

# Public Sector Equality Duty

Equality Mainstreaming Report  
April 2023

## Document Information

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<b>1.0</b>	March 30 <sup>th</sup> 2023	Human Resources	

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## Executive Summary

The Board is proud of its commitment to, and progress of, Equality as a core value. This interim report is designed to meet the legal responsibilities under the Equality Act 2010 meeting the requirements of the Public Sector Equality Duty. This report should be read in conjunction with the Gender Pay Gap Report and the Equality Outcomes for the period 2021-2025.

The Board has sought to embed equality across all aspects of its work through its strategy, leadership and values. The 3 General Duties are embedded in College working practices. These duties are:

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

Work is ongoing to progress the 4 Equality Outcomes with the support of the Equality Group.

The College reviews routinely employee data, as well as data for job applicants, those who progressed to employment and for people who left employment during this period. The College equality data demonstrates that people across all protected characteristic groups have equality of opportunity for gaining employment and developing their careers with the College.

The College recognise the potential for further developments to meet the needs of both our employee and student populations and, therefore, the Outcomes set for 2021-2025 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 interim report provides the opportunity for the College to articulate that commitment, demonstrate our equality outcomes progression, and to outline how it meets the general and specific duties of the Public Sector Equality Duty (PSED) of the Equality Act 2010.

This report provides information on the Public Sector statutory reporting duties and equality activities as an employer, education provider and member of our community.

The report contains the following sections:

- The legal context
- Equality mainstreaming
- Progress of equality outcomes
- Employee information

Copies of this report are available via:

- The College website: <https://www.slc.ac.uk/about-us/equality-and-inclusion/>

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



## 2.0 The Legal Context

The following sections details the legal context of this report.

### 2.1 The Equality Act 2010

The Equality Act 2010 came into force in October 2010 to protect legally 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 characteristic<sup>1</sup> 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

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<sup>1</sup> 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 how the approach to equality, diversity and inclusion are included with everyday activities and processes. The College community seeks to embrace equality in all aspects of its work. This is evidenced 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 Strategy, Leadership, Policies and Procedures.

#### 3.1.1 Equality from our Strategy

The Vision and Mission statements set out the high level ambitions for the College Community, how approaches to promote student success are planned and engagement with the wider College Community. These statements are supported by a set of Values which govern outline expected behaviours.

These are shown below:

##### Vision

- To be Scotland's leading college delivering excellence

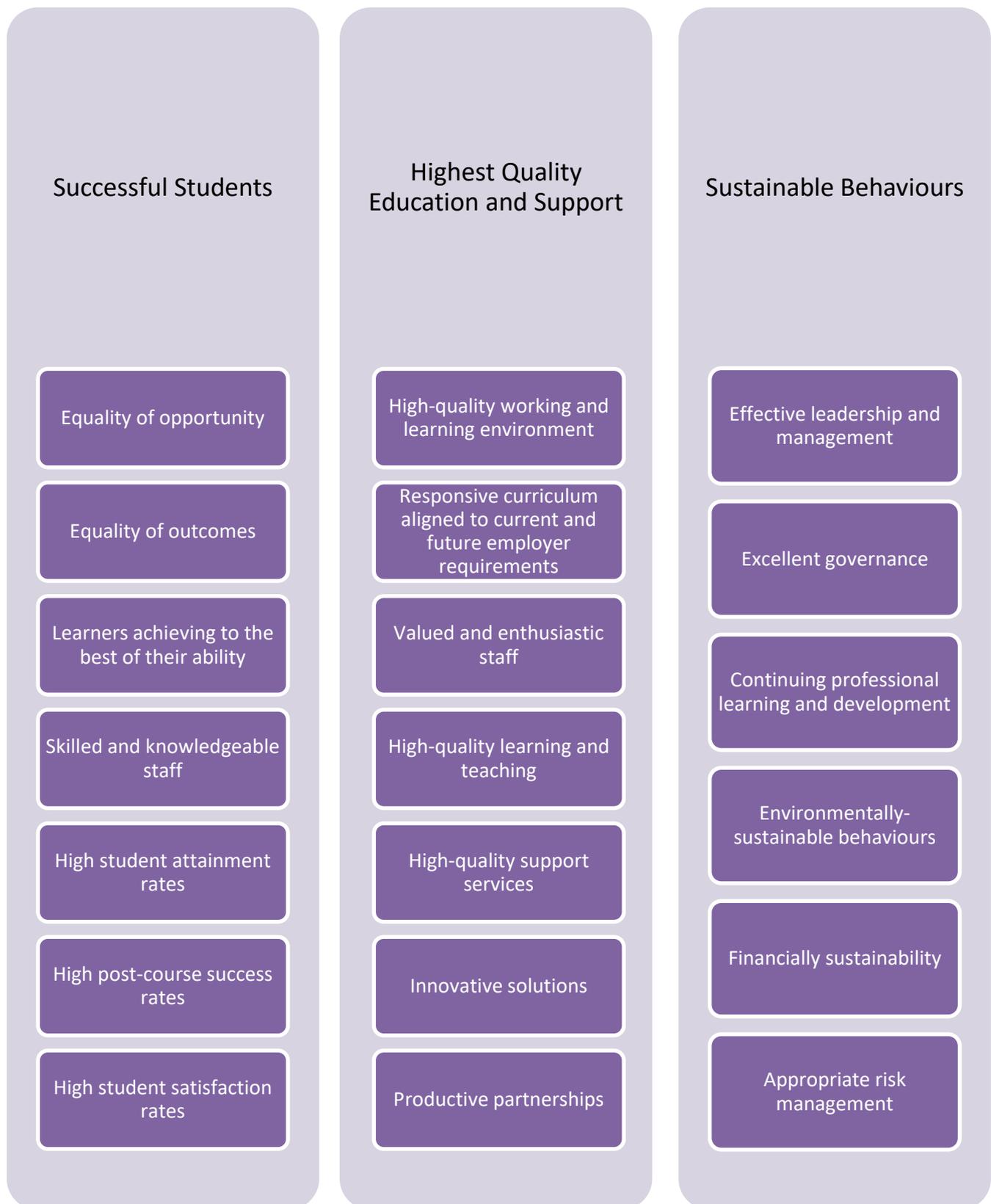
##### Mission

- 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

The Value of being “*inclusive and diverse*” is central to all College activities and to the achievement of the three strategic priorities below:



The strategic priorities seek to ensure that College values are central to creating equality of opportunity and outcomes for our student and employees, recognising the importance of inclusive student support; of effective stakeholder engagement and of effective leadership and management. <https://www.slc.ac.uk/media/hwj2tq/strategy-2020-25.pdf>

### 3.1.2 Equality from Leadership

The approach to Equality is empowered by 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 16 members, plus a co-opted member, with a wealth of experience from the public, private and third sectors. <https://www.slc.ac.uk/about-us/our-board/>
- The Board of Management has an integral role in supporting equality and diversity in the College, by ensuring the College meets its legal responsibilities and in helping to build a diverse and representative governing body.
- The Principal, as the Chair of the College Equality Group, has delegated authority from the Board for the executive 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. The Group meets on a regular basis to examine and consider equality related issues. This Group also provides a central focus for distributing 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 Policies and Procedures

The Board has the following policies that provide the framework for equality:

- Attendance Management and Support Procedure
- Admissions Policy and Procedure
- Adoption Policy
- Bursary Appeals Policy
- Capability Procedure
- Caring for Carers Guidance
- Carers Policy
- Code of Practice on Whistleblowing
- Dignity at Work Policy
- Disciplinary Procedure
- Employee Wellbeing Policy
- Equality Policy
- Further Education Bursary/Educational Maintenance Allowance Guidelines
- Gender-Based Violence Prevention and Support Policy
- Grievance 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 Impact Assessments

All policies, processes and plans within the College are Equality Impact Assessed to ensure that they support those with protected characteristics. A full list of these is available on the Equality Section of the College Website:

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

The College meets the requirements of the Duty to mainstream equality by continuing to assess the impact of policies, practices and plans. The College continually gathers and considers evidence relating to different equality groups and ensures that, through consultations and involvement, that plans are progressed based on evidence. 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

- The Access and Inclusion Strategy outlines the steps taken, and will continue to take, to demonstrate the Board's commitment to ensuring equalities remains an integral part of College life. The College is committed to reviewing regularly and refocusing priorities to ensure that they continue to support progress in this key area. The Strategy was last reviewed and updated in 2020 and due for review during 2023.
- <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

- South Lanarkshire College works to ensure that student carers can gain qualifications in a learning environment that is rewarding and ensures equal opportunities with no barriers to entitlement or success. To support the commitment to taking the necessary steps to identify, support and report on student carers, the Board has put in place a Student Carers Policy and Student Care Support Plan which outlines the support available. The College is 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 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. A college-wide approach to supporting all students is promoted and the necessary actions are taken to support the health and wellbeing of this student group to ensure they can fulfil their potential and move to a positive outcome.

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

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

## Gender Based Violence

As part of the vision for all staff and students to prosper and flourish in a safe, supportive, inclusive learning environment. The has approved a Gender Based Violence Prevention & Support Policy, Strategy and Action Plan to underpin activity in this area. These documents are available on the dedicated GBV webpage: <https://www.slc.ac.uk/students/www-slc-ac-uk-support/gender-based-violence/>

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

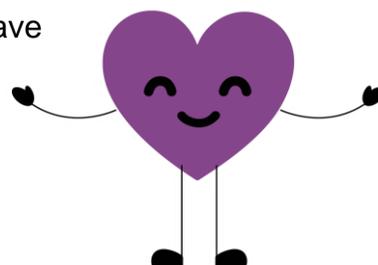
College work in this area has been recognised by its inclusion as one of only 4 Scottish institutions to take part in the Emily Test GBV Charter Pilot. Following on from the completed Pilot, the College successfully applied to undertake the full Emily Test Charter and is currently working towards this standard. To date the College has implemented a range of actions and will continue to review these as part of the Charter process.

In addition, the College has recently engaged with White Ribbon Scotland as it seeks to develop its approach to tackling GVB.

### 3.1.6 Communication and Involvement

The College has launched two enabling resources to encourage understanding, engagement and commitment to equality, diversity and inclusion. These are:

- Data disclosure animation: video animation strategically placed to capture both student and staff protected characteristics, ensuring that they understand why we collect this information. [FREDIE - Equality for all](#)
- FREDIE icon: as a Leader in Diversity accredited organisation, we have embraced the six FREDIE principles: Fairness, Respect, Equality, Diversity, Inclusion and Engagement. We have created an icon to promote these principles across the employee and student journeys.



### **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.

The College continues to meet this duty 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 continuous professional development.
- There are five 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**

- The College uses 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, promotional and awareness campaigns are provided 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:

- Covid Respect Campaign
- Mental Health Awareness
- Scotblood Blood Donation
- 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.

### **3.3 Advance Equality of Opportunity**

The general duty of advancing equality of opportunity is important to both students and employees. This is identified at a strategic level within the College and is cascaded throughout its activities

- The College has implemented a range of approaches and assistive technologies to support equality of opportunity, including: Reachdeck – adds text to speech functionality to web-sites
- Claroread – helps with reading, writing, studying
- Induction loops to support hearing

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 Standard Accreditation
- We Invest in Wellbeing Platinum Accreditation
- Carer Positive Engaged Employer

- Disability Confident Employer

### **3.4 Foster Good Relations**

The general duty of fostering good relations is part of how the College conducts its 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 organises regularly community events in partnership with a wide range of community organisations. These events provide the College with opportunities has to continue to promote awareness and understanding between people with different protected characteristics.

- 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
- 16 Days of Action against GBV
- Movember
- Estranged Students Solidarity Week
- Care Experienced Week
- Carers Week
- Loaves and Fishes Foodbank Collection

## 4.0 Progress of Equality Outcomes

South Lanarkshire College has made progress with the implementation of our Equality Outcomes for 2021 – 2025. This section details progress made by the College.

### 4.1 Overview of Equality Outcomes

The Board of Management approved four equality outcomes to be achieved by 2025 (see Appendix A). The Equality Group manages the progression of these outcomes which are regularly reviewed by Human Resources Committee (a sub-committee of the Board of Management).

The Equality Group, through workshops, considered each of the equality outcomes and identified key milestones for each. These are shown below.

The following identifies colour-coded key represent the progress status for each equality outcomes.

	On Track
	Not started
	Behind schedule / Concern

The following is a status update on each of the equality outcomes:

Status	Outcome
	Outcome 1 – Develop the engagement of underrepresented students and staff groups through an increase in tailored peer support groups.
	Outcome 2 - Annual engagement with three organisations to enable and progress our recruitment and management of employee and students across identified underrepresented groups.
	Outcome 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. Ensure that at least 90% of these populations have awareness of equality and diversity practices.
	Outcome 4 – Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community.

4.2 Develop the engagement of underrepresented student and staff groups through an increase in tailored peer support groups.

The following is a status update on each of the milestones for this Equality Outcome 1:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify peer support groups for employees	Already identified and established needs for each group
	Identify peer support groups for students including: understanding the greatest support requirements for disabled people; and support for ESOL (English to speakers of other languages) students	Already identified and established needs for each group
	Regular peer support group activities for employees	
	Regular peer support group activities for students	
<b>Protected Characteristics:</b> Disability, Gender, Sexual Orientation, Ethnicity		

4.3 Annual engagement with three organisations to enable and progress our recruitment and management of employees and students across identified underrepresented groups.

