Glasgow Kelvin College

2015 Mainstreaming Report

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1.0   Introduction to Glasgow Kelvin College

Glasgow Kelvin College (GKC), the newest of Glasgow's three regional further education colleges, was established on 1st November 2013 by the merger of John Wheatley, North Glasgow and Stow colleges.

With five campuses across the North and East of Glasgow, the College offers an extensive range of full-time, part-time and evening courses covering Science, Engineering, Business, Health, Humanities, Sport, Construction, Technology and the Creative Industries. Programme levels range from introductory SCQF Level 1, through to degree level SCQF level 10.

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 25 community based learning centres across North and East Glasgow. In addition to this the College also works with local schools to deliver a comprehensive portfolio of school–college link programmes.

All of this highlights the breadth and depth of the College curriculum, and demonstrates its commitment to social inclusion and widening access to learning. Many SCQF Level 1 courses are aimed at Black and Ethnic Minority learners (BME) whose first language is not English and learners with additional support needs.

Glasgow Kelvin College has six hundred and sixty six employees, the vast majority of whom came from across the College's three legacy institutions. Although very similar in terms of mission and outlook, each of these institutions had their own distinct culture and ethos.

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 2012 (equality outcomes report).

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. "

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."

Currently 50% of College students reside in the15% most deprived postcodes in Scotland. In 2013/14, the College had 19,376 enrolments from 16,325 students, 44% of which were from students who reside in the most deprived decile in Scotland based on the Scottish Index of Multiple Deprivation (SIMD12). This is as a result of the College's long-standing commitment to its local communities, and its close partnership links with the local authority, community and third sector organisations. Therefore, as a college, not only do we recognise the need for a high quality education to increase the life chances of those who reside in our communities, we are also pro-active in encouraging increased participation in education to address inequalities in all its forms.

Each of our three legacy colleges produced a mainstreaming report in April 2013; these can be found on our website at www.glasgowkelvin.ac.uk. During 2012 in preparation for our merger a number of work streams were created including one which brought expertise on equality from the three institutions.

This work stream shared best practice in mainstreaming and focused on the Equality Outcomes of the three legacy institutions in order to begin the process of developing refined outcomes for Glasgow Kelvin College. As well as sharing best practice in mainstreaming, this work-stream supported other merger work streams to embed equality. These developments took account of the Glasgow College Regional Outcome Agreement, and the equality outcomes for the Glasgow College region.

Glasgow Kelvin College sought to create an environment that would promote diversity, advance equality of opportunity and maximise the potential of everyone regardless of protected characteristic or background.

2.0   Curriculum, Qualifications and Access

Many subject areas are offered across more than one campus with opportunities to study on both a full or part-time basis (76% of all enrolments are part-time). This range of flexible attendance options includes significant provision of day and block release courses delivered in response to employer demand. Flexible attendance also increases the ability of those with caring responsibilities, such as lone parents and those with other caring responsibilities (the majority of whom are women) to access education.

The College has a significant volume of access level provision with 68% of SUMs and 85% of enrolments at further education (FE) level. Much of this access level provision is delivered in community-based settings. This has resulted in higher than average rates of participation, both in terms of learners who are resident within the Glasgow College Region and in terms of residents from areas of multiple deprivation as defined by the Scottish Government SIMD 12.

This localised delivery also allows learners who are not able to access our main campuses, for example those with disabilities or as a consequence of low income, to attend classes in their local area. 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.

There are also a significant range and volume of provision for secondary school pupils, including an extensive Senior Phase Programme. This offers school pupils across Greater Glasgow access to an array of benefits including a range of over twenty vocational subject options; an Engineering Scholarship Programme delivered in partnership with the City Council and employers; a Senior Phase Supported Programme; winter leaver provision; a Youthstart Programme which provides a vocational alternative to S4 for pupils from local schools; EVIP programmes providing S4 opportunities in Construction, Hairdressing, Creative Industries and Beauty, and S3 programmes in Construction and Hairdressing; and a Youth Access Programme which works with local young people in the context of evening/weekend youth work activities, again held in our networked learning centres and offering opportunities for around 1,200 young people. Transitions to Learning and Work Programme is a referral based programme which directly engages young people who are defined as looked after and accommodated as well as those not engaged in education or those at risk of entering the criminal justice system. The four day per week programme offers a range of non-modular and accredited programmes with the aim of supporting young people into a full-time college programme, employment or other positive destination.

