaining accreditations and accolades, including with the Scottish Equality Network.

The College offers students and staff a range of opportunities to get involved in that advance equality including Equality & Choices Day, Show Racism the Red Card workshops and Dementia Friendly workshops.

We have reviewed and enabled positive equality relationships too, including obtaining LGBT Silver Charter Mark Award, Stand Alone Pledge Award, Going Further for Student Carer Award, signed Armed Forces Covenant, joined Togetherall to support mental health for staff and students, and partnered with Hey Girls to provide free sanitary products.

5.0 Employee Information

To give full consideration to equality related issues, the College currently gathers data relating to all protected characteristics² for all staff, as well as during the recruitment, development and retention stages. This is split into the following sections, starting with the Board of Management Equality Data, then into Staff, Recruitment, Development and Retention data. Note that the Gender Pay Gap Report is published separately on our website at:

<https://www.south-lanarkshire-college.ac.uk/about-us/equality/>

Copies can also be obtained from: equality@slc.ac.uk or by contacting the Equality Officer on: 01355 807382.

Recognising the sensitivity of the data, employees always have an option to “not declare” any or all of their protected characteristics during any data gathering milestone.

During the data collection stage this year, we were encouraged to note that the response rate of staff submitting equality data went from 66% in 2020 to 74% in 2021, an increase of 8%.

5.1 Board of Management Equality

The Board of Management has a voluntary commitment of 17 members, including two staff representatives, two student representatives and the Principal. Further information on the Board of Management can be found on the College website: <https://www.south-lanarkshire-college.ac.uk/about-us/about-the-board-of-management/>

The College gathers anonymised equality data from the Board across all protected characteristics. Collecting this data helps to support future diversity as part of succession planning.

From 2016 until 2020 the Board of Management successfully achieved and maintained at least 50% female presence, fully supporting the Scottish Government’s Partnership for Change commitment to work towards greater boardroom diversity.

In 2020 when we welcomed our new Principal, the Board gender balance progressed to 60% female and 40% male.

5.2 Staff Equality Data

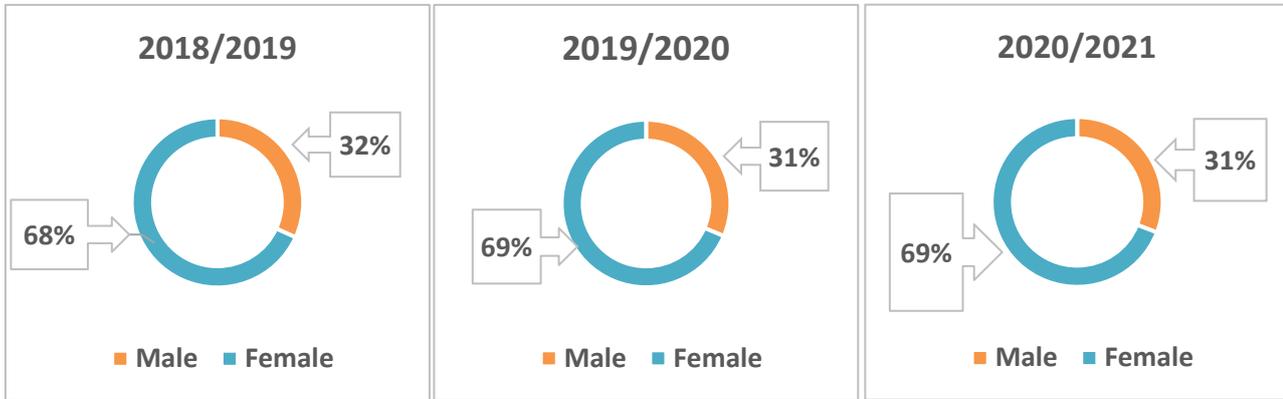
As at 31st March 2021, the College employed 362 staff in a range of lecturing and support roles. This is an increase in headcount of 6 staff since 31st March 2019. Staff are employed, as required, on a full-time, part-time, permanent or temporary basis and a significant range of flexible working arrangements are provided.

Staff equality data is collected for the full range of protected characteristics. Some technical challenges with our monitoring system have resulted in higher levels of non-disclosure. The College is aware of these issues and will take action to improve data recording and processing. Overall, the College is still encouraged by the level of response and disclosure.

² Protected Characteristics as per the Equality Act 2010 and the Public Sector Equality Duty are: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race / Ethnicity; Religion or Belief; Sex / Gender; and Sexual Orientation

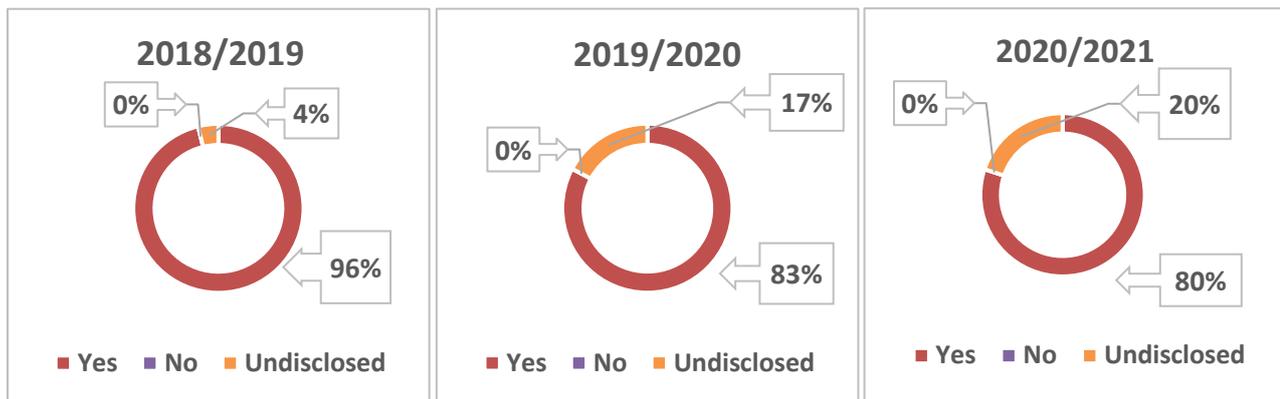
The data below provides a snapshot update over a three-year period: 2018-2019, 2019 – 2020 and then 2020 – 2021. This data is an analysis of responses to our annual staff equality monitoring process. Where the number of responses amounts to less than 1%, 0% is used to ensure data remains anonymised.

Chart 1: Staff Gender/Sex



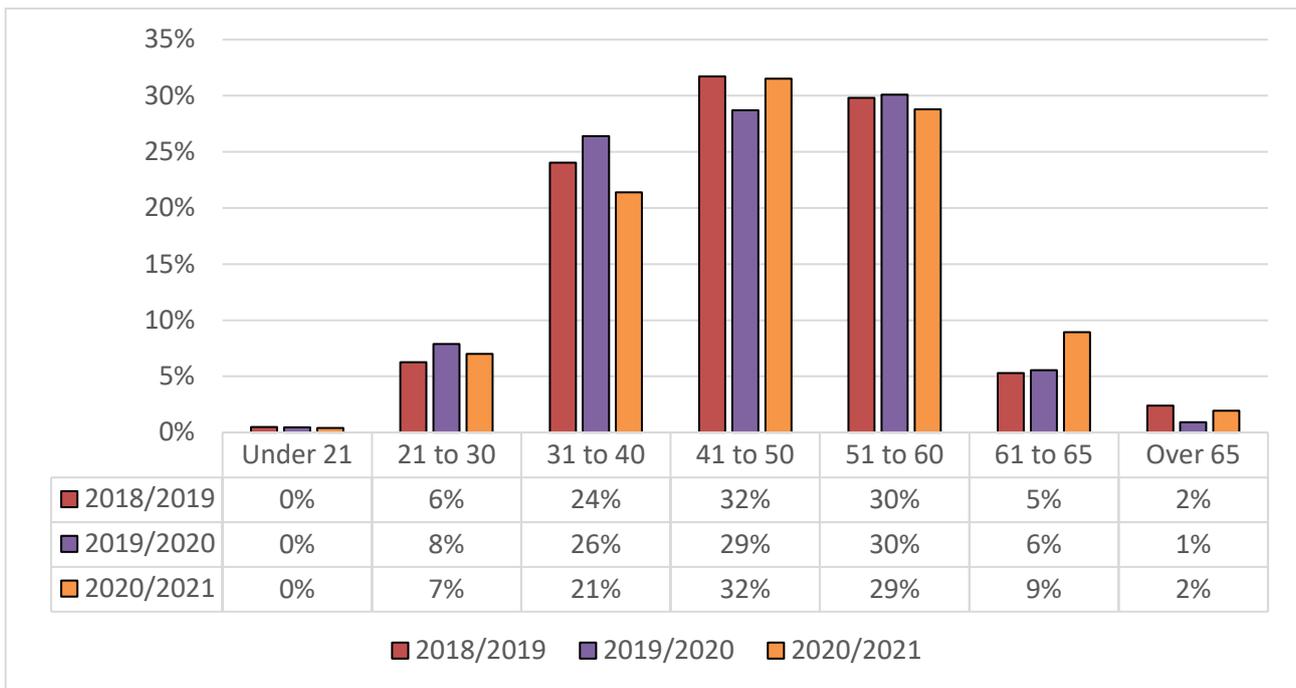
Two-thirds of staff continue to be female, which is driven by occupational segregation and the nature of courses run by the College.