The following is a status update on each of the milestones for Equality Outcome 2:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify organisations to partner with to improve our recruitment and management of employees	Already identified
	Identify organisations to partner with to improve our recruitment and management of students	Already identified
	Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups	
	Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups	
<b>Protected Characteristics:</b> Disability, Gender, Sexual Orientation & Ethnicity		

4.4 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.

The following is a status update on each of the milestones for Equality Outcome 3:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices, including the updating of employee and student induction material and implementing a FREDIE calendar	Marketing plan in progress.  Employee and student journeys are being redesigned to capture this outcome.  FREDIE calendar in progress.
	Measure the awareness and understanding of employees around our Equality and Diversity practices	
	Measure the awareness and understanding of students around our Equality and Diversity practices	
<b>Protected Characteristics: All Protected Characteristics</b>		

4.5 Ensure at least 90% of staff undertake equality, diversity and inclusion training and that all students offered training to ensure awareness and understanding of legal and College expectations for everyone in our community.

The following is a status update on each of the milestones for Equality Outcome 4:

Status	Action	Comments
	Agree Action Plan & Ownership	Agreed at Equality Group Workshop on 28 <sup>th</sup> September 2022
	Identify training solution for employees	Training identified and purchased.
	Identify training solution for students	Training option being reviewed
	Include tailored training to the Learning Management System and communicate the learning requirement to all employees	In progress, working with vendors and internal colleagues
	Include tailored training to the Learning Management System and communicate the optional learning requirement to all student	
	Promotion of training courses throughout the year	
	Review the completion rates and achievement levels for all employees	
	Review the completion rates and achievement levels for all students	
<b>Protected Characteristics: All protected characteristics</b>		

## 5.0 Employee Information

To give full consideration to equality related issues, the College systematically gathers data relating to all protected characteristics<sup>2</sup> for 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.slc.ac.uk/about-us/equality-and-inclusion/>

Copies can also be obtained from: [equality@slc.ac.uk](mailto: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 the response rate of staff submitting equality data remained high at 72%.

### 5.1 Board of Management Equality

The Board of Management has a voluntary commitment of 16 members, plus a co-opted member, 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 workforce planning.

The Board gender balance is currently 50% female and 50% male which support the Scottish Government policy of promoting greater boardroom diversity.

### 5.2 Staff Equality Data

As at 31<sup>st</sup> March 2022, the College employed 352 staff in a range of lecturing and support roles. This is an increase in headcount of 6 staff since 31<sup>st</sup> March 2021. 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 is taking action to improve data recording and processing. Overall, the College is encouraged by the level of response and disclosure.

The data below provides an overview the two-year period: 2020 – 2022 This data is an analysis of responses to the annual staff equality monitoring process.

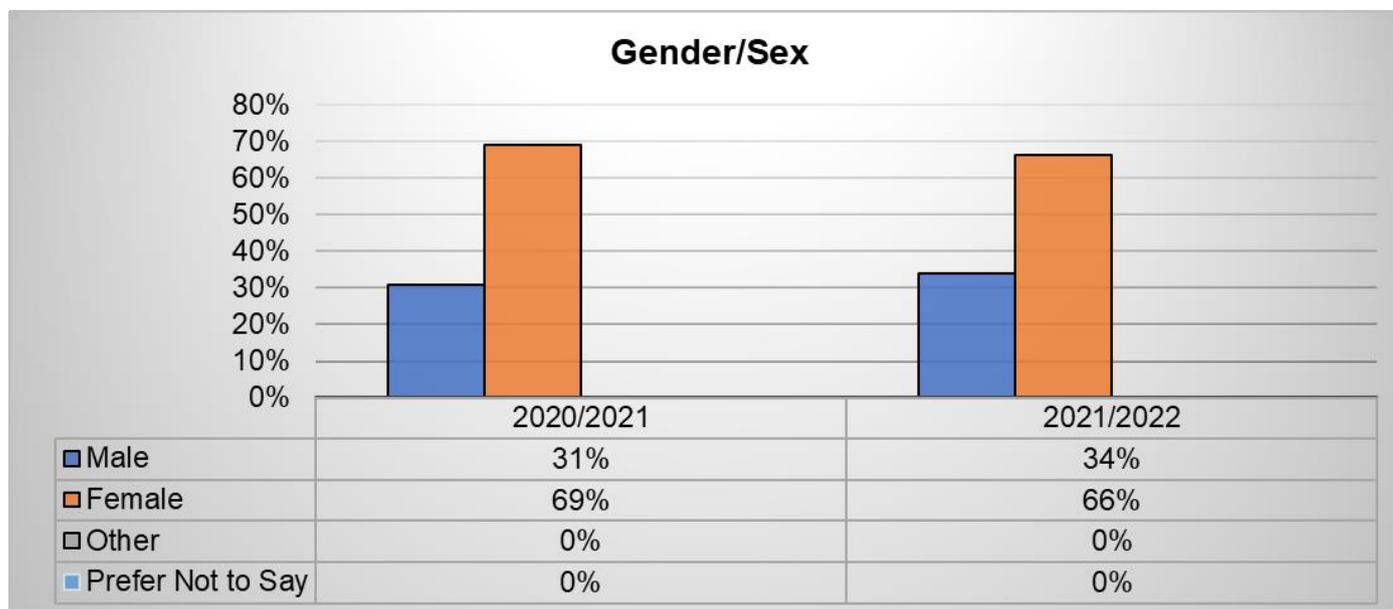
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<sup>2</sup> Protected Characteristics as per the Equality Act 2010 and the Public Sector Equality Duty are: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race / Ethnicity; Religion or Belief; Sex / Gender;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

To ensure confidentiality, where the number of staff with a particular protected characteristic is numerically low, we have chosen to replace the chart and table with a statement. This will be highlighted by FREDIE.



## 1: Staff Gender/Sex



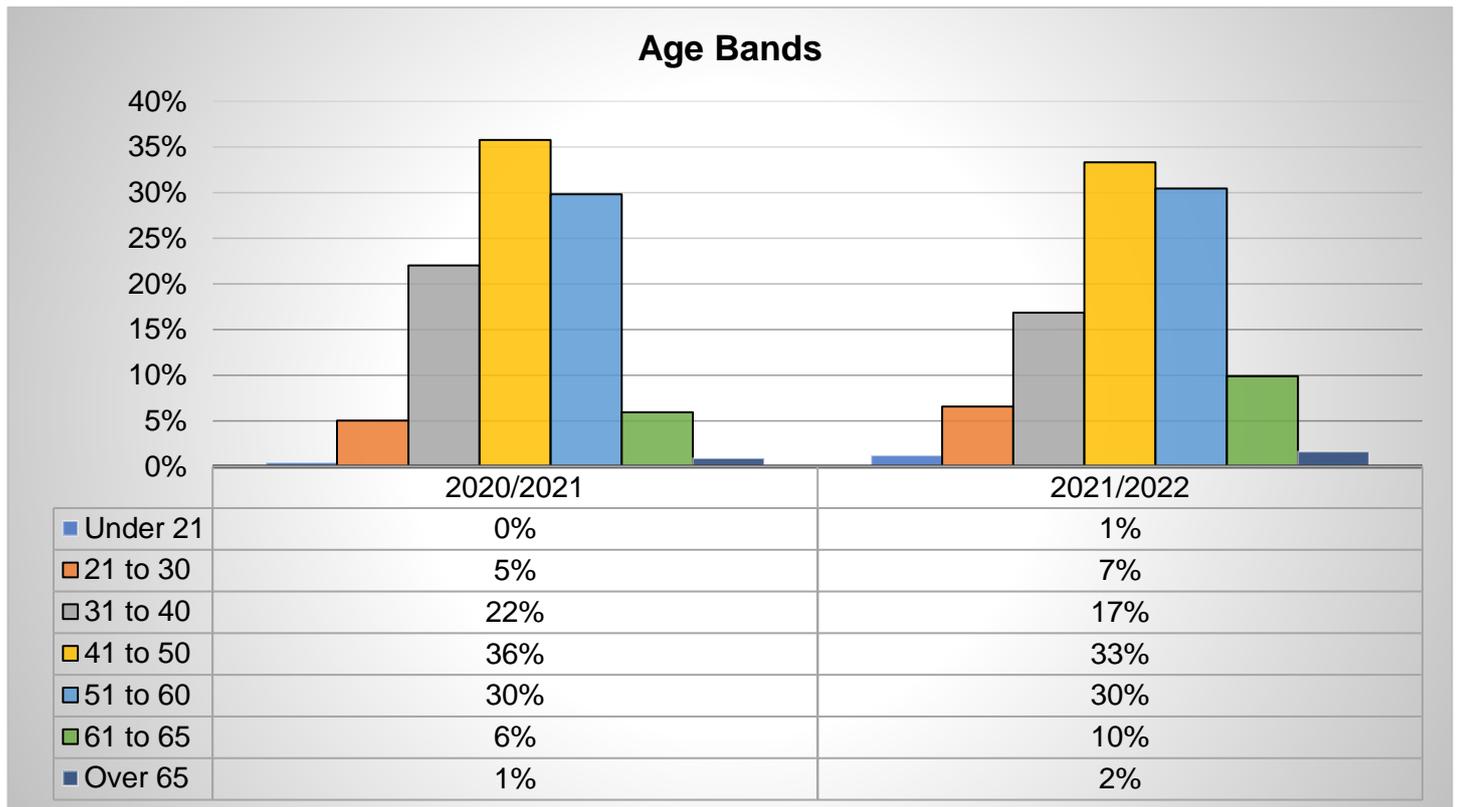
Two-thirds of staff continue to be female, which is driven by occupational segregation and the nature of courses run by the College.

## 2: Staff Gender – Same as Assigned at Birth

Almost all staff disclosed that their gender was the same as assigned at birth. There continues to be around one-fifth choosing to prefer not to say.



### 3: Staff Age Bands



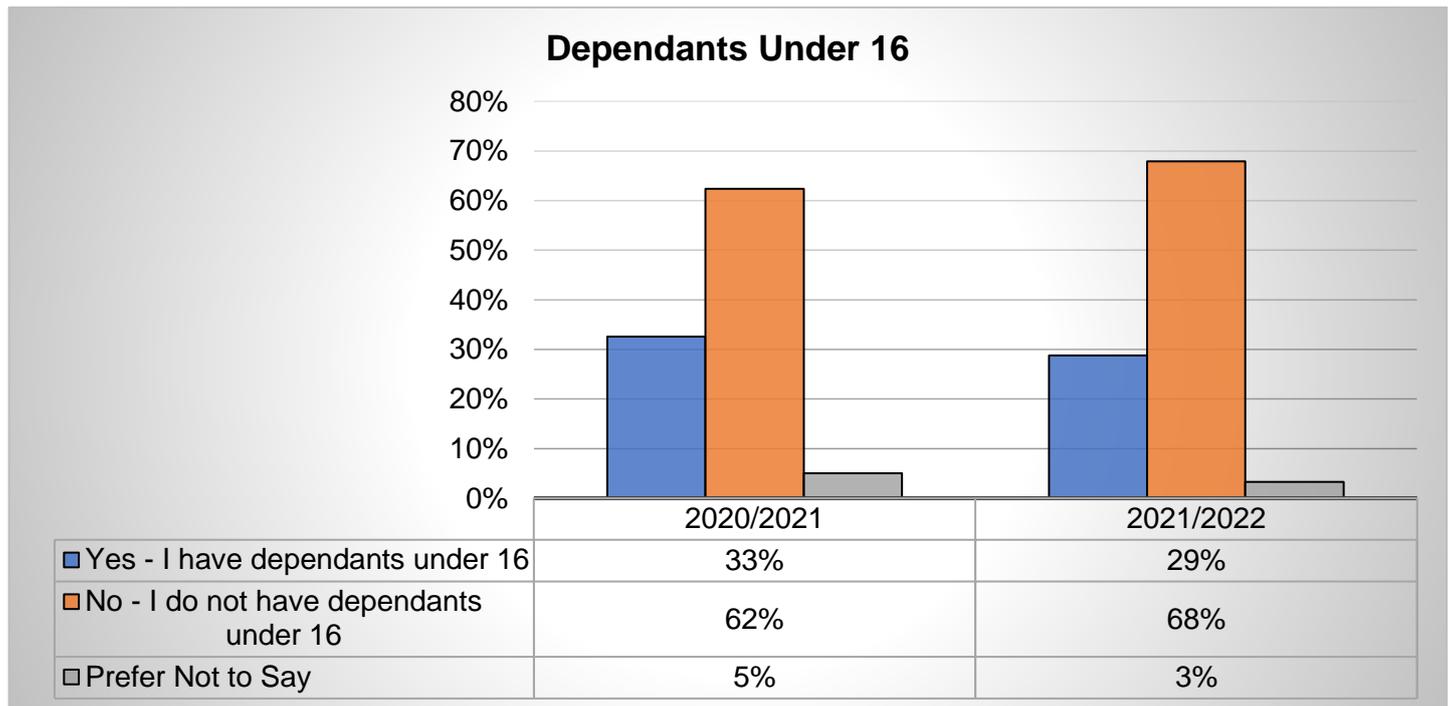
The significant majority of employees are in the 31 to 60 age categories.

