Glasgow Kelvin College

2017 Mainstreaming Report

Equality Mainstreaming Report 2017

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Foreword from the Principal

At Glasgow Kelvin College, we are committed to providing our learners, staff and stakeholders with an environment in which individuals are welcomed, valued and supported. We oppose all forms of discrimination, harassment and victimisation on any grounds and aim to provide a place where learning and working exists in an ethos that advances equality, celebrates diversity and allows everyone to achieve to their fullest potential.

We strive to embed equality in learning and teaching, and working life at the College. Our continuous professional development strategy aims to increase knowledge and understanding on equality and diversity to assist our learners and staff advance equality, challenge discrimination and foster good relations.

In our first equality outcomes and mainstreaming reports (2013-2017) we set out our vision for Glasgow Kelvin College. In that report we highlighted a range of activities and our plans that would embed equalities further into everything that we do. Since these documents were published on 30 April 2015, we have taken meaningful steps towards embedding further, equality into everything we do. The College identified areas for further development that have informed our revised Equality Outcomes for 2017 – 2021. To that end, we have focused on further improvements and the advancement of our outcomes in this report (2017 - 2021).

Mainstreaming Report – Executive Summary

The College values the diversity of its workforce and learner population and is committed to promoting equality of opportunity for all. It strives to ensure that there are no barriers to the progress of staff or learners. Glasgow Kelvin College's Values underpin its commitment to equality and diversity.

The College employee equality information provides a breakdown of the College workforce by all protected characteristics at 28 February 2017. The workforce gender balance is more in favour of female, at 51%.   The gender balance of the overall College management is more in favour of male with 38 managers, 59% and 34 female managers, 41%. The College has successfully appointed both genders into non-traditional roles over the past two years. It will continue to develop strategies to attract candidates to non-traditional roles to tackle occupational segregation. Currently 6.6% of College staff are from a black and minority ethnic background (3%) or of other White European or non-European origin (3.6%).   The number of staff with a declared disability increased from 4.9% at 31 March 2015 to 5.7% at 28 February 2017. Of its staff, 3% are Lesbian, Gay, Bisexual, Transgender or Intersex (LGBTI). A succession planning strategy has been incorporated into the College's five-year Workforce Plan and is aimed at assisting all staff within the College to prepare for future management roles, within or out with the College.

The College monitors recruitment and selection and publishes a breakdown of the recruitment and selection activity by all protected characteristics. The report contains data for the recruitment and selection process in session 2015/16. The College made a total of 57 appointments during session 2015/16 through its external and internal recruitment and selection process, of which 51% appointees were female, 49% were male; 3.5% were from a BME background; 5% had disclosed a disability; 20.4% were aged 51 or over with 3.5% aged over 60 years of age and 3.5% were LGBTI.

The planning and development processes operated by the College to actively involve and consult relevant stakeholders and to carry out equality impact assessment of all policies and procedures are detailed in the Report. In addition, an overview of the Board approach to equality, supported by a range of College policies, procedures and associated practices, is provided.

The College's Family Friendly and Flexible Working Policy and Procedure is well utilised by staff. The take up of leave entitlement by staff is monitored across all the reportable protected characteristics but only gender and category of staff are published. Both genders make use of the leave entitlement under these policies. However, during the period 1 April 2015 to 28 February 2017 more males accessed parental leave and more female staff accessed personal and domestic leave. Personal

and domestic leave covers emergencies whereas parental leave under the legislation is provided to enable staff to at spend quality time with a child.

Information gathered from exit interviews assists the College to develop or revise existing policies and procedures or address any areas of concern appropriately. This section reports a brief outline of the views of those staff who have left the College during the reporting period including a section on equality and diversity. This seeks to identify if there are any concerns or suggestions for improvement in this approach and if staff have any comment on their treatment from a discrimination or harassment perspective.

The College is committed to promoting positive employment relations as well as fairness and consistency in the treatment of individuals. The College monitors the reason for staff discipline and grievance matters when these arise. This assists it in ensuring consistent standards at work; dealing with and identifying issues; monitoring and highlighting potential areas of inconsistency or inequality of treatment. As part of this commitment, it monitors and reports the number of discipline and grievance matters on an annual basis. During the period 1 April 2015 to 28 February 2017 the College managed one formal discipline associated with gender equality and six grievances not associated with any protected characteristic.

A number of activities and actions have been undertaken or planned to assist the College meet further the three requirements of the general duty under The Equality Act 2010.

Examples include:
- participation in training such as:
  o STUC – Leadership Skills for BME Workers.
  o Value the Difference Project - Unconscious Bias; Career Coaching and People Development.
- partnership working with:
  o Close the Gap;
  o Equate
  o Coalition for Race Equality and Rights.
- a full review of the recruitment and selection strategy including
  o attraction
  o recruitment and selection
  o on boarding
  o continuous professional development

As outlined in the learner profile, it is worth acknowledging that 50% or half of the College learners reside in areas that are in 10% of the Scottish Index of Multi Deprivation (SIMD 10).

Key drivers for the establishment, development and advancement of Equality, Diversity and Inclusion initiatives are the Glasgow Kelvin College Strategic Plan 2016-2019, which underpins the commitment to embed equality, diversity, wellbeing, health, safety and inclusion in College life. The Board of Management's strategic Equality and Diversity Policy provides the overarching goals for Equality and Diversity within the College. The primary mechanisms for moving these initiatives forward, and for measuring the progress of them, is the Equality, Diversity and Inclusion Committee, which includes members of the Senior Management and the Operational Management Teams.

The College works in partnership with a number of organisations at international, national, regional and local levels. The partnership with the community college in Guntur, Andhra Pradesh in India is of particular note.   Key national partners include the Equality Challenge Unit the College Liaison Group, Equate Scotland and Close the Gap, while on a regional level there are strong ties with the John Wheatley Partnership, Glasgow Regional Equality Group and Glasgow Disability Alliance.

Good progress in mainstreaming equality and diversity since the college merger, are contained within the report. However, notable examples include:
- Provision of support to the Glasgow Chinese school which includes a Youth Access programme to support secondary school aged learners;
- The Transitions programme which is providing a different learning experience to care experienced learners;
- The Cycling Programme which is running successfully with our Additional Support Needs learners benefitting from high quality online training materials;
- Schools programmes which include the 'S2 taster programme' which provided for six hundred second year pupils an opportunity to attend taster sessions in four diverse subjects (construction, beauty, hair and engineering) to begin to tackle gender stereotypes in traditional areas of study;
- The Students' Association, which has Voluntary Officers charged with assisting in removing barriers. These voluntary posts include a Women's Officer, LGBTi Officer, ESOL Officer, International Officer, Disability Officer and Equality and Diversity Officer;
- The very successful White Ribbon campaign run by the Learner Engagement Officer with the aim of preventing gender based violence and has gained over five hundred pledges earning the college the title of the first White Ribbon College in Scotland;
- The Tea@GKC programme of events, an initiative of college staff and learners that is helping to promote good relations between learners and assist our ESOL learners gain insight into the other areas of learning within the college.

Glasgow Kelvin College

Vision Statement

Transforming Lives Through Education.

Mission Statement

Glasgow Kelvin College will enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning.

1. Introduction

This mainstreaming report seeks to demonstrate, by use of quantitative and qualitative data analysis, the progress made in the College to mainstream equalities in all the functions, policies and procedures.

Glasgow Kelvin College (GKC) was established on 1st November 2013 by the merger of John Wheatley College, North Glasgow College and Stow College. The College has over 650 employees, working across four campuses in the North and East of Glasgow and in its community learning centres.

The College is part of the multi-college Glasgow Region, comprising Glasgow Kelvin College, the City of Glasgow College and Glasgow Clyde College. The Glasgow Colleges' Regional Board is responsible for securing the coherent provision of high quality fundable further and higher education in the city, although each college has its own Board of Management, which is responsible for their own activities. The Board of Management sets the strategic direction of the College and is responsible for all College policies. It conforms to legal responsibilities as defined by the Further and Higher Education (Scotland) Act 1992.

An examination of the learners' place of residence prior to study reveals that over 79% of the College's student body are from the Glasgow City local authority area, and thus the College is one of the main providers of further education to Glaswegians.

The College offers an extensive range of full-time, part-time and evening courses delivered by four Faculties:

- Business and Creative Industries
- Community and Flexible Learning
- Engineering, Construction and Science
- Health Studies, Care and Learner Development.

Programme levels range from introductory SCQF Level 1, through to degree level SCQF level 10.

Glasgow Kelvin College creates an environment that promotes diversity, advances equality of opportunity and maximises the potential of everyone regardless of protected characteristic or background.

A significant proportion of the College's provision is geared towards specific groups of learners, people with additional support needs, learning disabilities, addiction issues, challenging behaviours, or young people who are being supported through Glasgow City Council Department of Social Work, often on a 'looked after or accommodated' (LAAC) basis. As well as the provision of vocational skills to these groups, there is

delivery of a range of personal/social development and employability skills where appropriate, as a precursor to studying on a mainstream programme or progressing to employment.

The teaching and learning approaches used in the College deliver both academic learning and the skills necessary for successful entry into employment or onto further study. Within the College there is cross collaboration between the Faculties to deliver high quality learning. The Faculties work together with the support departments within the College, to ensure learners have the input they need to be successful in their learning experience in the College.

In partnership with the Wheatley Group and many other community partner organisations, the College also provides free access to ICT learning and facilities for local residents in 37 community based learning centres across North and East Glasgow. In addition to this, the College works with local schools to deliver a comprehensive portfolio of school–college programmes.

Many subject areas are delivered across more than one campus with opportunities to study on both a full or part-time basis. This range of flexible attendance increases access for disabled people, refugees and asylum seekers and people with caring responsibilities, such as lone parents, the majority of whom are women, who may wish to access education.

The College has a significant volume of access level provision and much of this access level provision is delivered in community-based settings. This has resulted in higher than average rates of participation of learners who are resident within Glasgow. This localised delivery allows learners who may not able to access our main campuses, for example, those with disabilities who have barriers to learning such as independent travel, or because of low income, to attend classes. The partnership approach also enables the College to tailor courses for specific groups or needs identified by our partners for example, female only classes to meet race and cultural needs.

All of this highlights the breadth and depth of the College curriculum, and demonstrates its commitment to social inclusion and widening access to learning for those with protected characteristics.

2. Purpose

This report aims to make evident Glasgow Kelvin College's progress in mainstreaming the Equality Act 2010 Public Sector Equality Duty (PSED), across all college functions, processes and procedures. As a public body, Glasgow Kelvin has a requirement to

report on mainstreaming in line with the Equality Act 2010 and has specific duties to report under the Equality Act 2010(Specific Duties) (Scotland) Regulations 2016.

The aims of the general duty of the Act are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Detailed within this report is the collection and analysis of the following data:

- staff composition;
- recruitment;
- development and retention data across relevant protected characteristics; and
- how this influences our policies and training.

Glasgow Kelvin College works in areas of considerable socio-economic disadvantage and acknowledges that individuals with protected characteristics, coupled with poverty may have an even greater risk of economic disadvantage and face further disengagement from civic society.

The Equality Act 2010 states that a public body must…

"…when making decisions of a strategic nature about how to exercise its functions, have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage." Therefore, an illustration of the communities we serve and our learner cohort demonstrates that the College is helping to tackle to inequalities of outcome linked to protected characteristics and poverty.

The Equality and Human Rights Commission (EHRC) defines, in terms of mainstreaming, that "public bodies should ensure that the culture, ethos and behaviours of the institution embody equalities, and that this can be shown to improve performance and promote equality throughout its functions."

3. Equality and Diversity at Glasgow Kelvin College

Glasgow Kelvin College's approach to equalities recognises the strength of a diverse society. The College values the diversity of its workforce and learner population and

is committed to promoting equality of opportunity for all. It strives to ensure that there are no barriers to the progress of staff or learners. All staff, as representatives of the College, should adopt this approach in their own work.

Staff and learners deserve equal and mutual respect at all levels. The College expects mutual respect, cooperation and understanding from everyone involved with the College. This approach to equality in the workplace is not only good practice but ensures the delivery of a high quality service to learners and the communities the College serves.

3.1   Equality and Diversity Policy

This is the approved Policy of the Board of Management of Glasgow Kelvin College (the College) produced in partnership with management, trade unions, learners, learner and staff representatives and stakeholders.

The College is committed to providing all its learners and employees with an environment in which individuals are welcomed, respected, valued and supported. The College opposes all forms of discrimination, harassment and victimisation on any grounds and we aim to ensure that the College is a place where learning and working exists in an environment that advances equality, celebrates diversity and allows everyone to achieve their fullest potential. Its equality policies, procedures and associated practices apply to all learners, staff, partnership organisations, contractors and service providers who shall be required to comply with their requirements.

The purpose of this Policy is to communicate this commitment of the Board of Management to the promotion of equal rights and advancement of equal opportunities for all learners and staff of the College. This policy seeks to establish coordinated and positive measures to promote inclusiveness, diversity and equality in all our actions and in line with Equality legislation.

The College is committed to going beyond its obligations under the Equality Act 2010 and the Public Sector Equality Duty fully mainstreaming equality and diversity into all aspects of College life.

3.2   Mainstreaming Approach and Progress

This section will detail the College's approach to both planning for and subsequently demonstrating mainstreaming of the Public Sector Equality Duty (PSED) across its functions.

The Senior Management Team (SMT), in collaboration with the Operational Management Team (OMT), devise the strategic plan for the College, which takes

account of Scottish Government initiatives, the Regional Outcome Agreement and direction from the Board. This plan, along with the College Values and Ethos Statement, underpin the life and the work of the College and advance equality, accessibility and inclusion.

3.3   Glasgow Kelvin College Values

When the College set out to create the Values, staff and learners considered the following questions:

- What is important to you?
- Why is it important?
- What does it mean in practice?

Following on from an extensive series of workshops with staff and learner groups, the answers were collated, analysed and grouped into related categories. This information was used to form a set of core principles that was then further developed into a series of Glasgow Kelvin College core values.

Each value comes with a definition and a series of behaviours and aspirations associated with it. These are shown graphically on the Values Wheel. This represents what both staff and learners have identified as being core to working or studying at GKC.

The key value for equality is Respect – Demonstrating a commitment to listening, understanding and appreciating the views of others.

What we do:
- Challenge and eliminate harassment, victimisation and discrimination,
- Respect diversity of peoples, their ideas, belief and culture,
- Advance equality of opportunities for individuals,
- Actively seek out the views and opinions of others,
- Foster good relations by showing respect and consideration for all.

Embedding this into everyday practice in the College underpins the building of positive relationships and values the dignity and diversity of everyone working or studying in Glasgow Kelvin College.

3.4   The Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion (EDI) Committee meets at least four times a year and is led by the Vice Principal of Human Resources and chaired by the Equality, Diversity and Inclusion (EDI) Manager. The EDI Committee is responsible for the following:

- contributing to the development of and monitoring targets to take forward the Board's equality agenda;
- contributing to the development and production of the Board's Equalities Policies and Equalities Action Plans for consideration by the Strategic Management Team on an annual basis;
- assisting in the collation and production of the Board's Mainstreaming Report;
- coordinating and overseeing the equality impact assessment (EQIA) process carried out on the Board's policies and associated procedures, practices and functions both as an employer and service provider;
- monitoring the Board's progress in achieving its Equality Outcomes in relation to its obligations as an equal opportunities employer and service provider as required by the Equality Act 2010;
- identifying and contributing to the design and reviewing of training and development to support and progress the Board's equality and diversity agenda in conjunction with the Equality, Diversity and Inclusion Manager, Organisational Development Manager, Director of Human Resources and Vice Principal, Human Resources and Organisational Development;
- promoting awareness of equal opportunities issues throughout the College by identifying methods of publicity and implementing an effective communications strategy;
- ensuring through the College's systems and marketing processes, that all teaching and publicity materials promote images that reflect the full diversity of various cultures and backgrounds;
- considering Self Evaluation Reports and Operational Plans on an annual basis. An overall summary for these Reports shall be included in the Board's Mainstreaming Report; and
- contributing to responses to and analysing the Consultation Documents and Statutory Reports as required.

Every meeting in the College has a standing item to consider, as part of its agenda, equalities management and mitigate any risk to those with protected characteristics.

The EDI manager also attends faculty and support staff meetings to give direction on equality issues and support to teams when incorporating new legislation or directives into their plans.

4. Board Diversity Information

The Board of Management has 13 members, including two staff representatives elected by the academic and support staff respectively, a student representative and the College Principal. Members of the Board serve on a voluntary basis, without remuneration, take an active interest in the work of the College and attend various College events.

The Board normally meets four times a year and observers are welcome. Papers relating to the Board of Management are available on request. Minutes and other documents are published on this website after meetings.

The gender breakdown of the current Board is 31% female and 69% male. It is inappropriate for the College to publish a detailed breakdown of protected characteristics statistics for its Board Members due the sensitive nature of the data collected and the potential risk of the identification of the individuals.

There is a code of conduct in place for Board members. Board members attend regular development activities with the College including:
- Corporate Parenting Training – Who Cares? Scotland
- Gender Based Violence
- Equality and Diversity – internal and external sources.

Board Members have been invited to participate in a training programme due to be delivered by Brodies LLP on unconscious bias. They will join members of the senior and operational management team for training on the practical impact of equalities legislation; the workshop will:
- introduce the concept of unconscious bias
- explore the impact of unconscious bias on our behaviour
- discuss the legal framework which relates to equality and diversity in the workplace
- participate in case studies relating to its application
- scheduled for 21 April 2017 and 19 May 2017

In addition, the College has been offered training for Board Members in unconscious bias in decision making which will be progressed in session 2017/18.

5. Employee Equality Information: Approach and Progress

The College monitors equality across all the protected characteristics, disability, race, sex, age, gender reassignment, sexual orientation, religion and belief, marriage and civil partnership and pregnancy and maternity. Where it is inappropriate for the College to publish a detailed breakdown of protected characteristics statistics in some areas due the sensitive nature of the data collected and the potential risk of the identification of the individuals this has been identified.

The employee equality information provides a breakdown on the number and relevant protected characteristics of employees, including information on recruitment, professional development, retention and cases associated with Discipline and Grievance. The report details progress made in gathering and using employment information to better perform the PSED.

Areas monitored by the College include the profile of its workforce, job applicants, promotions, staff involved in discipline and grievance, staff uptake of training and professional development and staff remuneration.

Monitoring and analysing data, in addition to enabling the College to comply with its statutory duties under PSED, provides a number of other benefits. It assists the College to establish what is happening in practice; measure progress and impact and ensure its workforce profile is reflective and representative of the diversity of the communities it serves and society as a whole. It also enables the College to identify any barriers within its organisational structures, work practices or services and modify these accordingly to meet the duties of the PSED and the needs of its staff and stakeholders. This report provides details of the College's workforce profile over the past three years and provides information on what action has been taken in relation to the data collected for the reporting period.

As part of the College's commitment to equality and diversity, it monitors the profile of its workforce on an annual basis. This assists with the development and progression of the Board of Management's equality agenda.

To obtain the necessary data, all job applicants are asked to complete an Equal Opportunities Monitoring Form, which requests information about protected characteristics. If the applicant is successful, this data is transferred to the Human Resources Computerised Information System (HRCIS). The system enables equality data on applications, short-listing, and successful/unsuccessful appointments to be produced and analysed. The response rate to each of the protected characteristics is monitored and analysed, to assist with recruitment advertising and targeting under-represented groups.

The information gathered from these documents is recorded on the College Human Resources and Payroll Computerised Information System (HRCIS). This assists the College to produce a report on applicants and a profile of its workforce. Checking of Personal data for staff carried out on a routine basis to ensure that the information held is relevant and accurate. The information provides a datum against which future development of the College's equality agenda can be measured and progressed.

At the time of the merger, one of the key priorities for the College was to ensure that a robust HRCIS was in place. Prior to merger, each of the legacy colleges undertook an activity to collate and store personal data including data in relation to protected characteristics to ensure that the monitoring of the workforce profile was possible at an early stage. The College has continued to undertake activities to promote equalities and enhance disclosure rates for staff. It is currently exploring an online application process to enhance its data collection and reporting processes.

Glasgow Kelvin College, in its previous Mainstreaming Report, stated that it is developing its HRCIS by expanding its self-service function to enable staff to view and update their personal data. The introduction of the self-service system will be accompanied by workplace initiatives to improve disclosure rates. A programme of initiatives is currently underway and the development of these are in partnership with staff, recognised Trade Unions and external stakeholders.

The target for this self-service was session 2015/16 however resources focused on other operational areas of the system, which took priority. Access to the self-service system for personal data will be operational by May 2017. In addition, the College will further develop its computerised information systems during session 2016/17 in relation to an online Recruitment and Selection process.

5.1   Employee Profile

The data published in this report is based on staff who were employed during the following periods:

- 01.04.14 – 31.03.15 – a total of 773 staff were employed;
- 01.04.15 – 31.03.16 – a total of 699 staff were employed; and
- 01.04.16 – 28.02.17 – a total of 674 staff were employed

The College published data on its workforce on 31 March 2015 based on the staff in employment with the College on that date. For comparison purposes, the report also publishes a snapshot of staff who were in employment with the College on 28 February 2017. This data is in comparison to the snapshot taken at 31 March 2015.

Monitoring employee information allows the College to look for differences between people who share protected characteristics and those who do not, identify trends over time and investigate reasons for differences so that, where appropriate, actions to address these can be identified to ensure that the College attract and retain a talented and diversified workforce. This report will demonstrate where actions have been undertaken during the reporting period 1 April 2015 to 28 February 2017.

All staffing data is contained within appendix 2.

The staff leavers' data is on all employees who left the College between 1 April 2015 and 28 February 2017. This includes all voluntary leavers (voluntary severance, resignations, etc.), end of fixed term contracts, retirals and death in service.

Recruitment data is on all recruitment activity between 1 August 2015 and 31 July 2016. However some data on appointment, promotions and lateral moves for the early months of session 2016/17 (1 August 2016 and 28 February 2017) is included for information.

At this time, the College is currently reviewing and revising its attraction, recruitment, on-boarding and professional learning strategy with the assistance of a number of external partners. Details of this are in section 14, Recruitment and Selection.

Unless otherwise stated, all data is on headcount rather than full time equivalents (FTEs). Where there is a risk that individuals might be identified, data has not been presented and this is indicated. Information on disclosure rates is for each protected characteristic.

6. Gender – All Staff

During the period 1 April 2015 to 28 February 2017 there were no staff members who disclosed as transgender. The information on gender below is on the binary gender of male and female.

Table 1 below shows the male and female gender balance over the past three years and is based on **all** staff employed by the College during the period indicated. Part-time and fixed-term staff are those working less than 35 hours per week.

Table 1 - Gender All Staff Employed each year for the period 1 April 2014 to 28 February 2017

Gender	01.04.14-31.03.15	01.04.15-31.03.16	01.04.16-28.02.17
Female	53%	52%	52%
Male	47%	48%	48%
Female Full-time	46%	47%	44%
Male Full-time	64%	67%	64%
Female Part-time	28%	32%	37%
Male Part-time	15%	20%	21%
Female - Fixed Term	26%	21%	19%
Male - Fixed term	21%	13%	15%

The above table shows the gender split for staff employed full-time, part-time and fixed-term for comparison.

The gender balance has remained static overall. In terms of full-time staff, the figures have fluctuated slightly with staff turnover and staff requesting a reduction in the working week under the College's Family Friendly and Flexible Working Policy. Explanation of this Policy is in more detail later in this section under the section Flexible Working. The number of staff on a fixed-term contract has also fluctuated; again, detailed more fully throughout this section. In a report titled College Staffing Data 2015/16, published by the Scottish Funding Council 30 March 2017 the gender balance within the Further Education Sector was 60.7% female while in Glasgow Kelvin the female staff level was 52%.

Table 2 on the following page shows a snap shot of the gender balance of staff in employment at 28 February 2017 in comparison to a snap shot taken of staff in employment at 31 March 2015. This demonstrates that the gender balance continues to be slightly more in favour of female within the College.

Table 2- Gender Balance of staff employed on 28.02.2017 in comparison to staff employed on 31.03.2015

All Staff (Headcount)	561	671
Time Period	28.02.17	31.03.15
Gender		
Female	51.0%	52%
Male	49.0%	48%
Female Full-time	47%	46%
Male Full-time	70%	66%
Female Part-time	39%	26%
Male Part-time	19%	13%
Female - Fixed Term	14%	28%
Male - Fixed term	11%	21%

The statistics shown above demonstrate that the overall gender balance has slightly increased in terms of male staff but the College continues to employ more females than males. The percentage of full-time staff and part-time staff has increased over the two-year period for both genders but more so in relation to male staff. Part-time staffing numbers have increased particularly in relation to female staff. This is attributable to two reasons. One relates to applications for flexible working and the other to the College's Permanisation Agreement. The Permanisation Agreement is also responsibility for the number of staff on fixed-term contracts reducing for both genders.

The Permanisation Agreement reached with the College's recognised Trade Union for teaching staff; EIS (FELA) applies to teaching staff not employed on a permanent basis and staff who hold a permanent part-time contract and work additional hours over and above their part-time contractual hours. Further discussion in the section on the Permanisation Agreement.

6.1   Gender - Staff Categories

6.1.1 Management

Table 3 on the following page shows the gender balance for senior and operational managers. The balance has increased in favour of female. A further analysis of the data is contained within this section.

Table 3 - Gender Balance at 28 February 2017 in comparison to 31 March 2015

Senior/Operational Management	23	26
Protected Characteristic	28.02.17	31.03.15
Female	43%	42%
Male	57%	58%
Male Full-time	100%	100%
Female Full-time	100%	100%

6.1.2 Senior, Operational and Middle Managers

There are 72 management posts including senior management, operational management and middle management, teaching and support staff grade 7 and above. Table 4 below shows that the gender balance for management ports is more in favour of male.

Table 4 - Gender by Management at 28 February 2017

All Management	Full-time	Part-time	Adjusted Work Pattern (full-time)	Total	%
Female	31	1	2	34	46%
Male	39	0	0	38	54%

The figures are broken down further in table 5 that shows the gender balance across the levels of management is fairly even with the exception of Heads of Faculty level where the balance is more in favour of male. There has been limited turnover at this level of management with one role becoming vacant in the reporting period. A female took over this role in place of the female who left.

Table 5 - Gender Balance across levels of Managerial Posts

Management Level	Number of posts	Female	Male
Senior Management (Principal, Vice Principal and Directors)	8	4	4
Operational Management	11	5	6
Head of Faculty	4	1	3
Senior Curriculum Manager	10	4	6
Curriculum Manager	32	15	17
Middle Management - Support	7	5	2

6.1.3 Teaching Staff

Table 6 shows that the gender balance within the teaching staffing category has changed slightly with an overall increase in the number of female staff over the past two years.

Table 6 - Gender Balance for Teaching Staff at 28 February 2017 in comparison to 31 March 2015

Un-promoted Teaching Staff (Headcount)	325	426
Date	28.02.17	31.03.15
Female	46.0%	48%
Male	54.0%	52%
Female - Full-time	39.0%	35%
Male - Full-time	66.0%	60%
Female - Part-time	46.0%	28%
Male - Part-time	24.0%	14%
Female - Fixed Term	15.0%	37%
Male - Fixed term	10.0%	26%

The staffing details are broken down and explored further in this section.

6.2 Curriculum Areas – Gender Balance

Since previously reporting the gender balance at 31 March 2015, the number of Faculties has reduced from six to four. This makes it difficult to compare the data at 28 February 2017 with the previous data reported at 31 March 2015.

Table 7 illustrates the gender balance broken down by Faculty and subject area for un-promoted teaching staff.