The College seeks to promote Excellence, Progression and Enterprise through its curriculum. To support this work the College is the only Scottish member of the Gazelle Group. This is a UK wide college grouping which seeks to promote innovative and entrepreneurial approaches to learning and teaching. It will provide a progressive way to encourage leaners from all backgrounds, including those with protected characteristics, to adopt new ways of thinking and use creativity as a tool. It may encourage learners to grow new businesses or access employment, using their differing abilities in a positive way.

3.0   Our new Culture and Ethos

At Glasgow Kelvin College our ethos derives from our commitment to Excellence, Progression and Enterprise, and our work on creating shared values including mainstreaming equality as a part of everything we undertake. The College strategic themes are therefore mirrored in our equality outcomes. These can be found on the website at www.glasgowkelvin.ac.uk.

3.1   Values

Our staff, learners and stakeholders contributed to the creation of the values for the College. A number of focus groups were held to review and revise the values to produce those that represent what staff, learners and stakeholders have identified as being core to working or studying at Glasgow Kelvin College.

Each value has a definition and a series of behaviours and aspirations associated with it. These are shown graphically on the Values Wheel printed below.

Our values include respect and how we treat others as individuals to eliminate discrimination in the workplace, and celebrate the diversity. The identified values shape our staff Continuous Professional Development (CPD) activities and this programme has to date included training such as conflict resolution and attendance management. The values have also influenced the development of our revised induction training for staff and learners in the areas of Equality, Diversity and Inclusion. Feedback forms are analysed after each CPD event to ensure all activities are inclusive, progressive and relevant to advancing the College's strategic aims and equality outcomes.

3.2 Staff, Learner and Stakeholder Feedback

An Equality and Diversity Survey was conducted and 286 staff participated in the survey and these results demonstrated that:

- over 86% had knowledge of our Equal Opportunities Policy, our Dignity and Respect Policy, and our Equality and Diversity Committee;
- over 80% were aware of their own and the College's responsibilities under the legislation;
- over 80% were confident in dealing with issues for both staff and learners;
- over 87% of the staff felt they were treated with respect and did not meet harassment in the workplace;
- 53% had undertaken training on Equality and Diversity; and
- many indicated they would like training like this to be ongoing in their written response;

Those who had not participated in the equality and diversity training stated they were either only part time members of staff or were too busy to attend. These training issues will be considered and alternative times and delivery will be offered. For example an online equalities package will provide greater flexibility in accessing this training

Other areas of training identified were around making the classroom more inclusive and equalities legislation. The College ran sessions on mainstreaming equalities into the learning environment during its all staff conference held 18 December 2014. Materials to assist staff in this area are on the staff intranet and the Equality, Diversity and Inclusion Manager (EDI) works closely with managers and their teams to actively mainstream equalities into the teaching and learning environment.

3.2.2. Learner Feedback

Learners will be asked to complete surveys on equalities training as well as other policies and procedures which affect them. These will be used to determine where more training may be needed, or to highlight good practice. These results will be analysed to allow the College to respond to learners, reinforcing how they are involved in shaping processes and procedures.

3.2.3 Stakeholder Feedback

The College invites stakeholders to contribute to the further development of services, policies and practices by requesting feedback through the dedicated email address equality-diversity@glasgowkelvin.ac.uk.

3.3 Terms and Conditions

As part of the new Terms and Conditions for teaching staff the College introduced a Permanisation Agreement. This agreement considers the employment status of temporary teaching staff after a period of two years continuous service and provides them with a permanent contract which reflects their working hours over an average of two years. Analysis of our workforce highlighted that there are more temporary staff who are part-time females. The Permanisation Agreement has given these employees greater job security and a feeling of being valued by the organisation. This agreement goes beyond the Fixed-term Employee (Prevention of Less Favourable Treatment) Regulations 2002 for permanisation of staff, and shows the commitment to progressive working practices within the College.

There are many examples of flexible working arrangements across the College; both part time and flexible full time patterns. This is particularly relevant to individuals with caring responsibilities. This is supported by the College Flexible Working and Family Friendly Policy.