### 4: Staff Sexual Orientation

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

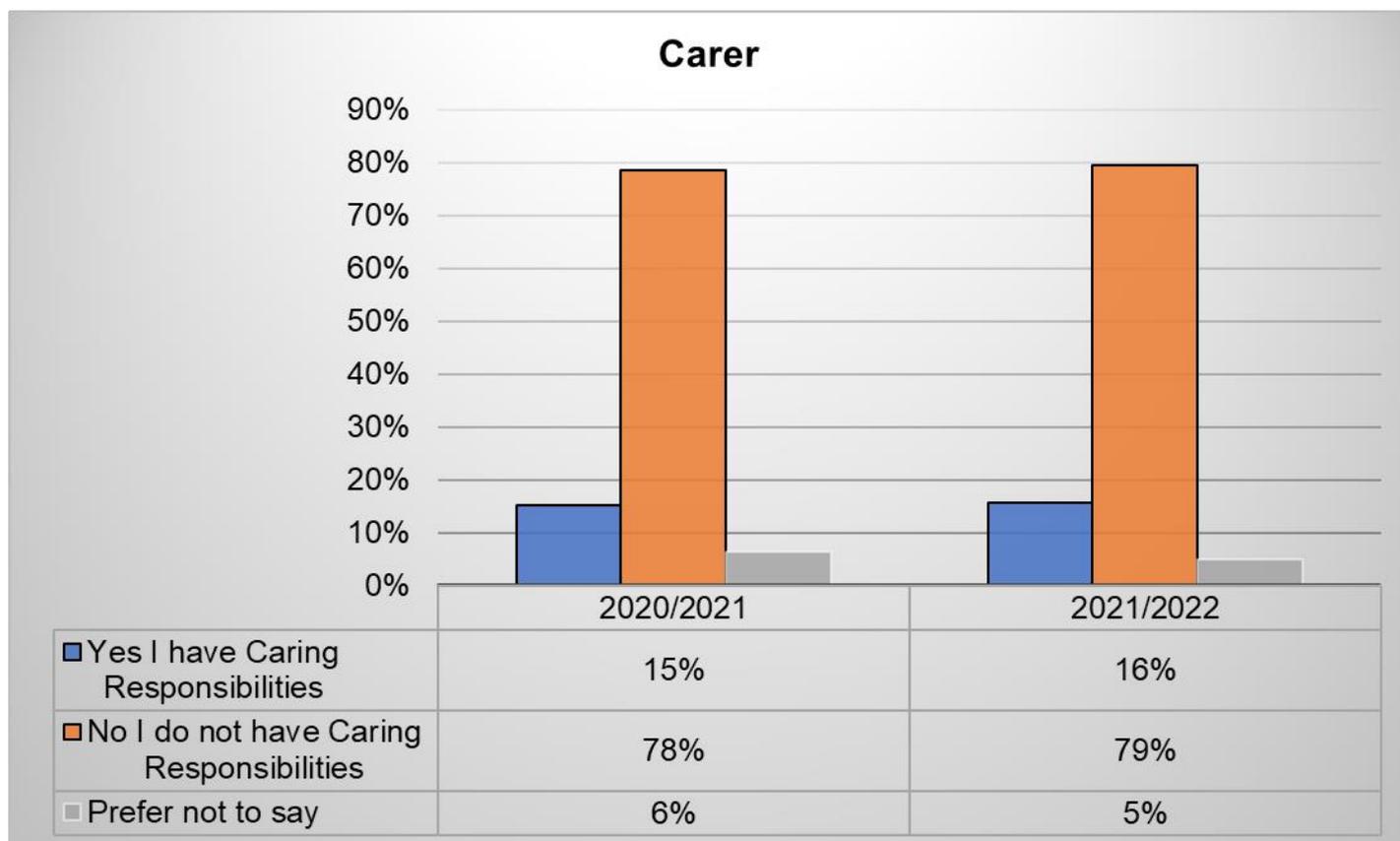


## 5: Staff with Dependents Under 16-Years Old



One-third of employees are either a parent or guardian with a child under the age of 16. A small number of respondents preferred not to say.

## 6: Staff with Caring Responsibilities



Sixteen percent 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.

## 7: Staff Pregnancy

At the time of completion, a small number of staff reported that they were pregnant.



## 8: Given Birth – in the Last Year

At the time of completion and over consecutive years, a small number of staff reported that they had given birth in the last year.

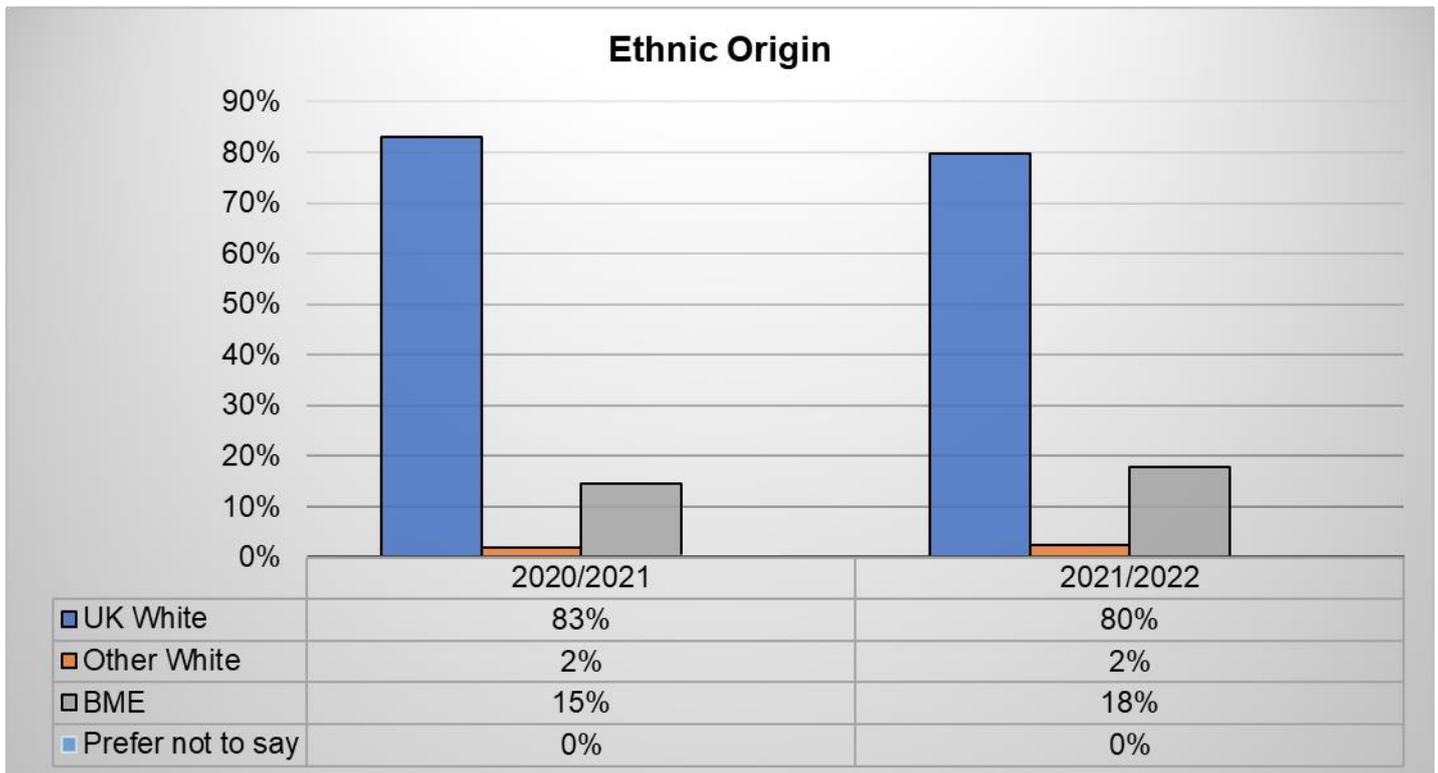


## 9: Staff Family Leave – Past 12 Months

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.



## 10: Staff Ethnic Origin



The data across the two reporting periods demonstrate around 80% of employees have a “UK White” ethnic origin, with 2% and 15% respectively identifying as “other white” and “BAME”<sup>3</sup>

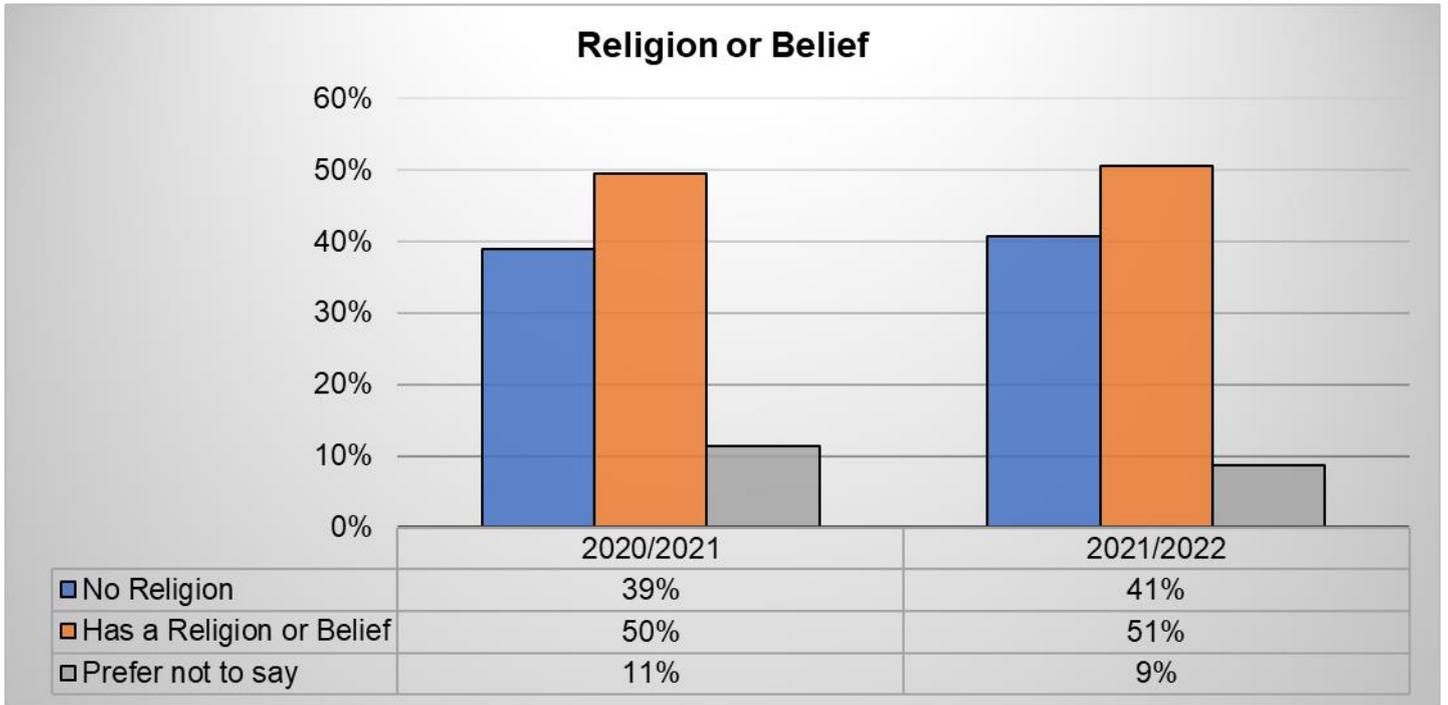
## 11: Staff Nationality

The majority proportion of College staff by nationality is 69% Scottish followed by 19% British



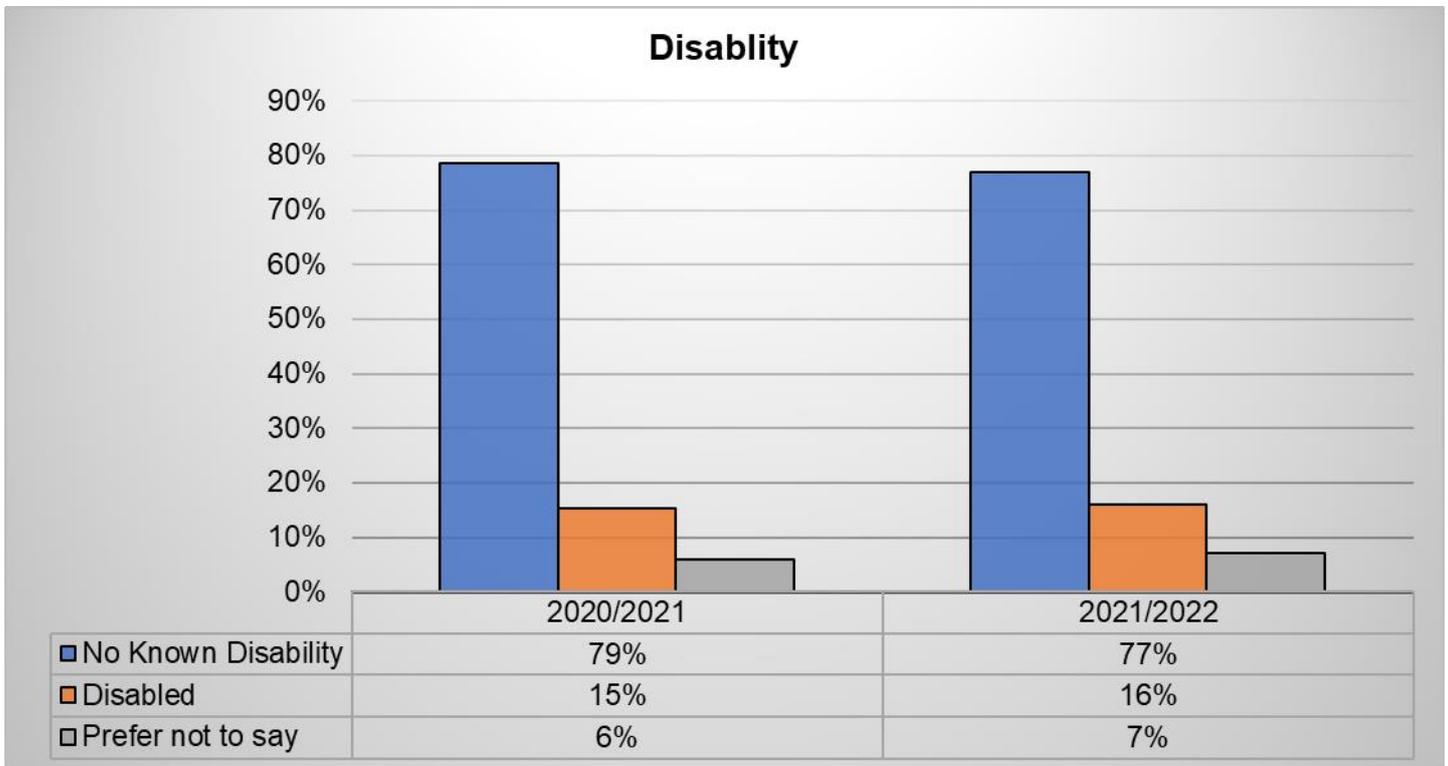
<sup>3</sup> The acronym BAME stands for Black, Asian and Minority Ethnic (BAME) and is an umbrella term used to incorporate a range of minority communities living in the UK.