Table 7 - Gender Balance for Curriculum areas shown as full-time and part-time staff at 28 February 2017

Faculty - Business and Creative Industries	Number of Staff	Female - Full Time	Female Part-time	Male Full - time	Male Part-time	% Female Staff	% Male Staff	Head of Faculty
Faculty Management	3	1	0	2	0	33%	67%	
Accounting, Administration & Business	18	5	10	1	2	83%	17%	
Art & Photography	15	4	4	3	4	53%	47%	
Computing	9	0	1	7	1	11%	89%	
Dance, Acting, Performance & Music Theatre	12	3	7	1	1	83%	17%	Male
Fashion & Jewellery	12	3	6	2	1	75%	25%	
Music & TV Production	5	0	3	0	2	60%	40%	
Music Business	6	1	1	2	2	33%	67%	
Sound Production	13	0	0	7	6	0%	100%	
Faculty - Community and Flexible Learning	Number of Staff	Female - Full Time	Female Part-time	Male Full - time	Male Part-time	% Female Staff	% Male Staff	Head of Faculty
Faculty Management	3	1	0	2	0	33%	67%	
Community	5	1	2	1	1	60%	40%	
Flexible Learning	6	0	4	0	2	67%	33%	Male
Wider Access - Adult Learning	7	1	2	1	3	43%	57%	

Table 7 - Gender Balance for Curriculum areas shown as full-time and part-time staff at 28 February 2017

Faculty - Engineering, Construction and Science	Number of Staff	Female - Full Time	Female Part-time	Male Full - time	Male Part-time	% Female Staff	% Male Staff	Head of Faculty
Faculty Management	4	1	0	3	0	25%	75%	
Auto & Construction Plant	9	0	0	6	3	0%	100%	
Brickwork, Painting, Decorating, Plastering	9	0	0	8	1	0%	100%	
Carpentry & Joinery	10	1	0	9	0	10%	90%	
Engineering & CAD	22	1	0	15	6	5%	95%	
Mathematics	12	3	1	6	2	33%	67%	Female
Plumbing, Renewables and Schools	6	0	0	4	2	0%	100%	
Refrigeration, Air Conditioning, Heating	10	0	0	9	1	0%	100%	
Science	14	3	5	3	3	57%	43%	
Service, Maintenance & Electrical	11	0	0	11	0	0%	100%	
Faculty - Health Studies, Care and Learner Development	**Number of Staff**	**Female - Full Time**	**Female Part-time**	**Male Full - time**	**Male Part-time**	**% Female Staff**	**% Male Staff**	**Head of Faculty**
Faculty Management	4	2	0	2	0	50%	50%	
Hairdressing & Beauty Therapy	17	5	10	1	1	88%	12%	
Hospitality	4	1	1	2	0	50%	50%	
Early Education & Childcare	7	4	3	0	0	100%	0%	
ESOL	25	5	14	3	3	76%	24%	Male
Health & Social Care	20	7	8	3	2	75%	25%	
Sport, Fitness, Outdoor Education & Community	20	1	2	5	12	15%	85%	
Support for Learning	13	4	5	1	3	69%	31%	

The data demonstrates subject areas where the gender balance is evenly spread, areas such as Art and Photography, Science, Hospitality, Music and TV Production, Music Business, Wider Access and Community Learning.

The gender balance is more in favour of one gender or the other across a number of subject areas. Of the 27 subject areas, 13 are more in favour of female and 14 are more in favour of male. This demonstrates a level of occupational segregation.

One of the curriculum areas, Early Education and Childcare has an all-female staff whereas in comparison six areas have an all-male staff complement. Five of the nine subject areas in the Faculty of Engineering, Construction and Science have an all-male staff complement these areas are traditionally male dominated occupations.

The College was successful in attracting a female member of staff into the subject area of construction eight years ago and more recently a female lecturer into engineering. Another area with an all-male staff is located in the Faculty of Business, Sound Engineering (subject area of sound production). However, this curriculum area is contracting and staff movement in this area will only be possible when staff leave through natural wastage at a future date to maintain provision.

During session 2016/17, the position of Head of Faculty, Engineering, Construction and Science became vacant and then advertised externally. An existing female member of staff who was a Senior Curriculum Manager with the College was appointed to the position. The Head of Faculty is qualified in civil engineering and worked in this industry for a number of years before taking on a teaching career. In her role as a Senior Curriculum Manager and now Head of Faculty she has been influential in working with the staff to identify and implement strategies to attract and retain female learners into the subject areas within this curriculum area.

The College has identified through its workforce profile a need to attract females and males into non-traditional occupational areas. The College is reviewing its attraction and recruitment and selection strategy in order to attract a wider candidate base from diverse backgrounds, which will include attracting males and females into non-traditional roles.

6.2.1 Permanisation Agreement

The Permanisation Agreement provides a permanent contract of employment to teaching staff who have continually worked for the College over two full academic years. There are set criteria applied and permanisation is only offered where there is a requirement for continued delivery of programmes/courses. The process of permanisation is in partnership with the Human Resources Department, the Director of Curriculum, Heads of Faculty (with line managers) and representatives of the recognised Trade Union EIS (FELA). The reduction of fixed-term contracts

and the increase in part-time contracts within the College's staffing structure for teaching staff is mainly attributable to this Agreement.

During the reporting period, 1 April 2015 to 28 February 2017, 57 staff, 27 females and 30 males, received a permanent contract based on the number of hours they had worked over two full academic years in accordance with the Permanisation Agreement.

In addition, 75 staff, 48 female and 27 male, who already hold a permanent teaching contract of employment with the College who work additional hours were also offered an increase in their contractual hours in accordance with the agreed Permanisation Agreement. This significantly reduced the number of teaching staff on a fixed-term contract. The Agreement provides the security of employment for teaching staff who continuously work for the College for two years or more.

A number of fixed-term staff have refused a permanent contract as they have employment elsewhere and the fixed-term contract provides them with the flexibility they require. The longest serving fixed-term female and male employee have both been with the College nine years.

6.3   Support Staff

Table 8 shows the gender balance within the support-staffing category has changed slightly with an overall increase in the number of female staff over the past two years.

Table 8 - Gender Balance for Support Staff at 28 February 2017 in comparison to 31 March 2015

Support Staff (Headcount)	214	239
Protected Characteristic	28.02.17	31.03.15
Female	60.0%	61%
Male	40.0%	39%
Female – Full-time	54.0%	58%
Male – Full-time	73.0%	76%
Female – Part-time	34.0%	25%
Male – Part-time	12.0%	11%
Female - Fixed Term	12.0%	17%
Male - Fixed term	15.0%	13%

The staffing details are broken down and explored further in this section.

6.3.1 Support Staff – Gender by Department

The analysis across the support functions considers 10 Support Departments. The previous Mainstreaming Report demonstrated that there was a much higher proportion of females or males in specific service areas. The comparison considers the gender balance at 28 February 2017 in relation to that on 31 March 2015 in the areas considered at that time.

Table 9 shows the comparison.

Table 9 - Support Departments – Gender Balance at 28 February 2017 compared to 31 March 2015

Department	Gender Balance at 28 February 2017		Gender Balance at 31 March 2015	
	Female	Male	Female	Male
Advice, Guidance and Admissions	70%	30%	74%	26%
Administration and Secretariat	87%	13%	90%	10%
Human Resources and Organisational Development	80%	20%	91%	9%
Student Records	67%	33%	70%	30%
Community and Information Services	66%	34%	70%	30%
Department	**Gender Balance at 28 February 2017**		**Gender Balance at 31 March 2015**	
	Female	Male	Female	Male
Facilities and Estates	7%	93%	21%	79%
ICT	6%	94%	6%	94%

Movement in the gender balance is evidenced in some support areas, traditionally weighted in favour of females as demonstrated above. In the Support Departments, however, where the balance favoured males, areas such as ICT and Estates, the balance is still heavily in favour of males and there has been little movement. The gender balance in the Estates Department has increased further in favour of male with a number of female staff having left the employment of the College and the ICT area has remained static in terms of its gender balance, there

has been limited staff turnover since 31 March 2015. The College appointed a female to the role of Service Development Manager, IT Technical Services in 2014 and this Manager is responsible for the day-to-day operation of the Department.

In addition, the College offered a temporary fixed-term contract to three learners during the summer vacation period, 1 July to mid-August to assist with the IT upgrade programme whilst learners and teaching staff were on leave. Of the learners who applied the College offered a placement to two males and one female learner. The purpose of the paid placement is to provide valuable work experience to the learners to assist them with their course and future employment.

The gender balance within some areas has altered as shown in table 9 above. Overall, however, Support Departments appear to favour one gender or the other. The figures shown in table 10 shows the gender balance as at 28 February 2017 within the Support Department, it does not include senior or operational managers.

Table 10 - Support Departments - Gender balance at 28 February 2017

Gender by Support Department	No. of Staff	Female	Male	% Female	% Male	Head of Service
Student Records	9	6	3	67%	33%	Female
Human Resources and Organisational Development	10	8	2	80%	20%	Female
Advice, Guidance and Admissions	27	19	8	70%	30%	Female
Administration and Secretariat	31	27	4	87%	13%	Female
Estates	28	2	26	7%	93%	Male
Information Services (including Learning Network)	3	1	2	33%	67%	Male
ICT Technical	17	1	16	6%	94%	Male
Marketing	5	4	1	80%	20%	Male
Business Development	13	10	3	77%	23%	Male
Library	12	11	1	92%	8%	Male
Finance (including Bursaries)	17	14	3	82%	18%	Male
Youth Access	29	19	10	66%	34%	Male

The College monitors its staffing profile to enable it to develop and adapt its recruitment and selection strategy. A fuller explanation is in the report under Recruitment and Selection.

6.4   Flexible Working

The College has in place a Family Friendly and Flexible Woking Policy developed in partnership with its recognised Trade Unions, staff and other stakeholders and introduced in March 2015.

Under this Policy, staff may request a change to their working pattern on a permanent or temporary basis. Table 11 shows the number of requests that the College has received, broken down by gender over the past three years.   If a request has to be refused for operational reasons, the College works with the employee to come to an arrangement that is suitable to both parties. The College has managed and approved all applications for flexible working to date.

Table 11 - Applications granted for flexible working broken down by gender

Year	Male	Female
01.4.14 – 31.03.15	1	4
01.04.15 – 31.03.16	0	3
01.04.16 – 28.02.17	3	12

On monitoring the impact of the Policy over the past two years, the College identified that it had received few requests for flexible working under its Family Friendly and Flexible Working Policy from staff.

The College undertook a promotion campaign to raise awareness of the Policy and its benefits to staff of altering the working week to support staff with caring, parental and work life balance. This has resulted in an increase in the utilisation of the Policy. Whilst the promotion campaign has resulted in more applications from females, there is still a lack of take up from male staff.

In accommodating the request for part-time working, this subsequently results in the requirement for further part-time posts and increases the number of part-time roles within the College.

The College continues to promote the Policy and its benefits to all staff. There were six requests received from female members of staff after their return from a period of maternity leave to their existing role but on a reduced contact. The College agreed to

the application on a temporary basis to provide time for the employee to establish if the change suited their needs.

The Family Friendly and Flexible Working Policy in many areas exceeds the statutory entitlements under the legislation in terms of leave for staff. The number of staff who applied for leave, paid and unpaid under this policy is detail further in section 18, Policies and Procedures section of the report.

6.5   New Starts, Promotions and Lateral Moves for Session 2015/16

The College advertises jobs with an equality statement to encourage applicants from a diverse candidate base. It also advertises jobs as open to flexible working and promotes a wide range of flexible working practices within its Family Friendly and Flexible Working Policy.

During session 2015/16, the College advertised 52 posts, 19 Teaching, 30 Support and 3 Senior and Operational Management for which it received 505 applications, 62% female and 38% male. The College made 57 appointments of which there were 29 females and 28 males.

Table 12 below shows the percentage of applications and appointments for internal and external posts broken down by gender.

Table 12 - Applications and Appointments broken down by Gender

All Vacancies	Female (including trans woman)	Male (including trans man)
All Applicants	62%	38%
All Shortlisted Applicants	61%	39%
Total Appointments	51%	49%
External Applicants	64%	36%
Internal Applicants	55%	45%
External Shortlisted Applicants	61%	39%
Internal Shortlisted Applicants	54%	46%
External Appointments	56%	44%
Internal Appointments	44%	56%

Of the 52 posts, 32 advertised externally and 20 advertised internally. There was no appointment to six of the roles advertised, of which one role was support (internal advert) and five were teaching (external adverts). The College made 57 appointments, 61% of female applicants were shortlisted for interview in comparison to 39% of male applicants. Of the appointments, 51% were female and 49% were male.

Table 13 below shows the number of roles, which advertised externally in session 2015/16. Of the 32 external posts advertised, the College received 445 applications, 283 females and 162 males.

Of the 283 female applicants, 37% were shortlisted in comparison to 35% of the 162 male candidates. Of the female candidates, interviewed 17% were appointed in comparison to 25% of the male candidates. Five external posts did not result in an appointment.

Table 13 - External Vacancies for Session 2015/16

External Vacancies	Female (including trans woman)	Male (including trans man)	Female (including trans woman)	Male (including trans man)
Applicants	283	162	64%	36%
Shortlisted Applicants	106	56	65%	35%
Appointments	18	14	56%	44%

Of the 32 appointments made associated with the external advertisements five individuals were already in employment with the College. The appointments resulted in existing staff gaining a promotion (three male and two female).

Internal adverts are required to address staffing needs for vacant posts such as those associated with cover for sickness absence, maternity leave, for specific projects or to cover vacancies to ensure service continuity whilst there is a review of a Departmental or Faculty structure. In addition, where a restructure has taken place there is sometimes the need to advertise posts exclusively within the College or Department to redeploy staff or avoid surplus staffing.

Table 14 over the page shows the internal vacancies for session 2015/16. The 21 adverts circulated internally within the College resulted in 25 appointments.

Table 14 - Internal vacancies for Session 2015/16

Internal Vacancies	Female (including trans woman)	Male (including trans man)	Female (including trans woman)	Male (including trans man)
Applicants	34	28	55%	45%
Shortlisted Applicants	27	23	54%	46%
Appointments	11	14	48%	52%

Of the 25 internal appointments:

- Four fixed-term posts advertised to College learners. These appointments offered learners the opportunity to gain work experience through paid employment. The College appointed two female and two males. Six posts advertised provided a lateral move for staff into a different role or Department, five female (three staff gained permanent employment) and one male.

- Seven appointments provided an acting opportunity in a higher position for staff in their own Faculty or Department within the College. Of the seven staff appointed, two were female and five male.

- Six posts advertised provided a lateral move for staff into a different role or Department, five female (three staff gained permanent employment) and one male.

- Eight appointments related to internal promotions as a result of a restructure within the Department or Faculty where posts were regraded due to changes in the role, two female and six males were appointed (the five of the male appointments were due to a restructure in Estates and ICT which are male dominated Departments).

6.5.1 Promotion and Career Direction

In addition to the promotions in 2015/16 outlined above, a further five staff have been promoted through internal or external advertisements during session 2016/17.

The total number of staff promoted on a permanent or acting basis for the period 1 April 2015 to 28 February 2017 is 25. Of the 25 staff appointed to a promoted or acting post there were 10 females and 15 males.

There was a higher percentage of male staff promoted during this reporting period; however, seven of the appointments were part of a restructure process within two support Departments the Estates and ICT Technical Services, which have more male staff.

Including the appointments made in 2015/16 and up to 28 February 2017, female staff have been appointed to the following roles:

- Director of Corporate Services
- Director of Curriculum
- Head of Faculty – Engineering, Construction and Science
- Senior Curriculum Manager – Community and Flexible Learning
- Curriculum Manager – Health Studies, Care and Learner Development (Acting)
- Curriculum Manager – Health Studies, Care and Learner Development
- International Support and Commercial Development
- Finance Manager
- Team Leader – Administration
- Team Leader – Bursaries (Acting)

The College has been successful in attracting female and male staff into non-traditional occupations in some areas within its staffing structure. These include female staff into ICT Technical Services, Science, Technology, Construction, Engineering and Maths and males into Hairdressing, Administration, Student Records and Advice, Guidance and Admissions. The number of female staff in managerial positions has also increased. Monitoring the gender balance and occupational segregation of roles within its workforce profile has led the College to develop and identify strategies to advance gender equality and address further occupational segregation across its staffing complement.

6.6   Addressing Occupational Segregation

To address Occupational Segregation the College, for example, is working in partnership with:

- **Close the Gap**

  Close the Gap works in Scotland on women's participation in the labour market. Partners include the Scottish Government, Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland, Equality and Human Rights Commission, and Scottish Trades Union Congress.

  On the 7th December 2016, the College met with a representative from Close the Gap. Close the Gap assisted the College by:

- carrying out an overview of the College's existing PSED publications and providing feedback on the strengths and opportunities for development which has assisted it to develop future reporting and approaches;
- providing documentation and guidance to assist in the development of the College's revised PSED publications; and
- reviewing of the outcome of the College's equal pay audit.

The outcome of these activities will inform further the development of the College's approach to gender equality.

- **Equate Scotland**

  Equate Scotland was established in 2006, Equate Scotland is Scotland's expert in gender equality throughout science, engineering and technology. Their vision is of a progressive Scotland where women can contribute equally to advancements in these areas and have fair access to the jobs of the future. Equate Scotland has offered to assist the College to undertake a review of its website, marketing information, recruitment and selection materials and other written materials including the design and the use of language.

  College representatives (Human Resources, EDI Manager, Marketing Manager and the Head of Faculty for Science, Engineering and Construction) met with a representative of Equate to discuss how it could work in partnership to advance gender equality in terms of both learners and staff. In advance of the meeting, the College provided some materials for review including some course descriptions, recruitment adverts, policies and practices (students and staff). Equate also considered the College website which forms part of its recruitment process for staff and learners.

  Equate has provided the College with feedback which will inform the current review and revision of its recruitment and selection strategy, marketing, its website and associated documentation for learners and staff. The document makes some recommendations but the overall comments received from Equate are:

  Equate:
  - "*Overall you're clearly doing considerable work on gender and it's great to see consistency and strong partnerships with organisations like Close the Gap. It's also especially heartening to see a women's network.*

  - *The main issues with language are around formal tone and important information missing at the job/course description stage (people with*

protected characteristics have the odds stacked against them and so will deselect themselves quickly)."

6.7   Leavers

There were a total 183 leavers during the reporting period. Table 15 undernoted shows the number of leavers broken down by gender whilst table16 shows the reason for leaving.

Table 15 - Staff Leavers by Gender

Gender	183 staff
Female	55%
Male	45%
Female – Full-time	28%
Male – Full-time	43%
Female – Part-time	15%
Male – Part-time	16%
Female - Fixed Term	57%
Male - Fixed term	41%

Table 16 - Staff Leavers by Reason and Gender

Reason	Number of Staff	Female	Male
Contract expired	67	39	28
Resignation	39	29	10
TUPE	37	15	22
VS	30	13	17
Retired	8 (4 x Ill Health)	4	4
Deceased	1	0	1
Capability	1	1	0

The highest percentage of staff left due to the expiry of a fixed-term contract. The College employs a number of fixed-term staff, both teaching and support to address service demands. These contracts are essential in enabling the College to address

the fluctuations in service, cover sickness absence, deliver short-term teaching programmes and deliver externally funded projects. In addition, at the time of merger, a number of fixed-term contracts were in place to cover vacancies within the College staffing structure for a period to provide the necessary time required to assess staffing needs and structures going forward for the new College.

The second highest reason for leavers was voluntary resignation. This was mainly associated with staff finding alternative positions with 51% of those leaving holding a fixed-term contract, followed by full-time staff 33% and then part-time staff at 16%.

The College since merger has experienced further staff changes because of the Regional Curriculum and Estates Review approved by the Glasgow Colleges Regional Board. Activity delivered by Glasgow Kelvin College in relation to six curriculum areas transferred to the City of Glasgow College (five curriculum areas) and Clyde College (one curriculum area). This involved 37 staff transferring under the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) during academic years 2014/15 and 2015/16 to City of Glasgow College or Glasgow Clyde College.

6.8   Retention

Of full-time staff, the longest serving member of female staff had 38 years' service, with an average of 13 years. The longest serving male member of staff had 39 years' service with an average of 11 years.

The longest serving female member of staff on a part-time contract had 29 years' service with an average of 8 years' service. The longest serving male member of staff on a part-time contract had 31 years' service with an average of 6 years' service.

6.9   Pregnancy and Maternity Leave

The College sought to create one maternity leave scheme for Glasgow Kelvin College at the time the three colleges merged. When considering the existing schemes for Stow, North Glasgow and John Wheatley College, there was one scheme for support staff and one for teaching staff, within each of the three legacy colleges. Both schemes offered benefits financially depending on the salary of the staff member. If the Glasgow Kelvin College had adopted the support staff, maternity leave scheme for all staff this would financially disadvantage staff within a certain salary band and the same was true of the teaching staff maternity leave scheme.

Therefore, the College consulted on, and agreed, a two-tier maternity leave scheme with its recognised Trade Unions at the time of merger. Staff now have a choice as to which tier is financially more viable for them.

From 1 April 2015 to 28 February 2017, 21 staff took a period of maternity leave.

In accordance with the legislation, staff can take leave up to a maximum of 52 weeks maternity leave. The College currently complies with the legislation in terms of financial benefits.

Considering the maternity leave taken by staff in more detail, it shows whether the staff member added additional paid leave onto the end of the period of their maternity leave including parental leave or annual leave to extend the paid period. It also shows whether the staff member returned full-time, part-time or chose not to return to work.

Of the staff who accessed maternity leave the amount of leave taken was as follows:

- 9% of staff took between 4 and 6 months' maternity leave and added on paid parental leave or accrued annual leave to extend the period of absence;

- 48% of staff took between 7 and 10 months' maternity leave with 44% of those staff adding on parental leave or accrued annual leave to extend the period of absence; and

- 43% of staff took the full maternity leave entitlement with 44% of those staff adding on parental leave or accrued annual leave to extend the period of absence.

Three members of staff who were either pregnant or absent on maternity leave were offered a permanent part-time contact or an increase in their part-time contractual hours under the Permanisation Agreement for teaching staff.

All staff returned to their previous role. Six members of staff who were full-time requested a return to work on reduced hours. These requests were granted. One member of staff chose not to return to work and resigned.

 Staff were invited to participate in 'keeping in touch days' by their line manager. Many participated in College events, team activities and team meetings during their leave. The College arranged upon request for breast feeding facilities. In addition, pregnant employees had access to an online training package for expectant and new mothers. All staff underwent a risk assessment in relation to the pregnancy and adjustments made where appropriate

The College invited a number of staff to feedback on their experience of the maternity leave policy, process and support to assist it to improve its approach. Overall staff were very positive about their experience and the conditions offered to them under the Maternity Leave Procedure.

Examples of feedback from staff include:

Staff member 1:

> *"In terms of my maternity leave I was well informed about my entitlements and the process through meetings and letters and felt any queries were quickly responded to. I feel that the pay entitlements are generous.*
>
> *I was very well supported by colleagues and the College during my pregnancy including taking time for midwife appointments and had a number of risk assessments completed at different stages during my pregnancy. In particular on my return to work I felt very supported by my colleagues.*
>
> *Although I did not use any keeping in touch days, through my own choice, I was kept informed of College activities through the staff briefings, which were sent to me on a monthly basis.*
>
> *I felt really supported in terms of the leave provisions I could use after my maternity leave ended and used a mixture of annual leave and parental leave before returning to work."*

Staff Member 2:

> *"The maternity leave provisions were as sufficient as it could be. I was well informed and provide with a detailed account of payments and dates through the maternity leave.*
>
> *My colleagues throughout the College supported me in many ways.*
>
> *During my maternity leave I used 'keeping in touch' days which was very informative as the College was going through the merger process.*
>
> *I felt I was supported and informed on my return as I had returned a different campus, departmental structure and a new team leader/line manager. I was clearly updated by my line manager about the College's progress during my maternity leave.*
>
> *Human Resources informed me of all entitlements and facilities that were available. Human Resources were extremely helpful and informative."*

6.10 Paternity Leave

Nine staff applied for paternity leave under the College's Family Friendly and Flexible Working Policy. There were ten periods of paternity leave during session 2015/16 involving nine staff. Of the nine staff who took leave, all took the two-week period. It comprised of eight males and one female (who took two periods of leave).

6.11 Professional Development

6.11.1 Teaching Staff Qualifications

The College offers a wide range of professional development to all staff. Provision and access is monitored by protected characteristics to ensure all staff have equity.

Teaching staff have access to a formal teaching qualification. The Teaching Qualification for Tertiary Education (TQFE) or equivalent is required to progress to more senior positions within the promoted teaching structure.

The College agreed to support 12 teaching staff through the TQFE in each academic years 2014/15 and 2015/16. In academic year 2016/17 due to financial constraints, the College is supporting eight staff through the TQFE.

Access to the TQFE was based on the number of staff who possessed the qualification within each subject area to ensure that sufficient qualified staff where spread throughout the curriculum. Subject areas, which had limited staff who possessed the qualification this area was prioritised. The College monitors access to the TQFE across the protected characteristics.

In session 2014/15, 80% of female staff held the TQFE qualification or equivalent in comparison to 82% of male staff. In session 2015/16, the percentage of female staff who held a TQFE rose to 84% in comparison to 74% of male staff.

In order to prepare staff for progressing to the TQFE, the College offered to support 30 staff per session through the Professional Development Award (PDA) in Teaching Practice. It also offered staff development for Learning and Development (L&D) units for assessor and verifier awards. Staff were actively encouraged by their Curriculum Manager to participate in the development activities on offer.

Table 17 below shows the number of staff supported through each qualification for each academic session.

Table 17 - Number of staff by gender supported for a teaching qualification shown in each academic year

Qualification	2014/15		2015/16		2016/17	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
TQFE	5	7	3	9	5	3
PDA	4	19	13	18	2	8
L and D	10	9	8	7	5	1

6.11.2   Staff Development

The College delivered a range of professional development events in house, which are open equally to all staff, full-time, part-time and fixed-term. The events are a mix of activities delivered by external providers and internally by College staff. Internal events provide staff with the opportunity to share their experience through delivering sessions to their colleagues.

The College developed and delivered in house a range of management development programmes including Managing Attendance and Coaching for Performance for first line managers and above. The College also invited representatives of its recognised Trade Unions to attend the training.

The College operates a Professional Development Review process that involves the line manager and the employee agreeing areas for development to be progressed throughout the forth-coming session. As part of that process in session 2015/16, the College supported a number of applications from staff at all levels to attend external events.

Both internal and external events covered a wide range of areas and were aimed directly at supporting staff develop personally and/or professionally. Table 18 below shows the gender split in terms of the 90 approved applications received and granted for development activities in session 2015/16 and 2016/17.

Table 18 - Number of Applications Received and Granted for session 1 April 2015 to 28 February 2017 broken down by gender for external events

1 April 2015 – 28 February 2017 – 90 Approved Applications	
Female	**Male**
55	35

6.11.3   Personal and Professional Development Fund

The College operates a Personal and Professional Development Fund, which invites staff on an annual basis to bid for financial support to undertake a qualification to support their personal or professional development. The fund is open to all staff and a panel consisting of representatives of management and the Trade Unions considers bids.

Where a qualification is identified as an essential as part of the employee's role and beneficial to service delivery financial support is provided.

In session 2015/16, 28 staff, 12 female and 16 male, received support to undertake a recognised qualification. The qualifications ranged from a single unit with an Open University to Master's Degree level.

In session 2016/17 a further 13 staff were supported to undertake a recognised qualification, seven female and six males (this excludes four males who were supported into the second year of their studies).

6.12   Disciplinary and Grievance Cases

6.12.1   Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure involving male and female. Of the four cases, after a thorough investigation, only one case proceeded to a formal hearing and the matter related issues associated with gender, appropriate training undertaken.

6.12.2   Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. The matter did not relate to gender equality.

7. Race

7.1 Ethnic Origin – All Staff

Table 19 over the page shows the ethnic origin of the College's workforce over the past three years and is based on **all** staff employed during the period indicated.

Table 19 - Ethnic Origin of All staff employed during the reporting period each year since 1 April 2014 up to 28 February 2017

All Staff (Headcount)	773	699	674
Protected Characteristic	01.04.14-31.03.15	01.04.15-31.03.16	01.04.16-28.02.17
UK White	88.0%	88.7%	90.1%
White Other European	3.1%	3.6%	3.1%
White Non-European	0.5%	0.4%	0.3%
Black and Minority Ethnic	3.4%	3.3%	3.1%
Indian	0.5%	0.6%	0.4%
Pakistani	1.2%	1.1%	1.0%
Chinese	0.1%	0.1%	0.1%
African	0.9%	0.4%	0.4%
Black Caribbean	0.1%	0.1%	0.0%
Any Mixed or Multiple Ethnic Group	0.4%	0.6%	0.6%
Other Ethnic Group	0.1%	0.1%	0.4%
Prefer not to answer	0.6%	0.7%	0.6%
Non disclosed	4.4%	3.4%	2.8%

The number of staff in employment with the College from a black and minority ethnic (BME) background remained relatively static. The number of responses recorded as *prefer not to answer and non- disclosed* continued to reduce over the sessions. This may be attributable to:

- the progress made in developing the culture of Glasgow Kelvin College after the merger of the legacy colleges, which has increased staff confidence and trust in the College as an employer; and

- a number of promotional activities and events related to advancing equality with in the College conducted over the past two years, which aimed to improve the level of disclosure within the existing staff cohort.

Table 20 below shows a snap shot of the ethnic origin of staff in employment at 28 February 2017 in comparison to the snap shot taken of staff in employment at 31 March 2015.

Table 20 - Ethnic Origin of Staff employed on 28.02.2017 in comparison to Staff employed on 31.03.2015

Number of All Staff by headcount	561	671
	28.02.17	**31.03.15**
UK White	93.2%	85.0%
White Other European	3.1%	3.3%
White Non-European	0.5%	4.0%
Black and Minority Ethnic	3.0%	3.0%
Indian	12.5%	20.0%
Pakistani	31.3%	35.0%
Chinese	0.2%	5.0%
African	12.5%	15.0%
Black Caribbean	0.0%	5.0%
Any Mixed or Multiple Ethnic Group	31.3%	0.0%
Other Ethnic Group	6.3%	20.0%
Prefer not to answer	0.2%	0.7%
Non disclosed	0.0%	1.6%

There were 16 BME staff in employment with the College at 28 February 2017, which is 3% of the workforce. The ethnic origin of these staff is further broken in the table above. The College has a diverse range of ethnic origins across its BME staff. In the College Staffing Data 2015/16 report, the number of BME staff employed within the Further Education sector was reported as 1.6% and at a National level this is 4%.