Chart 2: Staff Gender – Same as Assigned at Birth



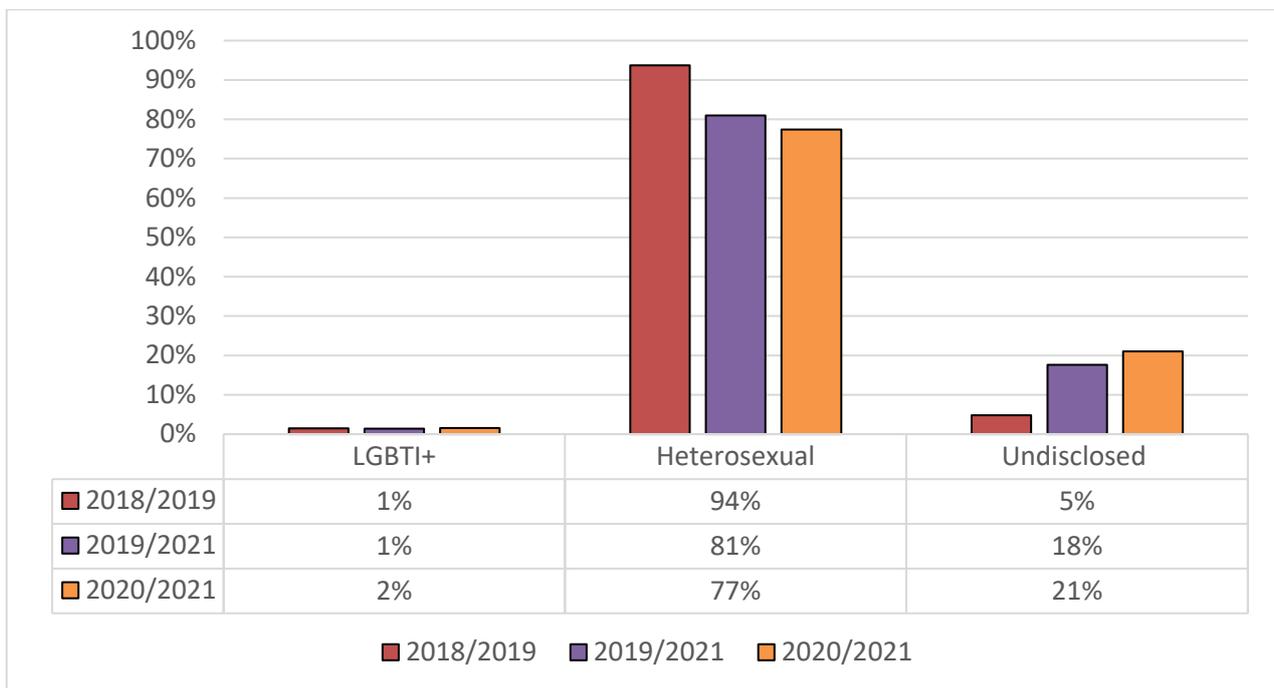
No employees have confirmed re-orienting their gender. There continues to be around one-fifth of employees not disclosing their response for this.

Chart 3: Staff Age Ranges



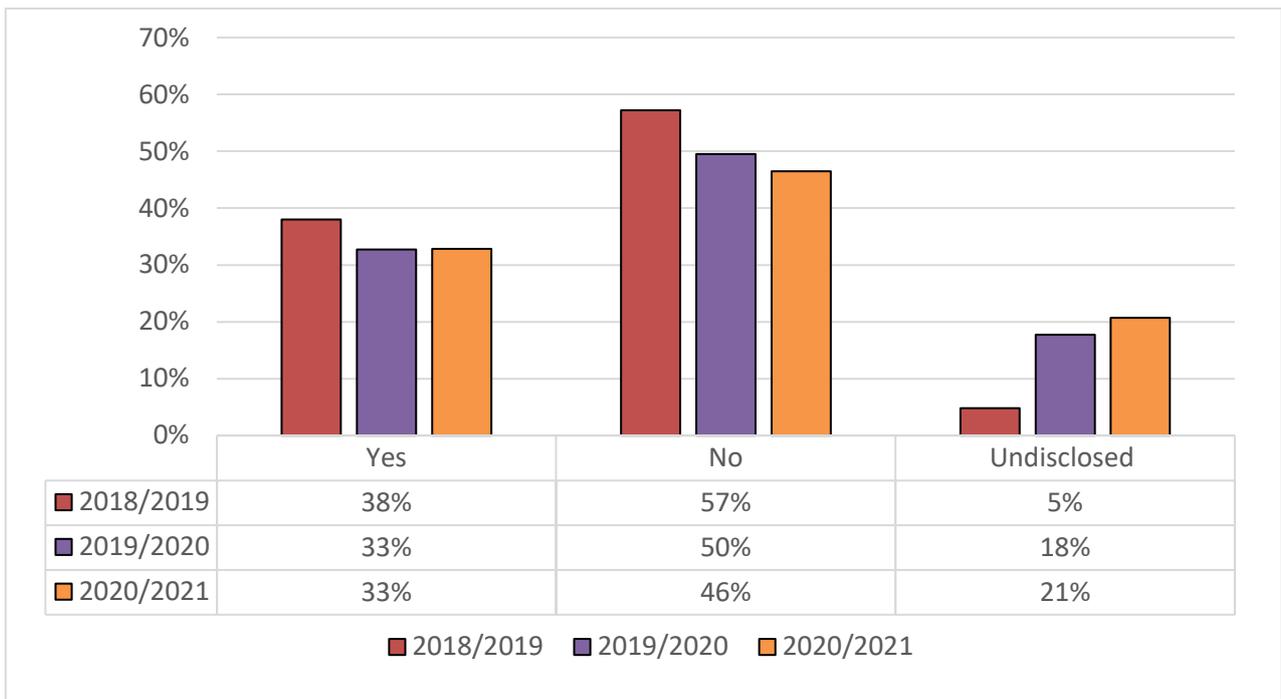
The significant majority of employees are in the 31 to 60 age categories.

Chart 4: Staff Sexual Orientation



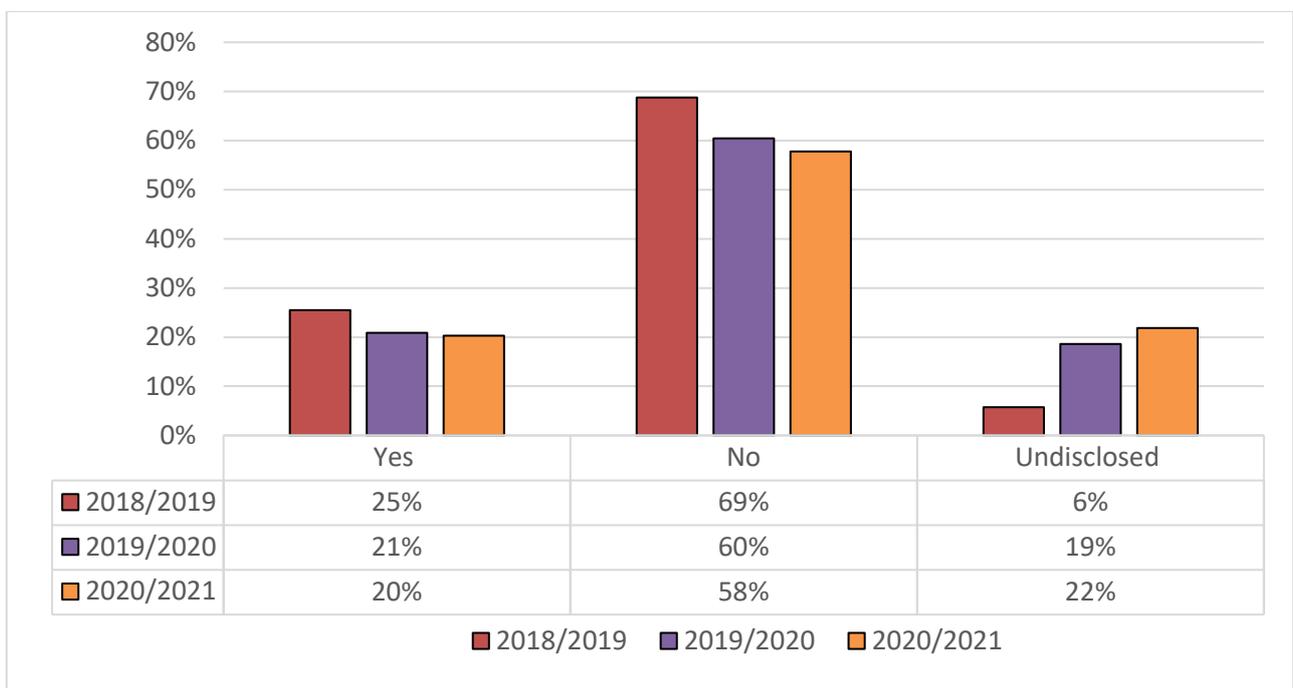
The majority of employees are heterosexual, with a small number of LGBTI+ colleagues.