## 12: Staff Religion or Belief



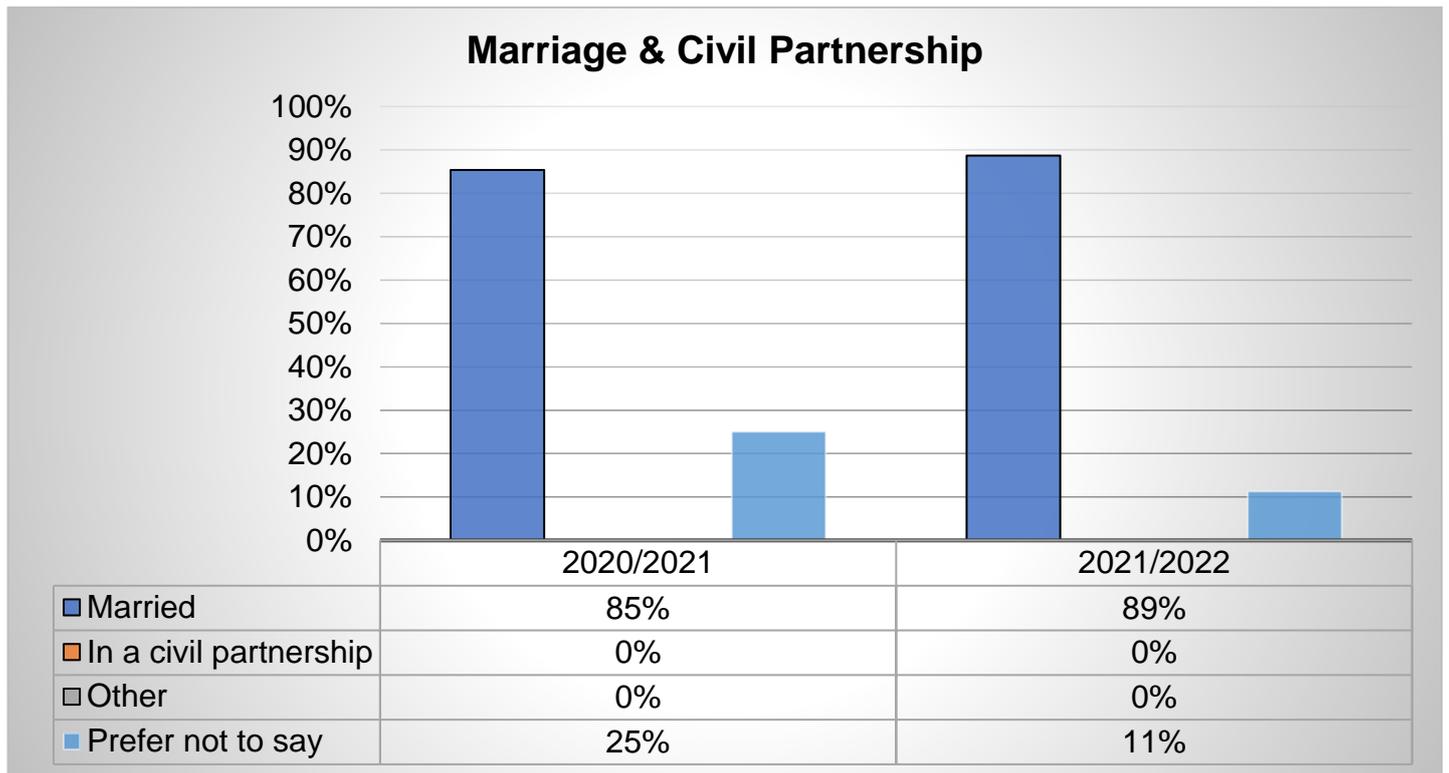
Over 50% of staff identify themselves as having a Religion and/or Belief. There were 41% of staff who did not identify with a Religion and/or Belief.

## 13: Staff Disability



Currently 16% of staff have disclosed at least one disability. As a Disability Confident Employer, the College is committed to recruiting and retaining disabled people.

## 14: Staff Marriage and Civil Partnership



89% of staff are married.

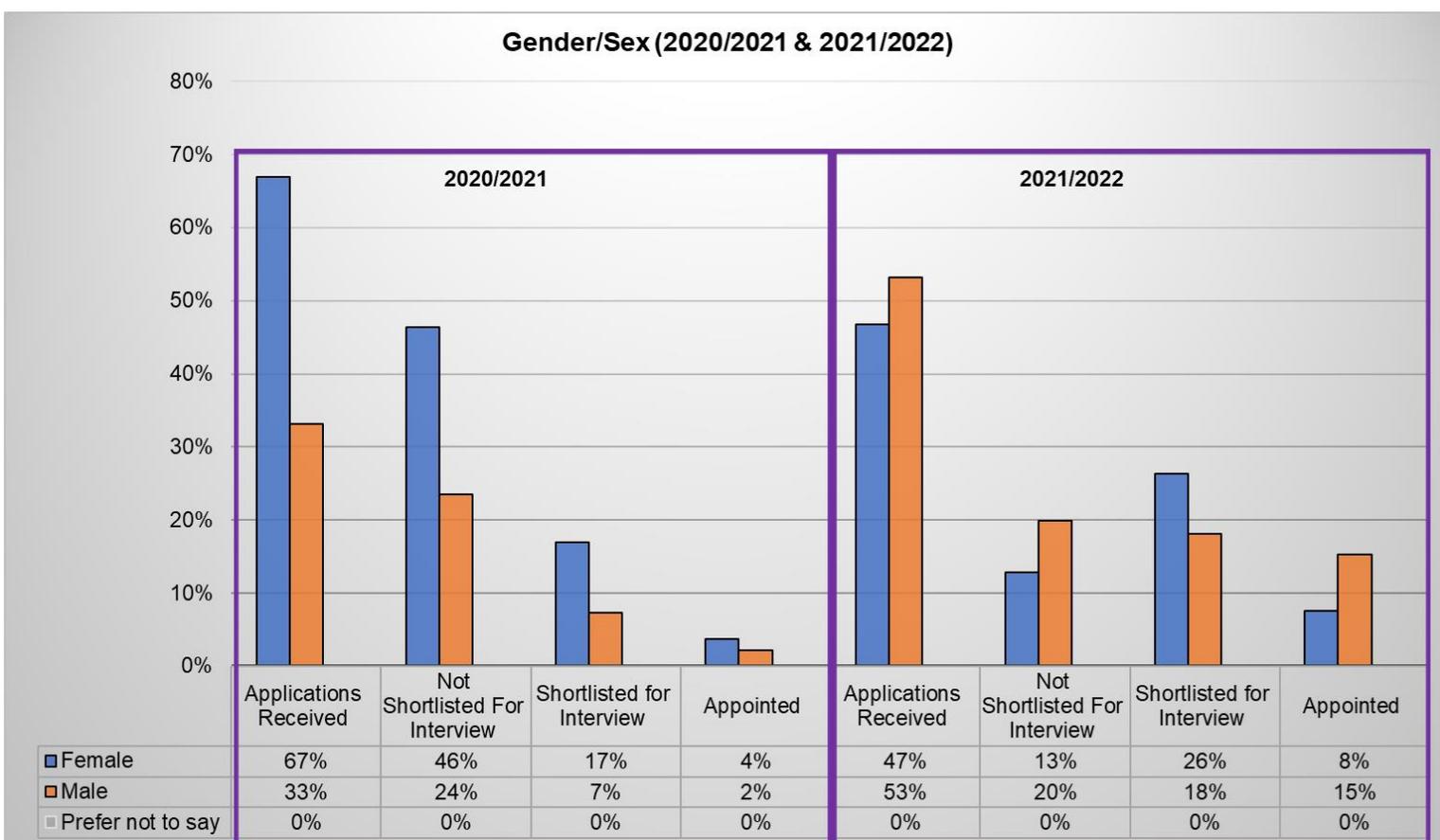
### 5.3 Recruitment Equality Data

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 an overview of the two -year period from 2020 – 2022.

#### 15: Staff Recruitment – Gender/Sex

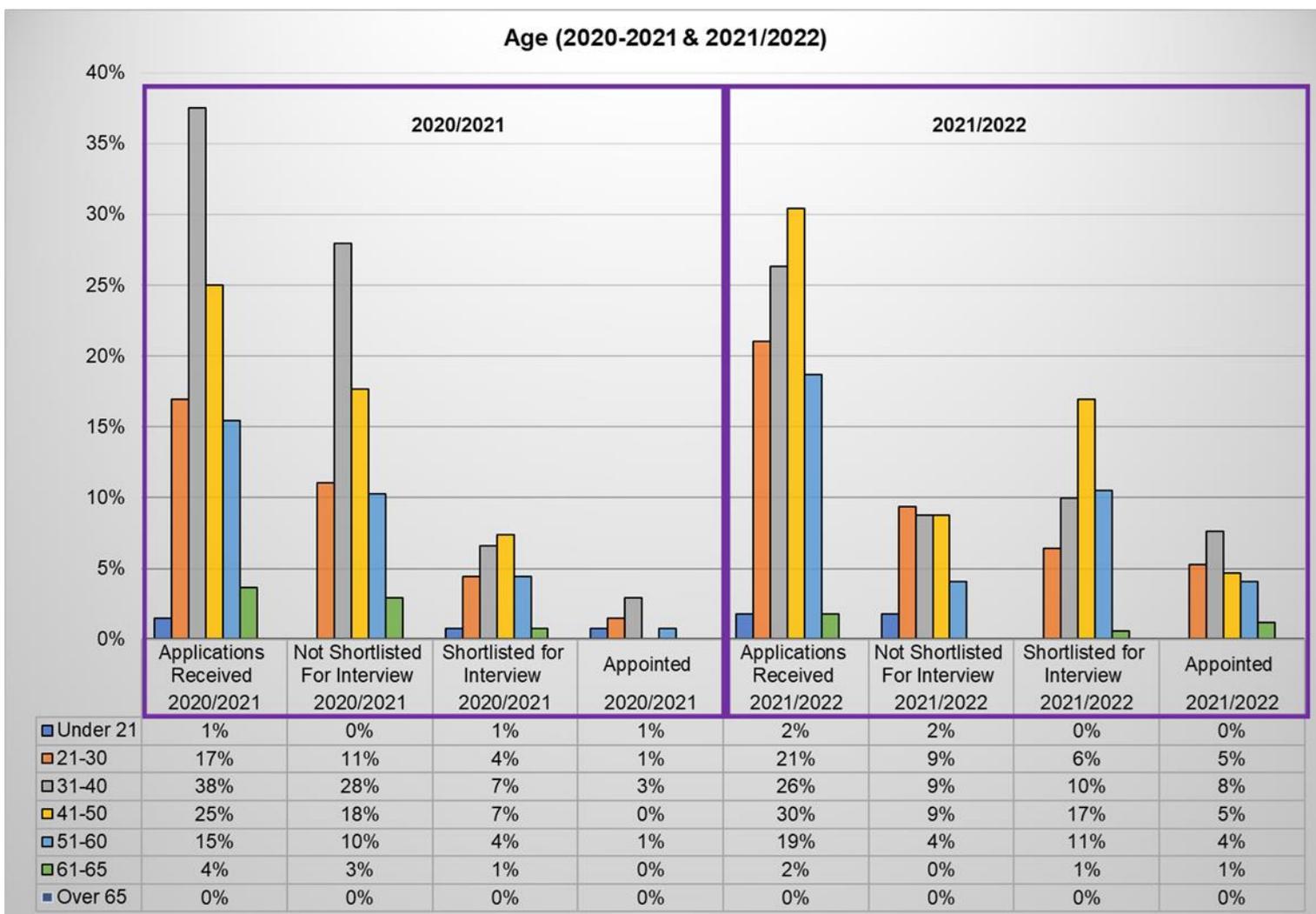


#### 16: Staff Recruitment – Gender Identity

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



## 17: Staff Recruitment – Age Bands



A small number of applications were received from people in the under 21 category and those aged 61 and over. A high percentage of appointments from the 31 – 40 and 41 – 50 categories.

## 18: Staff Recruitment Sexual Orientation

Whilst the majority of applicants are Heterosexual, the College has continued to attract a similar number of LGBTQ+ applicants to previous years.