The data appears to indicate that percentage of staff, with a BME background, in employment at 28 February 2017 in comparison to 31 March 2015, has remained static. Further analysis of the information however when considering new starts and leavers demonstrates that there has been a level of turnover of staff from a BME background during this period.

The number of staff from a White Other or White Non-European background has increased slightly when comparing the data for the two dates.

The College at 28 February 2017 employed 16 staff from a BME background in comparison to 21 staff at 31 March 2015**.**

7.2   Staff Categories by Ethnic Origin

Currently the posts held by BME staff are concentrated in grades 2 to 5 within the support staff category and at Lecturer level, Grade 6 within the teaching staff category.

The percentage of BME staff at each level is undernoted:

- 19% - Grade 2
- 0% – Grade 3
- 6% – Grade 4
- 12.5% - Grade 5
- 62.5% – Grade 6 (teaching)

Table 21 shows, which Departments or Faculties the roles held by White European or Non-European staff, are located broken down by gender and full-time or part-time, the figures do not include senior or operational managers.

Table 21 - Departments or Faculties where White European or Non-European staff are located at 28 February 2017

Support Department	Number of White European or Non-European Staff	Gender	Full or Part-Time
Administration and Secretariat	3	2 Female 1 Male	Full-time
Advice, Guidance and Admissions	2	1 Male 1 Female	Part-time
Student Records	1	Female	Full-time
Engineering, Construction and Science: Science	1	Male	Full- time
Business Development	1	Male	Full- time
Finance	1	Female	Full-time
Library	2	Female	1 Full-time 1 Part-time
Faculty	**Number of White European or Non-European Staff**	**Gender**	**Full or Part-Time**
Engineering, Construction and Science: • Engineering and CAD	1	Male	Full- time
Business and Creative Industries: • Art and Photography • Music Business	2	1 Female 1 Male	Part-time Part-time
Health Studies, Care and Learner Development: • Health and Social Care • Support for Learning • ESOL	1 2 5	1 Male 2 Male 1 Male and 4 Female	Full-time 2 Part-time 5 Part-time

Table 22 shows which Departments or Faculties, the roles held by BME staff are located broken down by gender and full-time or part-time.

Table 22 - Departments or Faculties where BME staff are located at 28 February 2017

Support Department	Number of BME Staff	Gender	Full or Part-Time
Administration and Secretariat	2	Female	1 full-time and 1 part-time
Advice, Guidance and Admissions	1	Male	Full-time
Student Records	1	Male	Full-time
ICT Technical Services	1	Male	Full-time
Faculty - Community and Flexible Learning: • Flexible Learning • Wider Access	2	Male	Full-time
Faculty	**Number of BME Staff**	**Gender**	**Full or Part-Time**
Engineering, Construction and Science: • Engineering and CAD • Mathematics • Science	2 2 1	Male Male Female	2 Full-time 2 Full- time 1 Part-time
Community and Flexible Learning: • Wider Access	2	1 Female 1 Male	Part-time Part-time
Health Studies, Care and Learner Development: • Early Education and Childcare • Health and Social Care	1 1	Female Female	2 Part-time

In relation to the support staff roles held by BME staff there is one full-time female and one part-time female. The part-time position is the result of the employee requesting a reduction in their working hours under the Flexible Working and Family Friendly Policy.

There are BME or white European and non-European staff across all of the Faculties and eight of the Support Departments.

During the reporting period, 1 April 2015 to 28 February 2017, in accordance with the Permanisation Agreement for teaching staff 57 staff received a permanent contract based on the number of hours they had worked over two full academic years. Of the 57 staff, there were six BME staff, four female and two male; and three staff, two male and one female, from a White European or White non-European background. The staff concerned will continue to be offered an increase in permanent hours each year under the Agreement criteria, until they reach full-time hours or they choose to remain working part-time.

In addition, 75 staff, who already hold a permanent teaching contract of employment with the College who work additional hours were also, offered an increase in their contractual hours in accordance with the agreed Permanisation Agreement. This included four BME staff, three women, one male, and one White European male. The Agreement provides the security of employment for teaching staff who continuously work for the College for two years or more.

The University and College Union (UCU) published a report in February 2016 titled '*The experiences of Black and Minority Ethnic staff in further and higher education*' which is based on the outcome of a survey undertaken in the Spring of 2015. The introduction states:

"UCU surveyed its black members to chronicle their lived experiences of working in post-school education. UCU is the largest trade union and professional association for academics, lecturers, trainers, researchers and academic-related staff working in further and higher education throughout the UK.

Respondents were asked to think about scenarios at work and rate associated statements in accordance with their own experiences. Those scenarios and statements related to their personal experiences of progression and promotion…"
The key findings of the survey undertaken by the USC, focusing on promotion, based on the responses from staff from the Further Education Sector in the UK reported that respondents:

- Had faced barriers to promotion (90%);
- Not been fully informed of the process for promotion (52%);
- Had not been fully supported by senior colleagues or managers to progress their career (59%); and
- Did not see a positive future for their career with their current employer (52%).

The College similar to many Further and Higher Education institutions has a lack of BME staff at levels that are more senior across its structure. The College has initiated a number of steps to support the promotion and progression of its existing and future BME staff going forward. Details are contained in the next section, which considers new starts, promotions and lateral moves in relation to BME candidates and staff.

7.3 New Starts, Promotions and Lateral Moves

During session 2015/16, the College received 505 applications for 52 posts. Of the 505 applications, received 5.74% were from applicants from a BME background and 4.75% were from with other European or non-European applicants.

Table 23 shows a breakdown of internal and external applicants categorised by ethnic origin.

Table 23 - Applications and Appointments broken down by Ethnic Origin

All Vacancies	BME	Other Mixed	Other White	UK White	No response	Prefer not to answer
All Applicants	5.74%	0.00%	4.75%	78.81%	10.10%	0.59%
All Shortlisted Applicants	3.77%	0.00%	3.30%	82.55%	9.91%	0.47%
Total Appointments	3.51%	0.00%	5.26%	89.47%	1.75%	0.00%
External Applicants	5.84%	0.00%	4.72%	78.65%	10.11%	0.67%
Internal Applicants	5.00%	0.00%	5.00%	80.00%	10.00%	0.00%
External Shortlisted Applicants	4.32%	0.00%	2.47%	82.10%	10.49%	0.62%
Internal Shortlisted Applicants	2.00%	0.00%	6.00%	84.00%	8.00%	0.00%
External Appointments	3.13%	0.00%	3.13%	93.75%	0.00%	0.00%
Internal Appointments	4.00%	0.00%	8.00%	84.00%	4.00%	0.00%

In comparing, those invited for interview and those appointed by BME, Other White European or White Non-European and UK White, the data shows:

- of the BME applicants, 28% were invited for interview with 25% of those being appointed;

- of the Other White European or Non-European candidates 29% were interviewed with 43% of those being appointed; and

- of the UK White candidates, 44% were interviewed with 29% of those appointed.

The data by external adverts and internal adverts is shown below. Table 24 shows the data for external adverts. Of the 32 appointments, 3% were BME, 3% were White European or White non- European and 94% were UK White. The College is currently working in partnership with external partners to develop further its attraction, recruitment, selection and retention strategy to encourage BME employees into its employment. This is detailed further in the section, Activities and Actions.

Table 24 - External Applicants broken down by ethnic origin

External Vacancies	BME	Other Mixed	Other White	UK White	No response	Prefer not to answer
Applicants	5.84%	0.00%	4.72%	78.65%	10.11%	0.67%
Shortlisted Applicants	4.32%	0.00%	2.47%	82.10%	10.49%	0.62%
Appointments	3.13%	0.00%	3.13%	93.75%	0.00%	0.00%

Table 25 shows the data for internal staff movement. Of the 25 appointments, 4% were BME, 8% were White European or White non- European and 84% were UK White.

Table 25 - Internal Applicants broken down by ethnic origin

Internal Vacancies	BME	Other Mixed	Other White	UK White	No response	Prefer not to answer
Applicants	5.00%	0.00%	5.00%	80.00%	10.00%	0.00%
Shortlisted Applicants	2.00%	0.00%	6.00%	84.00%	8.00%	0.00%
Appointments	4.00%	0.00%	8.00%	84.00%	4.00%	0.00%

Staff have applied for and been successful in relation to lateral moves to secure permanent employment or an alternative position within the College's structure. Data analysis however demonstrates that of the BME staff employed by the College none of the staff in the past two years has applied for a promoted position where this opportunity has arisen.

The College is implementing a number of specific initiatives aimed at:

- attracting BME applicants; and
- developing further support for BME staff to improve internal progression and promotion.

7.3.1 Advancing Race Equality

Some of these specific initiatives are as follows:

- **Coalition for Racial Equality and Rights**

   The College worked with the Coalition for Racial Equality and Rights (CRER) to look its approach on race equality in a number of areas (including, for example, revising its Equality Outcomes for 2017). As part of this broad programme of work, the College wanted to hear the views of its BME staff who may have personal experience of race equality issues.

   In addition, the College specifically sought feedback from staff on their perception on whether there are barriers to their career progression, and if so, in their view what are these. It wished to identify what support could be put in place if there are personal barriers (personal or professional development, family commitments where additional flexibility for work or study may have an impact) or if potential barriers related to the College (lack of professional development available, lack of career structure, lack of support from management). The College also sought feedback on what steps it could take to remove or assist to overcome these barriers.

   BME staff attended a focus group to discuss their experience in working at the College with a representative from CRER.

   The discussion at the session was completely anonymised and confidential and CRER fed back employee's experience of working at the College, the areas where it does well and areas where it can improve. The views of staff will help to influence directly what the College does. Staff were encouraged to identify some innovative ideas / constructive suggestions to assist with the decision making process in the review of its recruitment, selection and retention strategy.

   The purpose of the session was to assist the College to address any issues that are specific to the individual, and the College as an employer. Although the discussion was largely unstructured and informal, staff were invited to discuss the following areas in addition to career progression out lined above:

- *What do you think are the key race equality issues for the College? How is the College currently tackling these?*
- *Do you have any ideas for how the College could raise the proportion of minority ethnic people working here? How could we improve our attraction strategy?*
- *Do you have any other ideas for things the College could do to promote race equality as an employer?*
- *Do you have ideas for things the College could do to promote race equality as a service provider / for students?*

Feedback provided will assist the College to address any issues highlighted working in partnership CRER.

CRER also assisted the College by carrying out an overview of the College's existing PSED publications. It provided feedback on the strengths and opportunities for development, which assisted it to develop its future reporting and approaches. The College considered the PSED Guidance Publication produced by CRER when developing its PSED documentation 2017 – 2019 and further development its approach to race equality going forward.

CRER has also agreed to assist the College in the review of its recruitment and selection documents and processes. This evaluation will take place in April/May 2017 to inform further development in this area.

- **The Scottish Trade Union Congress (STUC)**

The Scottish Trade Union Congress (STUC) Black Workers Committee developed a two-day cross union 'Leadership Skills for BME Workers' through the Scottish Union Learning 'Leadership Development Fund' and supported by Prospect. This was open to members of all unions.

The programme was aimed at assisting those now and in the future to develop leadership skills; it was targeted specifically at black workers across Scotland.

On behalf of the STUC, the College circulated the opportunity to its entire BME staff and actively encouraged participation. Two of the College's male BME staff volunteered to participate.

- **Equality Challenge Unit - Supporting Workforce Diversity Project**

Both the Director of Human Resources and the Equality and Diversity Manager are involved in a project with the Equality Challenge Unit, focusing on staff.

Membership of this project enables colleges to share experiences, data, approaches and resources.

As part of a project titled *Supporting workforce diversity: progressing staff equality in colleges*, the Equality Challenge Unit (ECU) has offered support to colleges in Scotland that are seeking to increase progression opportunities of underrepresented equality groups within their staff. There is an opportunity for up to six colleges to take part in the project. The project aims to establish a baseline of equality for college staff and support improvement for any challenges identified.

The project overall is overseen and supported by an advisory group made up of representatives from EIS (FELA), Colleges Development Network, Scottish Funding Council, and college staff with responsibility for equality and diversity, and human resources.

The advisory group identified three key areas of work:
- o Data collection, monitoring and use.
- o Staff experience, flexible working and adjustments.
- o Progression routes and influencers in relation to disability, race and sex.

In addition, the matter of improving 'disclosure' is on the remit of the group.

The College submitted an application to participate in the project, fully supported by the Principal and the Senior Management Team. It was successful in its application.

Representatives from the College who will work in partnership with ECU include the:
- o Director of Human Resources;
- o Head of Faculty, Business and Creative Industries;
- o Equality and Diversity Manager;
- o Organisational Development Manager; and
- o EIS/FELA – Equality and Diversity representative.

The College will focus on advancing race equality. The project will fit with the range of work the College has done, and continues to do with other agencies.

Of the other colleges involved in the project two will concentrate on gender, one on race (a total of two including Glasgow Kelvin) and one on disability. One college has yet to identity the protected characteristic, which they wish to advance.

The colleges involved in the project will share data, resources and practice. The project will consider promotion and positive action strategies to advance equality in the protected characteristic identified by each college. However, the learned practice can be applied across all protected characteristics.

7.4   Leavers

There were a total 183 leavers during the reporting period. Table 26 undernoted shows the number of leavers broken down by ethnic origin whilst table 27over the page shows the reason for leaving.

Table 26 - Staff Leavers by Ethnic Origin for the period 31 March 2015 to 28 February 2017

183 Leavers	Percentage of staff
UK White	82%
White Other European	5.5%
White Non-European	0.5%
Black and Minority Ethnic	4%
Indian	25%
Pakistani	37.5%
Chinese	0%
African	12.5%
Black Caribbean	12.5%
Any Mixed or Multiple Ethnic Group	0
Other Ethnic Group	12.5%
Prefer not to answer	2%
Non disclosed	6%

From 1st April 2015 until 28 February 2017, eight BME staff left the employment of the College. During this period it recruited a total of three BME staff, one in session 2014/15, one during session 2015/16 and one 2016/17.

New starts, promotions, lateral moves and leavers are discussed further in the next section.

Table 27 - Staff Leavers by Ethnic Origin and Nationality broken down by Reason for leaving

Reason	Number of Staff	8 - BME	Other Nationality
Contract expired	9 (5 staff)	1 - Pakistani 1 -Caribbean 1 –Arab	6 - White Other Non-European (involving two students who completed three separate fixed-term contracts each session to meet peak periods in work)
Resignation	2	1 - Indian	1- White Other Non-European
TUPE	5	2 – Pakistani 1 – African	2 – Other White European
VS	1		1 – Other White European
Retired	1	1 - Indian	

Two of the BME staff held a short fixed-term contract for less than one year. Of the remaining six BME staff who left the service of the College the length of service ranged between one year and 15 years with an average of six years' service.

7.5 Retention

Of the 16 BME, staff employed by the College at the time of writing this report the longest serving member of staff had 31 years' service, with an average of 10 years' service.

Of the 21 white European or non-European staff employed the longest serving member of staff had 11 years' service, with an average of 4 years' service.

7.6 Professional Development

7.6.1 Teaching Staff Qualifications

The College offers a wide range of professional development to all staff, monitored by protected characteristics to ensure equity.

Teaching staff have access to formal teaching qualifications. The Teaching Qualification for Tertiary Education (TQFE) or equivalent is required to progress to more senior positions within the promoted teaching structure.

Table 28 shows the breakdown of the 313 teaching staff whom the College employed during session 2015/16 by ethnic origin and by teaching qualification.

Table 28 - Breakdown of staff by ethnic origin by teaching qualification

Qualification	TQFE	TQ Other	Not teacher trained	Require Entry Qualifications
BME	8	0	5 (2 are currently undertaking the TQFE)	0
White Other	3	0	2	0
UK White	209	25	58	3

Of BME teaching staff employed by the College 62% are teacher trained as opposed to 79% of those with a UK white background.

When making the decision on which applications for TQFE to support, the College consider the number of staff who possess the qualification within each subject area. Where a subject area had limited staff who possess the qualification, this area is a priority. This is to ensure that there is sufficient qualified staff throughout the curriculum areas.

As a limited number of places are available each session, the College offers the PDA to staff to prepare them for progressing to the TQFE. Staff are also offered staff development for Learning and Development (L&D) units for assessor and verifier awards. Staff are actively encouraged by their Curriculum Manager to participate in the development activities on offer.

Of the BME teaching staff presently employed by the College, 62% possess the TQFE, 15% are currently undertaking the TQFE and 23% are not teacher trained. As part of the College's selection cycle for considering staff for a formal teaching qualification the relevant line manager and Organisational Development Manager will specifically meet with the three BME staff. The meeting will take place prior to June 2017 to encourage these staff to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. The purpose of the meeting will be to develop and agree with the employee a development plan to support

them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.

Table 29 below shows the number of staff supported through each teaching qualification for each academic session.

Table 29 - Number of staff by Ethnic Origin supported for a teaching qualification show per session

Qual.	2014/15			2015/16			2016/17		
	BME	Other White	UK White	BME	Other White	UK White	BME	Other White	UK White
TQFE	0	0	7	0	0	13	2	0	6
PDA	1	0	22	1	0	30	0	0	10
L and D	0	0	19	0	0	15	1	0	5

7.6.2 Staff Development

Of the Colleges BME staff employed, 90% of BME staff took part in development opportunities delivered internally.

Of the 90 approved applications for external events granted, eight were from BME staff.

7.6.3 Personal and Professional Development Fund

The College operates a Personal and Professional Development Fund that invites staff on an annual basis to bid for financial support to undertake a professional qualification. The fund is open to all staff and a panel consisting of representatives of management and the Trade Unions considers bids.

Financial support is provided where a qualification is identified as essential as part of the employees role and beneficial to service delivery.

In session 2015/16, 28 staff received support to undertake a recognised qualification, ranging from a unit with an Open University to Master's Degree level. Of the 28 staff, two were from a BME background, one male and one female.

In session 2016/17 a further 13 staff (excluding four males (one BME) who have been supported into the second year of their studies) were supported to undertake a recognised qualification, of which three staff are from a BME background, one female and one male (two including the staff member in their second year).

7.7   Disciplinary and Grievance Cases

7.7.1 Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure. Of the four cases, after a thorough investigation, only one case proceeded to a formal hearing. None of these cases was associated with race equality issues.

7.7.2 Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. None of these cases was associated with race equality issues.

8. Disability

8.1   All Staff

Table 30 shows the percentage of **all** staff who disclosed a disability over the past three years during the periods indicated.

Table 30 - Percentage of staff with a disability employed during the reporting period each year since 1 April 2014 to 28 February 2017.

All Staff (Headcount)	773	699	674
	01.04.14-31.03.15	01.04.15-31.03.16	01.04.16-31.01.17
Yes	6.2%	6.4%	6.7%
Yes - prefer not to answer	50.0%	42.2%	42.2%
Yes - physical condition	35.4%	40.0%	40.0%
Yes – mental health condition	10.4%	13.3%	13.3%
Yes - learning difficulty	4.2%	4.4%	4.4%
No	80.9%	81.4%	82.2%
Prefer not to answer	3.6%	3.4%	3.6%
Non disclosed	9.3%	8.7%	7.6%

The percentage of staff disclosing a disability has slowly increased over the past three years. In correlation, the percentage of staff who have disclosed a disability but who preferred not to say the nature of the disability appeared to have decreased.

Table 31 shows at the 28 February 2017 the percentage of staff with a disability has increased to 5.5% in comparison to 4.9% at 31 March 2015. In the College Staffing Data 2015/16 report, 3.9% of staff disclosed a disability within the Further Education sector.

Table 31 - Percentage of staff with a disability employed on 28 February 2017 in comparison to staff employed at 31 March 2015

All Staff (Headcount)	561	671
Disability	28.02.17	31.03.15
Yes	5.70%	4.90%
Yes - prefer not to answer	0.20%	0.20%
Yes - physical condition	35.50%	35.50%
Yes – mental health condition	35.70%	35.70%
Yes - learning difficulty	9.10%	9.10%
No	83.40%	89%
Prefer not to answer	3.00%	6.10%
Non disclosed	8.00%	

The data demonstrates that the percentage of staff disclosing a disability has increased and the confidence of staff to inform the College of the nature of their disability has risen.

8.2   Policies, Procedures and Approaches to support Disabled Staff

All managers are provided with online training titled 'Mental Health Awareness Training for Managers. In addition, 19 staff trained in Mental Health First Aid. The Human Resources Team, with the support of an independent Occupational Health Service, and the EDI Manager work closely with managers to ensure reasonable adjustments happen for staff where appropriate.

As part of the College's commitment to support staff with a disability or long-term health condition, it developed an Attendance Management Policy in partnership with staff, managers, representatives of its recognised Trade Unions and other stakeholders. Managers and representatives of the College's recognised Trade Unions attended line management training on Managing Attendance. The training was delivered in house and facilitated by the members of the Human Resources Team. The presence of the team provided managers with the opportunity to discuss Policy and Procedure, and feedback their experiences, thoughts and views on the document, procedure and practice which in turn assisted in the further development of the process and practice.

The Policy provides the overarching principles of the approach taken by the College to managing attendance, supporting those with ill health, physical or mental health condition, and a procedure for ensuring reasonable adjustments happen at an early stage. The College is committed to creating a working environment and support facilities that promote and support health and well-being, which aims to take a supportive approach to employees who suffer ill health and provide assistance and reasonable adjustments to employees with a health condition or disability at an early stage. Whilst the Policy and associated procedures was developed primarily to provide managers with clear guidelines on how to manage sickness absence fairly, ensure staff are treated equitably and manage absence in a consistent manner, it also provides a mechanism for staff to meet with their manager to gain support without being absent from work.

The Policy clearly supports staff with a long-term health problem or disability. It promotes disability equality and ensures that the needs of staff with or who develop a disability during their employment are supported and provided with reasonable adjustments at an early stage working in partnership with the staff member.

When developing the Policy during the consultation period, a number of changes were made the policy and procedure. In summary, these included:

- special consideration of sickness absence relating to disability, long-term illness, pregnancy or gender reassignment when trigger points for formal interviews reached;

- special leave for appointments or treatment for disability, long-term illness or gender reassignment; and

- a clearer emphasis on supporting those with a disability.

The associated Procedure also takes account for staff returning to work who may need a Personal Emergency Evacuation Plan (PEEP) on a temporary or permanent basis. This procedure forms part of the new start and induction process.

There has been an increase in the number of staff choosing not to disclose when comparing the information for the two periods. The College has undertaken promotional events to encourage staff to disclose if they have or develop a disability. It has recently developed a Disability Audit process and this will finalised with the involvement of staff who have disclosed a disability during session 2016/17.

The Audit process gathers the views and experiences of staff with a disability who work at the College. It includes recording and subsequently reviewing any reasonable adjustments put in place for the staff member. In addition to directly contacting staff who have disclosed a disability, all staff will receive a contact letter informing them of the College's commitment to disabled people and promoting disability awareness.

The Department of Work and Pensions (DWP) relaunched Disability Confident, an initiative originally launched in 2013 as a replacement for the Two Ticks positive action scheme late 2016. The College currently holds the Positive About Disabled People Award (Two Ticks Disability Symbol).

The revised scheme is organised into three tiers of commitment:

Level 1: to be a **Disability Confident committed employer**, organisations must commit to five pledges (similar to the Two Ticks scheme), which include ensuring recruitment processes are inclusive and accessible, and supporting any existing employee who acquires a disability or long-term health condition. They must also implement at least one employment opportunity that will make a difference for disabled people (e.g. offering work experience).

Level 2: to be a **Disability Confident employer**, organisations must commit to 13 statements and at least 2 actions grouped into two themes: "Getting the right people for your business" and "Keeping and developing your people". Level 2 includes a positive action commitment to offer interviews to disabled candidates who meet the minimum requirements for a job or role.

Level 3: in addition to Level 2, employers can achieve **Disability Confident leader** status by achieving external accreditation from a disability support organisation or other recognised body, and actively helping other employers to become Disability Confident.

As a member of the Positive About Disabled People scheme, the College is at level two of Disability Confident. The College is committed to working towards achieving level 3 December 2017.   Working in Partnership See Me Scotland, the College aims to achieve accreditation and hopes to progress this during session 2016/17.

8.3   Mental Health and Well-being

The College has in place an approach to manage organisational and individual stress risks.

To monitor the health and wellbeing of staff a staff survey is undertaken every two years. This assists to identify any stress risk factors and evaluate the impact of actions

taken in response to the previous survey. The College has conducted two such surveys since 1st November 2013 and a wide range of actions taken to address areas raised by staff. The results of each survey was shared with staff and this informed the College's health and wellbeing strategy. The College developed a Health and Wellbeing Work Group to develop and progress its health and wellbeing strategy, the Group consists of representatives of management, including the Health and Safety Manager, its recognised Trade Unions, Student Association and staff representatives from different levels and cross College functions.

In addition to the organisational stress risk assessment, the College provides for an Individual Stress Risk Assessment (ISRA) when staff experience difficulties that cause them anxiety or stress. The line manager on a one-to-one basis conducts this. It is important that where staff feel they are experiencing stress that matters are managed as quickly as possible in order to ensure there are no long term adverse impacts on the staff. The ISRA process was developed by the Occupational Health Services OHS) provider which is used by the College. The assistance of OHS is instrumental in guiding the College in relation to managing reasonable adjustments for staff.

The College offers a range of activities internally to support the health and wellbeing, physical and mental, of its staff including offering sessions to staff on Mindfulness, day and evening exercise classes and access to an Employee Assistance Provider (EAP).

The College has recently selected a new EAP provider who offers a package of proactive, health promotion and clinically lead programmes aimed at empowering employees with the knowledge, motivation and confidence to take control of their health and wellbeing.

Working in partnership with the provider, the College aims to embed targeted wellness strategies to improve the key drivers of wellness, providing a flexible and tailored plan of activities to engage employees.

The College is committed to, reducing stress where it exists and build resilience, increase physical activity, eating healthier, getting better sleep or helping staff to feel their best, implementing a strategy to make a long-term difference to employee health and wellbeing.

8.4   Staff Categories – Disability

At 28 February 2017, the College employed 561 staff of which 5.5% had disclosed a disability.

Of the staff who disclosed a disability, 3.8% fell within Senior and Operational Management. No further information has been provided due to the small numbers of staff involved. 9% within this staff group prefer not to answer.

Table 32 shows that 4% of teaching staff have a disability. The staff are concentrated at Lecturer level, grade 6. Of the teaching staff who have disclosed a disability a high percentage have indicated that they have a disability but prefer not to disclose the nature of that disability (42%). A total of 13% of staff prefer not to answer or not to disclose.

Table 32 - Percentage of Unpromoted Teaching Staff with a Disability

Teaching Staff (Headcount)	325	426	
Disability	28.02.17	31.03.15	
Yes	4%	3%	
Yes - prefer not to answer	42%	44%	
Yes - physical condition	33%	31%	
Yes – mental health condition	17%	19%	
Yes - learning difficulty	8%	6%	
No	83%	81%	
Prefer not to answer	3%	4%	
Non disclosed	10%	12%	

Table 33 shows a similar picture for support staff to that of teaching staff in that a high percentage of staff have chosen not to disclose the nature of their disability. The percentage of support staff who have disclosed a disability is higher than that of teaching staff at 8% and staff are across the grading structure.

As part of its Disability Audit process and promotional activity the College will seek to improve the disclosure rate for staff both in terms of whether or not they have a disability and if so, the nature of the disability. The College is aware of a number of staff who have a disability but have chosen not to formally state this on their record; the College respects the right of staff not to disclose this information.

Table 33 - Percentage of Support Staff with a Disability (excluding senior and operational managers)

Support Staff (Headcount)	214	239
Disability	28.02.17	31.03.05
Yes	8%	7%
Yes - prefer not to answer	50%	57%
Yes - physical condition	33%	26%
Yes – mental health condition	17%	13%
Yes - learning difficulty	0%	4%
No	84%	83%
Prefer not to say	2%	3%
Non disclosed	6%	7%

The staff who have disclosed a disability the staff are mainly concentrated at the lower grades, the percentage across the grades are:

Grade 1 – 22%
Grade 2 – 33%
Grade 3 – 11%
Grade 4 – 22%
Grade 5 – 6%
Grade 6 – 6%

55% of staff with a disability are concentrated at Grades 1 and 2 within the support staff structure.

Of the staff who have disclosed a disability 13 are male, six part-time and seven full-time and 18 are female, eight part-time and ten full-time.

As part of its commitment to advancing disability, equality the College will work in partnership with the Equality Challenge Unit through the Supporting Workforce Diversity Project to identify strategies to increase disclosure rates and attract disabled persons to apply for positions that are more senior.

8.5 New Starts, Promotions and Lateral Moves for Session 2015/16

Of the 52 posts advertised, 4% were from applicants who disclosed a disability. Table 34 shows the breakdown of applicants by disabled and non-disabled.

Table 34 - Breakdown of Applications and Appointments broken down by Disabled and Non-disabled

All Vacancies	Disabled	Non-disabled	No response	Prefer not to answer
Applicants	4%	83%	12%	1%
Shortlisted Applicants	5%	83%	11.5%	0.5%
Appointments	5%	91%	4%	0%

Of the 4% who disclosed disability, 50% were shortlisted for interview as opposed to 37% of non-disabled applicants and 44% of candidates who did not respond to the question.