Chart 5: Staff with Dependents Under 16-Years Old



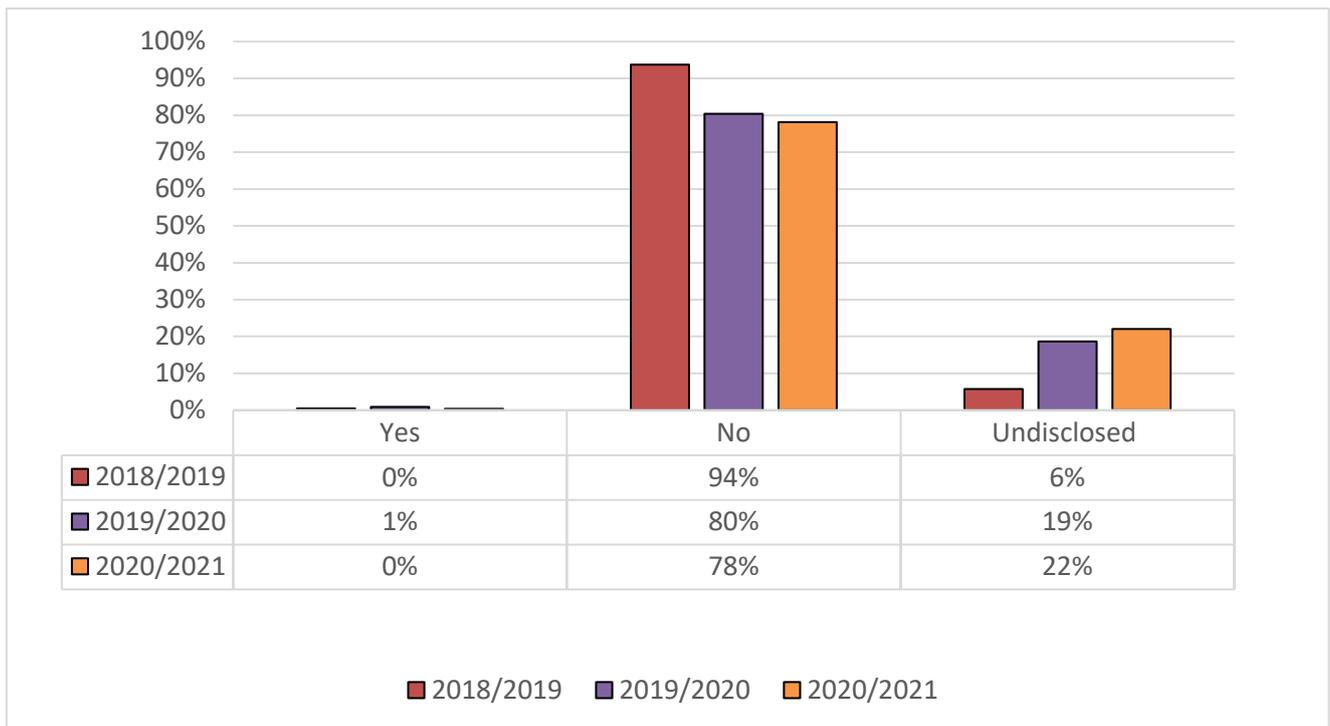
One-third of employees are either a parent or guardian with a child under the age of 16. Over one-fifth continue to not disclose their response to this question.

Chart 6: Staff with Caring Responsibilities



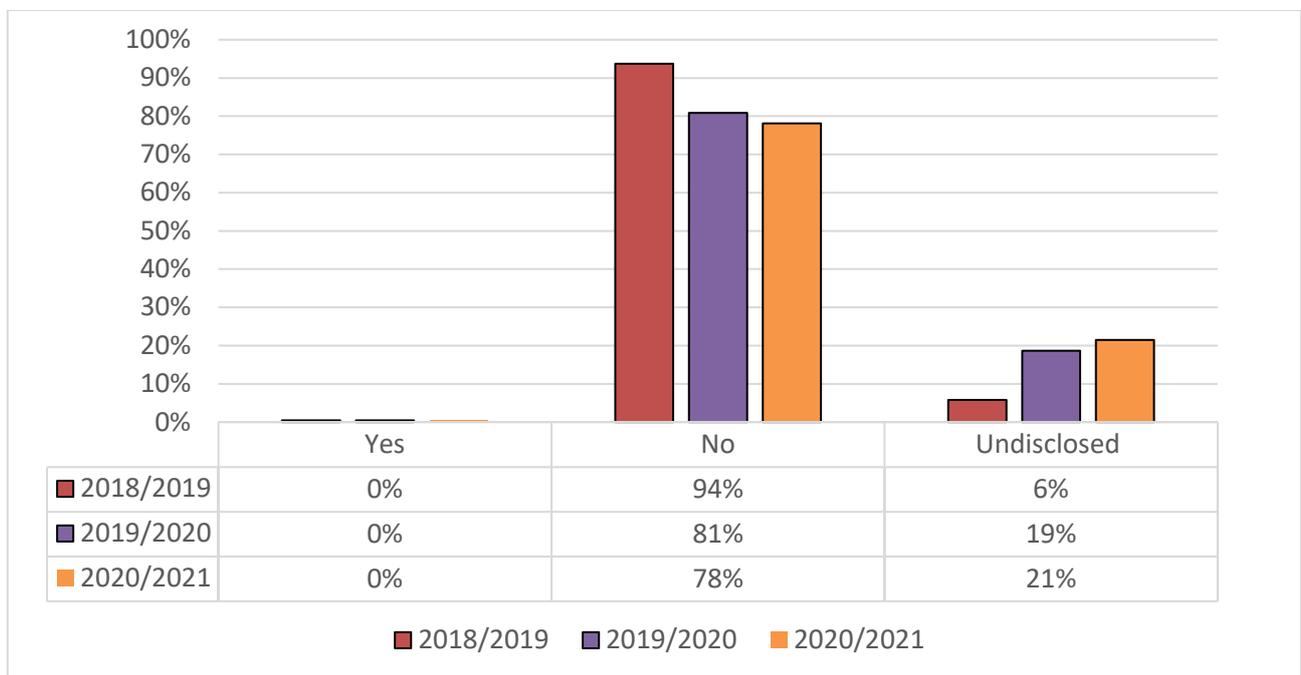
One-fifth of employees have Caring responsibilities. As a Carer Positive employer, we will continue to raise awareness of the definition of a 'carer' and support offered by the College.

Chart 7: Staff Pregnancy



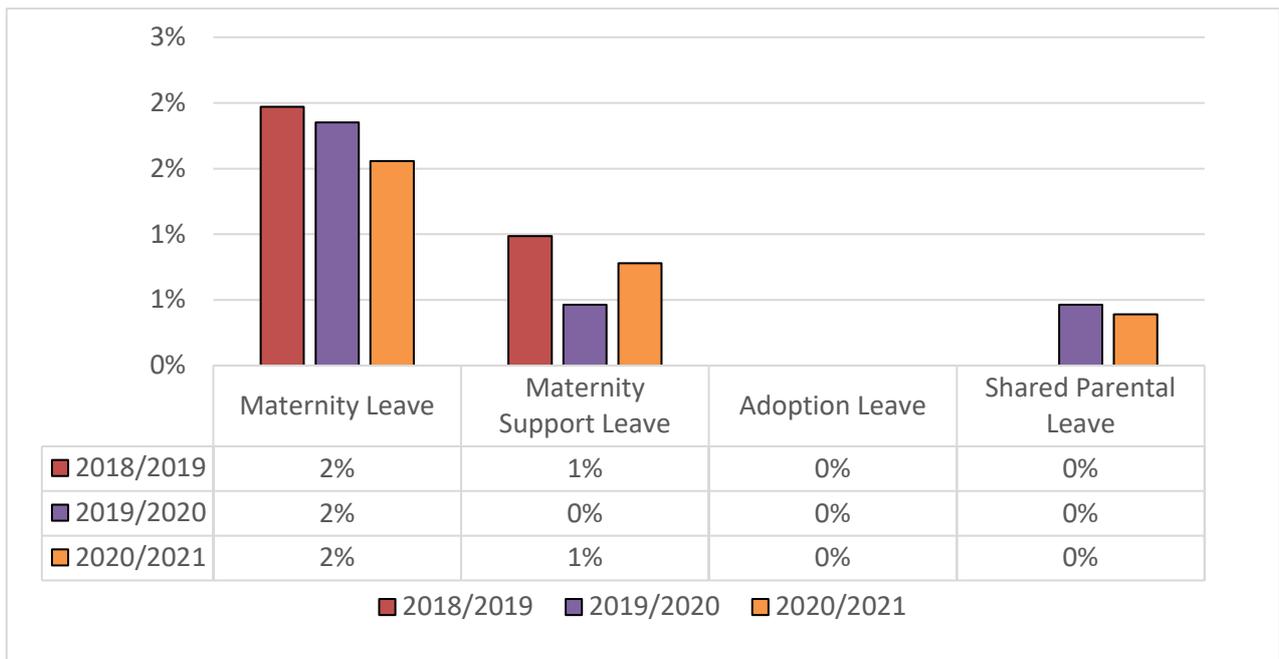
At the time of completion, there was less than 1% of staff reporting that they were pregnant. For 22% of staff, this information was not disclosed.