## 19: Staff Recruitment Pregnancy

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



## 20: Staff Recruitment Maternity – Given birth in the last year

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

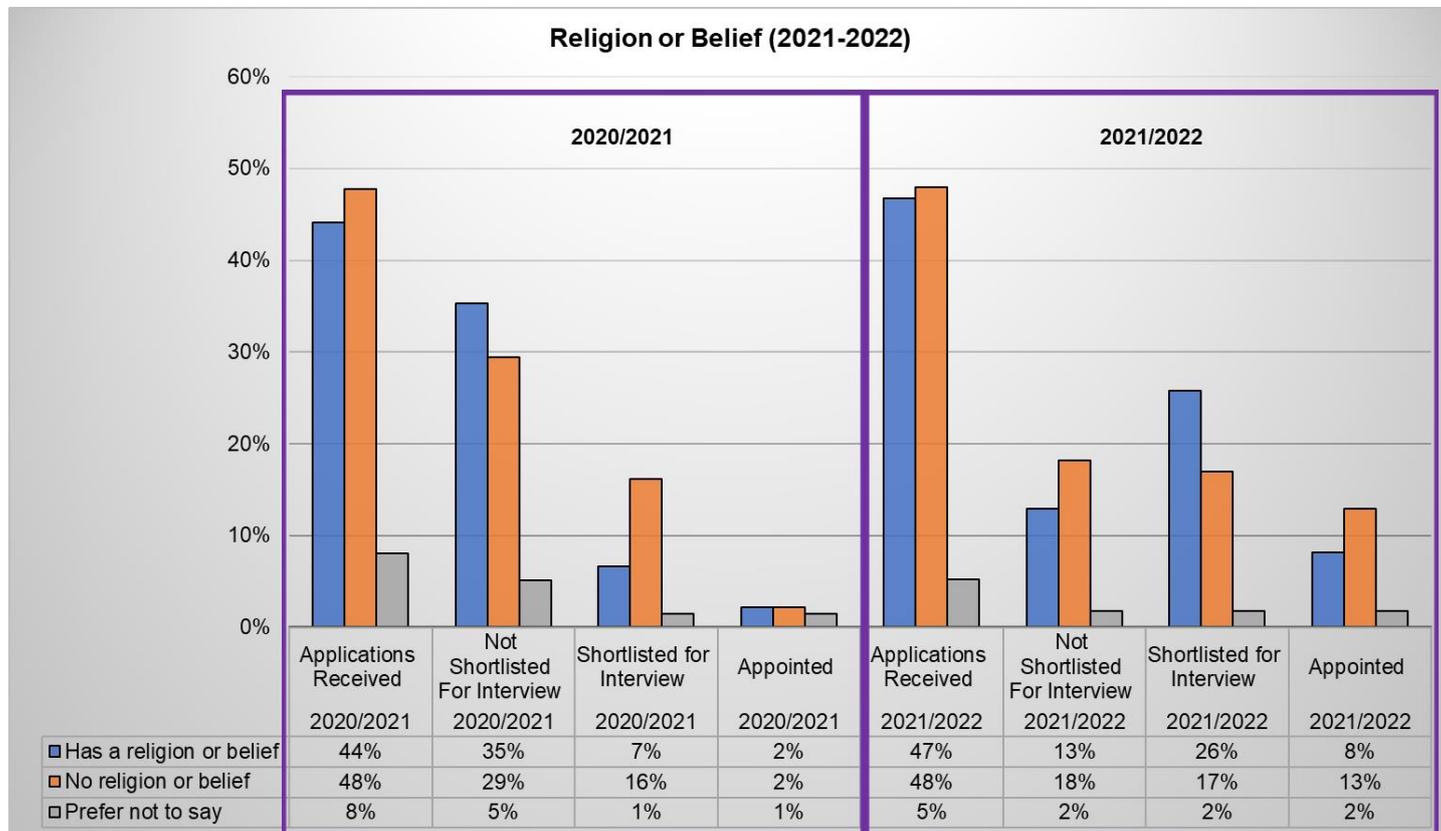


## 21: Staff Recruitment Ethnicity

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

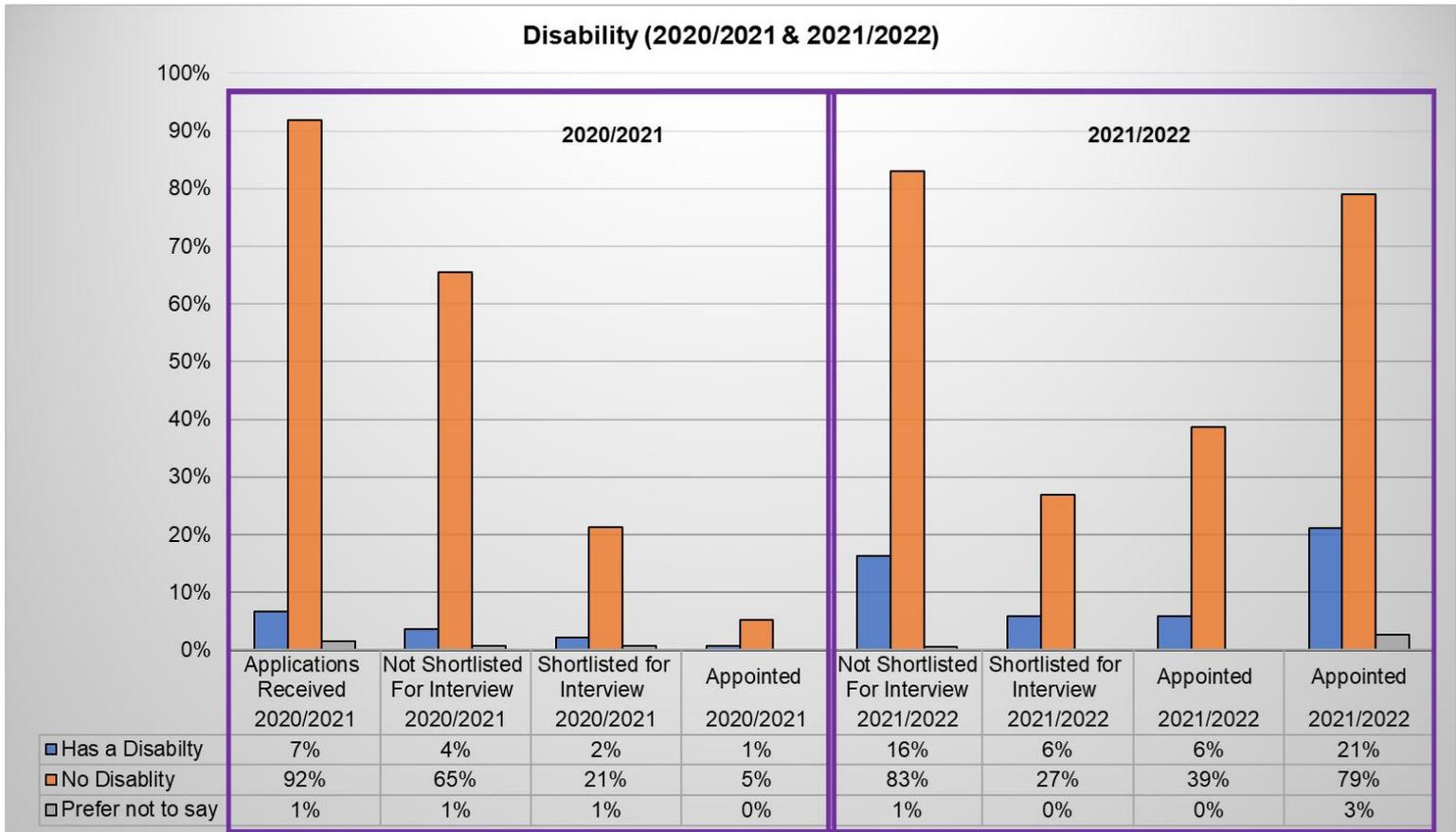


## 22: Staff Recruitment Religion or Belief



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 2021/22.

### 23: Staff Recruitment Disability



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 is committed to continue recruiting and retaining disabled.

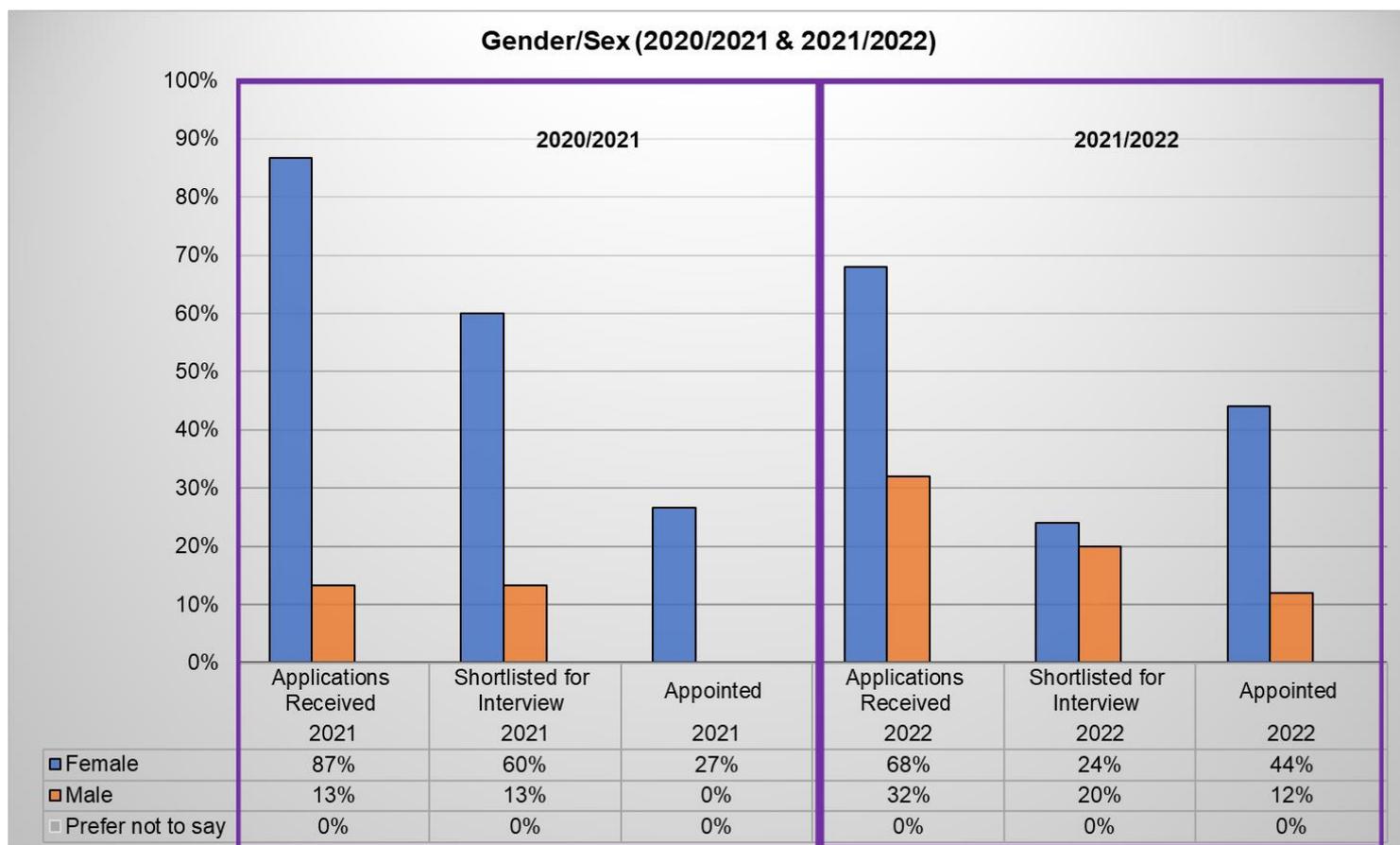
## 5.4 Development Equality Data

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: 2020 and 2022.