Of the candidates interviewed who disclosed a disability, 30% appointments were made. This is the same percentage as those appointed who identified themselves as non-disabled. Of those who preferred not to respond 8% of those interviewed were offered a position.

Table 35 shows the percentage of applicants for external vacancies advertised. Of applicants with a disability and non- disabled applicants, 37% were shortlisted for each category.

Table 35 - Applications and Appointments broken down by disabled and non-disabled for external vacancies

External Vacancies	Disabled	Non-disabled	No response	Prefer not to answer
Applicants	4%	84%	11%	1%
Shortlisted Applicants	4%	84%	12%	0%
Appointments	0%	97%	3%	0%

Of the disabled applicants interviewed, there were no appointments on this occasion and of the non-disabled applicants, 23% were offered a position.

In relation to the internal candidates, table 36 shows all applicants who disclosed a disability were interviewed and appointed.

Table 36 - Applications and Appointments broken down by disabled and non-disabled for internal vacancies

Internal Vacancies	Disabled	Non-disabled	No response	Prefer not to answer
Applicants	7%	75%	13%	5%
Shortlisted Applicants	8%	78%	12%	2%
Appointments	12%	84%	4%	0%

Applicants are guaranteed an interview under the Disability Confident, formally Positive About Disabled People, accreditation where the applicant meets the essential or minimum criteria to ensure the opportunity is provided for them to demonstrate their skills at interview. The College's Human Resources Team audit all shortlists prepared by managers to ensure that disabled applicants who meet the essential or minimum criteria are invited to interview.

The College is currently reviewing its attraction, recruitment and selection strategy and will work with external agencies that represent those with a disability and disabled people's organisations in order to identify strategies to encourage applications from those with disability.

8.6   Leavers

Of the 183 leavers, 18 staff had disclosed a disability. Of those staff who left the employment of the College the reasons for leaving are detailed in table 37.

Table 37 - Staff Leavers with a Disability broken down by Reason for leaving

Reason	Number of Staff
Contract expired	6
Resignation	1
TUPE	3
VS	3
Retired – Ill Health	5

The main two reasons for leaving are 'expiry of a fixed-term contract' and 'retirement associated with ill health'.

The College employs a number of staff on a fixed-term contract to provide class cover for teaching staff who are absent, deliver a short-term programme or carry out a specific project. Contracts expire for a range of reasons such as a project ends or

fixed-term staff are no longer available for the hours available and the contract is not renewed. In relation to the five staff who applied for ill health retirement, they had service ranging from 14 to 29 years, an average of 21 years' service.

The College is exceptionally supportive of staff who have been absent from work on a long-term basis and the majority of staff return to work to their own role. Prior to a staff member returning to work a meeting with the line manager and a representative from Human Resources takes place. The purpose of the meeting is to ensure that the employee is integrated successfully back into the work place and reasonable adjustments are put in place, if required.

The College works in partnership with the employee to discuss and agree a way forward to support their return to work to meet their needs; it fully involves the employee in the process.

The College's HR Team consult with staff and managers on an ongoing basis to assess the impact of the College's Policies and Procedures. As a result, it introduced a four week paid phased return to work scheme in session 2015/16.   This scheme has had a positive impact on staff who are returning from an absence in supporting them back to work.

8.7   Retention

Of the staff who have disclosed a disability the longest serving member had 34 years' service, with the average length of service at 9 years.

8.8   Professional Development

8.8.1 Teaching Staff Qualifications

The College offers a wide range of training to all staff. This is monitored by protected characteristics.

Teaching staff have access to formal teaching qualifications. The Teaching Qualification for Tertiary Education (TQFE) is required to progress to more senior positions within the promoted teaching structure.

Table 38 shows the breakdown of the 313 teaching staff whom the College employed during session 2015/16 by teaching qualification shown by disabled, non-disabled. The table shows that 79% of teaching staff with a disability possess a teaching qualification as opposed to 78% for staff who are non-disabled. In comparing disabled with non-disabled staff who are not teacher trained there is a slightly higher percentage of staff with a disability who are not teacher trained.

Table 38 - Breakdown of teaching qualification for disabled Staff in comparison to non-disabled staff.

Qualification	TQFE	TQ Other	Qualified but not teacher trained	Need Entry Qualifications
All Disabled Staff	29%	50%	21%	0
All Non-disabled	73%	5%	20%	2%

When making the decision on which applications for TQFE to support the College considers the number of staff who possess the qualification within each subject area. Priority is given where a subject area had limited staff who possess the qualification. This is to ensure that sufficient qualified staff are spread throughout the curriculum areas.

As part of the College's selection cycle for considering staff for a formal teaching qualification the relevant line manager and Organisational Development Manager will specifically meet with the three staff who have disclosed a disability. The meeting will take place prior to June 2017 to encourage actively, these staff to participate in the PDA (prior to progressing to the TQFE) or TQFE programme as part of the cohort of staff in session 2017/18 who will undertake a formal teaching qualification. The purpose of the meeting will be to develop and agree with the employee a development plan to support them to achieve the qualification(s) to provide them with the opportunity for career progression for the future.

8.8.2 Staff Development

The College delivers a range of Professional Development opportunities in house for staff and these available equally to all staff, full-time, part-time and fixed-term. The Conferences are a mix of events delivered by external providers and internal staff. Internal events provide staff with the opportunity to share their experience through delivering sessions to their colleagues.

The College operates a Professional Development Review (PDR) process, which involves the line manager and the employee agreeing areas for development to be progressed throughout the forth-coming session. This mechanism ensures that all staff, disabled and non-disabled have the opportunity to discuss, formally, once a year, what they can do to make sure they can develop and use their abilities. The PDR process encourages managers to discuss development opportunities with staff throughout the year

Of the College's staff who disclosed a disability in its employment during session 2015/16, 69% staff took part in development opportunities delivered internally. Of the remaining 31% a number of staff were absent on long-term sick leave during

2015/16, 13%; 8% were employed on a short-term, fixed-term contract to cover peak demand and 3% were absent on maternity leave. However, 7% of staff did not participate in training events. The staff who were on maternity leave were invited to attend training events through KIT days.

The College is presently improving its mechanism for recording Professional Development records and CPD. It is reviewing and enhancing its Computerised HR Information system record all aspects of development, both the manager and the staff member will have access to the information. The system will enable managers to monitor more closely which staff have participated in the internal and external events on offer to ensure that everyone takes part to in order to provide opportunities for every staff member.

Of the 90 approved applications for external events granted, seven were from staff who have disclosed a disability.

8.8.3 Personal and Professional Development Fund

The College operates a Personal and Professional Development Fund, which invites staff on an annual basis to bid financial support to undertake a professional qualification. The fund is open to all staff and a panel consisting of representatives of management and the Trade Unions considers bids. In addition financial support is provided where a qualification is identified as essential as part of the employees role and beneficial to service delivery.

In session 2015/16, 28 staff received support to undertake a recognised qualification, the qualifications ranged from a unit with an Open University to Master's Degree level. Of the 28 staff one staff member had disclosed a disability.

In session 2016/17 a further 13 staff (excluding four who have been supported into the second year of their studies) were supported to undertake a recognised qualification, of which none had disclosed a disability.

8.9 Disciplinary and Grievance Cases

8.9.1 Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure. Of the four cases, after a thorough investigation, only one case proceeded to a formal hearing. None of these cases was associated with disability equality issues.

8.9.2 Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. None of these cases was associated with disability equality issues.

9. AGE

9.1 All Staff

The age range of the staff employed by the College at 28 February 2017 was 17 to 74 years with the median age of 52 years. The College values the life and work experience of its entire staff.

Table 39 shows the age range of **all staff** employed by the College over the past three years. In comparing the age range of all staff employed by the College over a three-year period the data appears to show that the number of staff over 60 has decreased in comparison to those within the age range up to 35. However, in comparing the data for those in employment at 28 February 2017 to those employed at 31 March 2015 this shows a different picture, table 40.

Table 39 - Age Range of all staff employed between 1 April 2014 and 28 February 2017

Number of all staff (Headcount)	773	699	674
All Staff	01.04.14 - 31.03.15	01.04.15 - 31.03.16	01.04.16 - 31.01.17
up to 35	19.8%	19.5%	21.7%
36 to 50	36.7%	38.9%	38.9%
51 to 60	32.2%	32.0%	30.4%
greater than 60	11.3%	9.6%	9.1%

In comparing, the age range of staff employed by the College, at 28 February 2017 to those in employment at 31 March 2015, the data appears to show that the number of staff over 60 has increased with the number of staff up to 35 and aged 51 to 60 decreasing. In 2015-16, 41.7% of college staff within the Further Education sector were over the age of 50 whilst Glasgow Kelvin during this time period was 41.6%.

Table 40 - Age Range of all staff employed at 1 February 2017 and 31 March 2015

Number of staff all (Headcount)	561	671
All Staff	28.02.17	31.03.15
up to 35	19.6%	21.0%
36 to 50	40.6%	40.1%
51 to 60	31.4%	32.3%
greater than 60	8.4%	6.6%

The median age for each staff category is:

- Senior and Operational Management – 50 years of age
- Teaching staff – non-promoted – 49 years of age
- Support staff – excluding senior and operational managers – 46 years of age

The term 'older workers' generally refers to people aged 50 and over. It is well documented that the UK population is ageing and a number of factors when combined have led to the workforce becoming older, including; a falling birth rate, increased life expectancy, removal of the default retirement age and gradual increase in the State Pension Age. There is now a higher proportion of older workers than ever before with more than one in four people in employment being over 50 (CIPD 2016).

The UK also has a growing skills gap as people leave the labour market and jobs become available but there are too few young people entering the labour market. Research suggests that this skills gap will be 7.5 million by 2022, so it is essential for business that older workers remain part of the workforce (Business in The Community 2016).

The College aims to attract staff of all ages into its employment and retain them. It is supportive of those regardless of age who wish to:

- further their career;
- develop themselves personally or professionally;
- achieve a work-life balance; and
- make a transition from their working life into retirement.

Table 41 below shows the College workforce by age and gender. At 28 February 2017, there was a higher percentage of female staff up to the age of 50 and a higher percentage of male staff aged 51 and over. Over 4% of the workforce is aged 65 or over of which 31% are female and 69% are male.

Table 41 – Age Profile by Gender

Age	Female	Full-time	Part-time	Male	Full-time	Part-time
Up to 35	57%	40%	60%	43%	51%	49%
36 to 50	59%	49%	51%	41%	72%	28%
51 to 60	42%	59%	41%	58%	80%	20%
Greater than 60	34%	25%	75%	66%	61%	39%

As previously discussed under gender, many of the part-time posts (including fixed-term) relate to teaching posts where staff choose to work part-time or staff members will incrementally increase their hours over a period under the permanisation agreement. A similar situation applies to support staff where staff have chosen to reduce their full-time hours with the remaining hours filled on a part-time basis, thus creating more part-time posts. In addition, under this staff group there are a number of fixed-term posts. These are part-time in nature to provide the flexibility, required to cover the service within the communities it serves. The majority of these posts are externally funded.

The ageing workforce requires to College to consider how it manages:

- retirement without a default retirement age;
- recruitment and retention of older workers;
- managing a multi-generational workforce; and
- recognising and managing common health and wellbeing issues.

9.2   Policies, Procedures and Approaches

The College has a range of policies, procedures and practices that aim to attract and retain people of all ages.

In considering its approach there are four main areas of focus, these include:

- physical;
- emotional;
- commitment; and
- Agility

Physical
Positive health and physical well-being, exercise and good nutrition, physical safety and access to good health care and information

Emotional
Policies and practices that support emotional resilience; promoting feelings of self-confidence, self-esteem, trust and co-operation and supportive relationships

Commitment
Commitment to the College vision mission and ethos underpinned by our values, being part of its internal community and supporting active engagement in life and wider society

Agile
Working in a way that enhances employees lifestyles encouraging a worklife balance

9.2.1 Physical and Emotional

The College has developed a range of policies and practices to support the health and wellbeing of its staff that aim to reflect the needs of all staff regardless of age.

Age is not an indication of an employee's capability nor does it in itself determine their physical or mental ability to do a job but at the same time the College recognise that some adjustments may be required for older employees. For example were existing roles involve a great deal of physical effort, additional support may be required in the form of equipment or duties may need to be adjusted. This approach of course would be adopted regardless of age should the need arise. The College's health and wellbeing programme is as comprehensive as possible to ensure that it meets the needs of all staff.

Supporting the health and wellbeing of an older workforce benefits the College as a whole and ensures that the vital knowledge and experience remain. The College conducts staff surveys on health and wellbeing that assists it to understand the demographics of its workforce and how the needs of staff are changing.

The College offers physical exercise classes during and after the working day with access to an onsite gym. It has an arrangement with local Councils to provide

staff with a subsidised gym membership. Staff employed by the College and learners undertaking courses in the Sports curriculum to provide learners with work experience deliver classes. During the month of March and April 2017, for example, learners offered staff the opportunity to take part in an eight-week personal training programme.

Activities for maintaining and improving mental health as well as physical health are offered to staff. Sessions on Mindfulness are offered to staff as well as students and the College has recently appointed a new Employee Assistance provider (EAP) which offers a wide range of online activities and advice about health and well-being including. As part of the College's health and well-being, strategy the EAP will assist in the delivery of a comprehensive health promotion programme focused on educating, motivating and supporting employees on their journey to improved health and wellbeing. A range of options will be offered to maximise the opportunity to engage with the highest number of employees possible ensuring that all staff are involved. The Heath Promotion Events have an interactive and informative approach, to provide a large number of employees with information and guidance. In addition, mini drop-in Assessments involve short 1-2-1 appointments with a lifestyle expert. This uses a combination of basic clinical measurements and Lifestyle Action Plan development all aimed at supporting the physical and mental wellbeing of staff.

A lifestyle expert, to employees on a 1-2-1 or group level, delivers wellness support programmes. These structured programmes aim to facilitate sustained lifestyle changes, which will lead to the improved long-term health and wellbeing of employees. The programmes will focus on areas such as, weight management, smoking cessation, getting active, improved sleep and reducing stress or building resilience. These are coach led programmes, using a number of different motivational approaches and techniques to empower each employee to take control of their health and wellbeing.

A range of activities to promote co-operation and build staff relationships with staff of all ages, sharing knowledge and skills with one another, happens through a range of activities including:

- team meetings;
- staff conference days;
- end of teaching block evaluations;
- projects such as empowered to take action and design thinking;
- cross College workgroups and committees; and
- annual self-evaluation reports.

Staff have a strong work ethos focusing on the learner and the learning experience. Employing staff of all ages enhances the learner experience through age diversity.

9.2.2 Commitment and Agility

Through its Family Friendly and Flexible Working Policy, the College offers a wide range of flexible working options practices. These aim to encourage employees to work flexibly to achieve a work-life balance and support the extension of working life. These range from condensed hours, term time working, part-time to job share arrangements.

In addition it offers leave, on a paid and unpaid basis, which includes carers leave, leave to take dependents to appointments or make arrangements for admission to hospital or a care home, kinship caring and many other support mechanisms to assist staff with caring responsibilities.

The College is committed to creating a cohesive working environment where staff of all ages feel valued and it recognises that the needs of staff may differ at different stages in their life. Employing staff of all ages with different interests and values has a positive effect within the College offering new perspectives, sharing knowledge and experience.

All staff employed by Glasgow Kelvin College, have access to a pension scheme where they qualify under the rules of the specific scheme. All staff are actively encouraged to make provision for their pension during their induction and a clause is contained in the contract of employment. The College routinely invite representatives of both the Local Government Pension Scheme, Strathclyde Pension Scheme (SPS) and the Scottish Public Pensions Agency (SPPA) to speak with staff about the importance of preparing for their retirement for the future.

As participants in the Local Government Pension Schemes, SPS and the SPPA. A proportion of the College's experienced workforce could choose to retire with five or so years of each other, many from age 60/65. Equally, they could choose to work on beyond their normal retirement age. The College values the age demographic of its staff and the knowledge and experience of many of its longer serving employees provide to deliver services to its learners and the communities it serves.

Staff who are members of the pension scheme, who wish to enter into a phased retirement, and meet the rules of the scheme; receive support from the College. A range of requests was received from staff who wish to reduce their working week

to assist them to work towards their retirement. The College works with the staff to ensure that they enjoy a work-life balance and their needs met.

The College recognises the needs of a multi-generational employee base. It has put in place, a range of different actions, activities and choices to ensure that staff remain working with the College, as previously explained. Policies, procedures and practices demonstrate the College's commitment to staff through supporting, developing, investing, empowering and caring.

9.3   Workforce Planning

One of the major driving forces for succession planning is the aging workforce. An analysis of the workforce age profile informs the College's Workforce Plan, which incorporates succession planning.

The College monitors the age profile of its staff across both grading levels and employment areas as this assists with forward planning. In addition, the data assists with identifying potential skills gaps for future professional development needs and ensures that staff are fully utilised.

 Development of a five-year workforce plan is underway. . This document will detail how the College will align its operational needs and priorities with those of its workforce to ensure it can meet its strategic and operation objectives, legislative requirements and service demands. Workforce planning enables evidence based workforce development strategies to create a staffing complement, which is diversified, agile and innovative.

The College will undertake an audit of its staff using the 'Age Audit Tool' produced by ACAS to assist with the age profiling of its staff and prepare for future resourcing needs.

9.4   New Starts, Promotions and Lateral Moves for Session 2015/16

Of the 52 posts advertised by the College, 23% of those appointed were aged 51 or over with 3.5% being 61 or over.

Table 42 below shows the number of applicants by age for all posts; internal and external appointments break this down further.

Table 42 - Number of Applicants by Age

All Vacancies	Up to 35	36-50	51-60	Greater than 60	Not disclosed
All Applicants	35.2%	33.5%	15.0%	2.4%	13.9%
All Shortlisted Applicants	33.5%	35.4%	15.6%	2.8%	12.7%
Total Appointments	36.8%	40.4%	19.3%	3.5%	0.0%
External Applicants	34.8%	32.8%	15.3%	2.7%	14.4%
Internal Applicants	38.3%	38.3%	13.3%	0.0%	10.0%
External Shortlisted Applicants	32.7%	32.7%	16.7%	3.7%	14.2%
Internal Shortlisted Applicants	36.0%	44.0%	12.0%	0.0%	8.0%
External Appointments	34.4%	40.6%	18.8%	6.3%	0.0%
Internal Appointments	40.0%	40.0%	20.0%	0.0%	0.0%

Applicants for external positions ranged between ages 23 to 66. In comparing the percentage of those shortlisted for interview for external posts, a higher percentage of those over the age of 51 were successful invited for interview. Of those invited for interview, the data shows the percentage for each age category as:

- Up to 35 – 34%
- 36 – 50 – 36%
- 51 to 60 – 40%
- Greater than 60 – 50%

In relation to the success rate for appointment, the data shows that 33% of those over 60 were successful in their application. The success rate of applicants against those shortlisted the data shows the percentage for each age category was:

- Up to 35 – 21%
- 36 – 50 – 24%
- 51 to 60 – 22%
- Greater than 60 – 33%.

Applicants for internal positions ranged between up to age 29 to 60. In comparing the percentage of those shortlisted for interview for external posts, a higher percentage of those aged 36 to 50 were successful in gaining an interview. The data shows:

- Up to 35 – 78%
- 36 – 50 – 96%
- 51 to 60 – 75%
- Greater than 60 – 0%

In relation to success rate for appointment, the data shows that 83% of those over 60 were successful in their application, the success rate of applicants against those shortlisted was:

- Up to 35 – 56%
- 36 – 50 – 45%
- 51 to 60 – 83%
- Greater than 60 – 0%

The data demonstrates that the College is successful in attracting candidates of all ages and that candidates aged 51 and over are as successful as those under age 51 are.

9.5   Leavers

There were 183 leavers during the reporting period 31 March 2015 to 28 February 2017 staff leavers were aged between 17 and 69. Table 43 shows the number of leavers broken down by age.

Table 43 - Staff leavers broken down by age

Age	183
up to 35	26%
36 to 50	32%
51 to 60	28%
greater than 60	14%

The highest percentage of leavers fell within the age range 36 to 50 shown in table 44. The main reason was expiry of a fixed-term contract, which occurs for a variety of reasons, for example, no work is available for the employee or the employee becomes unavailable for the hours on offer, short-term projects finish or external funding is no longer available.

Next is resignation and then transfers under the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE) TUPE. Activity delivered by Glasgow

Kelvin College in relation to six curriculum areas transferred to the City of Glasgow College (five curriculum areas) and Clyde College (one curriculum area) because of the Regional Curriculum and Estates Review approved by the Glasgow Colleges Regional Board.

Table 44 - Staff leavers by age broken down by reason for leaving

Reason	Up to 35	35 to 50	51 to 60	Greater than 60
Contract Expired	30	23	13	3
Resignation	10	15	7	6
TUPE	7	14	13	3
Voluntary Severance	1	4	16	9
Deceased	0	0	0	1
Retired	0	2	1	4
Capability	0	0	1	0

Overall, the main reason for leavers was the expiry of a fixed-term contract. The College closely monitors the use of fixed-term contracts and limits the use of such contacts where possible. Use of this type of contract is to meet defined operational requirements or deliver specific projects.

All terms and conditions apply equally to staff regardless of contractual status and across the age bands with the exception of the Group Life Assurance Scheme that is only for support staff. The College is unable to find an insurance broker that will provide cover for staff 70 and over.

9.6 Retention

The length of service of staff by age range is as follows:

- Up to 35 – 14 years with an average of 4 years
- 35 – 50 – 31 years with an average of 9 years
- 51 – 60 – 38 years with an average of 15 years
- Greater than 60 – 39 years with an average of 18 years

9.7 Professional Development

9.7.1 Teaching Staff Qualifications

The College offers a wide range of training to all staff. This is monitored by protected characteristics.

Teaching staff have access to formal teaching qualifications. The Teaching Qualification for Tertiary Education (TQFE) is required to progress to more senior positions within the promoted teaching structure.

Table 45 shows the breakdown of the 313 teaching staff whom the College employed during session 2015/16 by age and by teaching qualification who undertook each teaching qualification per academic year.

Table 45 - Number of staff by age supported for a teaching qualification shown per academic year

Qualification	2014/15			
	Up to 35	36 to 50	51 to 60	Greater than 60
TQFE	3	6	3	0
PDA	7	12	3	1
L and D	7	9	3	0
Qualification	2015/16			
	Up to 35	36 to 50	51 to 60	Greater than 60
TQFE	2	7	2	1
PDA	15	11	4	1
L and D	4	6	5	0
Qualification	2016/17			
	Up to 35	36 to 50	51 to 60	Greater than 60
TQFE	2	6	0	0
PDA	2	6	2	0
L and D	0	5	1	0

Table 46 below shows the teaching qualifications held by staff employed by the College in academic year 2015/16. Of the 313 teaching staff, the largest cohort of staff who were not teacher trained fell within the age range 36 to 50.

Table 46 - teaching staff qualifications held by staff in employment in academic year 2015/16

Qualification	Age			
	Up to 35	36 to 50	51 to 60	Greater than 60
TQFE	18	90	88	24
TQ Other	4	10	11	0
Qualified but not teacher trained	12	29	16	8
Need Entry Qualifications	1	1	1	0

9.7.2 Staff Development

Employee age has an impact on willingness to share knowledge. Several studies offer age as one of many variables (Ojha, 2005; Riege, 2005[1]). For the most part, researchers show that the more age compatible a team is, the more likely that team will engage in effective knowledge sharing.

The professional development opportunities, delivered in house for staff, are open equally regardless of protected characteristic. The events are a mix of activities delivered by external providers and internal staff. Internal events provide staff with the opportunity to share their experience and knowledge through delivering sessions to their colleagues.

The Professional Development Review process, which involves the line manager and the employee, ensures that staff agree the professional development to be progressed throughout the forth-coming session.

The College is currently developing its HR system to incorporate a mechanism for recording information on professional development across all of the protected characteristics. The system will be operational, hopefully by 1 August 2017.

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[1] Ojha, A.K. (2005, July-September). Impact of team demography on knowledge sharing in software project teams. *South Asian Journal of Management, 12*(3), 67-78. Riege, A. (2005). Three-dozen knowledge sharing barriers managers must consider. *Journal of Knowledge Management, 9*(3), 18-35.

9.7.3 Personal and Professional Development Fund

The Personal and Professional Development Fund is open to all staff and a panel consisting of representatives of management considers bids and the Trade Unions ranged between.

In addition financial support is provided where a qualification is identified as essential as part of the employees role and beneficial to service delivery.

In session 2015/16 28 staff received support to undertake a recognised qualification and a further 13 staff in session 2016/17. The age of staff participating ranged from 28 to 62. The percentage breakdown of staff by age is as follows:

- 37% - Up to 35
- 34% - 36 to 50
- 19% - 51 to 60
- 10% - Greater than 60

9.8   Disciplinary and Grievance Cases

9.8.1 Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure. Of the four cases, after a thorough investigation, only one case proceeded to a formal hearing. None of these cases was associated with age equality issues.

9.8.2 Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. None of these cases was associated with age equality issues.

10. Sexual Orientation

10.1 All Staff

Table 47 shows the sexual orientation of College's workforce over the past three years and is based on all staff employed during the period indicated.

Table 47 - Sexual Orientation of all staff employed from 1 April 2014 to 28 February 2017

All Staff (Headcount)	773	699	674
Protected Characteristic	01.04.14-31.03.15	01.04.15-31.03.16	01.04.16-28.02.17
Heterosexual	62.7%	62.5%	62.9%
Gay	1.4%	1.6%	1.8%
Lesbian	0.9%	1.1%	1.2%
Bisexual	0.1%	0.1%	0.1%
Transgender	0.0%	0.0%	0.0%
Non disclosed	27.8%	29.5%	28.6%
Prefer not to answer	7.0%	5.2%	5.3%

Table 48 shows that 2.9% of the College's staff are Lesbian Gay Bisexual Transgender and Intersex (LGBTi). It is noted however that the percentage rate for non-disclosure and prefer not to answer is high in comparison to other protected characteristics (excluding religion and belief). The does not appear to be any improvement in disclosure rates in comparing staff employed at 28 February 2017 to those employed at 31 March 2015.

Table 48 - Sexual Orientation of staff employed at 28 February 2017 in comparison to 31 March 2015

All Staff (Headcount)	561	671
Protected Characteristic	28.02.17	31.03.15
Heterosexual	62.2%	61.5%
Gay	1.2%	1.5%
Lesbian	1.5%	1%
Bisexual	0.2%	0%
Transgender	0.0%	0.0%
Non disclosed	30.1%	31%
Prefer not to answer	5.2%	5%

Of the LGBTi staff, 64% are teaching staff and 44% support staff. The length of service for an LGBTi member of staff ranges from a few months to 22 years, with an average of 7 years. Of the LGBTi staff, employed 50% are full-time.

The College has in place supportive policies in the workplace, which apply equally to all staff regardless of sexual orientation. Developed in partnership with all staff, in particular LGBTi staff to ensure inclusion. Polices include for example, Dignity and Respect, Equality and Diversity, Discipline, Grievance, Attendance Management, Recruitment and Selection and Family Friendly and Flexible Working.

Its approach to creating a working environment in which staff feel comfortable in being open about their sexuality or gender identity the College has LGBTi supportive policies and provides appropriate professional development in equality and diversity for staff and managers. LGBTi employees hold various positions within the College from basic grade posts to managerial positions.

Disclosure, however, is a fundamental issue when dealing with LGBTI inclusion in the Workplace. Even though the College has in place non-discrimination policies, procedures and practices, which support LBGTi employees, it recognises that a high non-disclosure rate may be a sign that staff, feel uncomfortable with being open about their sexuality in the workplace. The College is aware of staff who are open about their sexuality however; they have chosen not to record their sexual orientation formally. The College respect each individual's right for privacy.

In order for the College to fully understand and assess LGBTi inclusion, it will work in partnership with representatives of Stonewall to undertake an audit of its policies, procedures and practices as a first step. External expertise will assist the College to build on its current policies and practices to improve its disclosure rates and create further a positive the working and learning environment for LGBTi staff. It will work in partnership with staff, in particular LGBTi staff, representatives of its recognised Trade Unions and the Students Association, LGTB Officer to advance equality and diversity in relation to LGBTi.

Working with internal and external partners will assist the College to tackle any inequality in the working or learning environment, enabling the College to address any problem areas highlighted. Meeting the needs of LGBTi learners and staff is crucial to the overall learner and staff experience.

10.2 New Starts, Promotions and Lateral Moves for Session 2015/16

Of the 52 posts advertised by the College of those appointed 3.5% were LGBTi.

42% of the applicants who disclosed that they are heterosexual were interviewed in comparison to 28% for LGBTi applicants. Of those appointed after interview, 29% were heterosexual in comparison to 40% of LGBTi candidates. Table 49 below shows the number of applicants by sexual orientation.