Chart 8: Given Birth – in the Last Year



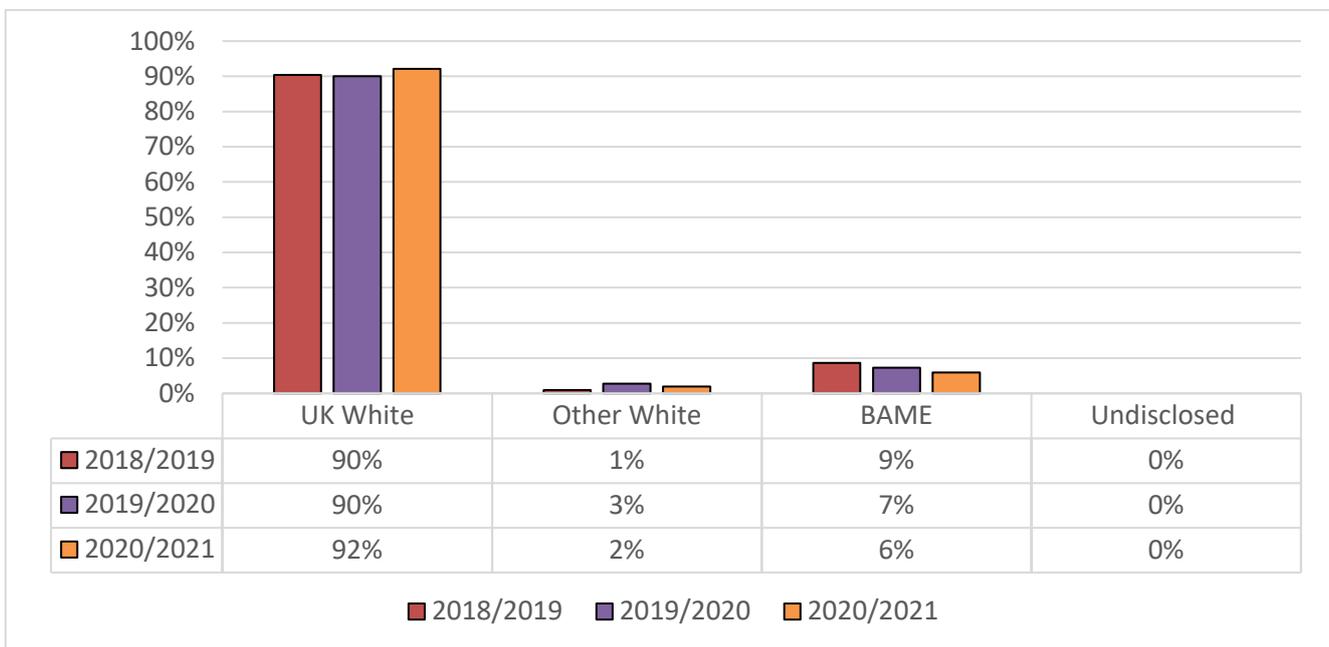
At the time of completion and over consecutive years, less than 1% of staff reported that they had given birth in the last year.

Chart 9: Staff Family Leave – Past 12 Months



Less than 4% of staff reported that they had taken family leave in the last 12 months including maternity, maternity support and shared parental leave. We will continue to ensure staff are aware of their parental rights at work.

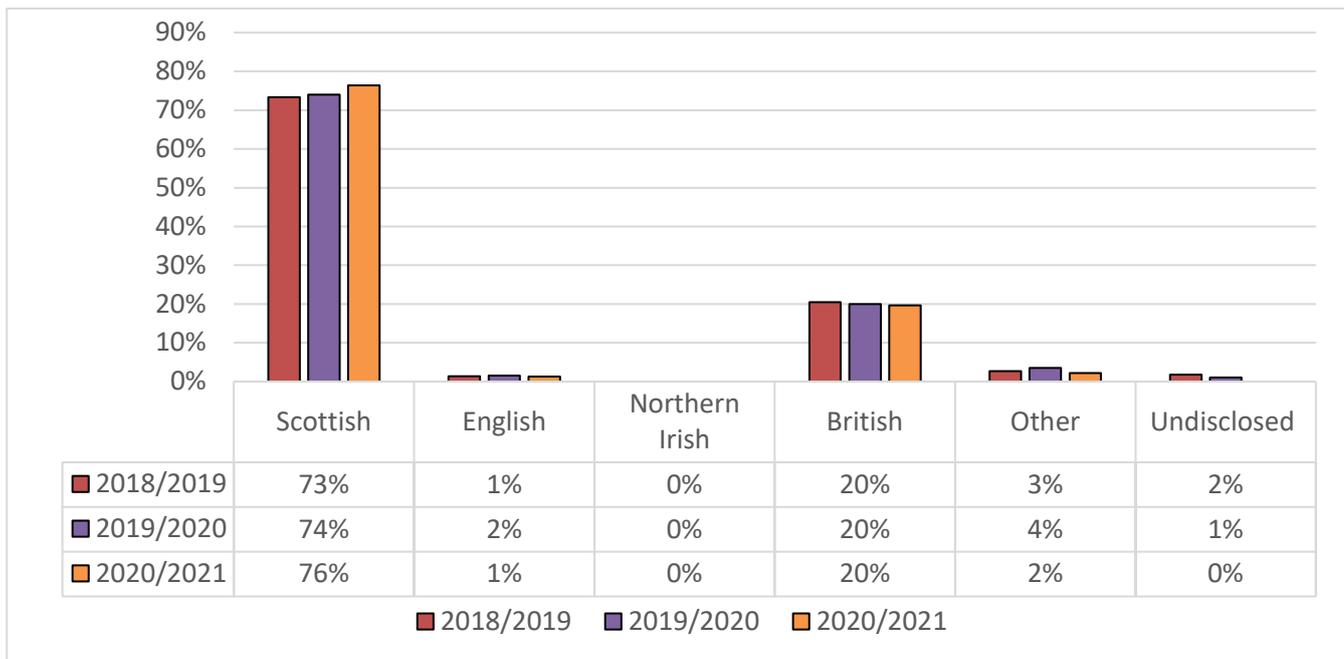
Chart 10: Staff Ethnic Origin



Over 90% of employees have a “UK White” ethnic origin, with 2% and 6% respectively identifying as “other white” and “BAME”³