### 24: Staff Development Gender/Sex



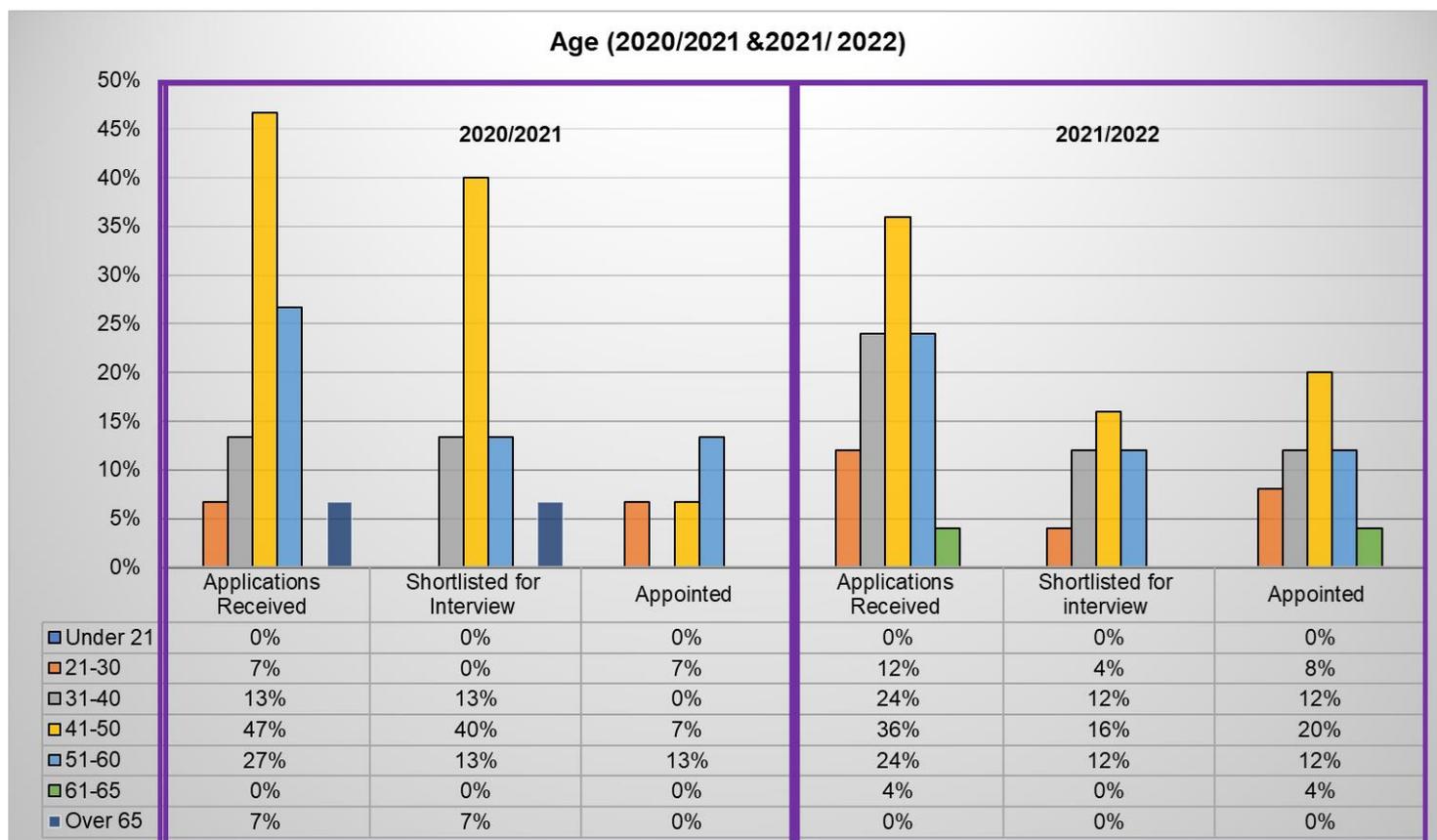
There is a significantly higher number of females who have progressed. The figure relates to occupational segregation that results in females having a higher number of progression opportunities

### 25: Staff Development Gender – Same as Assigned at Birth

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



## 26: Staff Development Age Bands



No applications received in the under 21 age category. A high percentage of appointments from people in the 31 - 60 categories.

## 27: Staff Development Sexual Orientation

Most applicants disclosed that they were Heterosexual. There were a high number of Prefer not to say for this question.



## 28: Staff Development Pregnancy

No applicants disclosed that they were currently pregnant. There were a high number of Prefer not to say for this question.

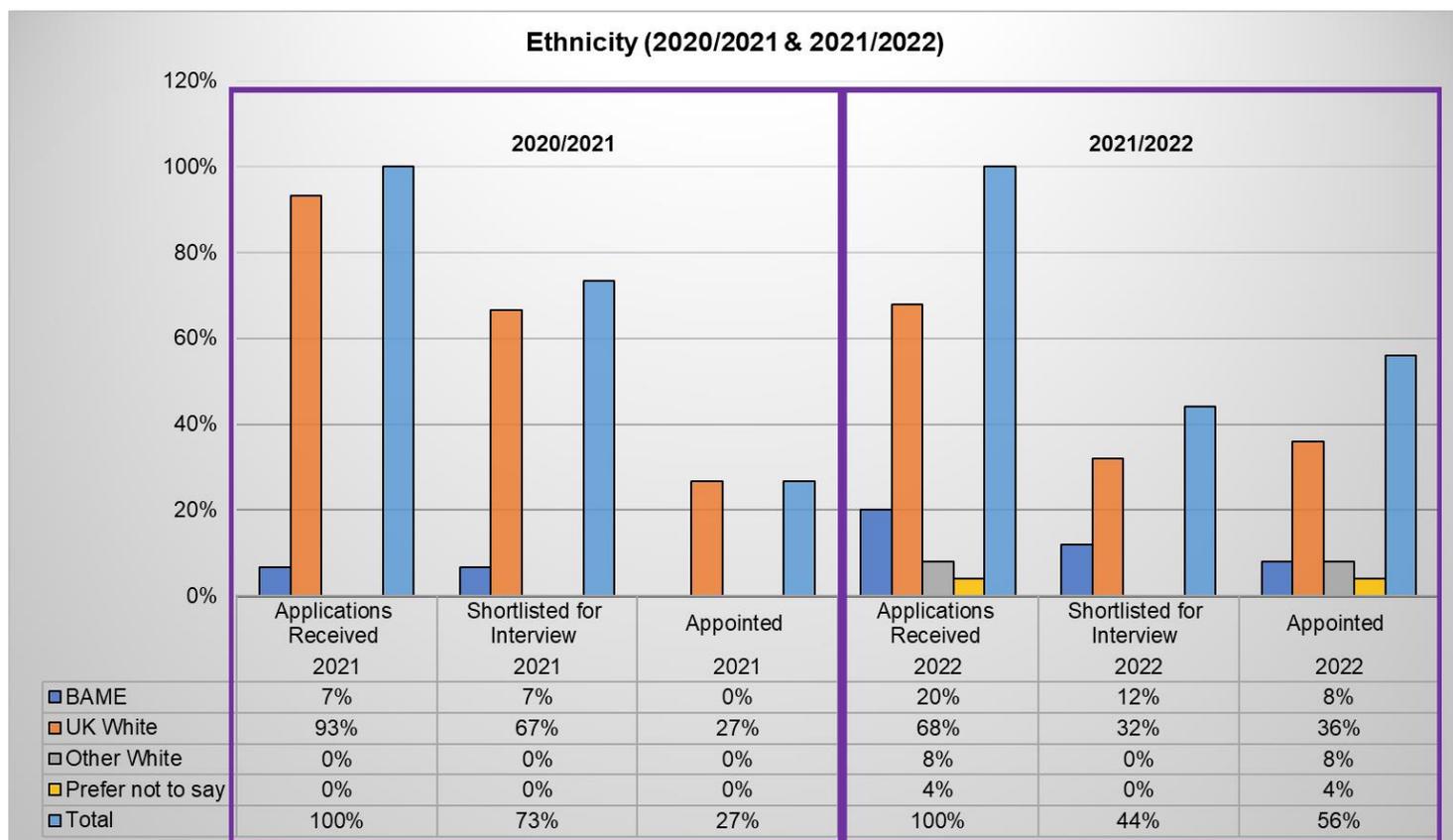


## 29: Staff Development – Given Birth in the last year

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

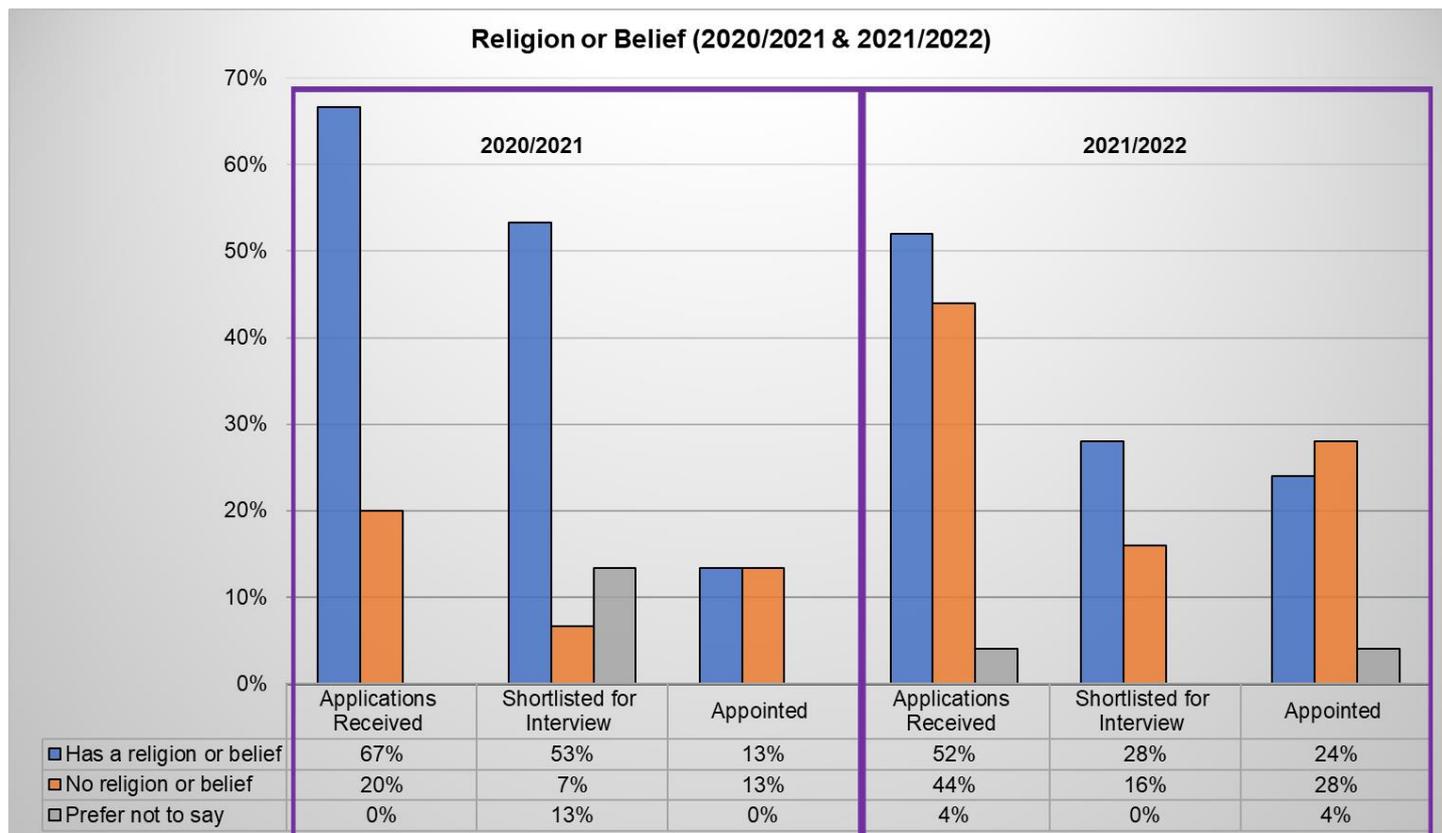


### 30: Staff Development Ethnicity



A large proportion of staff progression were UK White. There was an increase in progression of BAME and Other White staff from previous years.

### 31: Staff Development Religion or Belief



There was a similar level of progression for staff with and without a religion or belief.

### 32: Staff Development: Disability

The data highlights that disabled staff have progressed, the gap between those progressing who have a disability and those who have not widened in 2021/2022. As a Disability Confident Employer the College is committed to ensuring that there are no barriers to the development and progression of disabled staff, therefore we will continue to monitor the data closely.

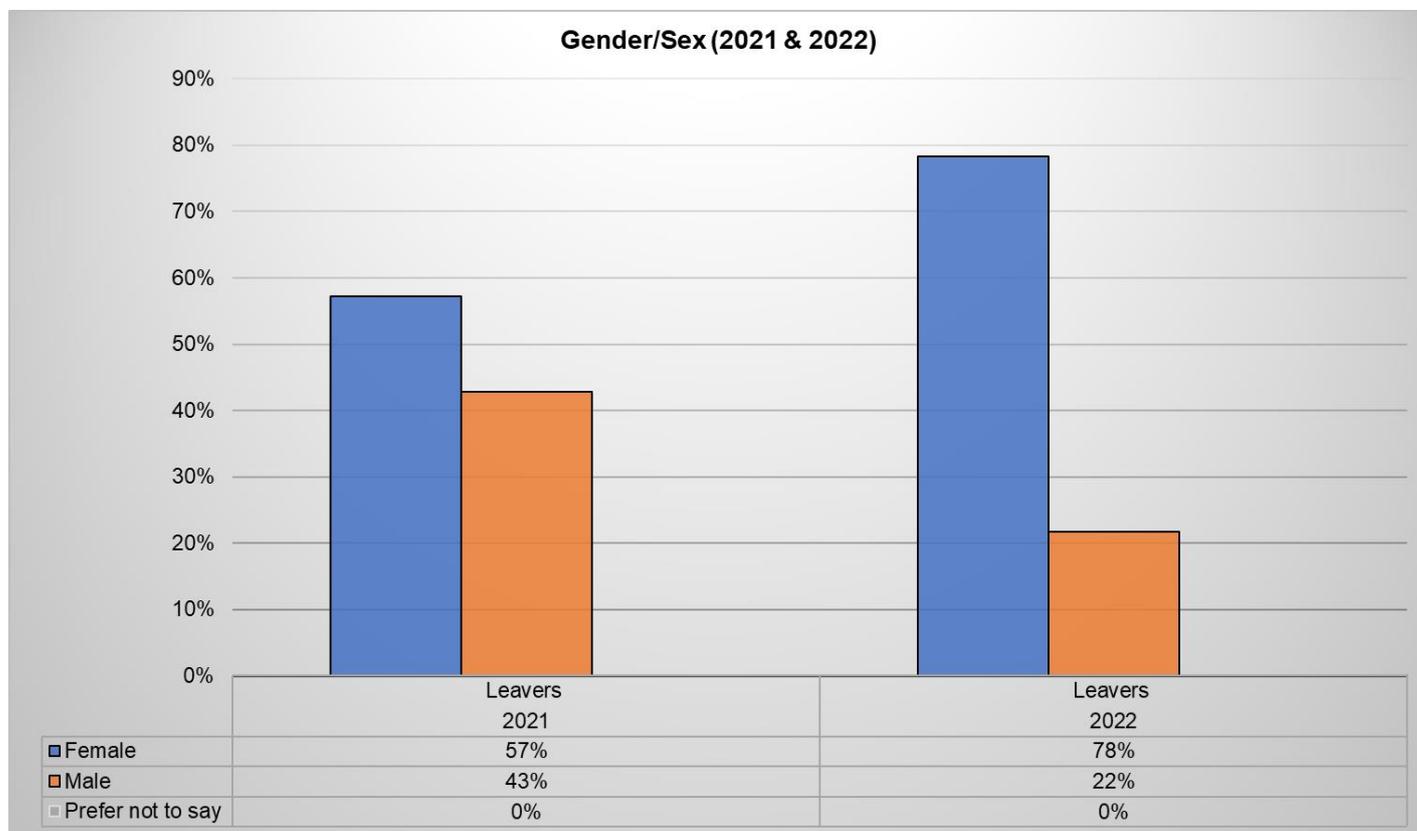


### 5.5 Staff Retention Equality Data

The data includes those who left voluntary 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 an overview of the two-year period 2021 ~2022.