Table 49 - Number of Applicants by Sexual Orientation

All Vacancies	Heterosexual	Gay	Lesbian	Bisexual	Transgender	Not disclosed	Prefer Not to Answer
All Applicants	78.22%	2.57%	0.99%	0.99%	0.00%	13.47%	3.76%
All Shortlisted Applicants	78.30%	1.42%	0.94%	0.00%	0.00%	15.57%	3.77%
Total Appointments	84.21%	1.75%	1.75%	0.00%	0.00%	8.77%	3.51%
External Applicants	79.55%	2.92%	1.12%	1.12%	0.00%	11.91%	3.37%
Internal Applicants	68.33%	0.00%	0.00%	0.00%	0.00%	25.00%	6.67%
External Shortlisted Applicants	81.48%	1.85%	1.23%	0.00%	0.00%	12.35%	3.09%
Internal Shortlisted Applicants	68.00%	0.00%	0.00%	0.00%	0.00%	26.00%	6.00%
External Appointments	90.63%	3.13%	3.13%	0.00%	0.00%	3.13%	0.00%
Internal Appointments	76.00%	0.00%	0.00%	0.00%	0.00%	16.00%	8.00%

Tables 50 and 50a show the external applicants and appointments for external vacancies and internal vacancies. The LGBTi applicants and appointments related to external vacancies.

Tables 50 - Applicants and Appointments for External Vacancies

External Vacancies	Heterosexual	Gay	Lesbian	Bisexual	Not disclosed	Prefer not to answer
Applicants	79.5%	2.9%	1.1%	1.1%	11.9%	3.4%
Shortlisted Applicants	81.5%	1.8%	1.2%	0.0%	12.3%	3.0%
Appointments	90.6%	3.1%	3.1%	0.0%	3.1%	0.0%

Tables 50a - Applicants and Appointments for Internal Vacancies

Internal Vacancies	Heterosexual	Gay	Lesbian	Bisexual	Not disclosed	Prefer not to answer
Applicants	68.3%	0.0%	0.0%	0.0%	25.0%	6.7%
Shortlisted Applicants	68.0%	0.0%	0.0%	0.0%	26.0%	6.0%
Appointments	76.0%	0.0%	0.0%	0.0%	16.0%	8.0%

Of the LGBTi staff appointed both were to a support staff role, one was male, grade 4 and one female, grade 3.

10.3 Leavers

Of the 183 leavers during this reporting period, eight staff were LGBTi. The number of leavers broken down by sexual orientation for the reporting period is:

- 4% - LGBTi
- 66% - Heterosexual
- 22% - Non-disclosed
- 8% - Prefer not to answer

The LGBTi staff who left did so for the following reasons:

- 50% - expiry of contract
- 25% - transferred to another college due to the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE)
- 12.5% - retired due to ill health
- 12.5% - resigned

Overall, the main reason for staff leaving was due to the expiry of a fixed-term contract followed by TUPE transfer, which was out with the control of the College. As

previously stated the College monitors the use of fixed-term contracts where possible. This type of contract specifically meets defined operational requirements or delivers specific projects.

10.4 Retention

Of the LGBTi staff, the longest serving member of staff had 22 years' service, with the average length of service being 7 years.

10.5 Professional Development

The College offers a range of opportunities for professional development provided internally and through external providers.

Of the LGBTi teaching staff, 36% are qualified but teacher trained, this means that the staff have the entry qualifications to undertake the TQFE. Of the staff concerned, they have three years' service or less and they are currently undertaking the PDA or L and D Units that will support them towards achieving the TQFE in the future.

A range of professional development opportunities are delivered in house for staff and this available to all staff. 88% of LGBTi staff participated in the in house and external training opportunities. The remaining 12% have less than one years' service and will be provided with opportunities as part of the all staff conference events and as part of the professional development review process.

13% of LGBTi staff to undertook qualifications as part of the Personal and Professional Development Fund during the reporting period.

10.6 Disciplinary and Grievance Cases

10.6.1 Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure. Of the four cases, after a thorough investigation, only one case proceeded to a formal hearing. None of these cases was associated with LGBTi equality issues.

10.6.2 Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. None of these cases was associated with LGBTi equality issues.

11. Religion and Belief

11.1 All Staff

Table 51 shows data relating the religion and belief of College's workforce over the past three years and is based on all staff employed during the period indicated. When we refer to 'religion or belief' in this report, we mean any religion or belief or lack of religion or belief protected under the Equality Act 2010.

Table 51 - Religion and Belief of all staff employed from 1 April 2014 to 28 February 2017

All Staff (Headcount)	773	699	674
	01.04.14-31.03.15	01.04.15-31.03.16	01.04.16-31.01.17
Christianity - RC	9.8%	10.9%	11.6%
Christianity - C of S	10.3%	9.9%	10.5%
Christianity - Other	10.5%	9.3%	9.3%
Quaker	0.1%	0.1%	0.1%
Buddhist	0.1%	0.1%	0.1%
Hinduism	0.1%	0.1%	0.1%
Muslim	1.6%	1.3%	1.3%
Other faith or belief	0.9%	1.0%	0.9%
None	27.2%	28.6%	28.2%
Prefer not to say	10.6%	8.3%	8.3%
Not disclosed	28.7%	30.3%	29.4%

The above table shows that there is a wide range of religions and beliefs held by staff within the College. It is noted however that the percentage rate for non-disclosure and prefer not to answer is high in comparison to other protected characteristics (excluding sexual orientation). There appears to be some improvement in disclosure rates over the period however in comparing staff employed at 28 February 2017 to those employed at 31 March 2015 this shows that the non-disclosure rate is higher than in March 2015.

Table 52 shows the breakdown of religion and belief for staff at 28 February 2017 in comparison to 31 March 2015.

Table 52 - Religion and belief of staff employed at 28 February 2017 in comparison to 31 March 2015

All Staff (Headcount)	561	671
	28.02.17	31.03.15
Christianity - RC	10.2%	10.1%
Christianity - C of S	10.9%	9.8%
Christianity - Other	9.4%	9.8%
Quaker	0.2%	0.1%
Buddhist	0.2%	0.1%
Hinduism	0.0%	0.1%
Muslim	1.1%	1.3%
Other faith or belief	0.9%	1.0%
None	26.9%	27.4%
Prefer not to say	8.7%	8.5%
Not disclosed	31.6%	31.4%

The majority of staff who declared a religious belief are Christian 30.5% this was the case at 31 March 2015 (29%). Other religious beliefs including, Buddhist, Quaker, Muslim and other religious beliefs (not specified) collectively only make up 2.9% of the staff in comparison to 3% of the staff at 31 March 2015.

26.9% of staff said they have no religion and the remaining 40% have either not answered or stated they would prefer not to answer the question. Both these figures remain unchanged from those reported at 31 March 2017. The high percentage of non-disclosure and prefer not to answer rate may indicate that a large number of staff feel uncomfortable disclosing their religion or belief identity to the College.

In recognition that the non-disclosure rate for religion and belief is high, the College in session 2016/17 provided staff training in 'Religion Awareness' covering interfaith and intercultural awareness. The College received a high level of interest from staff in attending this training. The College is in discussion with the external provider to deliver more training of this nature for staff. In addition the materials provided, as part of the training will inform further promotional and interaction activities within the College.

The College recognise that it makes good business sense to know the protected characteristic of the staff it employs as this informs policies and procedures. It is also aware of the value of data and the importance of collecting of it and contextualising it by making it clear to staff why the data is required. The College is committed to creating an environment in which people feel comfortable to volunteer the data.

The College will undertake further analysis through a staff survey in order to establish the reason(s) for staff non-disclosure. The College has developed data-collection processes that are sensitive to the concerns of different groups however; it will consider how these processes could improve.

The College's Family Friendly and Flexible Working Policy provides information on how to manage time off for religious and cultural observance. The College requires responsible Heads of Section to accommodate, reasonably, the religious needs of employees within the employees existing leave provisions. Employees are not entitled to additional leave to accommodate time off for religious and cultural observance but the College is supportive and accommodates where possible the time off that staff may require by adjusting working hours/days.

The College has delivered a number of activities and events in which cultural and religious festivals are celebrated with colleagues and learners to raise awareness and foster good relations.

The College's Dignity and Respect Policy and Procedure specifically protects staff, learners and stakeholders against harassment related to Religion or Belief or lack thereof.

The College has one or more faith rooms in all of its buildings. Feedback from staff and learners regarding accommodation led to an additional faith room being available at the College's Springburn Campus in session 2015/16. In addition, it has created a Chaplaincy group, which is working towards creating a chaplaincy service for staff and learners in August 2017.

The College is in the process of becoming a third party reporting centre for Hate Crime and for gender-based violence. Further details are contained within this report in the Spotlight Section.

11.2 New Starts, Promotions and Lateral Moves for Session 2015/16

Of the 52 posts advertised the College made 57 appointments, the undernoted table shows the religion and belief of all applicants and those who were appointed.

Table 53 - Number of Applicants and Appointments by Religion and Belief

All Vacancies	Christian			Buddhist	Hinduism	Muslim	Other Faith or Belief	None	Not disclosed	Prefer Not to Answer
	RC	C of S	Other							
All Applicants	18.2%	10.9%	6.5%	0.2%	0.8%	3.0%	1.4%	38.6%	14.7%	5.7%
All Shortlisted Applicants	22.2%	11.3%	6.6%	0.5%	0.0%	1.4%	0.5%	34.4%	17.5%	5.7%
Total Appointments	26.3%	15.8%	10.5%	0.0%	0.0%	0.0%	0.0%	29.8%	12.3%	5.3%
External Applicants	18.7%	11.0%	5.6%	0.2%	0.9%	3.4%	1.6%	40.0%	13.0%	5.6%
Internal Applicants	15.0%	10.0%	13.3%	0.0%	0.0%	0.0%	0.0%	28.3%	26.7%	6.7%
External Shortlisted Applicants	24.1%	12.3%	4.3%	0.6%	0.0%	1.9%	0.6%	37.0%	14.2%	4.9%
Internal Shortlisted Applicants	16.0%	8.0%	14.0%	0.0%	0.0%	0.0%	0.0%	26.0%	28.0%	8.0%
External Appointments	34.4%	21.9%	3.1%	0.0%	0.0%	0.0%	0.0%	31.3%	9.4%	0.0%
Internal Appointments	16.0%	8.0%	20.0%	0.0%	0.0%	0.0%	0.0%	28.0%	16.0%	12.0%

Of the 505 applicants, the highest percentage of applicants, 38.6%, responded that they do not have a religion or belief followed by Christian at 35.6%.

In comparing the applicants by religion or belief, the following were shortlisted for interview:

- Christian – Roman Catholic – 47%
- Christian – Church of Scotland – 41%
- Christian – other – 28%
- Buddhist – 100%
- Hinduism – 0%
- Muslim – 20%
- Other Faith or Belief – 20%
- No religion or belief – 34%
- Not disclosed – 40%
- Prefer not to Answer – 32%

In comparing the applicants by religion or belief, the following were appointed:

- Christian – Roman Catholic – 28%
- Christian – Church of Scotland – 35%
- Christian – other – 14%
- Buddhist – 0%
- Hinduism – 0%
- Muslim – 0%
- Other Faith or Belief – 20%
- No Religion or Belief – 17%
- Not disclosed – 13%
- Prefer not to Answer – 0%

The highest percentage of staff appointed were Christian followed by other faith or belief and then no religion or belief.

11.3 Leavers

Of the 183 leavers during this reporting period the religion and belief identify of those who left during this reporting period is:

- Christian – Roman Catholic – 14.2%
- Christian – Church of Scotland – 10.4%
- Christian – other – 9.3%
- Muslim – 1.6%
- Other Faith or Belief – 1.1%
- No Religion or Belief – 36.1%
- Not disclosed – 20.2%

- Prefer not to Answer – 6.6%

11.4 Professional Development

Staff attended Professional Development opportunities across all of the religion and belief identities.

11.5 Disciplinary and Grievance Cases

11.5.1 Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure. Of the four cases, after a thorough investigation, only one case proceeded to a formal hearing. None of these cases was associated with religion or belief equality issues.

11.5.2 Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. None of these cases was associated with religion or belief equality issues.

12. Marriage and Civil Partnership

The Equality Duty applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination, harassment and victimisation. This is because the first aim of the duty extends to all conduct that is prohibited under the Act. The Equality Duty does not require public authorities to have due regard to the need to advance equality of opportunity between married people or people in civil partnership and others, nor to foster good relations between married people or people in civil partnerships and others.

The College collects data in relation to marriage and civil partnership for monitoring purposes. College policies and procedures apply equitably regardless of marital status or civil partnership.

12.1 Disciplinary and Grievance Cases

12.1.1 Disciplinary Cases

Within the period 1 April 2015 to 28 February 2017, the College conducted four separate investigations under its Disciplinary Policy and Procedure. Of the four

cases, after a thorough investigation, only one case proceeded to a formal hearing. None of these cases was associated with marriage or civil partnership equality issues.

12.1.2   Grievance Cases

Within the period 1 April 2015 to 28 February 2017, the College managed six grievance cases. None of these cases was associated with marriage or civil partnership equality issues.

13.   Activities and Actions

In addition to the steps taken in relation to each protected characteristic the College is also involved in a range of other activities and actions aimed to meet further the three specific duties of the PSED. The undernoted sections provide further information on these activities and actions

13.1   Unconscious Bias - Value the Difference Project

The College was invited to participate in the 'Value the Difference' project as a member of the Glasgow Employer Diversity Forum during session 2015/16. The project is a partnership between Glasgow City Council, University of Strathclyde and Brodies LLP with funding from The BIG Lottery.

The project aims to tackle Unconscious Bias in the workplace through a combination of research activity, organisational intervention and individual support to employees from participating organisations. The project includes bespoke workshops for management teams on key issues highlighted in the Implicit Attitude Tests taken by staff within the organisation. These workshops focus on the practical impact of equality and diversity legislation and participation in organisational interventions.

The first step in the project was to conduct the Implicit Association Test (IAT) with staff, which during session 2015/16. Implicit attitudes are evaluations that occur without conscious awareness towards an attitude object or the self. These evaluations are generally either favourable or unfavourable. They come about from various influences in the individual experience. The commonly used definition of implicit attitude within cognitive and social psychology comes from Anthony Greenwald and Mahzarin Banaji's template for definitions of terms related to implicit cognition: "Implicit attitudes are introspectively unidentified traces of past experience that mediate favourable or unfavourable feeling, thought, or action toward social objects". These thoughts, feelings or actions have an influence on behaviour of which the individual might not be aware.

The College choose to focus on the following three Protected Characteristics, these included:

- disability (mental health and competency biases);
- race (biases relating to high/low status roles);and
- gender (competency and status).
  (The survey also examined whether age influenced the results but found that age did not have an effect on stereotypes in any of the three domains outlined above.)

Of the College workforce 10% responded to the survey. A higher percentage of females, 63% than males, 37% responded, with the age of respondents ranging from 24 to 68, with a median age of 49. Of the staff that took part 43% held a support staff role, 52% held a teaching role and 5% indicated that they held a support and teaching role. The majority of respondents were of white ethnic origin, 94%, 2% BME and 4% preferred not to say.

Due to the relatively low response rate, the results were not highly representative of Glasgow Kelvin College staff. It should also be noted that the tests provide evidence of biased associations that employees may hold, but do not provide evidence that people who hold these associations actually behave in a discriminatory manner.

The College was advised to interpret the results with some caution, as the data shows initial trends as opposed to robust findings therefore the College is not aware if bias is actually influencing workplace behaviour. Whilst the results of the survey did not provide robust data, it has informed the College's approach and tailor its professional development programme for session 2016/17 with a range of activities delivered or planned.

One of the planned events includes a training programme delivered by both Brodies LLP and University of Strathclyde on unconscious bias. Delivery of the programme will be during session 2016/17 and include:

- a bespoke workshop for the senior and operational management team and members of the Board of Management focusing on the practical impact of equalities legislation;
  - o the workshop will:
    - – introduce the concept of unconscious bias
    - – explore the impact of unconscious bias on our behaviour
    - – discuss the legal framework which relates to equality and diversity in the workplace
    - – participate in case studies relating to its application
    - – scheduled for 21 April 2017 and 19 May 2017
- a bespoke workshop for the operational management team focusing on the practical impact of the legislation:
  - o to be delivered in August/September 2017

- involvement in practical interventions developed through University of Strathclyde research:
  o activities to be finalised;
- access to personalised career coaching for under-represented groups:
  o 19 staff volunteered for the coaching programme, which is running from March 2017 to June 2017.

In addition, the College has been offered training for:

- Board Members in unconscious bias in decision making; and
- Staff involved in recruitment and selection.

Furthermore, participation in the project will provide opportunities for networking, to share experiences with other organisations and access to quarterly updates on equality and diversity issues in employment.

13.2 Career Coaching

Staff were invited to participate in career coaching, the promotional campaign specifically encouraged staff from underrepresented groups to apply. The aim of the activity was to ensure women, disabled people and people from ethnic minority communities are better prepared to achieve their career aspirations.

The coaching and development will help individuals to:
- Clarify and focus on their career aspirations
- Identify any barriers to progressing and how to overcome them
- Increase their self-confidence and capability to achieve their potential
- Develop a career action plan/map
- Gain new skills and support to achieve their potential.

The coaching is over three one hour, face-to-face coaching sessions a few weeks apart and conducted at the workplace.

Of the staff who are participating in the Career Coaching sessions the breakdown of protected characteristics are:
- Gender – 68% female and 42% male (53% part-time (70% female and 30% male) and 47% full-time (67% female and 33% male));
- Ethnic Origin – 21% BME and 79% UK white;
- Disability – 5% disabled and 95% non-disabled
- Age – ranges from 22 to 59
- Sexual Orientation – 5% gay/lesbian and 95% heterosexual

The College will receive generic feedback, which will assist it to create a supportive working environment for underrepresented groups to progress their career.

13.3 People Development

In addition, training will also take the form of the following:

- Group based training sessions to enhance participants confidence and capability by developing their career specific skills, such as interview techniques and presentation skills; and

- Career Development Training – targeted at individuals with the College who have career coaching and mentoring responsibilities to enhance their skills and capability in this field. This will be for line managers.

The above areas will be progressed before June 2017.

14. Recruitment and Selection

The recruitment and selection strategy for Glasgow Kelvin College seeks to select the best candidate for every job vacancy and achieve a fair and consistent approach in its Recruitment and Selection Procedures by promoting equality of opportunity. The College has an Equality and Diversity Policy that details its commitment to advancing equality of opportunity in employment.

The College values diversity and welcomes applications from all groups in society. As an employer, the College is committed to advancing and promoting equality of opportunity. To fulfil these commitments it is crucial that the College adopts recruitment and selection procedures that are fair, lawful, objective and cost effective to promote consistent good practice. This will safeguard the interests of Glasgow Kelvin College and its good reputation as a fair employer. Recruitment and selection is a means of demonstrating the College's commitment to best employment practices and the option of choice applies equally to both the College and the applicant.

It is the responsibility of all those involved in the recruitment and selection process to adhere to all statutory obligations placed on the College by legislation. This is especially with particular reference to Equality Act 2010 and the Data Protection Act 1998.

It is in the College's interest to achieve a fair and consistent approach in its recruitment and selection procedures for all categories of employees not only to ensure that the best candidate is selected, but also to:
- avoid discriminatory practices;
- ensure equal access to all jobs;
- comply with employment legislation; and

- ensure good human resource management practice.

The College has clear written procedures for recruitment and selection, which are available to everyone involved in the recruitment process.

Review of the Recruitment and Selection Policy was in consultation with stakeholders, in session 2015/16 taking full cognisance of the requirements of the Equality Act 2010. The Policy aims to outline the practices, which will give candidates equality of opportunity. The principles, which are set out in the policy, apply equally to the recruitment and promotion process and to internal and external candidates. To ensure that the College's Policy and Procedures are followed consistently, every Board Member and College manager who participates in the recruitment and selection process must have received appropriate training in the process and the related equality and diversity legislation. This will assist in ensuring a consistent approach to recruitment and selection across the College.

The success of the College depends on the success of its employees. It therefore follows that it is important that it recruit appropriate employees, by investing the necessary time and effort in the recruitment and selection process. In addition, during session 2016/17 further development will be through the delivery of training in 'unconscious bias'.

As part of the Board's on-going commitment to its equalities agenda, advice is sought periodically from external agencies with a view to improving the College's recruitment strategy and selection practices. In session 2016/17 external agencies for example, included Equate and the Coalition for Race Equality and Rights. The College has expanded the variety of websites and media used to advertise its job opportunities to ensure that it reaches a more diverse candidate base. As a matter of routine the College trials various media and assesses the impact of these on attracting a diverse range of candidates. Monitoring the media ensures that a diverse candidate base is reached and it assists the College to obtain value for money.

The College continues to review the text used in its advertisements to ensure that it clearly demonstrates its commitment to equality and diversity with the aim of attracting and retaining candidates from diverse backgrounds.

The College is aware that one of the causes of the gender pay gap is occupational segregation and it is committed to addressing this issue by widening its advertising campaigns to encourage as broad a range of applicants as possible into non-traditional roles. Due to this approach, the College has been successful in recruiting female academic staff into its Construction Team and Civil Engineering and male academic staff on to its Hairdressing and Beauty Team and in support areas such as ICT Technical Services Team. The College will continue to monitor the gender

balance across these areas. The College will work in partnership with EQUATE Scotland to improve further occupational segregation within its staffing structure.

14.1 Monitoring

To assist the College to monitor its recruitment and selection processes all candidates are invited to complete an Equal Opportunities Monitoring Form, which is returned in a sealed envelope. This information is confidential and is solely for monitoring purposes. Early in session 2015/16, the College reviewed further the Monitoring Form with the involvement of stakeholders and the document amended in light of the feedback received. The Form covers all protected characteristics.

14.2 Recruitment and Selection Strategy Review

The College's recruitment and selection strategy is currently under review with the involvement of internal and external stakeholders.

The review will focus on four main areas, these are detailed over the page.
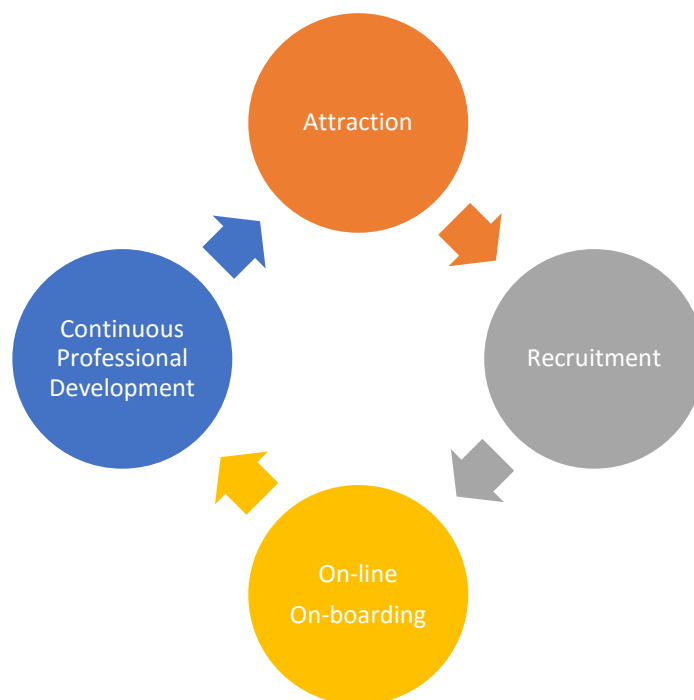
Attraction: Approaches, materials and practices including:
- Media
- Marketing
- Links with organisations who represent underrepresented groups

- Review of College website – including presentation and content and creation of sound bites involving staff and learners speaking about the College and their experience of working and learning at Glasgow Kelvin College.

Recruitment and Selection: materials, approaches, processes and practices including:
- Online application and associated documentation
- Interview approaches and techniques
- Procedures and processes
- Professional Development for managers
- Competency framework

On Boarding - New employees who go through a well-structured on boarding are more likely to remain with an organisation for longer.

Create effective on boarding including:
- Pre-employment activities – self on boarding and input from College
- Information: College, Department and Team
- On the Job training and learning
- Professional Learning Plan
- Follow up
- On Boarding Checklist
- New starts and promoted posts - induction

Off Boarding: the end of the employee's employment is just as important as the start – ambassadors of the future – create an effective off boarding process including a review of,
- Process for exiting
- Exit Interview

Professional Learning: to assist the individual and the manager to identify areas for development entering into the new role either as a new employee or an existing employee taking on a different role through either promotion or a lateral move.
- Feedback from on boarding process
- Initial Professional Development Review

Main Objectives of the Review:
- Create attraction process and practices to improve College image and attract candidates from diverse backgrounds;
- revised recruitment and selection documentation, procedures and practices;
- recruitment techniques which could be utilised for different categories and levels of staffing (Management, teaching and support);

- revise the professional development for those involved in recruitment and selection process; and
- create on boarding and off boarding process.

14.3   Job Descriptions

All job descriptions for staff contain a clause relating to their duty and responsibility to eliminate unlawful conduct, advance equality of opportunity and foster good relations across the protected characteristics. This ensures that staff understand the Board's commitment to advancing equality and to challenging discrimination or harassment, should it occur.

The College expects all staff members to demonstrate leadership on equality and diversity within their role. All staff are required to complete online training on equality and diversity to ensure they understand the policies and procedures of the College; this is monitored by using CPD records. It is the responsibility of all staff to comply with the Equality Duties when carrying out their functions.

The role of Organisational Development Manager supports the development and delivery of CPD in relation to equalities and inclusiveness and for progression of the workforce. This post reports directly to the Vice Principal, Human Resources and Organisational Development.

15.   Policies, Procedures and Associated Work Practices

15.1 Policies and Procedures

Staff, learners and stakeholders take part in consultation and involvement activities to ensure their participation in the development of College policies, procedures and associated practice, functions and plans. The College conducts consultation and involvement exercises on an annual basis. It also has in place a number of processes and mechanisms, which gather data and assess the impact of its policies, procedures and associated practice, functions and plans. The results and findings of these activities inform the Board of Management and its standing committees to ensure that the Board is aware of actions to progress its equality agenda.

A range of policies, procedures and associated practices, which underpin its equalities agenda, supports the College's approach to equality. The College has specific policies, which promote and support equality for staff and learners. All of these policies and procedures are available from the College's website.

There is a systematic process for the equality impact assessment, development and review of the Board's policies, procedures and associated practice. In addition, legislative changes, developments in case law and recognised best practice require these areas to be monitored and reviewed on an on-going basis. The College has a Policy Schedule in place, which ensures the routine review and revision of policies and procedures. Monitoring and updating this Schedule is ongoing to incorporate developments in legislation, case law or best practice. The College's EDI Manager ensures that the Equality Impact Assessments are on its website.

Staff or learners who believe that they have suffered any form of discrimination on any grounds are encouraged to raise the matter through the College's agreed policies and procedures. These include the Dignity and Respect Policy and Procedure, Commendations and Complaints Procedure, Disciplinary Policy and Procedure and Grievance Procedure. All new entrants, learners, external contractors, agency staff and partnership organisations receive a copy of the relevant policies and procedures. The policies and procedures clearly demonstrate the College commitment to equality.

The College revised the complaints and commendations procedures to ensure they are fair and time bound. From 1st April 2015 to 31 March 2017, 17 complaints relating to discrimination were received, investigated and resolved informally through meetings with the complainant and the other party. None proceeded to formal disciplinary measures.

During this reporting period, the College developed, reviewed and revised a wide range of employment policies, in consultation and with the involvement of stakeholders, including:
- Equality and Diversity Policy
- Dignity and Respect Policy and Procedure
- Acceptable ICT Use Policy
- Health and Safety Policy
- Recruitment and Selection Policy and Procedure
- Lone Working Policy
- Disciplinary Policy and Procedure
- Grievance Policy and Procedure
- Attendance Management Policy and Procedure

During the consultation periods, a number of changes were made to policies and procedures, for example:

Attendance Management Policy and Procedure:
- special consideration of sickness absence relating to disability, long-term illness, pregnancy or gender reassignment when trigger points for formal interviews reached;

- special paid leave for appointments or treatment for disability, long-term illness or gender reassignment;
- a paid four week phased return procedure; and
- a clearer emphasis on supporting those with a disability.

15.2 Annual Disability Audit and Personal Emergency Egress Plan (PEEPs)

The College has developed a Staff Disability Audit process. Currently out for consultation with staff, in particular staff who have disclosed a disability, recognised Trade Unions and other stakeholders.

The approach will see a memorandum issued to all staff reminding them about the College commitment to equality of opportunity for all. This will ensure that there are no barriers to the progress of staff with a disability or underlying health condition. The College seeks to promote disability equality and is committed to eliminating discrimination and unfair treatment in every aspect of its policies, functions and activities that may affect staff. Staff are actively encouraged to seek assistance if they should develop a disability or long-term health condition during their employment with the College. Furthermore, staff receive reminders of the procedure for obtaining assistance. This proactive approach has encouraged staff to disclose to the College that they have a disability and it has ensured that staff received the appropriate assistance, which they require.

In addition, staff who have disclosed that they have a disability have an annual Disability Audit pro-forma. The information provided by staff will ensure that the College is taking a proactive approach to putting in place reasonable adjustments or amending adjustments where required.

The College also operates a comprehensive Personal Emergency Egress Plan system (PEEPs) which allows those staff and learners with disabilities, which may affect their exit from College buildings during an emergency to register individual evacuation plans designed to suit their needs.