3.4 Initiatives and Procedures

A project to develop web based access information for the College is being explored, and a digital literacy course at SCQF level 3 will be introduced for both staff and learners. Assistive technology will also be available on our website and intranet.

Equality impact assessments are undertaken for all estates projects including those involving physical change or reconfiguration of services. Accessibility and sustainability are cornerstones of every estate development project. The transfer of learners with additional support needs from our City Campus to our Springburn and East End campuses was undertaken to ensure these learners had access to the best and safest facilities the College can offer. It also enables students to more fully integrate into the life and work of the College as they can access more easily student facilities and are supported by staff to do so.

There is a process in place for evaluating personal emergency evacuation plans (PEEPs) for learners and staff with disabilities. PEEPs are built into a range of

policies and procedures including recruitment and selection for both staff and learners, the Attendance Management policy for staff and Individual Learning Plans (ILP) process for learners and these are operational across all campuses.

The College website is designed to be accessible to as many users as possible. This is achieved by taking into consideration all protected characteristics and embracing best practice in design, employing up to date techniques, and consulting with key stakeholders.

Every effort is made by the Marketing team to reflect the diversity of the learner population in all College publicity and promotional material. The team is also developing materials which are designed to attract under-represented groups to specific curricular areas.

Alternative print formats of College documents are available on request. This is publicised within the Marketing pages of the website and in appropriate College publications.

Equality and Diversity leaflets and plaques have been produced. These promote the College commitment to inclusiveness and the eradication of bullying and harassment. Plaques are displayed at key points throughout the college campuses.

4.0   Our New Strategic Aims

Our merged curriculum of further and higher education aims to improve the service to meet the complex needs of the North and East of the city, the rest of Glasgow and Scotland. By mainstreaming equality in our aims we can ensure that our learning and teaching reflects our inclusiveness for all and focuses on reducing inequality for our learners. It will also frame our approach to workforce planning to allow staff to flourish in their workplace by ensuring that they feel valued.

Glasgow Kelvin College has three strategic aims:

Progression

Developing people towards opportunity – helping them access and progress to a wider range of life enhancing opportunities and employment that best suit their needs though experience, qualifications and work. We aim to ensure that those with protected characteristics have the opportunity to succeed in their chosen areas of study by making any extra help required, readily available and responsive to their needs.

Excellence

In learning and skills – ensuring that we design and deliver high quality learning and skills that are relevant for learners in their workplaces, communities and the economy. All learning should have equality training embedded and this can be achieved by using Quality and Equality of Learning and Teaching materials (QELTM).

Enterprise

Equipping people and growing businesses – encouraging enterprise skills and attitudes that will better serve our students throughout their working lives, will support the creation of new businesses and, support competitiveness and growth in our local businesses and in the economy.

4.1   Our new Strategic Plan

Our Strategic Plan, approved by the Board of Management, contains specific references to further development of our approach to equality for learners, staff and stakeholders.

Our Strategic Plan covers eight main themes which have a set of associated strategic objectives. Our themes are:

1. Glasgow Kelvin College Community

2. Breadth of Curriculum Provision

3. A flexible and innovative Learning and Teaching Model

4. Accessibility for all

5. Partnership working

6. Enterprise and Employability

7. Governance, Financial Security and a Sustainable Estate

8. Growth of non-SFC income

The plan aims to embed equality in the eight identified themes and the first one about our College community highlights that equality is at the heart of our planning, systems and functions. The other themes all feed into mainstreaming equality by considering this when working with others and developing our College.

This plan was devised through partnership working with stakeholders, staff and trade unions to elicit the widest response and to ensure that we were including those with protected characteristics at every level and stage of the development of our strategic objectives.

Our budget is also constructed to meet the aims of the Board's strategic objectives where resources are allocated as appropriate to meet its equality agenda.

5.0   Our Progress in Mainstreaming 1 November 2013   30 April 2015

5.1   Infrastructure

The Principal is accountable to the Chair of the Board of Management for driving forward the equalities agenda within all aspects of the College's strategic and operational functions. Senior management plays a crucial role in delivering the Board equality agenda through embedding equality in strategic priorities, quality systems and development plans. This ensures that an organised and holistic approach is taken within the College.