### 33: Staff Retention Gender/Sex



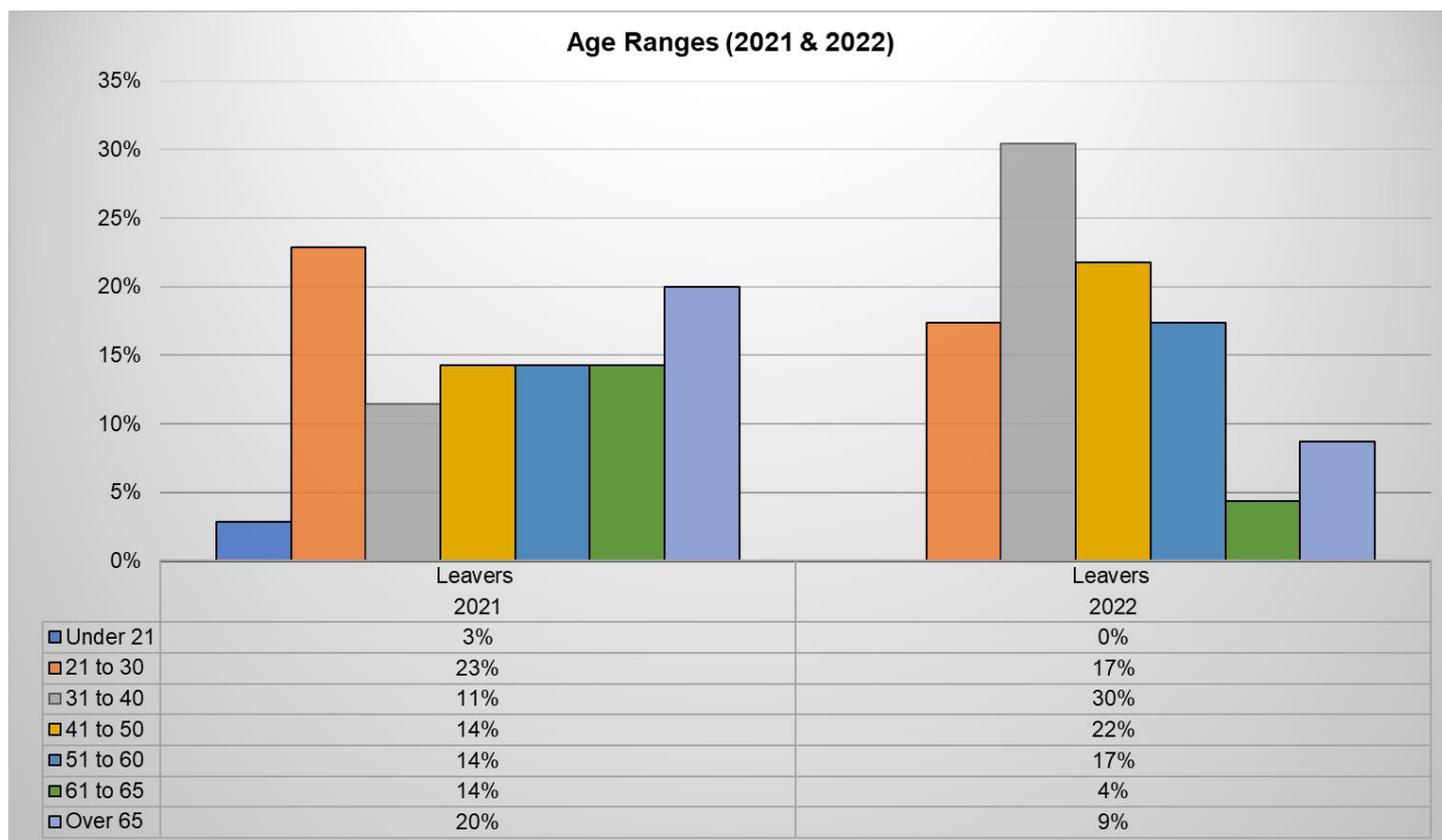
Retention Equality data based on gender recognises the higher proportion of female to male colleagues who remain with the College.

### 34: Staff Retention Gender Identity

Most staff disclosed that their gender was the same as assigned at birth.



### 35: Staff Retention Age



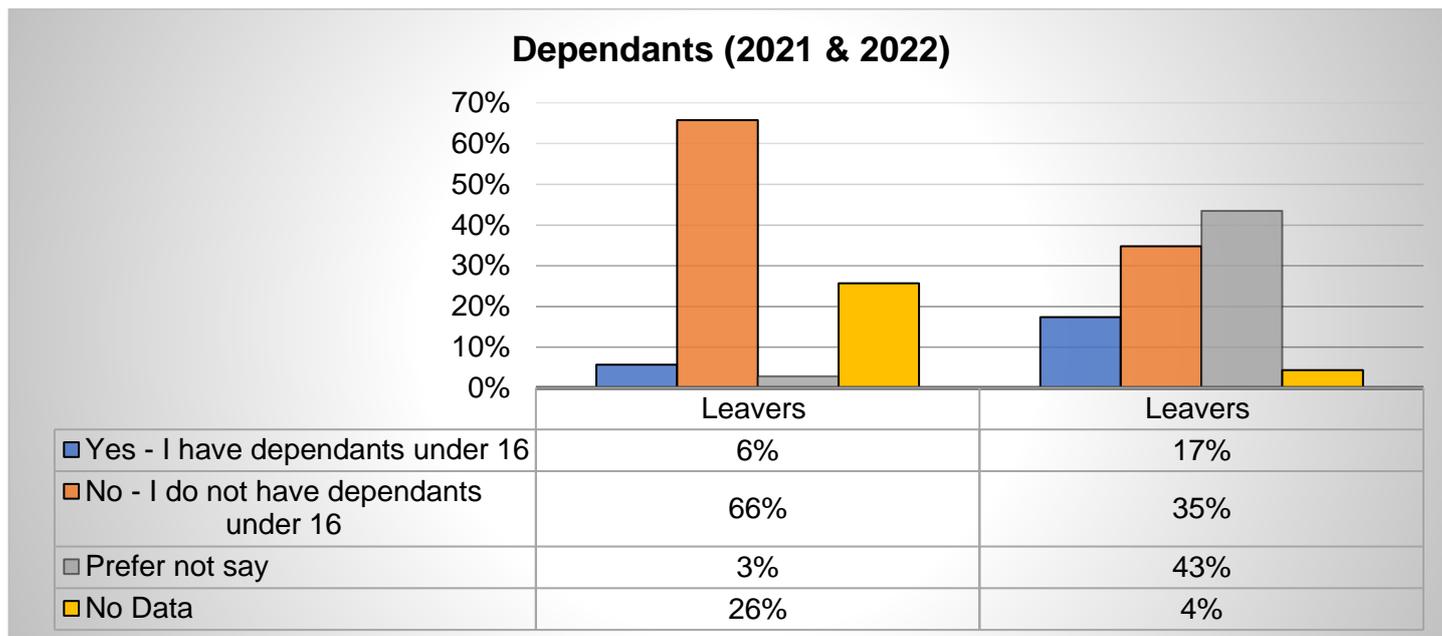
The highest percentage of leavers in 2021 was from the 21-30 age group. In 2022 this was the 31-40 age group.

### 36: Staff Retention Sexual Orientation

Most leavers were Heterosexual, with a small number of LGBTI+ leavers.

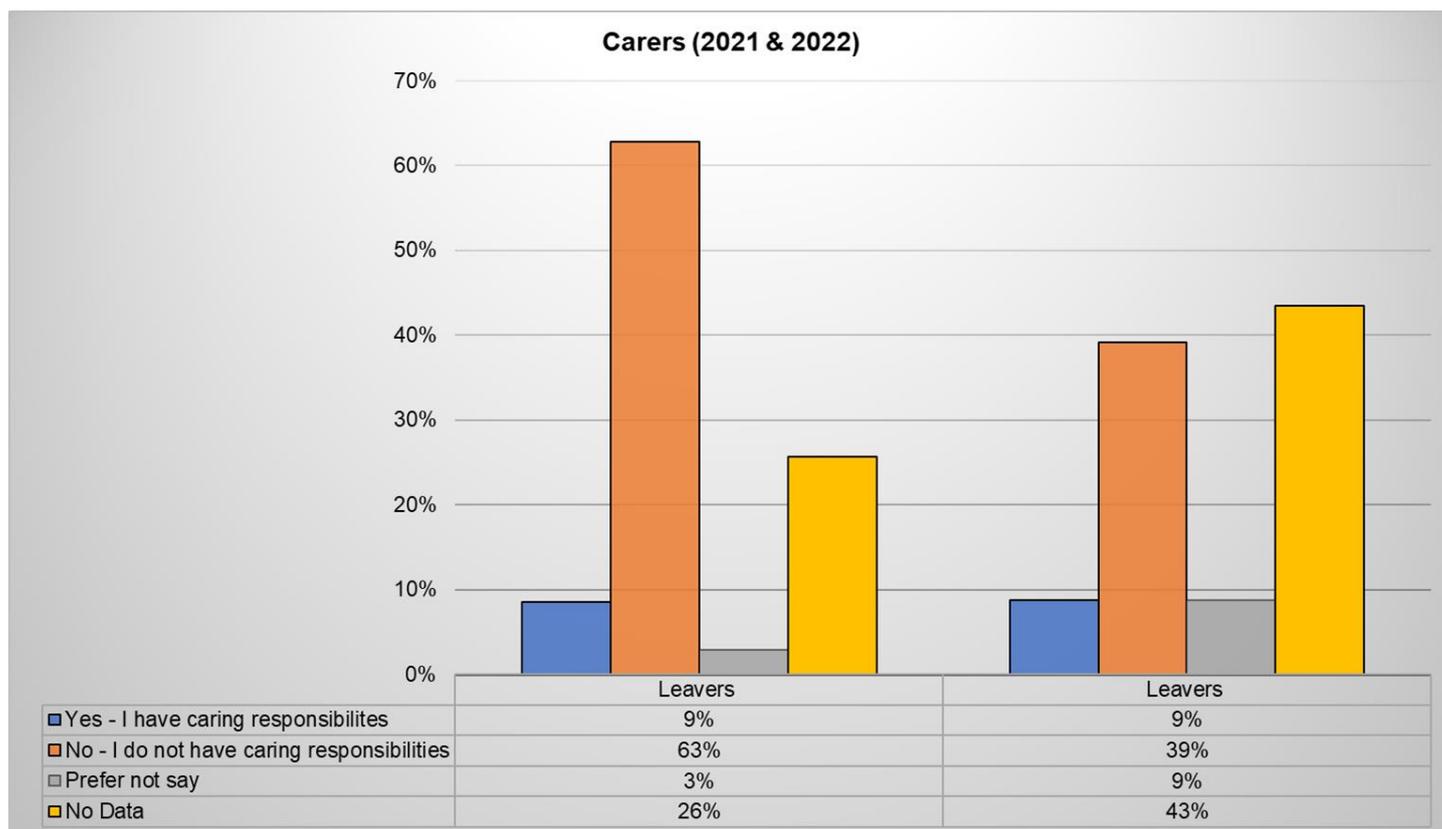


### 37: Staff Retention Dependants



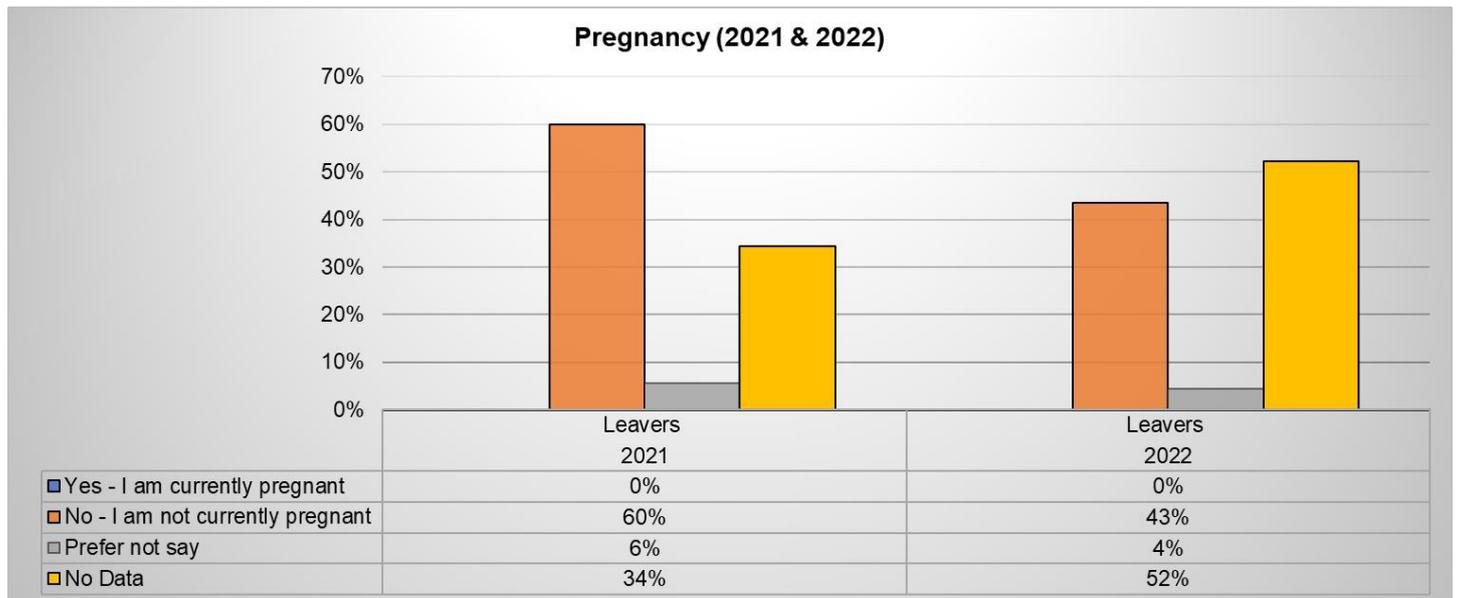
The majority of leavers do not have dependants under 16 years of age. Some technical challenges with our monitoring system have resulted in higher levels of non-disclosure for this category. The College is aware of these issues and is taking action to improve data recording and processing.