PEEPs information is gathered at the point when an employee commences employment as part of the College's Workforce Profile and when a learner enrols as part of their Individual Learning Plan. This ensures that staff and learners are aware of the assistance available and that any necessary arrangements in place immediately.

In addition, PEEPs is now part of the College Attendance Management process to ensure that staff who are absent from work/returning to work are supported. In addition, PEEPs forms part of the College Annual Disability Audit, which requests

updated information from staff members who have chosen to disclose their disability or underlying health condition to the College.

15.3 Family Friendly and Flexible Working Policy and Procedure

As part of its commitment to family-friendly measures, the College supports the principle of work-life balance. The benefits of family friendly approaches and flexible working practices for the College include the recruitment and retention of staff in keeping with its overriding purpose to ensure the delivery of a high quality educational experience for all learners. To ensure that the best interests of the learners are a priority, the College recognises that there needs to be an equitable balance between the core business requirements of the College and the welfare of staff. The College approach to family friendly and flexible working practices aims to assist employees balance work and non-work commitments.

The College has clear supporting procedures for assisting staff to achieve a work-life balance. The Policy and procedures apply equally to all staff. The following section provides information on staff utilisation of family and parental leave and personal and domestic leave.

15.4 Family Friendly and Flexible Working Policy – Applications for Leave

Excluding applications for flexible working which was reported under 'Gender' the College received 492 applications for leave associated with its Family Friendly and Flexible Working Policy during the period 1 April 2015 to 28 February 2017 involving 328 staff.

Table 54 shows a breakdown of the number of staff involved, by gender and the main reasons given by staff when applying for leave associated with this policy. Of the 492 applications, received 322 were from female staff and 170 from male staff.

……………………………………………………………………………

Table 54 –Staff Applications associated with Family and Parental Leave from 01 April 2014 to 28 February 2017

Session 2014/15 - 01.04.14 – 31.03.15	Applications	No of Staff Involved	No of Days Leave	Gender Breakdown per Application and number of days used	
Type of Leave				Female	Male
Parental leave	24	19	23	17 (14.5 days)	7 (8.5 days)
Personal and Domestic	37	30	49.5	31 (40.5 days)	6 (9 days)
Special Leave (includes leave associated with bereavement, compassionate, TU training, kinship caring)	17	14	43	8 (15 days)	9 (28 days)
Unpaid Leave (includes sabbaticals)	5	4	287	2 (176 days)	3 (111 days)
Session 2015/16 - 01.04.15 – 31.03.16	Applications	No of Staff Involved	No of Days Leave	Gender Breakdown per Application and number of days used	
Type of Leave				Female	Male
Parental leave	37	21	58.5	18 (29 days)	19 (29.5 days)
Personal and Domestic	116	82	126.5	78 (80.5 days)	38 (46 days)
Special Leave (includes leave associated with bereavement, compassionate, TU training, kinship caring)	31	23	87	20 (45 days)	11 (42 days)
Unpaid Leave (includes sabbaticals)	4	4	531	3 (425 days)	1 (106 days)
Session 2016/17 - 01.04.16 – 28.02.17	Applications	No of Staff Involved	No of Days Leave	Gender Breakdown per Application and number of days used	
Type of Leave				Female	Male
Parental leave	56	29	75	24 (33.5 days)	32 (41.5 days)
Personal and Domestic	114	78	118.5	86 (84.4 days)	28 (34 days)
Special Leave (includes leave associated with bereavement, compassionate, TU training, kinship caring)	49	22	128	34 (81 days)	15 (47 days)
Unpaid Leave (includes sabbaticals)	2	2	254	1 (249 days)	1 (5 days)

The chart below shows clearly the number of applications received by gender during the period 01 April 2014 to 28 February 2017.
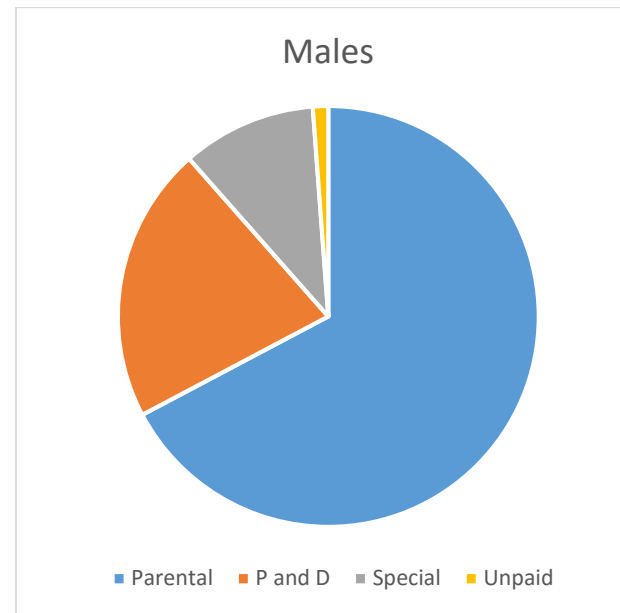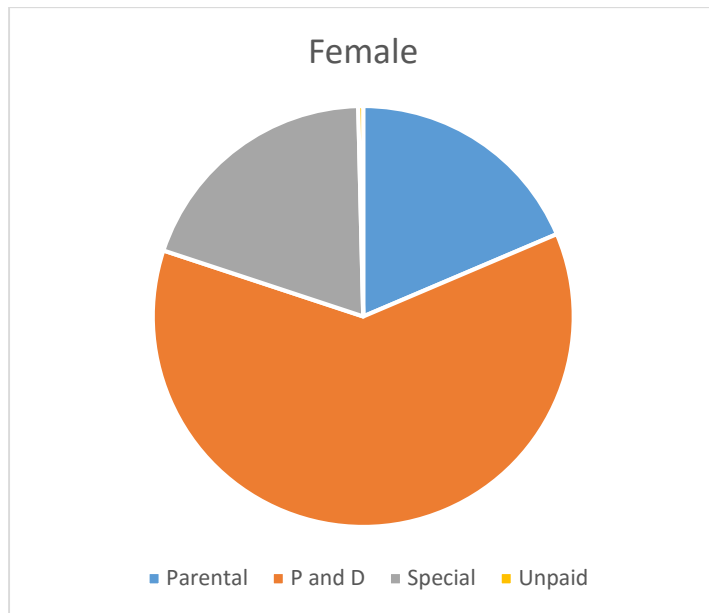
Of the 492 applications received:

- 32% were from academic staff;
- 59% were from support staff; and
- 9% were from management (Curriculum Leader level and above).

The feedback from staff through the involvement and consultation exercises, which have taken place each session, has been positive with many staff stating that the College is very understanding and supportive. The College will continue to further review and develop its Family Friendly and Flexible Working Policy in order to support staff.

The College actively encourages all staff to use their entitlement to parental leave. Under the legislation, employees are entitled to 90 days unpaid parental leave of which the College provides for 15 days of staff's entitlement as paid parental leave. The data demonstrates that in the period 1 April 2014 and 31 March 2015 more female staff took their parental leave entitlement than males. In subsequent years, however with promotion activities and male staff informed of their right to parental leave when they enquire about paternity leave, the number of male staff accessing this leave has increased. In the period, 1 April 2015 to 28 February 2017 more males than females took parental leave entitlement.

Personal and domestic leave includes for example dependent or carers leave, domestic emergencies, time off to cope with personal or family difficulties, emergency dependent or carers leave. The data shows that more female staff are likely to take leave of this type than male staff indicating in response to emergency or careering situations that arise.

A higher number of female staff applied for special leave, which includes areas such as kinship caring, bereavement and compassionate leave, Trade Union activities (training).

The College received a number of applications for a sabbatical; staff apply for this type of leave for various reasons including study, travel, and long-term care of a dependent. The College will hold open the employees position and on their return, they take up the post they previously held.

As part of its commitment to gender equality, the College routinely promotes its family friendly policies to all staff. Staff are informed of their entitlement when they commence employment with the College to ensure that all staff, including male staff, are aware of their entitlement.

16. Exit Interviews

All staff leaving the service of the College are invited to participate in an exit interview. The purpose of the exit interview is to assist the College to monitor the reasons for staff turnover, make an informed decision about the vacancy, inform the revision of job descriptions, introduce or adapt existing policies, procedures, work practices or address any areas of concern appropriately. The College seeks to improve upon its existing policies and procedures and the feedback from staff is invaluable in this process.

A member of the Human Resources Team conducts exit Interviews and the results are discussed with the line manager. Of the 183 leavers during this reporting period only a small number participated in the process. The College is exploring the option

of creating an online exit interview process to try to encourage more staff to participate in this activity.

The data collected is too limited to provide any meaningful feedback. However, those staff who participated made a range of comments regarding their employment whilst at the College these included:

- liked interacting with young people and seeing them progress;
- having the flexibility to introduce new materials into the programme; and
- knowing that working at a higher management level still has an impact on the learners through contributing to the enhancement of the learning experience.

The College's Exit Interview Form specifically includes a section on equality and diversity. This section gathers information relating to the College's approach to equality and diversity, if there are any concerns or suggestions for improvement in the College approach and if staff have anything to say about their treatment from a discrimination or harassment perspective.

Staff comments received in relation to equality included:

- policies are very thorough and the College raises awareness;
- no concerns about equality and diversity issues;
- college keeps up to speed, just need to ensure that it is always transmitted;
- College is exemplary in this area; and
- have felt harassed in the past (but not victimised) more a conflict of personalities than anything else and this was resolved.

Staff were invited to describe the culture or 'feel' of the College, staff comments included:
- positive;
- good, relaxed and informal feel;
- generally upbeat, more deflated recently but that is to cutbacks, etc.; and
- here to make a difference to people's lives and this view is shared by most staff, occasional examples of pettiness and confrontation across all levels.

Staff felt that the communications within the College are excellent and that the processes are good but these are not utilised by everyone. Areas for improvement included communications with outreach staff and across teams.

Staff that provided feedback on customer service and relations felt that a strength for the College is that it makes students aware of their responsibilities and rights.

When asked how the College could gather and make better use of the views and experience of its staff comments included:

- a questionnaire at the end of the academic year to gather information on any issues over the year with working environment or personal issues and see changes year on year and
- staff should be made more aware that their views are taken into account, would provide more constructive feedback if value to opinion recognised.

All those who participated stated that they would recommend the College as an employer. Additional comments on staff time at the College included:
- valuable and rewarding time, only downside is that further promoted posts get further away from main reasons for being here and the contact with students; and
- enjoyed the majority of my time here.

17.   Learner Profile 2016-2017

Table 55 shows that 50% of the College's learners come from the ten percent most deprived areas, Scottish Index of Multi Deprivation (SIMD 10).

Table 55 – Learner Profile 2016-17

SIMD 10	Age – Under 25	Age- over 25	Disability	Gender F/M	Gender Re-Assignment	Pregnancy	Race	Religion	LGBTI
50%	54%	45%	19%	46 % 54%	0.94%	2%	19%	40%	3%

Glasgow Kelvin College has:
- 54% learners under 25 and 45% over 25,
- 46% of learners are female,
- 19% of learners have disclosed a disability,
- 40% disclose a religion or belief, the majority being Christian,
- 19% are from a race other than White Scottish,
- 3% of learners are LGBTI and
- 0.94% disclosed a gender different from that at birth.

Enrolment figures by protected characteristics provided in appendix 3.

18.   Approach to Planning for Mainstreaming

The strategic plan has a focus on equality, http://www.glasgowkelvin.ac.uk/wordpress/wp-content/uploads/governance/StrategicPlan2016-19.pdf.

It aims to continue to embed the College's commitment to equality, diversity, wellbeing, health, safety and inclusion in our programmes, processes, procedures and functions and to work with partners to continue to mainstream equality throughout College life. Specific sections within the plan which link equality to the work of the College includes:

- **Section 1.3** Embed the principles of enterprise, employability, equality, aspiration and participation in all programmes.

In partnership with the College Development network (CDN), the EDI Manager has been on the project team developing EDI in the curriculum. There will be a launch of this new tool by CDN in June 2017. Resources for embedding EDI in teaching and learning are available to staff to raise awareness of equality and diversity through lessons. To support staff, the EDI Manager visits class groups to give talks on equality and diversity that raise awareness of issues facing people with protected characteristics. The Quality and Equality in Learning and Teaching Materials (QELTM) were revised and updated and are now used by lecturers developing or updating materials to ensure that they are diverse, inclusive and reflect the communities served by the College.

 In response to the review of Extended Learning Support funding by the Scottish Funding Council (SFC), the SFC decided to change this to Access and Inclusion funding and each college has to produce an Access and Inclusion Strategy. The Access and Inclusion Strategy has a whole college approach to inclusion and is ambitious and far reaching for underrepresented groups to advance equality of opportunity. Every staff member has a responsibility to implement this strategy and to recognise and work to eliminate all barriers to education.

- **Section 2.3** - Continue to embed the College's commitment to equality, diversity, wellbeing, health, safety and inclusion in our programmes, processes, procedures and functions Work with partners to continue to mainstream equality.

This has led to the establishment of sectoral partnerships that support the delivery of the Board's equality agenda including:
- Interfaith Scotland and Action of Churches Together in Scotland
- Equality Challenge Unit
- Coalition for Racial Equality and Rights
- College Liaison Group
- Equate Scotland,

- Glasgow Independent Living Strategy
- Skills Development Scotland.
- Glasgow Regional Equality Group
- Close the Gap
- Glasgow Disability Alliance
- See Me at Work
- LGBTI Youth

Glasgow Kelvin College is working with staff to establish a culture of Health and Wellbeing to promote the theme of building resilience through Healthy Working Lives, to support employees with mental health issues and to keep staff mentally healthy.

The EDI manager is coordinating with the Students' Association to identify areas for development in equality, diversity, wellbeing, health, safety and inclusion to assist with promoting equality of opportunity for our learners and eliminate unlawful conduct through awareness raising sessions of equality issues.

The Senior Management Team and the Operational Management Team meet every two months to plan implement and evaluate the work of the College and equalities management and progress is always part of the agenda and embedded in the planning.

19.   Demonstrating Mainstreaming - Learning and Teaching Areas.

The SMT examined enrolment figures, considered the needs of the community and a decision taken that extended ESOL provision to all our four campuses to promote equality of opportunity. This ensures learners can access the right learning in the right place and it foster good relations in the areas of Glasgow that the College serves. This is in addition to more community-based classes as identified by our community partners.

19.1   Faculty of Business and Creative Industries (BCI)

The faculty of BCI have a booklet detailing what constitutes 'Mainstreaming' with examples from the faculty and external agencies included, to ensure staff are fully aware of their role and how to record good practice for future reporting.

Staff in this area embed cultural studies and inclusiveness, accepting diversity and embracing equality in many areas of delivery,
- Art offers study of cultural influence and historical contexts,
- Photography students discuss and explore issues around images and representation of different cultures and genders,
- Fashion & Jewellery cover different design and cultural influences from around the world,

- Games Development and TV Production classes consider gender representation and ethnicity on screen,
- Acting and drama students studied gender and sexuality issues, as part of their programmes.

19.1.1   India Project

Staff, learners and the Business Development team continue to work with its partner community college in Guntur, Andhra Pradesh in India on the UKEIRI programme. It continues to provide staff and learners with a first-hand insight into a very different culture, as well as the opportunity to promote various aspects of the culture of their own vocational area to colleagues and fellow learners in India and at Glasgow Kelvin College.

The culmination of this work was a reciprocal visit by staff and learners from India to Scotland with a very high profile fashion show and civic reception in Paisley Abbey being the highlight of their trip. At this event the collaborative activity resulted in a show where the collection of garments reflects the different techniques and design cultures of the participating learners as well as fusion into 'cross over' designs and detail.
http://www.thehindu.com/news/national/andhra-pradesh/design-training-brings-students-together/article8075652.ece

Area	Good Practice	Example
Photography	Reasonable Adjustments	Within the photography section, a profoundly deaf student has had the services of an interpreter organised to allow unhindered inclusion and access to class input, discussion and coursework.
Creative and Digital Modern Apprenticeship Programme	Collaborative Activity to make Reasonable Adjustments between college and employer	To allow full participation and attainment of the CDM Modern Apprenticeship with the BBC , staff have worked with the employer and the student to make adjustments to coursework and assessment to allow completion of the award – for more information see 'Stewarts's Story at https://www.apprenticeships.scot/shared-content/case-studies/stewart/

19.2 Faculty of Community and Flexible Learning

- ESOL learners receive extensive help and support by staff explaining ICT terms to ensure they understand what tasks they are undertaking.
- Lecturers' signpost ESOL learners to translation websites that explain technical vocabulary in their own language to ensure total understanding of a concept or terminology.
- Staff support learners to respond to official documentation or job centre issues so that they could concentrate on their studies.
- The flexible and open-access arrangements in the Learning Centres enable learners to attend when they are able to and learn at a pace that suits their needs.
- The flexible learning learners are culturally diverse with individuals from Glasgow, Northern Africa, Iran, Iraq, Libya, Sudan, Eritrea and others. This provides opportunities for ESOL learners to speak to native English speakers and keep improving their English language skills.

- A supportive learning environment enables all learners regardless of background to help, support and encourage each other towards their learning goals.
- Additional support needs are discussed at enrolment and throughout the year and referrals are made to the appropriate department in order to improve the learners' experience
- Hayfield Support Services with Deaf People continue to use the flexible learning centre in Easterhouse and the learners enjoy interacting with hearing individuals, which significantly improved their life skills. The college partnership with Hayfield Support Services with Deaf People allowed their service user group to access a course where the lecturer created individualised tasks designed to improve their personal development, communication and life skills.
- Adjustable tables are provided for wheelchair users; specialised keyboards, mice and software are available for learners to enable them to complete their learning goals.

19.2.1   Widening Access

ESOL Provision – Community

Programmes ran throughout the academic year at beginners and non-advanced levels in Community outreach centres. The community ESOL provision is aligned to new developments in ESOL course delivery at National 2 and National 3 levels. There will be a clearly identified link with the course format to college provision and likely progression routes and this will help to advance equality of opportunity for our learners.

19.2.2   The Glasgow Chinese School

The Glasgow Chinese School is a long established tenant of the College.   The Chinese School supports the development of language (Mandarin and Cantonese) skills in young people from the age of five right through to GCSEs, as well as a range of traditional Chinese cultural skills involving art, music and sport.

This session, the Youth Access programme has been working in partnership with the Chinese School to support the young people of secondary school age as well as working to support greater integration of the whole school into the College, among other things, celebrating the World hello day in Mandarin, Cantonese and English.

The extension of the Youth Access programme to the School has resulted in Springburn Library and Flexible Learning Centre being available to young people in the afternoons, and now, there are plans to invite other young people who live in the Springburn area to join in.

The Chinese School is more than lessons for young people – it's a family setting and adults drop off their young people and engage with the College, helping to
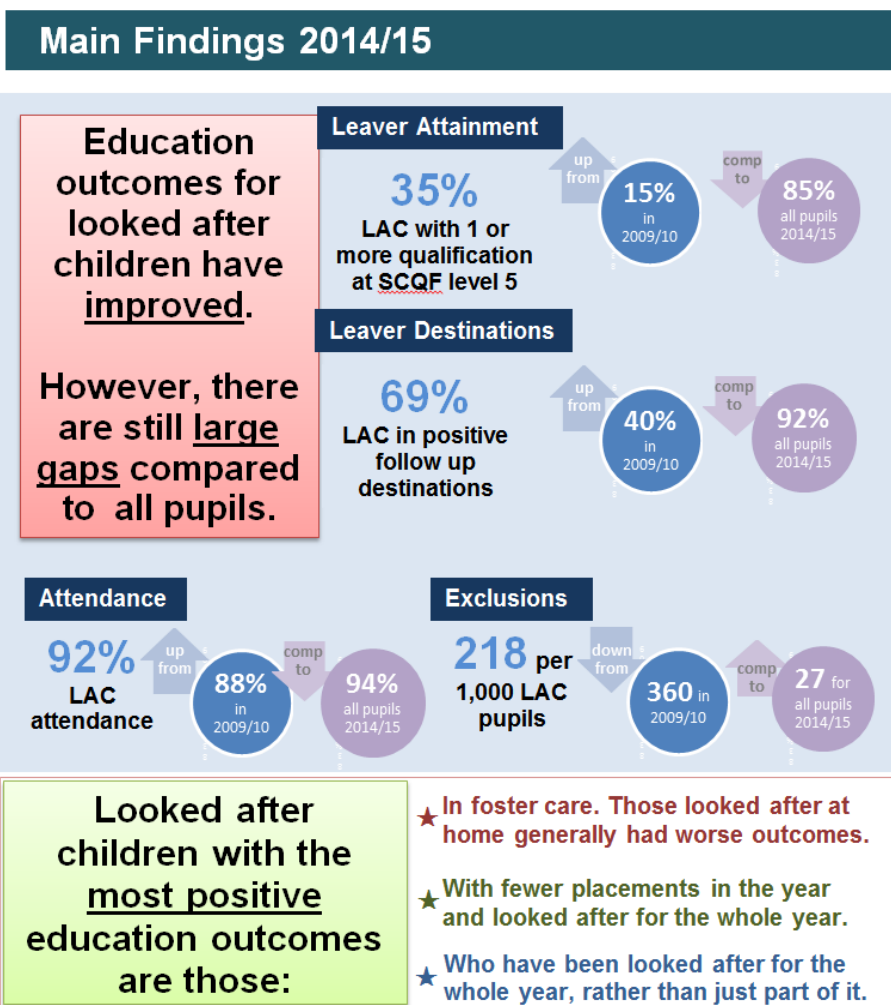
support integration for older (and younger) family members. The Chinese School has asked the College to explore the possibility of supporting child development learning programmes for parents associated with the School.

19.2.3   Transitions Programmes for Young Learners

"New figures published by Scottish Government show that while outcomes for looked after children have improved, there are still some huge gaps compared to all pupils. Looked after children with the best outcomes tend to be those children in foster care, or with few placements, while those children and young people looked after at home has the worse outcomes. The main findings include:

- 35% of looked after children attained one or more qualifications at SCQF level 5 (equivalent to a National 5 award), compared with 85% of all pupils
- 69% are in positive leaver destinations compared to 92% of all pupils
- Attendance of looked after children now stands at 92%, compared to 94% of all pupils
- Looked after pupils are more than eight times more likely to be suspended compared to all pupils"

Education Outcomes for Looked After Children 2014/15

Main Findings 2014/15

Education outcomes for looked after children have improved.

However, there are still large gaps compared to all pupils.

Leaver Attainment

35% LAC with 1 or more qualification at SCQF level 5 — up from 15% in 2009/10 — comp to 85% all pupils 2014/15

Leaver Destinations

69% LAC in positive follow up destinations — up from 40% in 2009/10 — comp to 92% all pupils 2014/15

Attendance

92% LAC attendance — up from 88% in 2009/10 — comp to 94% all pupils 2014/15

Exclusions

218 per 1,000 LAC pupils — down from 360 in 2009/10 — comp to 27 for all pupils 2014/15

Looked after children with the most positive education outcomes are those:

★ In foster care. Those looked after at home generally had worse outcomes.

★ With fewer placements in the year and looked after for the whole year.

★ Who have been looked after for the whole year, rather than just part of it.

The Transitions Programme for Young learners provides care experienced young learners with a different learning experience in the College. Youth workers and lecturers, in small class groups no more than ten in a class, support learning. The learning builds confidence and self-esteem, combined with academic learning to provide life skills and employability skills. This enables young people to achieve equality of opportunity through their time in education and enable them to succeed in gaining work or advancing through further and higher education.

Learners chose to enter the College's Equality and Diversity competition supported by staff. The learners researched information on their own areas and Scottish culture, creating original artwork with their own tartan. Learners compared their life to impoverished cultures in the Eastern world such as India.

This specific project gave learners the opportunity to enhance their knowledge about the place they live. Many learners found the images and information they received about cultures that live in poverty overwhelming; their values challenged and it created class discussions regarding global poverty. This fosters understanding of other cultures and helps eliminate discrimination through knowledge by increasing acceptance of others.

The group worked as a team to display their findings as a presentation on the day of their 'Taste the Banter' event. Learners and staff from across the college attended the event. Learners who have additional needs took a lead role on the day of the event, one saying "everyone was included" and "good to interact with other people" and "everyone felt comfortable and relaxed." Another learner stated, "Everyone has a different perception of what was going on."

Community Learning and Development (CLD) workers undertook Autism Awareness Training due to an increase in referrals for young people diagnosed as having Autism Spectrum Disorder. This allowed staff to engage with young people more effectively and tailor their sessions to be more inclusive and help the learners attain their learning.

St Paul's Youth Forum were also successful in their application for over £4,000 from Glasgow City Council to deliver an anti-sectarian project in 2016, which was designed by the young people themselves with support from the College's CLD workers. This links to fostering good relations and eliminating discrimination and harassment.

19.2.4   The Enhanced Vocational Improvement Programme (EVIP)

The Enhanced Vocational Improvement Programme (EVIP) is an alternative education provision run by Glasgow City Council. It is available as a part time option in S3 and as a full time option in S4. Their Learning Community Joint Support Team that has representatives from Education, Social Work and Psychological Services, refers young people.

The Transitions to Learning and Work Programme at Glasgow Kelvin College in partnership with EVIP have developed a hybrid programme called EVIP+, which aims to support the most vulnerable young people by combining aspects of both programmes to create a varied and dynamic curriculum offer. This programme aims to engage with young people referred to EVIP but are thought likely to struggle to sustain the main programme. These young people will normally also fit the criteria for the Transitions programme and benefit from smaller group sizes and the regular support of both an EVIP vocational coach and college CLD worker. Recruitment for this programme is usually once a year in August and enrols learners for one academic year until June.

19.2.5   Youth Access

According to, Is Scotland Fairer? The state of equality and human rights 2015, EHRC
"Girls continue to perform better than boys,
- In both 2009/10 and 2012/13, girls were more likely... to achieve at least five awards at SCQF Level 5 or better. In 2012/13, 44.1% of girls achieved at least five awards compared with 34.8% of boys. A similar improvement in attainment by both boys and girls over this period meant the attainment gap7 between girls and boys remained unchanged. Based on the average tariff scores of S4 pupils, girls improved from 189 points in 2009/10 to 200 points in 2012/13, while boys improved from 173 points to 183 points.
- Girls perform better than boys do across all ethnic groups, though the attainment gap differs in size. In 2012/13, White Scottish girls achieved on average 17 tariff points more than White Scottish boys. The gap was narrower (7–12 points) for Asian- Indian, Asian-Pakistani and Asian-Chinese pupils, and wider for Other Asian pupils and African/Black/Caribbean pupils (30 and 42 points respectively).
- Children from poorer backgrounds performed less well than their peers."

The Youth Access programme is an evening and weekend programme that works in partnership with the host organisations who provide venues and other youth work providers who support youth work activities. These co-delivery partnerships enable the College to work in the context of a wide array of other activities but with a focus on the agreement of learning targets and certification. The services are arranged through engagement with wider youth networks, in particular the Glasgow North East Strategic Youth Alliance and to a lesser extent the North West Youth Network, in which College Senior CLD Workers engage in meetings of

operational managers, with a combination of Head of Faculty and Senior CLD Worker engagement as part of the strategic steering groups. This provision is a key element in supporting engagement of particularly young men in danger of disengaging from education and to developing skills, which are required for life, work and learning.

All services are open to all young people, and the service extends across a wide range of accessible centres. The service is free of charge and completely flexible at the point of delivery therefore overcoming potential socioeconomic barriers to participation.

Various young people attend the Bridge service from other cultures, nationalities and speakers of other languages, providing a space for them to integrate with other local young people. The Bridge session alone accommodates young people from several different nationalities including Polish and Congolese. This assists in the fostering of good relations and eliminating discrimination.

The service also has available a wide range of technologies to assist people with disabilities to access the service. Different venues offer services used by different groups of young people; for example, Fuse has half a dozen members with learning disabilities.

19.2.6   Marie Trust Partnership

Our partnership working with Marie Trust is as an innovative programme. The programme has won an award at SQA. It supports homeless individuals and those with mental health issues to access learning in the College and to be an integral part of our learning community. The programme includes essential and vocational learning and staff from Marie Trust and our lecturers provide guidance and support together, to enhance the life chances of the learners, building confidence and self-esteem.

This programme promotes equality and diversity with the learning and teaching staff planning lessons that reflect the diversity of the classroom. Staff make sure that learning materials do not discriminate against anyone and are adapted where necessary, e.g. large print or audiotape format, thereby creating an all-inclusive culture for staff and students.

19.3   Engineering, Construction and Science

Induction programmes in the Construction courses have been tailored to ensure a significant emphasis is placed on issues such as; respect, discrimination, harassment

and bullying, particularly in programmes with high numbers of learners with challenging behaviour or territorial issues

Individual Learning Plans (ILPs) set and monitor personal targets in relation to any failure to adhere to the College's inclusive culture. Negotiating and setting personal targets has proved to be more effective in changing attitudes and behaviours than immediately invoking the college's disciplinary procedures.

Staff are constantly on the lookout for naturally occurring opportunities to discuss equality issues with groups during learning and teaching activities. When these opportunities present, staff are becoming skilled at guiding discussions that raise awareness and enhance attitudes towards equality.