To achieve this aim, the Strategic Management Team (SMT) and operational managers consider reports on the implementation of equality as part of their strategic and operational planning processes. This again demonstrates our commitment to mainstreaming equalities by using Equality Impact Assessments (EIA), to ensure changes are not discriminating against individuals attending or working in the College.

As part of its Senior Management structure the College created four Vice Principal roles responsible for the following main areas;

• Learning and Teaching;

• Human Resources and Organisational Development;

- Finance and Corporate Services; and

- Strategy, Planning and Quality Enhancement.

All of the SMT has a responsibility to consider equality in their decision making and their systems and functions.

The Vice Principal for Human Resources and Organisational Development oversees the key areas which support our equality and diversity agenda, and the staff in these areas work collaboratively to ensure mainstreaming in all areas of the College. The staff include the Director of Human Resources, the EDI Manager, the Organisational Development Manager and the Marketing Manager. The Vice Principal and the post holders are members of the College's Equality and Diversity Committee.

As part of its structure the College created the role of EDI Manager. The post reports directly to the Vice Principal, Human Resources and Organisational Development. As a member of the College Management Team, the post holder engages with management, staff and stakeholders to ensure that equality, diversity and inclusion is at the heart of the College ethos and is mainstreamed within its policies, strategies, procedures and practices.

The EDI Manager attended a number of Faculty and Support staff meetings to assist in the mainstreaming of equality during the period covered by this report. The aim was to raise awareness of equality and diversity in order that all staff are aware of their responsibilities. Managers invite the EDI Manager to attend their team meetings to discuss and share good practice in mainstreaming equality and diversity into service delivery and learning and teaching.

Example 1:

Advice and Guidance

- have created an individual client centred service which meets learner needs and promotes equality and diversity in the provision of services to learners;
- process all applications for learner funding fairly and consistently taking into account Protected characteristics and any other equality issues; and
- improve gender balance in courses, by focused marketing of programmes, avoiding any gender stereotyping related to some activities and areas of provision.

Policies and Procedures - Family Friendly and Flexible Working Policy:

This Policy aims to provide an opportunity for staff, regardless of protected characteristics or any other personal factors, to adjust their working pattern so that they can find a pace that enables them more easily to combine work with their responsibilities for home, family and life while maintaining an appropriate service.

- Consultation with Unison led to paid time off for fertility treatment, this was further developed by the EIS (FELA) to include same sex partners;
- staff consultation led the introduction of paid dependent/carers leave in non-emergency situations to support dependents who are elderly or with a disability;
- staff consultation led to paid time off to attend antenatal clinics for staff to accompany the individual who is pregnant. This entitlement applies to staff who become a parent through surrogacy, this is in advance of the legislation; and
- further development of the parental leave entitlement for staff which extends this entitlement up to the age of 18 in advance of the legislation being changed in April 2015.

Example 2: Equality and Diversity in Curriculum Delivery

Fashion: Learners study design across other cultures and are part of Erasmus exchange visits to many other countries where awareness and acceptance of cultural differences are part and parcel of their studies. The ethical production of garments in third world countries is also investigated during lecture sessions.

Acting: Gender issues form a significant part of the curriculum content within the Acting and Performance section. On a number of programmes gender is delivered as a discrete option.

Music: Music and Sound Production learners are also very active in cultural issues through European Lifelong Learning Programme activity, and also get the opportunity to promote their own culture to visiting students.

Non-traditional Roles: The College, in partnership with the Student Association, has analysed and responded to learner feedback. A target has been set to improve participation rates in at least two previously under-represented course groups.

Child Care: Talks delivered by learners to other learners on transgender issues from a personal perspective in Care and Child Care to create awareness and a better understanding of issues facing individuals. Staff and leaner feedback was very positive and further requests for similar talks have been requested and are being progressed.

Care: NHS staff deliver sessions on mental health and addiction to young learners before they undertake a placement with the College as part of their programme.

Construction and Transition Programmes: sessions are run by the Adult, Literacy and Numeracy Development Officer – Routes into Learning on social and domestic violence for young learners to raise awareness on violence, in particular against women in society.