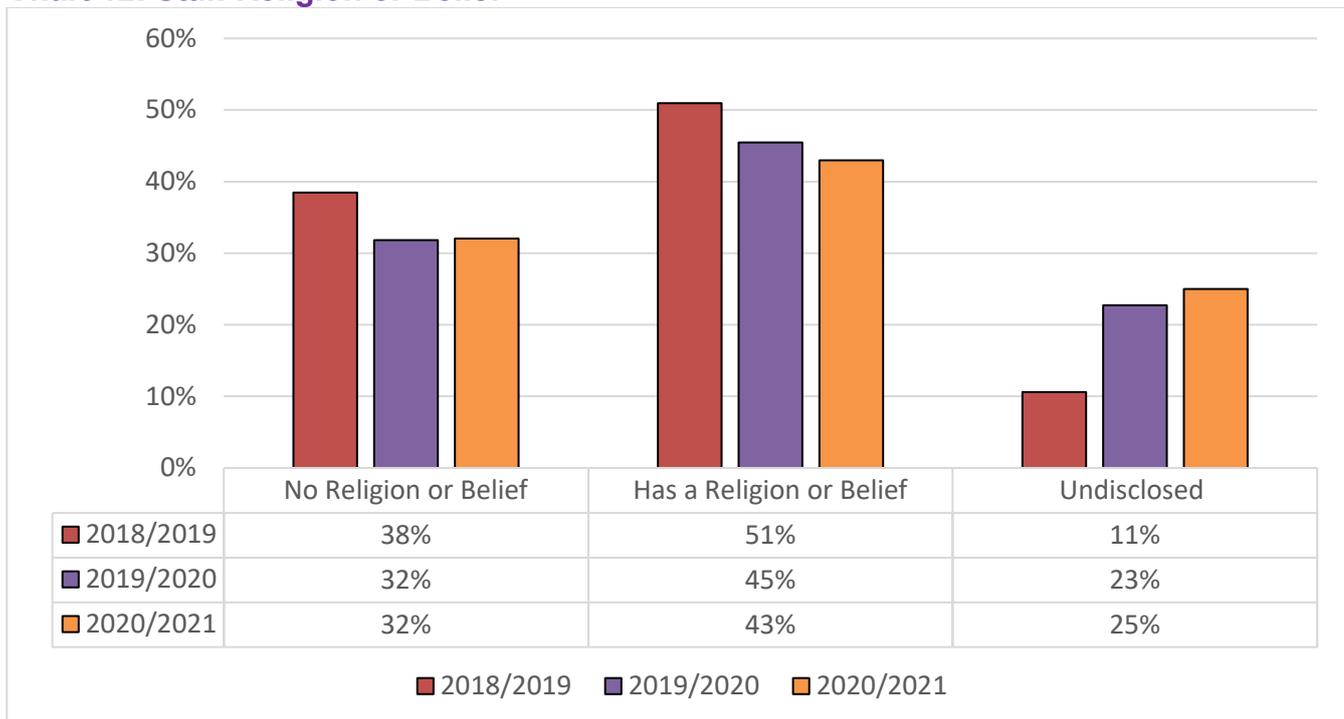
³ The acronym BAME stands for Black, Asian and Minority Ethnic (BAME) and is an umbrella term used to incorporate a range of minority communities living in the UK.

Chart 11: Staff Nationality



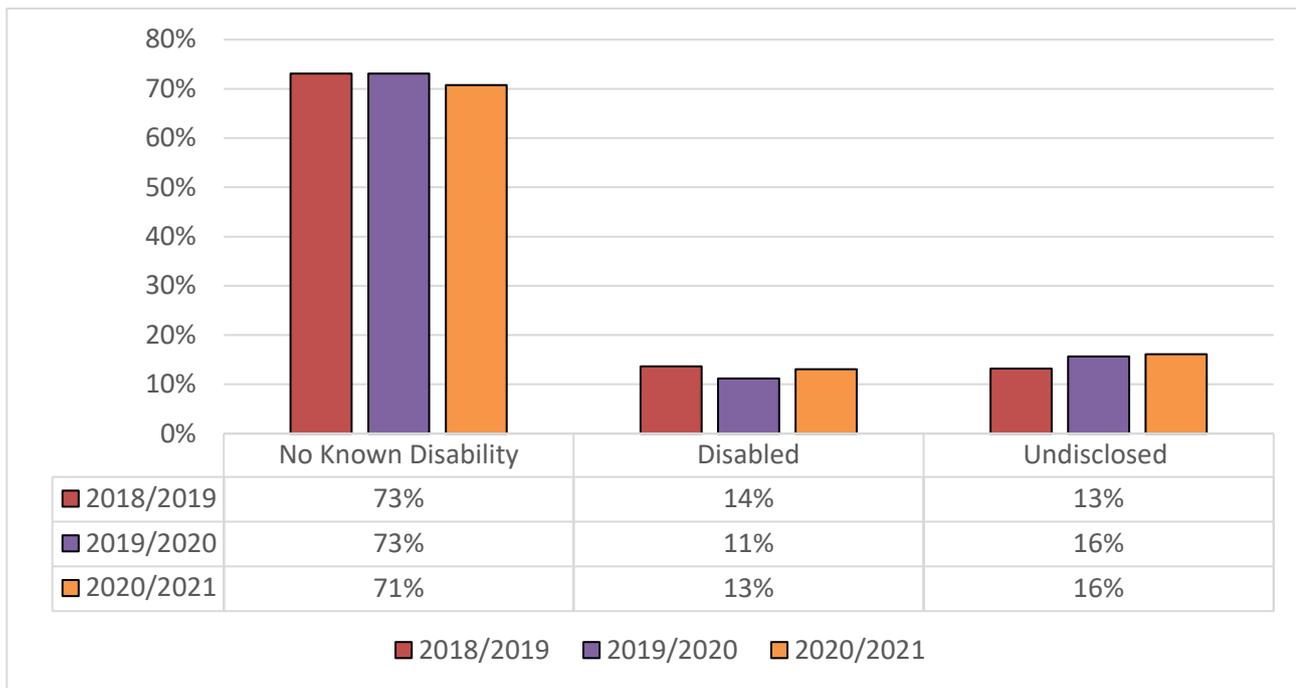
The majority proportion of SLC staff by nationality is 76% Scottish followed by 20% British, 2% “other” and 1% English. All staff disclosed this information.

Chart 12: Staff Religion or Belief



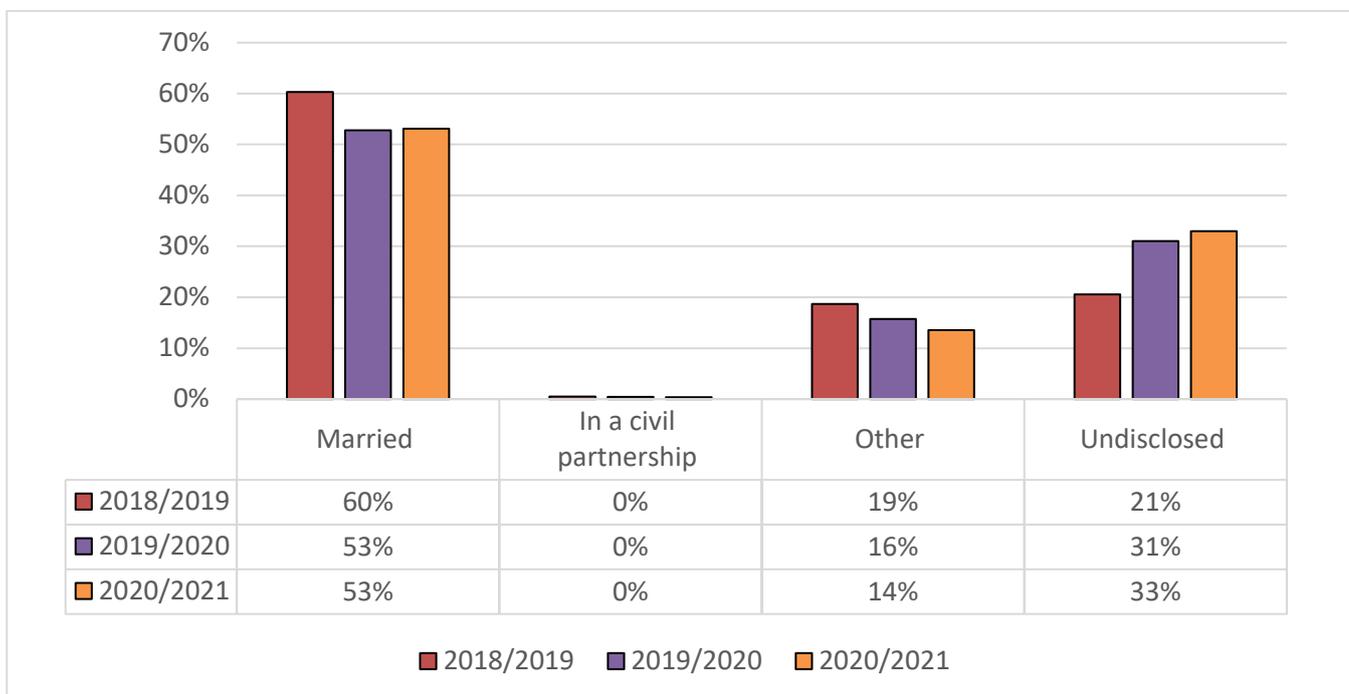
Over 40% of staff identify themselves as having a Religion and/or Belief. There were 32% of staff who did not identify with a Religion and/or Belief. Staff not disclosing this information amounts to one-quarter.

Chart 13: Staff Disability



Disability disclosures have varied in recent years. Currently 13% of staff have disclosed at least one disability. By implementing recommendations from a recent Equalities project, the college endeavours to encourage and promote disability disclosures from current employees.