Learning and teaching material reviewed annually, using QELTM, to ensure that underrepresented groups are portrayed positively and that opportunities to include equality topics within the subject have been signposted.

The science learners undertaking the Duke of Edinburgh award have been working closely with supported learners, and learners from across a number of curriculum areas, on a sensory garden project.

The Mechanical Engineering curriculum team are arranging for female ambassadors (engineers and recent graduates) to come into classes to give talks about their experiences and careers in engineering. This is motivational for all learners, and provides female learners with access to role models, which can offer support, guidance and inspiration.

The Science curriculum team facilitated stands at two major science festivals/events in Glasgow to promote STEM activities and careers for all. Significant numbers of schoolchildren attended these events from Glasgow and the surrounding authorities. This provided opportunities for the science team to target promotion of science courses to males

Throughout the academic year, the Faculty invites the College Equality, Diversity and Inclusion Manager to at least three faculty management meetings. This is helping to develop and enhance staff awareness, knowledge, skills and attitudes towards equality. Due to dissemination into curriculum teams of these skills and attitudes, it is evident that equality, diversity and inclusion is becoming embedded throughout the Faculty. The number of activities that seek to involve participants with protected characteristics (mainly gender) evidences this.

Where there is under-representation of females in engineering courses, it is normal practice for the course organisers to arrange for at least two females to be in the same class so that they can provide support for each other. The staff have established a support group for the female learners in engineering, science and technology classes.

Glasgow Kelvin College STEM Manifesto sets outs our vision for students, staff and stakeholders, making specific pledges which we will be implemented over the coming months and years. It commits Glasgow Kelvin College to a key role in meeting the needs of scientific, engineering, manufacturing and technological industries in the region while informing curricular planning decisions for the future.

To support this commitment and strengthen our STEM capacity we pledge to:

- Work with employers to equip learners with the skills and knowledge required to meet current and future market demands;
- Develop staff capacity, skills and knowledge to enable delivery of a high quality STEM curriculum;
- Invest in industry standard STEM resources and facilities to support the development of a strong STEM capacity in the College;
- Further develop STEM career pathways for learners from schools and the local community;
- Embed innovation, entrepreneurship and enterprise in all STEM programmes.

This manifesto will be included as part of the Gender Action Plan of the College to address underrepresentation of females in STEM and males in applied sciences.

Case Study

Mary Kate Cleugh

Glasgow Kelvin College student, Mary Kate Cleugh, is completing her HND in Electrical Engineering and planning her next move, either into an apprenticeship or on to university.

19yr old Mary Kate first came to the College three years ago on the Engineering Scholarship programme that targeted senior phase pupils at local schools. The programme blended schoolwork, college study and one day a week work experience, providing learners with vocational, workplace and personal development skills while maintaining their school studies.

A good pupil at Kings Park Secondary, Mary Kate's interest in engineering was piqued at an early age. "I enjoyed maths and physics and was always interested to see how things work. My Dad is an engineer, like my Grandpa, and I loved to help them work on models and circuits in my spare time. I would help with electrical kits – building stuff and repairing stuff. It was great experience and I knew then that I wanted to do something like this as a career," she says.

"So, when someone from the College contacted the school about the Scholarship programme I was excited as it really fitted my aspirations. I came onto the programme and was still able to get my maths and physics Highers. "My work placement was with Amey and I got a lot out of that – it confirmed for me that I was making the right decision in doing electrical engineering."

Amey are a strong partner with Glasgow Kelvin College and were delighted to have Mary Kate working with them. They were very impressed with her work and, importantly, her attitude and enthusiasm for learning her trade.

She continues, "When I completed the Scholarship programme I didn't go for an apprenticeship as I wanted to keep my options open – perhaps go on to university – so I was accepted at Kelvin for the HND in Electrical Engineering.

"I'm now completing my time here at Glasgow Kelvin and have applied for a degree course at Glasgow Caledonian University in Electrical, Electronic and Energy studies which sounds really interesting. We studied a unit on renewable energies as part of our HND and I really enjoyed it. If I went to university, I would go straight into the third year of the course.

"However I'm also looking at apprenticeship opportunities. Ultimately, I would like to work for a large well-known organisation, like Amey or Network Rail. On the topic of being a young woman studying for a traditionally male trade, Mary Kate is pragmatic. "Although I was the only girl in my class, the tutors and my classmates were absolutely fine. There were no real difficulties as everyone is treated exactly the same, learning the same skills in the same way."

Glasgow Kelvin established its 'Ada Lovelace Group' more than a year ago which attracts female engineering, science and technology students from

across the College and meets regularly to discuss issues in the industries. Mary Kate is an enthusiastic member.

"It was great to meet other women in the College who were interested in similar things and the group has been an excellent support. Our membership is growing – there are nineteen of us now - and it's been good to see other people keen on engineering in its variety of forms."

Asked if she had any words of advice for young women who were considering a future in engineering, Mary Kate is vehement. "I would say 'Go for it'!"
"Some women are put off because engineering is seen a male-based thing. It's completely not!"

"It's a great opportunity and women have as much chance of being successful as any man. If it's what you want to do, pursue it."

Mary Kate is with Anne Porter, Head of Faculty for Engineering, Construction and Science. Anne's background is also in engineering and she is delighted to have had Mary Kate as a student in her Faculty.

19.4 Health Studies, Care and Learner Development

19.4.1 ESOL Staff

ESOL staff have made changes to programmes to address learner demand for increased hours in part-time provision and this has assisted learners to remain and complete their programmes and progress to the next level. In addition, early enrolment for ESOL learners was requested in order to process funding to ensure learners have the required support at the start of their programmes, thereby improving retention of part-time learners.

The Scottish Funding Council questionnaire for learners was adapted by the Curriculum Manager to ensure ESOL learners could participate fully in shaping the direction of the College and the learning and teaching.

ESOL learners have the opportunity to progress through different ESOL levels and from part-time to full-time provision. On completion of Level 5 ESOL, learners are supported by class tutors to make applications to vocational study. A series of information sessions were organised by ESOL staff involving Curriculum Managers from Care, Social Care, Childcare and Science, which learners found extremely useful and this approach will be used more extensively in the ESOL area.

 ESOL class tutors were also proactive in ensuring that learners applying for mainstream vocational courses had interviews where appropriate. As a result, 25 students have subsequently received conditional offers for courses in Health,

Care, Science, Business, Hairdressing, Civil Engineering, Photography and Construction.

19.4.2   Child, Health and Social Care

Child, Health and Social Care lecturers ensure that all course materials are QELTM checked. They actively teach equalities and how to tackle discrimination throughout all the courses and this is to assist learners to challenge negative language and behaviour in others. Fund raising across all programmes in this area is included as standard, when students are looking at disadvantaged groups and how they can make a difference in the communities the College serves. For example, three consecutive years of collections for the rucksack project in Glasgow, collecting and distributing essential items for people living on the streets during winter.

This has a positive impact on the learners' progress within the college and learners grow in confidence and self-esteem. Many secure employment in the care settings in which they have placements. This would not have been achieved if they had not taken on board their learning on equalities.

19.4.3   Glasgow Kelvin College Cycling Programme

The Cycle Programme is running successfully with our Additional Support Needs learners along with creation of new partnerships with Glasgow based professionals such as The Glasgow Bike Station and Freewheel North.

We believe that the bicycle symbolises Freedom, Mobility, Independence and Self-Sufficiency. It is much more than simply another mode of transport, to the user it can become a tool for recreation, a means to lifelong learning and prove invaluable to health and fitness. In addition to these massive positives cycling is also the most environmentally friendly and efficient way of getting from A to B. The programme aims to:

- Promote Cycling and Road Safety within the context of young people with Additional Support Needs,
- Promote health, fitness and wellbeing within this client group,
- Encourage and facilitate independent travel skills in young people with Additional Support Needs,
- Produce high quality online learning materials that will support the learning of young people with ASN nationally,
- Deliver training and guidance on bike maintenance and components.

19.4.4   Schools Programmes

One of the focuses for 17/18 is the promotion of the full range of courses to all the Schools Partners not just mainstream schools. The result has been, working together with the three Local Authority Partners, a Prospectus for all courses from

levels 1-6. This allows young people much greater choice in selecting courses they think they are capable of achieving rather than the School they go to being the main influencing factor on their choice.

S2 Taster Programme

This year Glasgow Kelvin College, building on the success of the 2016 May Taster Programme, offered six hundred second Year pupils from the ten North East Schools taster sessions to assist with their option choices. The young people attended four options in a range of subjects that are traditionally gender specific and they attended all options e.g. Construction, Beauty, Hair and Engineering. This was an ambitious and carefully designed Programme. When evaluated the most significant outcomes were:

1) The Programme raised awareness and opened up the possibility of College being a realistic and viable option for many young people both whist still at School and post-School. School staff responsible for this year group supported the Programme, many commenting on their lack of awareness of the range of College courses available to young people on the Senior Phase Programme and post-School.

2) The young people being "challenged" about pre-conceived ideas about what certain courses involved and when they could start pursing their interest in a certain area:
"I didn't know Construction would be so much fun"
"Science is so interesting"
"That's great I can start learning about Early Years whilst still in fourth year"

This year the College is offering a wide range of Talent Tasters across all Faculties to third and fourth years, in addition the College is offering Taster Sessions to fourth, fifth and sixth year pupils who are considering the Senior Phase Programme or post-School courses.

These taster sessions help to challenge preconceived notions for career choices and begin to tackle gender stereotypes.

19.4.5   MCR Pathways

The College continue to develop the partnership with MCR Pathways to ensure all opportunities are afforded to all young learners, who could be potentially more vulnerable and at risk. MCR want care experienced and disadvantaged young people to have the same educational outcomes, career opportunities and life chances as any other young person. Mentoring is one way to achieve this. Glasgow Kelvin College is committed to encouraging and supporting staff to become Mentors and currently 14 staff members are Mentors for MCR.

20. Demonstrating Mainstreaming – Support Functions

20.1 Admissions

Admissions analyse applications and offers, including statistics on the protected characteristics, which are part of the application form, to advance equality and diversity in Admissions within the College.

Admissions review – After consultation with staff and learners, new procedures and processes were introduced to ensure fairness in the admissions systems. Internal admissions process allows all internal candidates the same provision for progression. The Admissions team move to West Campus; an EQIA was completed to ensure service relocation did not negatively affect those with protected characteristics and that the same service was available to all.

An ESOL Admissions sub group has been established to manage applications to provide a solution for learners and staff to make the ESOL applicants experience of admissions positive and to help learners from a protected characteristic experience a better service to meet their needs and provide further opportunities to learners without English as their first language.

20.2 Advice and Guidance

The team provide guidance services to learners across all college campuses and promote equality and diversity when using promotional material. The service is advertised in a variety of formats, hard copy or electronically, to allow manipulation into accessible formats to advance equality of opportunity by allowing all to access advertisements.

The team attend events at schools to publicise college options to leavers, including those for pupils with additional learning needs that helps young people with decision-making and college options. College opportunities are publicised with schools to advance pupils knowledge of opportunities. Advice and guidance staff also attend community groups to highlight college as an option e.g. Adult Learners group and the Blindcraft group to encourage application to college from a variety of learners to help diversity. This assists us to promote equality of opportunity to all prospective learners and build partnerships in the community to foster good relationships and encourage diversity.

20.3 Business Development Unit

20.3.1 Glasgow Consortium Foundation Apprenticeships.

The Glasgow Consortium Foundation Apprenticeship team, based in Glasgow Kelvin College have embedded equality in their strategy to tackle underrepresentation of disabled people, BME learners, LGBTI+ and women undertaking Foundation Apprenticeships. The team have been liaising with men

in Childcare, BEMIS and GDA in order to promote these opportunities to advance equality of opportunity.

20.3.2 Partnership with the Skills Council for Persons with Disability

Funded through the UKIERI programme is a partnership consisting of, Glasgow Kelvin College, the Skills Council for Persons with Disability in India and the Lemon Tree Hotel Group, an India based hotel chain that is a prime example of embedding equality into employment practice.

The programme is developing a suite of training materials that will be accessible for people with different disabilities and for specific occupations. At the same time, the programme is engaging with other employers across India to support them in incorporating an equality and diversity based approach to recruitment. The partnership is a long-term plan to 2019.

20.3.3 Commercial Training

Equality and Diversity is core to the development and delivery of commercial training programmes. These programmes are developed entirely in line with the College's Equality and Diversity policies with commercial learners having the same access to the College's support mechanisms that funded learners have.

20.3.4 Work based Learning Programmes

As a condition of contract to deliver Skills Development Scotland work based learning programmes, the College is required to demonstrate how it meets their Equality and Diversity priorities, as well as its own. The College works closely with Skills Development Scotland to agree and develop a plan that will evidence and monitor this, to increase participation from underrepresented groups on these programmes.

20.4 Communications and Planning

The College's external communications seek to ensure that the message advances equality and diversity. Much of the publicity focuses on the areas of accessibility and inclusion and celebrates success where possible for learners'/community residents with protected characteristics. Sensitive use of language is adhered to at all times and images used are positive and inclusive. To achieve this, attendance at community events is encouraged in order to report and promote the College's role in supporting the accessibility, equality and inclusion agenda.

The College Context Statement, a document issued each year with the College's Strategic Plan, which provides detailed oversight of the statistical, and policy context within which the College operates, informs Strategic and Operational Planning processes for the College. The Context Statement provides up to date statistics relating to the College learner body, Glasgow Region residents and the national

picture. The College is able, then, to monitor and evaluate its impact on local communities and equalities.

20.5   Facilities Management

All buildings are accessible and all car parks have disabled parking spaces for staff and learners. Signage is accessible and there are accessible toilets with changing areas in all buildings. Shelves are in toilets for personal hygiene purposes. Any changes in estates functions are equality impact assessed to ensure accessibility.

20.6   Funding Department

ESOL students have their own enrolment sessions out with mainstream enrolments. Finance and funding staff work closely with faculty staff during these enrolments and throughout the session to provide as much of a one-to-one service as possible. The staff travel to other campuses to ensure all ESOL learners can access this support.

Working closely with the Curriculum Manager for ESOL has also facilitated the Arabic translation of fee waiver and funding evidence required for full and part-time students and the college is investigating ways to translate the information into other languages to assist learners to understand and access funding more quickly.

20.7   Health and Safety Management

The health and Safety manager also carries out an assessment to with the person to assess and implement any reasonable adjustments to facilitate them remaining in work or study thus advancing equality of opportunity.

When Human Resources become aware that a staff member is pregnant, a notification goes to the Health and Safety manager followed by a risk assessment. A similar process takes place for learners who disclose a pregnancy. Training around pregnancy and maternity is provided to the member of staff, which advises on reasonable adjustments to support pregnancy.

20.8   Learner Support

Extended Learning Support (ELS) is available for learners requiring additional support with their studies. Learner Support offer a wide range of support measures and has specific resources. The team use a 'Needs Led' model to ensure strategies and solutions implemented to support individual learners.

The College encourages all learners to disclose any disabilities, difficulties or barriers as early as application and enrolment. Learners can also self-refer online via the website or intranet. Alternatively, they can drop in or contact one of the Learner Support Advisors at any of the four campuses. Tutors are also encouraged to refer if they feel, after discussion with the learner, that a need should be explored and

supported. Once a need is identified, Learner Support will communicate with relevant learners to organise and implement suitable support strategies.

The Team use a range of Assistive technology (AT). This any product or service that helps to increase, maintain, or improve the functional capabilities of an individual with difficulties, disabilities or barriers. AT comes in many different formats and is not always a high-tech software package that has a high cost value. AT can promote greater independence for individuals by allowing them to reduce their reliance on others. AT can also provide enhancements and/or changing methods of interacting with technology allowing individuals to perform tasks they previously had difficulties in accomplishing.

20.9 ICT Department

ICT Technical Services provide services to all users within the College regardless of their location. All students receive Internet Access, WiFi Bring Your Own Device (BYOD), Intranet access; Virtual Learning Environment (VLE), email accounts and storage accounts. Most of these services are available from inside or outside of the College. Many of the services provided include tools that significantly increase accessibility.

The Read & Write application is included on all PCs and Macs, a screen reader is included with Windows, tools are included with Office that checks documents for potential accessibility issues and keyboard shortcuts are available. Roaming Profiles are available for students who require tailoring their windows environment to their needs.

20.10 Library and Information Services

Library Services, including resources and support are available at each campus. The Services provide access to a wide range of resources including printed resources (books and journals) as well as online resources (over 15,000 journals and over 900 Ebook titles) which are accessible 24x7. This enables learners to access resources anytime, anywhere. In addition, reciprocal arrangements with Glasgow Life, City of Glasgow College and Clyde College means that learners have access to a wide range of centres at different locations across the city.

The Service works closely with Learner Support in ensuring that staff are aware of the support available to learners and staff trained in using assistive technologies to support students using ICT facilities.

Staff deliver inductions and information retrieval skills to class groups and ensure that learners are aware of the facilities and support available. All guides and study skill guides are available in printed and electronic formats. These comply with accessibility standards, are accessible 24x7 and tutors can use these with class groups.

There is a rolling programme of displays throughout the academic year highlighting national campaigns; these include:

- Human Rights Day;
- World Mental Health Awareness;
- Anti-bullying Week;
- International Day of Persons with Disabilities;
- World Religions;
- International Mother Language Day; and
- Literacy in Scotland.

The Service is currently piloting the Reading Ahead Challenge with ESOL students. This is a national challenge in liaison with the Reading Agency and aims to support young people and adults by changing their perception of reading, opening up opportunities and building their confidence. The Challenge invites participants to pick six reads and record, rate and review them in a diary in order to get a certificate. This has involved working closely with the ESOL staff, organising sessions in the library to meet with students and support their personal reading programmes. The intention is to roll this out across all our campuses next session.

20.11 Management information Systems (MIS)

MIS gather and report the student information regarding equalities, from the enrolment form and this assists the College to monitor the retention and attainment for those with protected characteristics to advance equality of opportunity for learners.

On a weekly basis the team forward information to the Learner Support team on learners who have indicated that they have a disability. This enables them to contact the learner to discuss any additional support they may require.

Team members have undertaken Mental Health First Aid Training to support colleagues and raise awareness of mental health issues and this underpins the values of Glasgow Kelvin College and its theme of resilience. This helps staff to discuss mental health and helps to reduce discrimination for those staff who experience poor mental health.

20.12 Marketing Department

Understanding and advancing equality and diversity is at the core of marketing activity at Glasgow Kelvin College. Being able to relate with all stakeholders, inside and outside of the college necessitates a deep understanding of their core needs and value systems. All marketing materials are produced with an inclusive mind-set.

Under-represented groups are visible in media used in a range of marketing materials. The team use current students as the focus of campaign activity and make sure that gender equality is reflected when promoting for recruitment to traditional employment

sectors, e.g. females highlighted in engineering course areas and males in care courses.

Promotional materials represent a wide age range and positive images of disabled people used in marketing and promotional media through use of imagery and if possible case studies.

As well as visual representation, the narrative in materials both digital and in print, is careful not to discriminate against individuals irrespective of protected characteristics.

Marketing documents are available on request in an accessible format and videos supplement the main narrative and not replace it.
Venues for events are checked for full accessibility and special dietary requirements are catered for if appropriate.

20.13 Procurement

The contracts tend to be competitions from Frameworks and these are equality assessed, prior to suppliers being included in the framework.

Equality Assessment Checklist

Please respond to the following statements and confirm at the bottom of the schedule.

9.1.1	Please confirm that your organisation complies with the Equality Act 2010	Pass confirmation of compliance to Equality Act 2010
9.1.2 In the last three years, has any finding of unlawful racial discrimination been made against your Organisation by any court or industrial tribunal?		Yes/No
9.1.3 In the last three years, has your Organisation been the subject of formal investigation by the Equality and Human Rights Commission on grounds of alleged unlawful discrimination?		Yes/No
9.1.4 If the answer to question 9.1.2 is in the affirmative or, in relation to question 9.1.3, the Commission made a finding adverse to your Organisation, what steps did you take in consequence of that finding?		
9.1.5 Do you observe, as far as possible, the relevant authorities (such as Equality and Human Rights Commission or its predecessors) Code of Practice for Employment, or equivalent code of statutory guidance issued under equivalent legislation in another country, which gives practical guidance to employers and others on elimination of unlawful and the promotion of equality of opportunity in employment, including monitoring of workforce matters and steps that can be taken to encourage members of all parts of society to apply for jobs or take up training opportunities? If yes, **please supply evidence to support your answer**. Evidence may be examples or copies of documents such as your equality, race relations, diversity or equal opportunities policy, documents containing instructions to staff, or outlining arrangements for advertisements, recruitment, selection, access to training, opportunities for promotion, copies of recruitment advertisements, extracts from staff handbooks, or other materials that demonstrate your organisations commitment to race equality.		Yes/No

20.14 Quality Department

The Quality Department work closely with the Learner Support staff to ensure that procedures are in place for all learners who require additional assessment support in external exams. Learner Support staff assess learners' needs and these verified by the Quality Enhancement Manager.

Additional assessment support may include,

- An adapted paper where the colour and/or font is easier for the learner to read,
- The use of computer assistive technology to support their learning difficulties,
- Additional time in an external exam to give the learner more time to process what is required and respond, and
- The use of a scribe to record learner responses where the learner has a difficulty in writing. These adjustments support the learner to participate fully in the external exam process and achieve their potential.

The Quality Enhancement Committee ratify all quality policies and procedures by to ensure that all are inclusive and comply with the College equalities strategy.

21.   Students' Association

The Students' Association within Glasgow Kelvin College plays an important role in incorporating equality and diversity into its main areas of work, by coordinating between learners and staff and helping to create a safe environment and supporting learners who may have experienced prejudice and discrimination in the past.

Within the structures of the Association there are Voluntary Officers supporting students who are categorised under specific liberation groups. These Officers are removing barriers and encouraging integration into the college community with such events as Tea@GKC and fortnightly LGBT+ Society meetings. The Officers are:

- Women's Officer
- LGBT+ Officer
- ESOL Officer
- International Officer
- Disability Officer
- Equality and Diversity Officer

In order to support these marginalised groups, the Students' Association work closely with external organisations such as the National Union of Students to help promote equality and campaign for the rights of under-represented students

22.   Mainstreaming Spotlights

22.1 Chaplaincy Services

Religion and belief play an important part in people's lives and raising understanding of religious or philosophical beliefs helps to eliminate discrimination and harassment and celebrates the diversity of staff and learners. Staff in the College have a working group that is establishing chaplaincy services from local faith groups to provide pastoral support for staff and learners.

22.2   Third Party Reporting Centre

 As highlighted in the Is Scotland Fairer? The state of equality and human rights report by the Equality and Human rights Commission 2016, legislation for newer categories of hate crime (disability, sexual orientation and transgender) came into force in March 2010. Between 2010/11 and 2013/14, the number of cases of reported hate crime increased by 8% (from 5,387 to 5,804). Hate crimes related to race were the most commonly identified hate crimes recorded by the police.

To this end, Glasgow Kelvin College will be a Third Party Reporting Centre from May 2107. Offering this service will help the College to foster good relations with communities and support staff and learners to report instances of hate crime safely with the support of the staff. Efforts to enhance further our commitment to tackle violence against women; will include links to the reporting of this too.

22.3   White Ribbon Campaign

In August 2016, the Scottish Funding Council (SFC) published its gender action plan and addressing gender inequality in society is a priority in education. The SFC also included, as one of its strategic aims "To prevent gender based violence across Scottish Colleges and Universities"

 Glasgow Kelvin College also recognises this as a priority as many women and girls cannot reach their full potential or access equal opportunities to learn due to domestic violence in all its forms and this is included in the College's gender Action Plan.

The White Ribbon Scotland campaign launched in Scotland in 2006, and engages men and boys to raise awareness, sign the pledge "I pledge to never to commit, condone or remain silent about violence against women in all its forms", and have discussions around gender-based violence. Violence against women and girls is a societal issue, during 2015-16, in Scotland alone 43,158 incident of domestic violence took place where there was a female victim and a male perpetrator, and affects many staff and learners within our communities.

The Learner Engagement Officer, working with the EDI committee and the Students' Association introduced the White Ribbon Campaign into the College. Through delivery of presentations, stalls, and having a presence at different college events, we were

able to secure our pledge count target of five hundred, which has secured us the title of the first White Ribbon College in Scotland. Staff and learners also undertook training to become White Ribbon National Speakers.

This success was acknowledged in the press and in an [Early Day Motion](#) in Westminster. We facilitate discussions around these issues with staff and learners that enables them to express their views and access support, enabling them to keep accessing learning or work. Feedback, regarding other forms of gender-based violence, were included, and links to support organisations provided to each learner to use at their disposal.

GKC Logo for the White Ribbon Campaign

22.4 Mental Health Improvement Strategy

The College, as an employer, recognises the importance of good mental health and emotional resilience for staff. This is in line with the Scottish Government's proposed new ten-year mental health strategy that aligns with GKC's emotional resilience theme.

- Start Well – ensuring that children and young people have good mental health, and that we act early when problems emerge,
- Live Well – supporting people to look after themselves to stay mentally and physically healthy, to get help quickly when they need it, and to reduce inequalities for people living with mental health problems,
- Age Well – ensuring that older people are able to access support for mental health problems to support them to live well for as long as possible at home.

In addition, the priorities to support people to manage their own mental health ensure parity between mental health and physical health and realise the human rights of people with mental health problems. [Scottish Government mental Health Stategy.pdf](#)

Many staff in the College, to raise awareness of mental health issues and help available, have completed the Scottish Mental Health First Aid training. Line managers

have undertaken mental health awareness training to support staff to remain in work or return to work after illness.

22.5   Embracing Diversity Competition

The College is running the Embracing Diversity Completion for learners and this will display learners understanding of diversity and foster good relations in campuses and in the surrounding communities. This is both a local and a regional competition with Glasgow Clyde College and City of Glasgow College.

22.6   Tea @ GKC

This programme of events designed by staff and learners is to help promote good relations between learners and help our ESOL learners meet staff and learners form different faculties and give them some insight into other areas of learning in the College when they complete their ESOL courses. The Student Association also supports this initiative. Tea at GKC continues to provide opportunities for ESOL learners and native speakers to come together socially.

The Beauty Tea @ GKC with ESOL. This is a social meeting involving Scottish traditions where ESOL and beauty students integrate to exchange ideas.

 Care Tea @ GKC. Learners from Care courses have the opportunity to interact with people from different cultural backgrounds and develop the interpersonal skills required to communicate with people whose first language is not English. ESOL learners were able put their developing speaking skills into action, gaining confidence whilst finding out about studying in the care vocational area as well as making new friends.

Games & Sport HN Team @ GKC. It was a morning of sports for ESOL learners. This gave learners an opportunity to try a variety of sports and interact with mainstream learners

22.7   Themed Months

To raise awareness of EDI to staff and learners throughout the year and to provide teaching materials and topics for discussion, GKC promotes themed months:
- Black History Month in October –Staff and learners access the programme of events in Glasgow and awareness of this is used to foster good relations by being discussed in class sessions.
- Inter-faith Awareness Month in November. – Publicised throughout the College to encourage dialogue and understanding of different beliefs and ideologies.
- Disability Awareness Month in December. – Awareness of the challenges faced by disabled people to enable them to achieve their full potential is part of teaching and learning. Disabled learners raise funds for community charities to empower them to play a full role in the College and the community.

- Age Awareness Month in January - Glasgow Kelvin College welcomes staff and learners into the College and publicises local events and learning opportunities that highlight challenges that younger people and older people face in society and this builds respect and understanding.
- LGBT History Month in February. – LGBT events held within the College are organised by staff and learners. Learners researched into LGBT issues and stalls informing others and providing information on support to LGBT learners and staff were set up in campuses.
- Gender Equality Month in March - This incorporates International Women's Day and events such as the GWL In her Shoes event staged in the College. Presentations of the White Ribbon Campaign to learners and local schools happen throughout this month.
- Poverty Awareness Month in April. - Staff and learners raise money all year for charities and learners established a food bank for the local community.

Promotion of these are through social media, posters, GKC bulletin and the Student Association and assist in advancing equality and fostering good relations.

Glossary of Terms

Age
- Refers to a person belonging to a particular age (e.g. 32 years old) or range of ages (e.g. 20-24, 25-29 year olds).

Anticipatory Duty
- For service providers, the duty to make reasonable adjustments is anticipatory; within reason, it is owed to all potential disabled customers and not just to those who are known to the service provider.

BME (Black and Minority Ethnic Group)
- "Black and Minority Ethnic Group" is used in the UK to describe people from minority groups of non-white descent, particularly those who are viewed as having experienced racism, or are in the minority because of their skin colour and/or ethnicity. The comparison between white and BME has been criticised for being bureaucratic and failing to differentiate between non UK white minorities, e.g. those from Eastern Europe, and other white ethnic minority groups. As such, in this report, BME refers to those categories which are distinct from "UK White" and "Other White". Refer to Other White and UK White for more details.

BOM (As row header in staff data table)
- The Board of Management is represented as "BOM".

Bullying
- Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Composition (Staff)
- The total staff headcount, based on primary job role.
- The College regards "development" as encompassing more than simply formal training activity. Indeed, development also includes self-directed continuous professional development (CPD) activities.