### 38: Staff Retention Carers



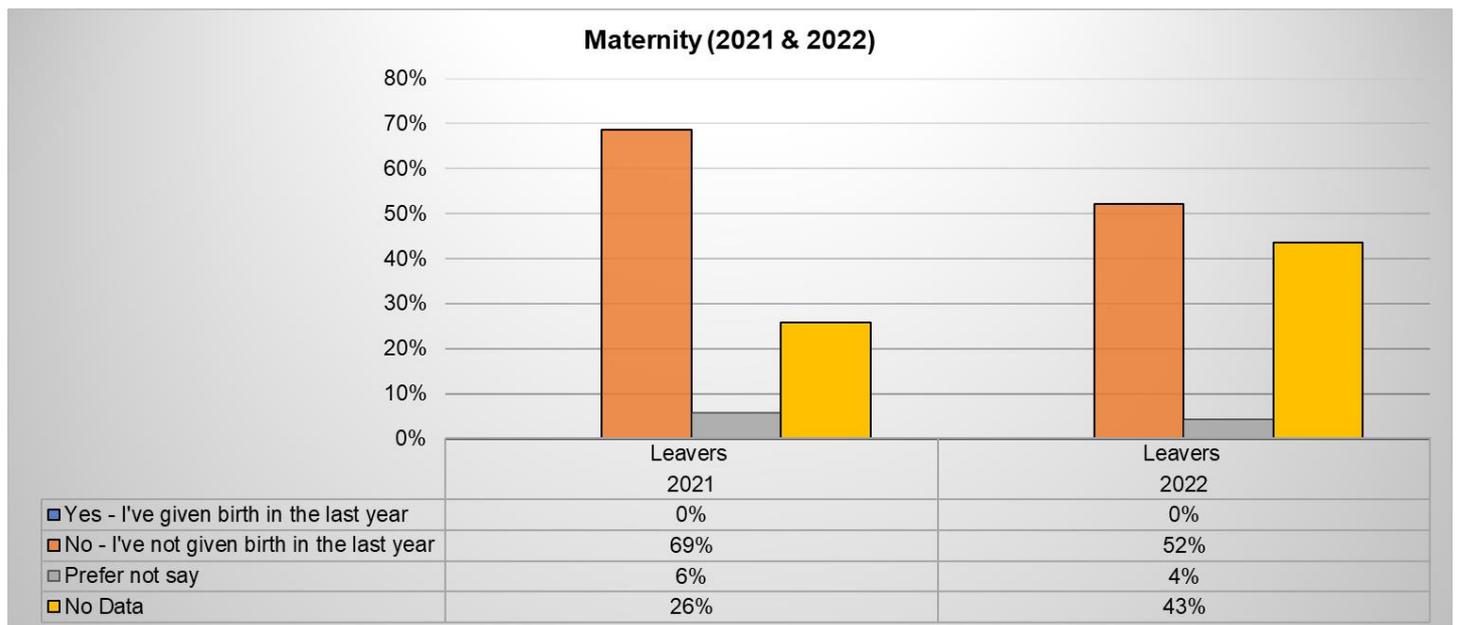
A larger proportion of leavers did not have caring responsibilities. As a Carer Positive employer, the College will continue to raise awareness of the definition of a ‘carer’ and of the support available. Some technical challenges with the monitoring system have resulted in higher levels of non-disclosure for this category. The College is aware of these issues and is taking action to improve data recording and processing.

### 39: Staff Retention Pregnancy



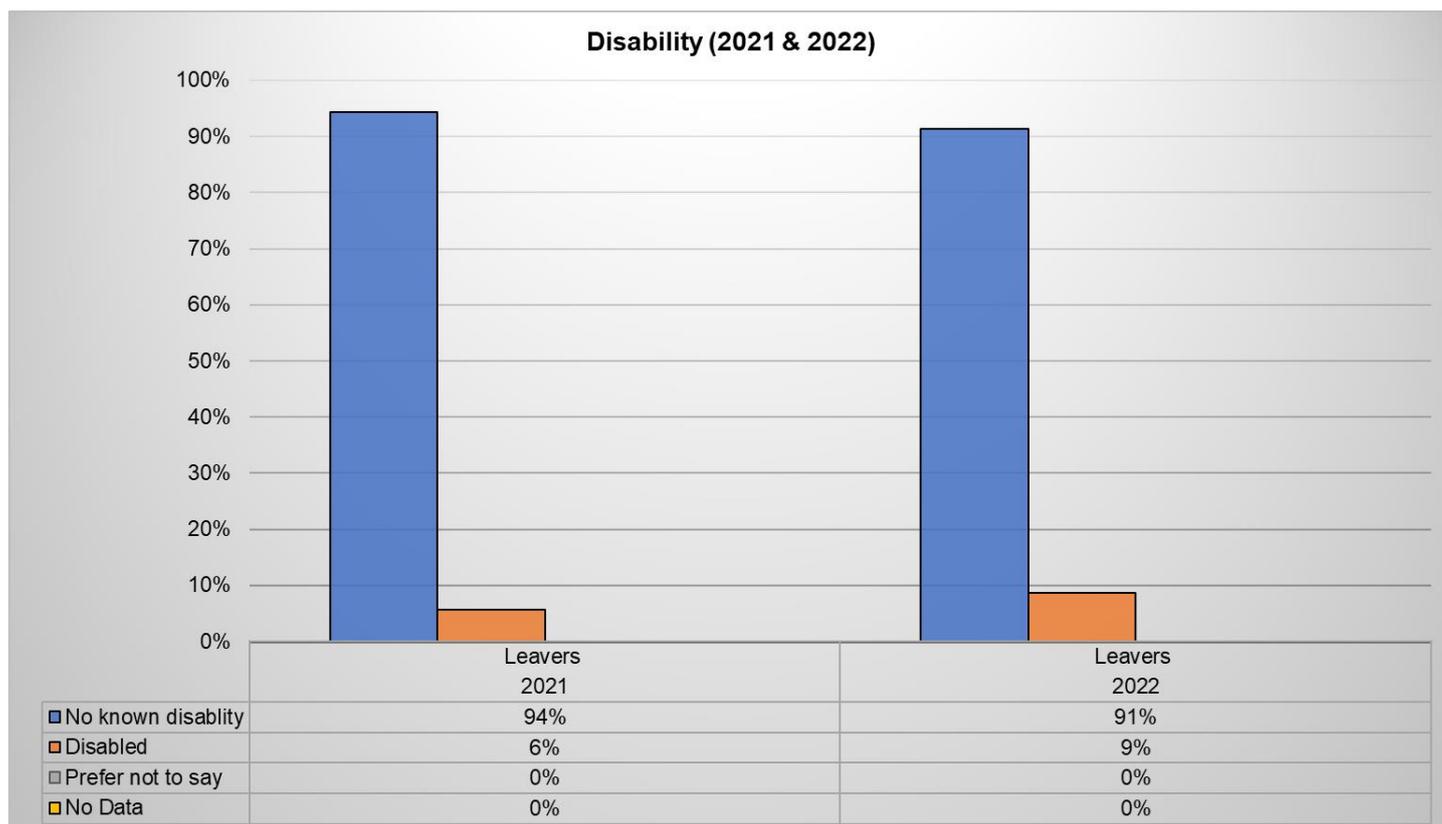
At the time of completion no leavers reported that they were pregnant.

### 40: Staff Retention Maternity



At the time of completion no leavers reported that they were had given birth in the last year.

## 41: Staff Retention Disability



A high proportion of leavers did not have a disability. There was a higher proportion of leavers who were disabled in 2022 than 2021. As a Disability Confident Employer, the College is committed to recruiting and retaining disabled people and will continue to monitor this data closely.

## 42: Staff Retention Ethnic Origin

The data across the two reporting periods reports that 89% and 87% respectively were UK White. A smaller proportion of leavers were BAME and Other White.



## 6.0 Gender Pay Gap

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. Further information is available on the College website.

<https://www.slc.ac.uk/about-us/equality-and-inclusion/>

## Appendix A

### National Equality Outcomes

The Equality Outcomes Action Plan for 2021-2025 will be revisited in AY 2023/24 to take into account the newly published Equality & Human Rights Commission and Scottish Funding Council National Equality Outcomes guidance. <https://www.sfc.ac.uk/about-sfc/how-we-operate/equality-diversity/equality-diversity.aspx>

### Equality Outcomes 2021 - 2025

The current 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

<b>Equality Outcome 1</b>	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 (e.g. outcome agreement and strategic plan)	This outcome relates directly to our 3 strategic priorities: <ol style="list-style-type: none"> <li>1. Successful Students</li> <li>2. Highest Quality Education and Support</li> <li>3. Sustainable Behaviours</li> </ol>
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> <li>1. Identify peer support groups for employees – Human Resources</li> <li>2. Identify peer support groups for students – Student Services</li> <li>3. Regular peer support group activities for employees – Human Resources</li> <li>4. Regular peer support group activities for students – Student Services</li> </ol>
Who is responsible for overseeing its delivery?	Equality Officer

## 7.2 Outcome 2

<b>Equality Outcome 2</b>	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 (e.g. outcome agreement and strategic plan)	<p>This outcome relates directly to our 3 strategic priorities:</p> <ol style="list-style-type: none"> <li>1. Successful Students</li> <li>2. Highest Quality Education and Support</li> <li>3. Sustainable Behaviours</li> </ol>
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> <li>1. Identify organisations to partner with to improve our recruitment and management of employees – Human Resources</li> <li>2. Identify organisations to partner with to improve our recruitment and management of students – Student Services</li> <li>3. Implement action plans to improve our recruitment and management of employees in the identified, underrepresented groups – Human Resources</li> <li>4. Implement action plans to improve our recruitment and management of Students in the identified, underrepresented groups – Student Services</li> </ol>
Who is responsible for overseeing its delivery?	Equality Officer

### 7.3 Outcome 3

<b>Equality Outcome 3</b>	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.
Evidence of need (baseline position)	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.
Indicators of success and how progress will be measured, including short, medium and long-term	<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>
Which part/s of the PSED is covered?	Fostering good relations & Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
Which protected characteristics are covered?	All protected characteristics
How it aligns with institutional priorities (e.g. outcome agreement and strategic plan)	This outcome relates directly to our 3 strategic priorities: <ol style="list-style-type: none"> <li>1. Successful Students</li> <li>2. Highest Quality Education and Support</li> <li>3. Sustainable Behaviours</li> </ol>
Summary of planned action and who will lead on each action	<ol style="list-style-type: none"> <li>1. Create and implement a marketing and communication plan for students and employees to ensure an awareness of our Equality and Diversity practices – Marketing &amp; Communications.</li> <li>2. Measure the awareness and understanding of employees around our Equality and Diversity practices – Human Resources.</li> <li>3. Measure the awareness and understanding of students around our Equality and Diversity practices – Student Services.</li> </ol>
Who is responsible for overseeing its delivery?	Equality Officer

## 7.4 Outcome 4

<b>Equality Outcome 4</b>	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.
Evidence of need (baseline position)	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.
Indicators of success and how progress will be measured, including short, medium and long-term	Short term – Ensure training is tailored and available for both students and staff  Medium term – Ensure training is available  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.
Which part/s of the PSED is covered?	Fostering good relations & Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act
Which protected characteristics are covered?	All protected characteristics
How it aligns with institutional priorities (e.g. outcome agreement and strategic plan)	This outcome relates directly to our 3 strategic priorities: 1. Successful Students 2. Highest Quality Education and Support 3. Sustainable Behaviours
Summary of planned action and who will lead on each action	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.
Who is responsible for overseeing its delivery?	Equality Officer