Chart 14: Staff Marriage and Civil Partnership



Over half of staff are married. A further 14% classed their marital or partnership status as “other” and less than 1% are in a civil partnership. One-third of staff did not disclose their marital or partnership status.

5.3 Recruitment Equality Data

The recruitment equality data is based on externally and/or internally advertised vacancies for roles across all college faculties and departments and contract types.

The disclosure of equality monitoring information takes place at the stage of application. South Lanarkshire College operates an equal opportunities approach to recruitment through the process of blind recruitment by removing any and all identification details at the application stage. Whilst this does not guarantee a more diverse workforce, it is a step to eliminate possible bias.

The data below provides a snapshot update over a three-year period from 2018 to 2020.

Table 1: Gender/Sex

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Gender/Sex						
Female	66%	61%	66%	62%	68%	77%
Male	33%	37%	32%	37%	32%	23%
Undisclosed	1%	2%	1%	1%	0%	0%
Totals	100%	100%	100%	100%	100%	100%

The gender balance during recruitment and selection is in line with occupational segregation at South Lanarkshire College. There was a higher percentage of female applicants, shortlisted and appointed than male. The gender balance at appointment was wider than at the stage of application.

Table 2: Gender Identity – Same as Assigned at Birth

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Gender Identity - Same as Assigned at Birth						
Yes	98%	96%	97%	96%	99%	100%
No	0%	1%	0%	0%	1%	0%
Undisclosed	2%	3%	3%	4%	0%	0%
Totals	100%	100%	100%	100%	100%	100%

The majority of applicant's identify with the same gender as is assigned at birth. Some applicants did not disclose this information.

Table 3: Age

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Age						
Under 21	0%	0%	0%	0%	0%	3%
21 to 30	14%	21%	18%	15%	23%	6%
31 to 40	32%	26%	31%	29%	33%	34%
41 to 50	29%	28%	29%	29%	28%	43%
51 to 60	22%	20%	19%	20%	14%	6%
61 to 65	2%	2%	3%	5%	1%	9%
over 65	0%	1%	0%	1%	0%	0%
Undisclosed	1%	2%	0%	1%	0%	0%
Total	100%	100%	100%	100%	100%	100%

Relatively few applications were received from people in the under 21, 61 to 65 and over 65 categories. A high percentage of appointments from the 31 – 40 and 41 – 50 categories indicate

few barriers for these age groups. A smaller proportion of people from the 21 – 30 and 51 - 60 age categories progressed through the recruitment process. The 21 – 30 age group shows the biggest difference between years.

Table 4: Sexual Orientation

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Sexual Orientation						
LGBTI+	6%	8%	3%	3%	5%	0%
Heterosexual	90%	90%	92%	93%	90%	97%
Undisclosed	4%	2%	4%	4%	5%	3%
Totals	100%	100%	100%	100%	100%	100%

The College has continued to attract a similar number of LGBTQ+ applicants. There were less than 1% of LGBTI+ applicants appointed in 2019/20 despite 8% of applicants disclosing. We will continue to monitor the data closely for this protected characteristic.

Table 5: Pregnancy

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Pregnancy						
Currently Pregnant	0%	0%	0%	0%	0%	0%
Not currently pregnant	91%	89%	89%	90%	90%	91%
Undisclosed	9%	11%	11%	10%	10%	9%
Totals	100%	100%	100%	100%	100%	100%

No applicants disclosed that they were currently pregnant. There were a high number of non-disclosures for this question.

Table 6: Maternity – Given birth in the last year

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Maternity						
Given birth in the last year	0%	0%	0%	0%	0%	0%
Not given birth in the last year	84%	83%	82%	86%	83%	86%
Undisclosed	15%	17%	18%	14%	17%	14%
Totals	100%	100%	100%	100%	100%	100%

No applicants disclosed that they had given birth in the last year. There were a high number of non-disclosures for this question.

Table 7: Ethnicity

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Ethnicity						
UK White	88%	87%	92%	90%	89%	91%
Other White	7%	7%	5%	5%	7%	6%
BAME	4%	6%	2%	4%	4%	0%
Undisclosed	1%	1%	1%	1%	0%	3%
Totals	100%	100%	100%	100%	100%	100%

The majority of applicants are UK White. The gap between application and appointment for BAME candidates was wider than other ethnicities.

Table 8: Religion or Belief

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Religion or belief						
Has a religion or belief	43%	46%	47%	39%	48%	34%
No religion or belief	48%	49%	44%	55%	46%	60%
Undisclosed	9%	5%	8%	6%	6%	6%
Totals	100%	100%	100%	100%	100%	100%

There continues to be a high percentage of applicants and people appointed who have and do not have a religion of belief. There is a slight skew towards the appointment of people with no religion or belief in 2019/20. Disclosures remain consistent for this category.

Table 9: Disability

Protected Characteristic	Applicants		Shortlisted		Appointed	
	2018/2019	2019/2020	2018/2019	2019/2020	2018/2019	2019/2020
Disability						
Has a disability	8%	13%	9%	14%	5%	6%
No disability	87%	83%	88%	86%	91%	94%
Undisclosed	5%	4%	3%	0%	4%	0%
Totals	100%	100%	100%	100%	100%	100%

The College commits to offering disabled people an interview if they meet the minimum criteria for the role applied for. Disclosure rates for disability are high. Six percent of people appointed had a disability compared with the higher figure of 13% of applicants and the workforce. As a Disability Confident Employer, the College will continue recruiting and retaining disabled staff by implementing recommendations from a recent Equalities Project.

5.4 Development Equality Data

Development equality data relates to information about staff development and career progression.

The tables represent internal applicants and appointments for roles across all college departments and faculties. The information relates to both horizontal and vertical progression.

The data below provides a snapshot update over a two-year period: 2019 and 2020.

Table 10: Gender/Sex

Protected Characteristic	Applicants	Successful	Applicants	Successful
	2019	2019	2020	2020
Gender/Sex				
Female	69%	89%	87%	83%
Male	25%	11%	13%	17%
Undisclosed	6%	0%	0%	0%
Totals	100%	100%	100%	100%

There is a significantly higher number of females who have progressed. The figure relates to occupational segregation that results in females having a higher number of progression opportunities.

Table 11: Gender – Same as Assigned at Birth

Protected Characteristic	Applicants	Successful	Applicants	Successful
Gender Identity - same as birth	2019	2019	2020	2020
Yes	94%	100%	93%	83%
No	0%	0%	0%	0%
Undisclosed	6%	0%	7%	17%
Totals	100%	100%	100%	100%

No internal applicants confirmed re-orienting their gender. There continues to be non-disclosures for this response.

Table 12: Age

Protected Characteristic	Applicants	Successful	Applicants	Successful
Age	2019	2019	2020	2020
16 to 29	13%	0%	13%	0%
30 to 44	44%	56%	47%	67%
45 to 59	44%	44%	33%	33%
60 to 80	0%	0%	0%	0%
Undisclosed	0%	0%	7%	0%
Total	100%	100%	100%	100%

No applicants in the 16 to 29 age category were successful. Successful candidates for other age groups were in correlation with applications.

Table 13: Sexual Orientation

Protected Characteristic	Applicants	Successful	Applicants	Successful
Sexual Orientation	2019	2019	2020	2020
LGBTI+	19%	11%	0%	0%
Heterosexual	75%	89%	93%	83%
Undisclosed	6%	0%	7%	17%
Totals	100%	100%	100%	100%

LGBTI+ employees made up 19% of internal applications in 2019 compared with none in 2020. The majority of applications were from employees identifying as heterosexual.

Table 14: Pregnancy

Protected Characteristic	Applicants	Successful	Applicants	Successful
Pregnancy	2019	2019	2020	2020
Currently Pregnant	0%	0%	0%	0%
Not currently pregnant	81%	89%	93%	83%
Undisclosed	19%	11%	7%	17%
Totals	100%	100%	100%	100%

No internal applicants disclosed that they were currently pregnant. There were a number of non-disclosures for this question.

Table 15: Maternity – Given Birth in the last year

Protected Characteristic	Applicants	Successful	Applicants	Successful
Maternity	2019	2019	2020	2020
Yes	0%	0%	0%	0%
No	81%	89%	93%	83%
Undisclosed	19%	11%	7%	17%
Totals	100%	100%	100%	100%

No applicants disclosed that they had given birth in the last year. There were a number of non-disclosures for this question.

Table 16: Ethnicity

Protected Characteristic	Applicants	Successful	Applicants	Successful
Ethnicity	2019	2019	2020	2020
UK White	88%	89%	100%	100%
Other White	6%	11%	0%	0%
BAME	0%	0%	0%	0%
Undisclosed	6%	0%	0%	0%
Totals	100%	100%	100%	100%

There was no visible progression of BAME staff which may reflect a low proportion of staff from a BAME background. In 2020, there was no visible progression of staff identifying with an 'other white' background.