Disability
- A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Remember, not all disabilities are physical or visible.

Discrimination
- **Direct discrimination refers to discrimination because of a person's protected characteristic.**
- **Indirect discrimination occurs when a provision, criterion or practice is applied that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic.**

- **Discrimination arising from disability occurs when a person is treated unfavourably because of something arising in consequence of their disability.**
- **Discrimination by perception occurs due to the belief that someone has a protected characteristic, whether or not they do have it.**
- **Discrimination by association occurs against a person who does not have a protected characteristic because of their association with someone who does.**

Diversity

- Valuing everyone as a unique individual and celebrating this difference. Managing diversity successfully will help organisations to nurture creativity and innovation and thereby tap hidden capacity for growth and improved competitiveness.

Due Regard

- To 'have due regard' means that in carrying out all of its functions and day to day activities, a public authority subject to the duty must consciously consider the needs of the PSED as part of the decision-making process in any policy and practice. 'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. The greater the relevance of a function to equality, the greater the regard that should be paid.

Equality

- Providing a level playing field for disadvantaged groups to ensure fairness. The approach is centred on, equality of opportunity (access); equality of process (experience and treatment) and equality of outcome (achievement).

Equality Act 2010

- The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply. It also strengthens the law in important ways, to help tackle discrimination and inequality.

Equality Policy

- A statement of an organisation's commitment to the principle of equality in the workplace for staff, customers and stakeholders.

External (As row header in staff data table)

- Comprises applicants (applicants), those invited to attend a selection interview (shortlisted applicants) and those new appointments (appointments) who did not previously work for the College. Refer to Recruitment for more details.

Gender Reassignment

- The process of transitioning from one gender to another. The individual does not need to undergo any medical or hormonal treatment or change their appearance. As soon as they identify and present as a woman/man they should be treated as such, using toilets and changing facilities accordingly.

Harassment

- Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Inclusion

- Inclusion in education is as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion. Social exclusion is the outcome of multiple deprivation, which prevents individuals or groups from participating fully in the social, economic, and political life of the society in which they live.

Internal (As row header in staff data table)

- Comprises applicants (applicants), those invited to attend a selection interview (shortlisted applicants) and those new appointments (appointments) who were already working for the College. Where "internal appointment" is discussed, this comprises appointments to a new role, including promoted positions, and when a member of staff transfers from a temporary to a permanent contract. Refer to **Recruitment** for more details.

Leavers (As row header in staff data table)

- A former member of staff who has left the College within the previous 12 months, i.e. no longer works for the College.

Marriage & Civil Partnership

- In Scotland, marriage is the form of both civil and religious unions between individuals. Civil partners must be treated the same as married couples on a wide range of legal matters. In employment, civil partners must be treated no less favourably than married couples.

Monitoring

- An analysis of equality data to examine if people with protected characteristics are being treated fairly, for example, monitoring the representation of women or disabled people in the workforce or at senior levels within organisations. Since *February, 2013, the monitoring of all protected characteristics at application stage has been changed to compulsory fields, with the default set to "prefer not to say" for each*. The College remains committed to encouraging and supporting staff and students in self-declaration.

More Favourably

- To treat somebody better than someone else. This is unlawful under the Act if it is because of a protected characteristic, except in very limited circumstances e.g. the duty to make reasonable adjustments for a disabled person. The law can require pregnant workers to be treated more favourably in some circumstances.

Other White

- Refers to those other white ethnicity categories not included within the "UK White" category, i.e. "Irish"; "Gypsy/Traveller"; "Polish"; and "Any other white ethnic group". Refer to **BME** and **UK White** for more details.

Positive Action

- Refers to a range of lawful actions that seek to overcome or minimise disadvantages (e.g. in employment opportunities) that people who share a protected characteristic have experienced, or to meet their different needs.

Pregnancy & 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.

Proportionality

- Refers to measures or actions that are appropriate and necessary. Whether something is proportionate will be a question of fact and involve weighing up the discriminatory impact of the action against the reasons for it, and asking if there is any other way of achieving the aim. The more discriminatory a measure, the harder it will be to justify.

Protected Characteristic

- Grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Public Authority

- Organisations and individuals that carry out public functions. This would include government departments, local authorities, health authorities and hospitals, schools, prisons, and police, for example.

Public Sector Equality Duty (PSED)

- The duty on a public authority when carrying out its functions to have due regard to the need to eliminate unlawful discrimination and harassment, advance equality of opportunity and foster good relations. The Public Sector Equality Duty is known as the "general duty".

Race

- Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. Refer to **BME**, **Other White** and **UK White** for more details.

Reasonable

- What is considered reasonable will depend on all the circumstances of the case including the size of an organisation and its resources, what is practicable, the effectiveness of what is being proposed and the likely disruption that would be caused by taking the measure in question as well as the availability of financial assistance.

Recruitment (Staff)

- The proportion of external/internal applicants (applicants), those invited to attend a selection interview (shortlisted applicants), and those new appointments across relevant protected characteristics (appointments). Refer to **Internal** and **External**.

Religion or Belief

- Religion is generally associated with beliefs, but belief includes philosophical beliefs including lack of belief (e.g. Atheism, environmentalism, vegetarianism, etc.). Generally, a belief should genuinely be held and affect your life choices or the way you live for it to be included in the definition.

Retention (Staff)

- The ability of an organisation to retain its staff. For the purpose of analysis this is represented in the average years of service for staff and leavers across relevant protected characteristics.

Scottish Index of Multiple Deprivation (SIMD)

- SIMD is used to identify and present zones of relative deprivation across urban and rural parts of the country. Data are often compared between those living in the most deprived 20% of data zones, or Q1, and those living in the remaining 80% of data zones, or Q2-5. At a national level, the most deprived zones are found in Scotland's urban centres. Please click the following link for further information: Scottish Index of Multiple Deprivation.

Scottish Funding Council (SFC)

- The Scottish Further and Higher Education Funding Council is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges (see Colleges that are funded) and universities and higher education institutions (see Universities and Higher Education institutions that are funded).

Sex (Formerly referred to as gender)

- Generally refers to a man or a woman. For a variety of reasons, some people do not identify according to these definitions.

Sexual Orientation

- Whether a person's sexual orientation is towards their own sex (homosexual), the opposite sex (heterosexual) or to both sexes (bisexual). For a variety of reasons, some people do not identify according to these definitions.

Shortlisted Applicants (As row header in staff data table)

- Comprises applicants who are invited to a selection interview.

SMT (As row header in staff data table)

- The Senior Management Team, comprised of the Principal, Vice Principal, and Directors, is represented as "SMT".

Specific Duties Scotland

- Scottish Ministers made regulations in May 2012 placing specific duties on Scottish public authorities to enable the better performance of the Public Sector Equality Duty (PSED). The Equality Act 2010 (Specific Duties (Scotland) Regulations 2012 are also known as the Scottish Specific Duties.

Staff

- Refers to those individuals employed on a part time, or full time basis, including those on temporary and fixed-term contracts. Agency staff are not included, as they are not employed directly by the College.

UK White

- Comprised of the following ethnic group categories: "Scottish"; "English"; "Welsh; and "Northern Irish". This category is distinct from BME and Other White. Refer to **BME** and **Other White** for more details.

Victimisation

- Subjecting a person to a detriment because they have done a protected act or there is a belief that they have done a protected act i.e. bringing proceedings under the Equality Act 2010; giving evidence or information in connection with proceedings under the Act; doing any other thing for the purposes or in connection with the Act; making an allegation that a person has contravened the Act.

(Source: ACAS, 2014; CIPD, 2013; EHRC, 2014; EHRC, 2011, and UNESCO, 2005)

The Equality Act 2010
The full Equality Act 2010 can be accessed through this link: **Equality Act 2010**.

Of note, under the Equality Act, the College is defined as an authority.

Introduction and Protected Characteristics
The purpose of the Equality Act is to streamline, strengthen and harmonise 40 years of equality legislation. The Act establishes 9 protected characteristics. These are:
- Age.
- Disability.
- Gender reassignment.
- Marriage & Civil Partnership. *
- Pregnancy & Maternity.
- Race.
- Religion or Belief.
- Sex.
- Sexual orientation.

Public Sector Equality Duty (PSED, or General Duty)
A public authority must, in the exercise of its functions, have due regard to the need to:
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act; *
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

* All protected characteristics (with the exception of marriage & civil partnership) are subject to the full duty. Section a) of the duty also extends to cover marriage & civil partnerships in employment.

The general duty, or PSED can be accessed through this link: **Public Sector Equality Duty**. Refer to Figure 1 for further information: Figure 1.
The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and Amendment Regulations 2016
The regulations, and amendments, can be accessed through these links: **Specific Duties (Scotland) Regulations 2012** and **Specific Duties (Scotland) Amendment Regulations 2016**.

Duty to Report Progress on Mainstreaming the Equality Duty
- Publish a mainstreaming report on the progress made to make the general equality duty integral to the exercise of its functions so as to better perform the duty:
- No later than 30th April 2013; and
- Subsequently at intervals of no more than 2 years, beginning with the date on which it last published a report.

Duty to Publish Equality Outcomes and Report Progress
Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty:
- No later than 30th April 2013; and
- Subsequently, at intervals of no more than 4 years, beginning with the date on which it last published a set of equality outcomes.

In preparing a series of outcomes:
- Take reasonable steps to involve persons who share a relevant protected characteristics/those who represent the interests of those persons; and
- Consider relevant evidence relating to persons who share a relevant protected characteristic.
- Publish reasons if equality outcomes do not cover every relevant protected characteristic in relation to further the general equality duty.
- Publish a report on the progress made to achieve the published equality outcomes:
- No later than 30th April 2015; and
- Subsequently, at intervals of no more than 2 years, beginning with the date on which it last published a report.

Duty to Assess and Review Policies and Practices
- Assess the impact of applying a proposed new or revised policy or practice against the needs of the general equality duty.
- In making the assessment, consider relevant evidence relating to persons who share a relevant protected characteristic (including any received from those persons).
- In developing a policy or practice, take account of these results.
- Publish, within a reasonable period, the results of any assessment made.
- Make arrangements to review and revise any policy or practice to ensure that it complies with the general equality duty.
- Any consideration as to whether or not it is necessary to assess the impact of applying a proposed new or revised policy or practice is not to be treated as an assessment of its impact.

Duty to Gather and use Employment Information
- Take steps to gather information on the number and relevant protected characteristics, in each year, of the:

- Composition of the authority's employees; and
- Recruitment, development and retention of employees.
- Use this information to better perform the general equality duty.
- Report progress within the mainstreaming report, including:
- Annual breakdown of information gathered, which has not been previously published elsewhere; and
- Details of the progress made in gathering and using that information to enable it to better perform the general equality duty.
- Use any information provided by the Scottish Government, in relation to protected characteristics of the authority's board members, to better perform the equality duty.
- Include information on the number of men and women who have been board members of the authority during the period covered by the report and how the:
- Information has been used to better perform the equality duty.
- Authority proposes to use the information, in taking steps towards there being diversity amongst board members in relation to relevant protected characteristics.

Duty to Publish Gender Pay Gap Information
- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime).
- Publish this information no later than 30th April 2013 and every second year thereafter.

Duty to Publish Statements on Equal Pay, etc.
- Publish a statement containing the required information no later than 30th April 2013 and every fourth year thereafter.
- The statement must specify the policy on equal pay among its employees between:
- Women and men;
- Persons who are disabled and persons who are not; and
- Persons who fall into a minority racial group and persons who do not.
- The statement must specify occupational segregation among its employees in relation to the concentration of:
- Women and men;
- Persons who are disabled and persons who are not; and
- Persons who fall into a minority racial group and persons who do not.
- The first statement (therefore no later than 30st April 2013) must contain information on women and men.

- The second statement (therefore no later than 30st April 2017) and subsequent statements must contain information on gender, disability and race.

Duty to Consider Award Criteria and Conditions in Public Procurement

- When relevant and proportionate to the subject matter of an agreement for goods, works, or services, institutions should have due regard to whether the award criteria of the agreement and the contract conditions relating to the performance of the agreement should include considerations relevant to its performance of the general equality duty.

Duty to Publish in a Manner that is Accessible etc.

- When producing the mainstreaming report, outcomes and subsequent progress, gender pay gap information and equal pay statements, the authority must:
- Publish in a manner that makes the information published accessible to the public; and
- So far as practical, employ an existing means of public performance reporting.

Components A public authority must, in the exercise of its functions, have **due regard** to the need to:	Due Regard Having due regard specifically involves taking steps to:
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act, i.e. **ensure fairness**.	
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, i.e. **advance opportunity**.	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic. b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it. c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, i.e. **foster respect**.	a) Tackle prejudice. b) Promote understanding.

Figure 1: The Public Sector Equality Duty of the Equality Act 2010

Due regard comprises two linked elements: proportionality and relevance.

The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality.

In short, the greater the relevance of a function to equality, the greater the regard that should be paid.

Staff Composition at 28 February 2017

Gender

All Staff (Headcount)	561	Glasgow City Council 2011	Scottish Population 2011
Female	51.2%	51.80%	51.50%
Male	48.8%	48.20%	48.50%
Female FT	47.4%		
Male FT	69.7%		
Female PT	39.0%		
Male PT	19.3%		
Female - Fixed Term	13.6%		
Male - Fixed term	10.9%		

Ethnic Origin

All Staff (Headcount)	561	Glasgow City Council 2011	Scottish Population 2011
UK White	93.2%	82.7%	91.9%
White Other European	3.2%		
White Non-European	0.5%	5.7%	4.1%
BME	2.9%	11.6%	4.0%
Indian	12.5%		
Pakistani	31.3%		
Chinese	6.3%		
African	12.5%		
Caribbean	0.0%		
Any Mixed or Multiple Ethnic Group	31.3%		
Other Ethnic Group	6.3%		
Prefer not to Answer	0.2%	NA	NA
Non-disclosed	0.0%	NA	NA

Disability

All Staff (Headcount)	561	Glasgow City Council 2011	Scottish Population 2011
Yes	5.5%	22.70%	19.60%
Yes - prefer not to say	0.2%		
Yes - physical condition	35.5%		
Yes - mental health condition	35.7%		
Yes - learning difficulty	9.1%		
No	83.4%	77.30%	80.40%
Prefer not to Answer	3.0%	NA	NA
Non-disclosed	8.0%	NA	NA

Sexual Orientation

All Staff (Headcount)	561
Heterosexual	62.2%
Gay	1.1%
Lesbian	1.2%
Bisexual	0.2%
Prefer not to Answer	30.1%
Non-disclosed	5.2%
Transgender	0.0%

Age

All Staff (Headcount)	561
up to 35	19.6%
36 to 50	40.6%
51 to 60	31.4%
greater than 60	8.4%

Religion or Belief

All Staff (Headcount)	561
Christianity - RC	10.2%
Christianity - C of S	10.9%
Christianity - Other	9.4%
Quaker	0.2%
Buddhist	0.2%
Hinduism	0.0%
Muslim	1.1%
Other faith or belief	0.9%
None	26.9%
Prefer not to Answer	8.7%
Non-disclosed	31.6%

Marriage or Civil Partnership

All Staff (Headcount)	561
Married/Civil partnership	50.4%
Single	28.7%
Divorced/Civil partnership dissolved	3.4%
Partner	3.0%
Separated	0.9%
Widow/Surviving partner	0.5%
Prefer not to Answer	3.9%
Non-disclosed	9.1%

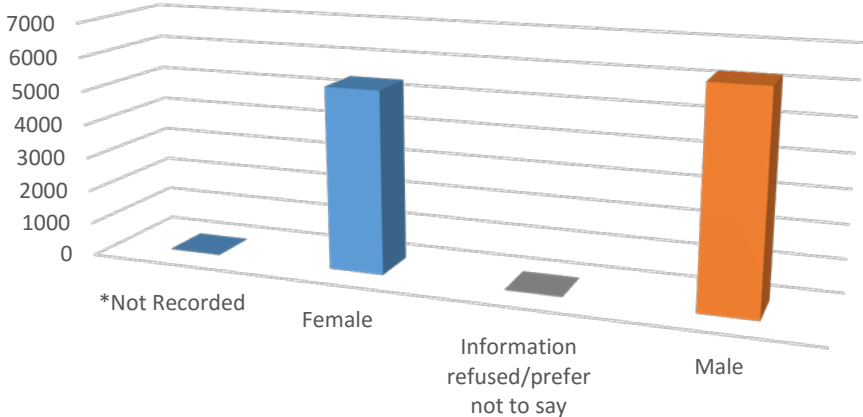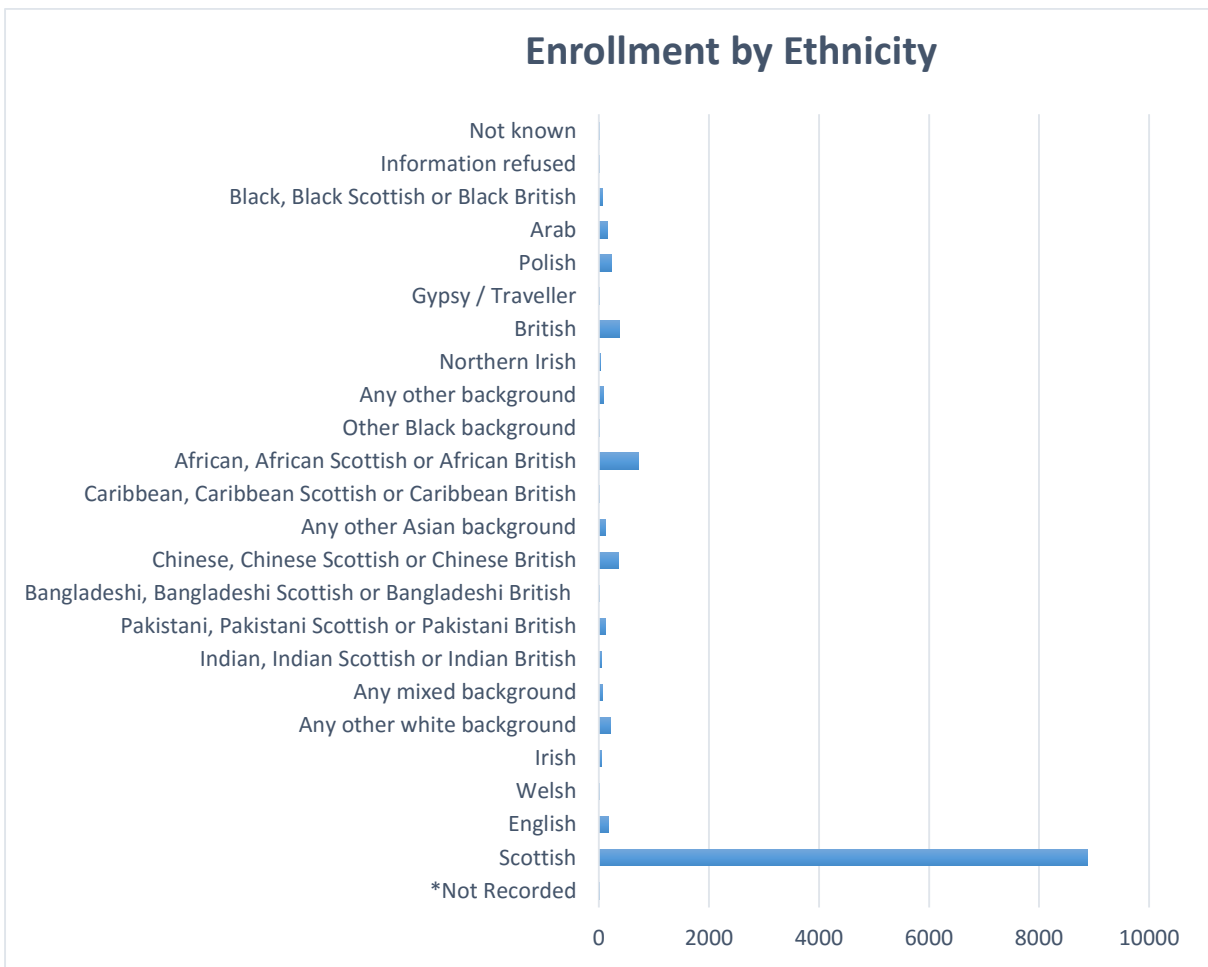**Enrolment by Protected Characteristics   2016-2017**

Enrolment by Age

Enrolment by Disability
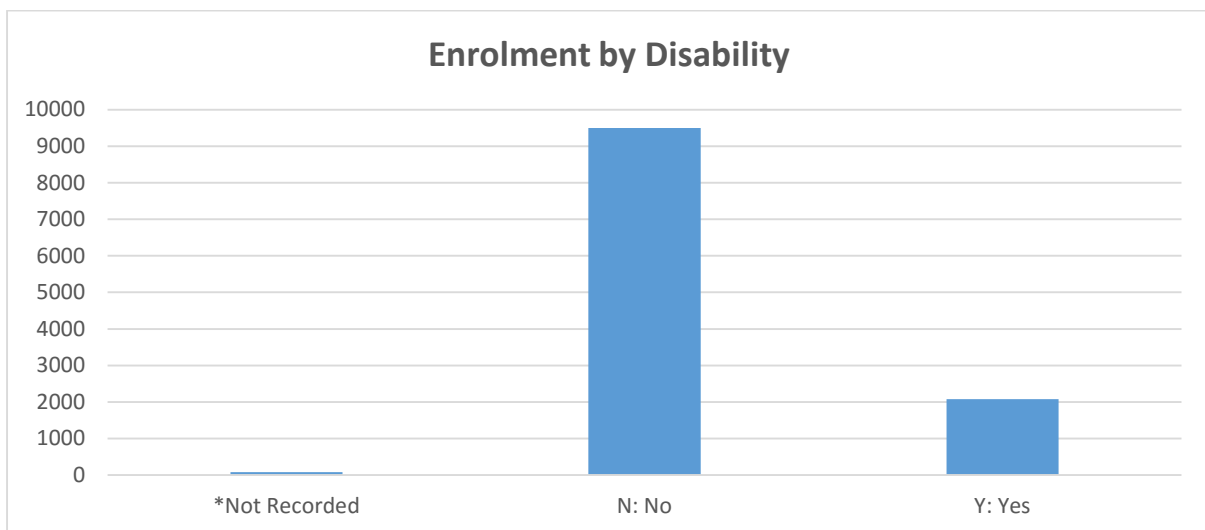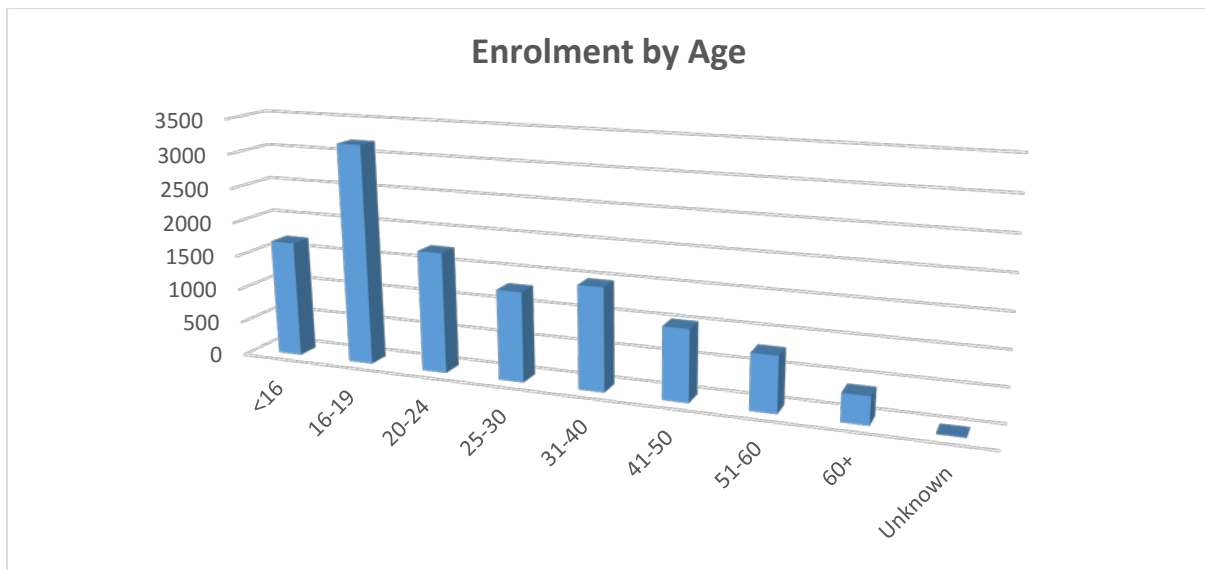
Enrolment by Religion
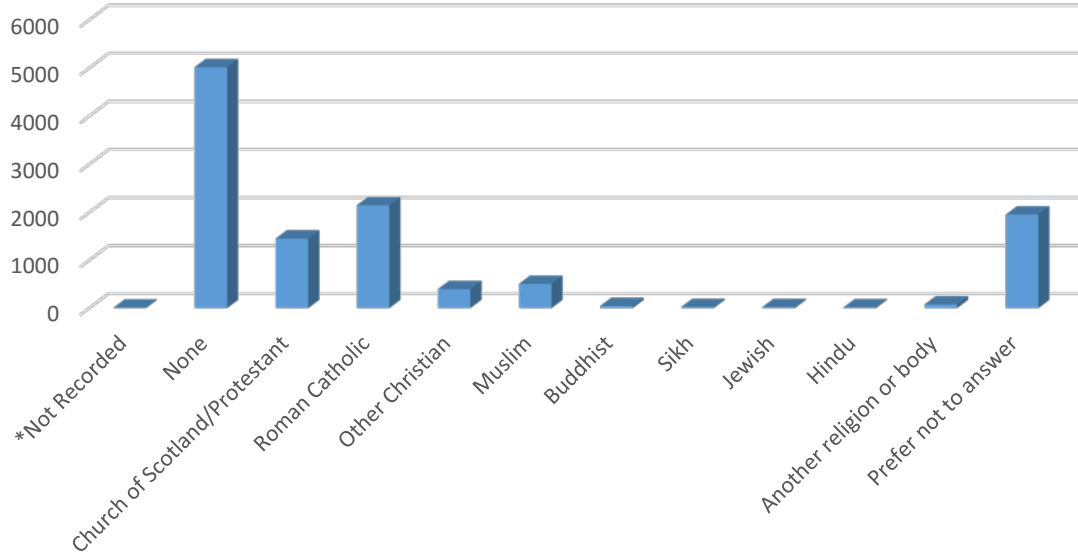
Enrolment by sexual Orientation
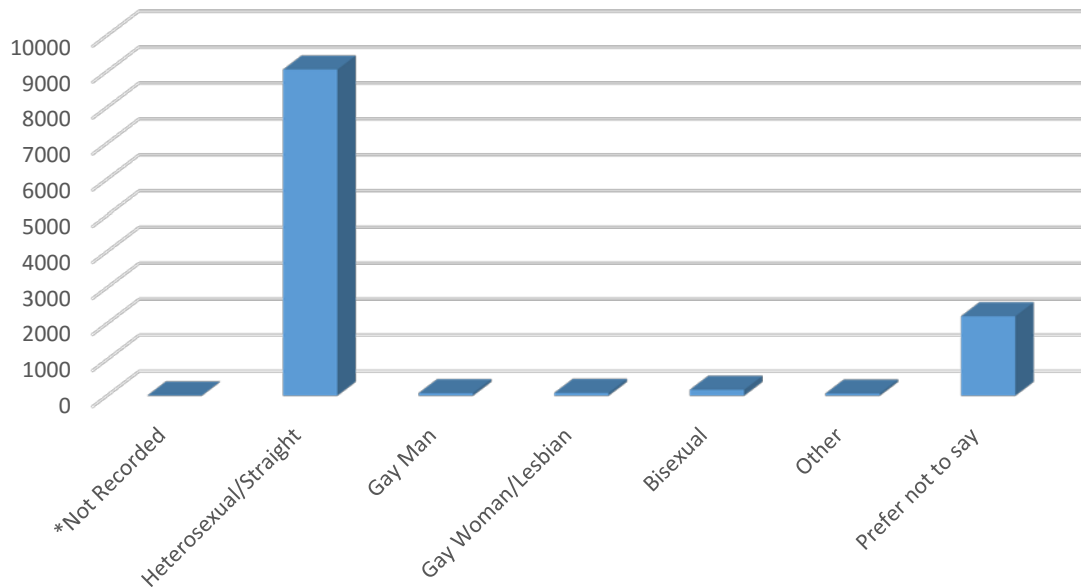
Enrolment By Gender

Enrollment by Ethnicity

Ethnicity	Value
Not known	
Information refused	
Black, Black Scottish or Black British	
Arab	
Polish	
Gypsy / Traveller	
British	
Northern Irish	
Any other background	
Other Black background	
African, African Scottish or African British	
Caribbean, Caribbean Scottish or Caribbean British	
Any other Asian background	
Chinese, Chinese Scottish or Chinese British	
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	
Pakistani, Pakistani Scottish or Pakistani British	
Indian, Indian Scottish or Indian British	
Any mixed background	
Any other white background	
Irish	
Welsh	
English	
Scottish	
*Not Recorded	

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