Table 17: Religion or Belief

Protected Characteristic	Applicants	Successful	Applicants	Successful
Religion or Belief	2019	2019	2020	2020
Has a religion or belief	50%	33%	67%	67%
No religion or belief	38%	67%	27%	17%
Undisclosed	13%	0%	7%	17%
Totals	100%	100%	100%	100%

There was progression of staff with and without a religion or belief showing no barriers to development. There is a closer correlation between applications and appointments in 2020 than in 2019.

Table 18: Disability

Protected Characteristic	Applicants	Successful	Applicants	Successful
Disability	2019	2019	2020	2020
Has a disability	0%	0%	13%	17%
No disability	94%	100%	87%	83%
Undisclosed	6%	0%	0%	0%
Totals	100%	100%	100%	100%

The data shows disabled staff that apply for roles have been successful. Most staff disclose their response at application stage.

5.5 Retention Equality Data

The data includes those who left voluntarily as a result of alternative employment and personal circumstances as well as staff who intended to access their pension income. Information is gathered from staff equality data.

The data below provides a snapshot update over a four-year period: 2017, 2018, 2019 and 2020.

The Equality retention data is based on Gender, Age, Ethnicity and Disability. Legislation requires the gathering of information on retention of staff with reference to all Protected Characteristics. Therefore, the College will work on enhancing systems to allow the cross reference of retention and equality data across all Protected Characteristics for future reporting.

Table 19: Gender/Sex

Protected Characteristic	Leaver	Leaver	Leaver	Leaver
Gender/Sex	2017	2018	2019	2020
Female	69%	70%	59%	67%
Male	31%	28%	38%	33%
Undisclosed	0%	2%	3%	0%
Totals	100%	100%	100%	100%

Retention Equality data based on gender reflects the recruitment and development data in that it mirrors the proportion of male, female and undisclosed staff equality data. This highlights no discrepancies in genders leaving the organisation.

Table 20: Age

Protected Characteristic	Leaver	Leaver	Leaver	Leaver
Age	2017	2018	2019	2020
Under 21	0%	0%	0%	0%
21-30	19%	11%	16%	6%
31-40	22%	30%	27%	33%
41-50	13%	11%	22%	31%
51-60	22%	20%	8%	6%
61-65	19%	13%	19%	17%
Over 65	6%	15%	8%	8%
Total	100%	100%	100%	100%

The highest percentage of leavers were from the 31 – 40 and 41 – 50 categories. The majority of 61 – 65 and over 65 leavers subsequently intended to access their pension income. The percentage of leavers from the 51 – 60 age category reduced substantially.

Table 21: Ethnicity

Protected Characteristic	Leaver	Leaver	Leaver	Leaver
Ethnicity	2017	2018	2019	2020
UK White	94%	93%	89%	94%
Other White	6%	4%	5%	6%
BAME	0%	0%	3%	0%
Undisclosed	0%	2%	3%	0%
Totals	100%	100%	100%	100%

The majority of leavers identified as UK white making up 94% of leavers in 2020. Leavers remain constant across ethnicity.

Table 22: Disability

Protected Characteristic	Leaver	Leaver	Leaver	Leaver
Disability	2017	2018	2019	2020
Has a disability	9%	11%	3%	11%
No disability	88%	74%	95%	83%
Undisclosed	3%	15%	3%	6%
Totals	100%	100%	100%	100%

Data varies during the four-year period with a significantly higher rate of non-disclosures in 2018. A higher percentage of leavers in 2018 and 2020 disclosed a disability than in 2017 and 2019.

6.0 Equal Pay

It is South Lanarkshire College's policy to provide equality to all, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, races (includes nationality), religion and belief, sex & sexual orientation. The College Equality Policy sets out our commitment to equality, diversity and inclusion. There are also a range of supportive policies detailed in section 3.1.3 of this report.

In doing so, the College will:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different protected characteristic⁴ groups
- Foster good relations between people from different protected characteristics groups, tackling prejudice between people from different groups

In April 2017, South Lanarkshire College became a Living Wage Accredited Employer, demonstrating our commitment to go further than the government minimum wage.

6.1 Equal Pay Statement

South Lanarkshire College is committed to equality in employment and the principle of equal pay for all our staff. We aim to eliminate any bias in our pay systems on the grounds of all protected characteristics.

Equal Pay is the payment to employees for the same or broadly similar roles, work rated as equivalent and for work of equal value.

The College recognises that equal pay between men and women is a legal right and that the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010 covers equal pay for Race, Disability and Gender.

It is important that our employees are aware of our commitment to ensure that there is no bias in the pay systems. We are committed to working in partnership with our recognised Trade Unions – EIS-FELA and Unison – to ensure that we provide equal pay.

The College has concluded an analysis of Occupational Segregation and Pay gaps across Gender, Disability and Race, shown below.

Equal Pay Objectives:

The College Equal Pay Objectives are to:

- Eliminate any unfair, unjust or unlawful practices and other discrimination that impact on pay equality.
- Advance equality of opportunity and the principles of equal pay for all employees.
- Foster good relations with employees and recognised Trade Unions to ensure Equal Pay.

⁴ Protected characteristics from the Equality Act are: age, disability, gender reassignment, marriage and civil partnership (in employment), pregnancy and maternity, races (includes nationality), religion and belief (including no religion or belief), sex & sexual orientation.

6.2 Occupational Segregation

Occupational segregation refers to the differences in the distribution of women and men, disabled and non-disabled people and people from different ethnic groups across different occupational categories and job types. Occupational Segregation is a main contributor to pay gaps. Segregation exists where those with certain protected characteristics are clustered horizontally into specific job types or vertically into specific positions. Occupational segregation is evident from an analysis of grades, job categories and work areas of South Lanarkshire College as shown below. The data is vertically split between staff level and the college leadership team. There are no further breakdowns of grades as an extensive salary structure presents difficulties in anonymising data.

Teaching Staff

	Care Faculty	Business Faculty	Construction Faculty	Total
Disability				
Known disability	2.9%	5.6%	9.8%	6.0%
No known disability	97.1%	91.5%	88.6%	92.5%
Undisclosed	0.0%	2.8%	1.6%	1.5%
Ethnicity				
BAME	1.4%	0.0%	0.0%	0.5%
White	97.2%	95.8%	100.0%	97.5%
Other White	1.4%	4.2%	0.0%	2.0%
Undisclosed	0.0%	0.0%	0.0%	0.0%
Gender				
Male	7.2%	23.9%	91.8%	38.8%
Female	92.8%	76.1%	8.2%	61.2%

There is variance in the proportion of staff identifying as having a disability across faculties with 2.9% of Faculty of Care staff identifying as disabled, 5.6% of Faculty of Business and 9.8% of Faculty of Construction.

There is a small variance in the horizontal distribution based on race however, the majority of teaching staff identify as white. A low proportion of teaching staff are from BAME and Other White backgrounds.

There is a low percentage of non-disclosures for both disability and race.

The majority of teaching staff at South Lanarkshire College are female. In the Faculty of Care 92.8% of staff are female and 7.2% are male. In the Faculty of Construction 91.8% of staff are male and 8.2% female. Whilst the split is lower, women are prominent in teaching roles within the Faculty of Business. This data shows clear horizontal segregation between male and female teaching staff which reflects wider societal occupational segregation that often sees an uneven distribution of women and men in different sectors.

Support Staff

	Facilities	Students Services	Other Support	Total
Disability				
Known disability	7.7%	3.2%	13.8%	10.2%
No known disability	92.3%	93.6%	83.9%	87.9%
Undisclosed	0.0%	3.2%	2.3%	1.9%
Ethnicity				
BAME	7.7%	3.2%	1.2%	3.2%
White	89.7%	93.6%	95.4%	93.6%
Other White	2.6%	3.2%	3.4%	3.2%
Undisclosed	0.0%	0.0%	0.0%	0.0%
Gender				
Male	23.1%	9.7%	32.2%	25.5%
Female	76.9%	90.3%	67.8%	74.5%

Support staff are represented in three categories. Facilities and Student Services are our two largest work areas from this staff grouping. All other work areas are classed as 'other support' to enable anonymous reporting.

A high concentration of women in support staff roles is evident including administrative and certain Facilities roles as reflected in national labour market occupational segregation.

A higher proportion of support staff than of teaching or leadership, identify as being disabled with a 13.8% from Other Support, 7.7% of Facilities staff and 3.2% of Student Services staff disclosing a disability.

There are more staff from BAME and Other White backgrounds in support departments than in teaching and leadership. Staff from BAME backgrounds make up 7.7% of Facilities roles, 3.2% of Student Services and 1.1% of other support. Staff from Other White backgrounds make up 2.6% of Facilities roles, 3.2% of Student Services and 3.4% of Other Support roles.

College Leadership Team

Disability	
Known disability	6.7%
No known disability	93.3%
Undisclosed	0.0%
Ethnicity	
BAME	0.0%
White	100.0%
Other White	0.0%
Undisclosed	0.0%
Gender	
Male	33.3%
Female	66.7%

There are staff at different grades in the organisation who are disabled with 6.7% of the College Leadership Team disclosing a disability.

The College has a lack of BAME staff at senior levels in its structure with no staff from Black, Asian and Ethnic Minority or 'other' backgrounds.

The data highlights the distribution of male and female staff horizontally but also vertically in the College Leadership roles. The College Leadership Team is made up of 66.7% female and 33.3% male. This is proportionate with the distribution of the overall workforce indicating no barriers to progression or appointment to senior roles based on gender.

6.3 Pay Gap

Gender

South Lanarkshire College understands the importance of gender pay gap reporting in assessing levels of equality within the workplace. A full report on the gender pay gap at South Lanarkshire College can be found in the Equality section of the College website and is published on an annual basis as required by regulations.

Race/Ethnicity

The ethnicity pay gap is the percentage difference in the average hourly rate of pay of White and BAME employees. The ethnicity pay gap is at the snapshot date of 31st March 2020.

Ethnicity	Mean	Median
Pay Gap	29.95%	52.12%

The Ethnicity Pay Gap is 29.95% in favour of White staff. The median pay gap is 52.12%. The pay gap is reflective of the low numbers of BAME staff and lack of representation in both senior and teaching roles. The median pay gap of 52% highlights that White staff are generally employed in higher paid roles. The pay gap is as a result of the segregation of BAME employees into particular occupations.

Disability

The disability pay gap is the percentage difference in the average hourly rate of pay of staff who identify as having a disability and staff who do not. The disability pay gap is at the snapshot date of 31st March 2020.

Disability	Mean	Median
Pay Gap	14.30%	39.24%

The disability pay gap is 14.30%. The median pay gap is 39.24%. The mean and median hourly pay is higher for staff who identify as having no known disability.

6.4 Summary

The College recognises the pay gaps and occupational segregation that currently exists and endeavours to monitor pay gaps and segregation for disability, race/ethnicity and gender. The College recognises the responsibility and benefits of advancing equality of opportunity and will continue to take action that addresses imbalances within its structure and attracts people into non-traditional occupational areas. Information from this data has been considered in the Equality Outcomes for 2021 – 2024.

7.0 New Equality Outcomes 2021 - 2024

We are excited to progress into the next phase of our Equality Journey with new outcomes, which are shown below. The Outcomes are driven by the identified opportunities from this report. Whilst we recognise that we have implemented policies, training and leadership around equality and diversity, it is clear that we now need to further advance opportunities for people from diverse backgrounds.

As such, our new Equality Outcomes are:

1. Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups.
2. Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups.
3. Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity, ensuring that at least 90% of these populations have awareness of our Equality and Diversity practices.
4. Ensure at least 90% of staff undertake training and that all students are offered training on Equality, Diversity and Inclusion to ensure awareness and understanding of legal and College expectations for everyone in our community.

The following sections provide further insight into each of these Equality Outcomes.

7.1 Outcome 1

Equality Outcome 1	Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups.
Evidence of need (baseline position)	Underrepresentation of specific protected characteristics of students and staff during recruitment, progression and retention stages of their journey with the College.
Indicators of success and how progress will be measured, including short, medium and long-term	Short term – identify specific groups and get them established. Medium term/Long term – regular activities within each group to increase engagement.
Which part/s of the PSED is covered?	Advance Opportunity Between Different Groups
Which protected characteristics are covered?	Disability, Gender, Sexual Orientation, Age, Ethnicity
How it aligns with institutional priorities (eg outcome agreement and strategic plan)	This outcome relates directly to our 3 strategic priorities: <ol style="list-style-type: none"> 1. Successful Students 2. Highest Quality Education and Support 3. Sustainable Behaviours
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> 1. Identify peer support groups for employees – Human Resources 2. Identify peer support groups for students – Student Services 3. Regular peer support group activities for employees – Human Resources 4. Regular peer support group activities for students – Student Services
Who is responsible for overseeing its delivery?	Equality Officer

7.2 Outcome 2

Equality Outcome 2	Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups.
Evidence of need (baseline position)	Lack of representation across certain protected characteristics during recruitment, progression and retention during both the employee and student journeys with the College.
Indicators of success and how progress will be measured, including short, medium and long-term	<p>Short term – identify organisations to partner with to improve our recruitment and management of employees and students.</p> <p>Medium term/Long term – agree an action plan to improve our recruitment and management of employees and students in the identified, underrepresented groups.</p>
Which part/s of the PSED is covered?	Advance Opportunity Between Different Groups
Which protected characteristics are covered?	Disability, Gender, Sexual Orientation, Ethnicity
How it aligns with institutional priorities (eg outcome agreement and strategic plan)	<p>This outcome relates directly to our 3 strategic priorities:</p> <ol style="list-style-type: none"> 1. Successful Students 2. Highest Quality Education and Support 3. Sustainable Behaviours
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> 1. Identify organisations to partner with to improve our recruitment and management of employees – Human Resources 2. Identify organisations to partner with to improve our recruitment and management of students – Student Services 3. Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups – Human Resources 4. Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups – Student Services
Who is responsible for overseeing its delivery?	Equality Officer

7.3 Outcome 3

<p>Equality Outcome 3</p>	<p>Use proactive marketing and communicating during recruitment, onboarding and throughout the student and employee journey to increase awareness and promote the fostering of good relations, tolerance and respect for diversity, ensuring that at least 90% of these populations have awareness of our Equality and Diversity practices.</p>
<p>Evidence of need (baseline position)</p>	<p>There is a natural, potential gap in awareness of Equality and Diversity practices for our students and also a need to ensure new and existing employees retain an awareness of our practices.</p>
<p>Indicators of success and how progress will be measured, including short, medium and long-term</p>	<p>Short term – create a marketing and communication plan for students and employees</p> <p>Medium term – implement the marketing and communication plan across the student and employee journeys to increase awareness</p> <p>Long term – feedback confirming awareness and understanding of our Equality and Diversity practices from students and employees.</p>
<p>Which part/s of the PSED is covered?</p>	<p>Fostering good relations & Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</p>
<p>Which protected characteristics are covered?</p>	<p>All protected characteristics</p>
<p>How it aligns with institutional priorities (eg outcome agreement and strategic plan)</p>	<p>This outcome relates directly to our 3 strategic priorities:</p> <ol style="list-style-type: none"> 1. Successful Students 2. Highest Quality Education and Support 3. Sustainable Behaviours
<p>Summary of planned action and who will lead on each action</p>	<ol style="list-style-type: none"> 1. Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices – Marketing & Communications. 2. Measure the awareness and understanding of employees around our Equality and Diversity practices – Human Resources. 3. Measure the awareness and understanding of students around our Equality and Diversity practices – Student Services.
<p>Who is responsible for overseeing its delivery?</p>	<p>Equality Officer</p>

7.4 Outcome 4

<p>Equality Outcome 4</p>	<p>Ensure at least 90% of staff undertake training and that all students are offered training on Equality, Diversity and Inclusion to ensure awareness and understanding of legal and College expectations for everyone in our community.</p>
<p>Evidence of need (baseline position)</p>	<p>There is a natural, potential gap in awareness of Equality and Diversity practices for our students and also a need to ensure new and existing employees retain an awareness of Equality, Diversity and Inclusion in the College.</p>
<p>Indicators of success and how progress will be measured, including short, medium and long-term</p>	<p>Short term – Ensure training is tailored and available for both students and staff</p> <p>Medium term – Ensure training is available</p> <p>Long term – Completion of Equality, Diversity and Inclusive training and therefore a good understanding of the impact of this on their role within the College community.</p>
<p>Which part/s of the PSED is covered?</p>	<p>Fostering good relations & Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act</p>
<p>Which protected characteristics are covered?</p>	<p>All protected characteristics</p>
<p>How it aligns with institutional priorities (eg outcome agreement and strategic plan)</p>	<p>This outcome relates directly to our 3 strategic priorities:</p> <ol style="list-style-type: none"> 1. Successful Students 2. Highest Quality Education and Support 3. Sustainable Behaviours
<p>Summary of planned action and who will lead on each action</p>	<ol style="list-style-type: none"> 1. Include tailored training to the Learning Management System and communicate the learning requirement to all employees – Human Resources. 2. Include tailored training to the Learning Management System and communicate the learning requirement to all student – Student Services. 3. Review the completion rates and achievement levels for all employees – Human Resources. 4. Review the completion rates and achievement levels for all students – Student Services.
<p>Who is responsible for overseeing its delivery?</p>	<p>Equality Officer</p>



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