5.2 Committee Structure

The College developed its new committee structure in 2013/14. A new Equality and Diversity Committee, chaired by the Vice Principal (Human Resources and Organisational Development) was established. This comprises a number of senior managers from across the key functions of the College, the Learner Engagement Officer and members of the Students Association and the EDI Manager.

The Equality and Diversity Committee is responsible for overseeing compliance with the equality duties, including the requirement to mainstream equality into core activities, policies, procedures and practices. The involvement of senior managers ensures that equality issues, through their understanding and commitment, are integrated into key functions within the College.

The committee has established two sub-committees; the Inclusive Learning Sub-Committee which examines curriculum offer and how inclusion is embedded in our teaching and learning.

The second sub-committee is the Health and Wellbeing Sub-Committee whose aim is to maintain and promote good health and well-being of staff and learners, and to give them the tools to remain healthy, both physically and mentally.

Key managers from Faculties and Support Functions participate on the Equality and Diversity Committee by:

- creating a two-way communication channel between the Equality and Diversity Committee and faculty or support functions;

- nominating an equalities champion to highlight challenges around mainstreaming and to be the direct contact between the EDI Manager and the teams, raising CPD needs for the teams, individuals or learners. The expected impact of the communication channels and any training, is the promotion of the equalities agenda within the remit and thinking of all staff and to provide the tools to tackle inequality.

- widening understanding of equality issues and developments via communicating relevant information throughout the faculty or support functions;

- having in place staff who are able to develop and embed further our equality agenda when creating new policies, procedures, systems and services;

- incorporating equality and diversity into faculty and support function self-evaluation reports and operational plans. The consideration of equality is a standing item on all team meeting agendas and the progress of mainstreaming is evaluated at every meeting. This allows staff in all areas to change practice when areas for developments are highlighted, discuss training needs or showcase and share good practice. All reports are available to staff on the College Intranet. Monitoring of this and the impact it has will be carried out by SMT from August 2015 and annually thereafter, as appropriate.

With the establishment of the Equality and Diversity Committee, all new and revised policies will be considered by the Committee before proceeding to the appropriate standing committee for consideration, and the Board of Management for final approval.

A range of policies including the Attendance Management, Family Friendly and Flexible Working Policies have been processed through the EIA working group and have been approved by the Board and are now available to staff on the College Intranet.   This is one example of how the College expects its committees to consider equality and diversity matters as a core part of their function. The workings of the Equality and Diversity Committee and its consideration of policies will be overseen and evaluated by the senior management team to assess effectiveness, and report to the Board.

All Board and committee papers include a standing section on 'equality implications' to prompt consideration of equality issues as a part of the mainstreaming process relating to the development of policies, proposals and decision making. Papers which contain recommendations relating to major decisions require an Equality Impact Assessment (EIA) to accompany the paper presented to the Board of Management and other standing committees, to inform the decision making process.

5.3   Staff

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 our staff understands the Board's commitment to promoting actively equality and to challenging discrimination or harassment, should it occur.

We expect all staff members to demonstrate leadership on equality and diversity within their role at the College. All staff will complete online training on equality and diversity to ensure they understand the policies and procedures of the

College; this can be monitored by using CPD records. It is the responsibility of all staff to comply with the Equality Duties when carrying out their functions.

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

5.4   Functions, Systems, Policies, Procedures and Practices

During our journey, equality has been at the centre of all that we do. In our first academic year as Glasgow Kelvin College, 2013-14, our strategic aims were designed to mainstream equality into the culture of our new College. The College introduced the following mechanisms to support this process:

- Our first priority was to develop and implement our Equality and Diversity Policy. This Policy demonstrates the commitment of our Board of Management to the promotion of equal rights, equity and advancing equal opportunities for all learners and staff of the College. The Policy seeks to establish coordinated and positive measures to promote inclusiveness, diversity and equality in all our actions, and in line with Equality legislation. One example is an introduction of equality champions in each team to highlight areas for development in teaching or training, and to highlight examples of good practice around inclusion.

  The policy will be evaluated annually to ensure it meets our legislative requirements and updates will be made to ensure it is current and fit for purpose. The recent staff survey indicated that 85% of respondents have knowledge of this policy. We are committed to meeting our obligations under the Equality Act 2010 and the Public Sector Equality Duty by fully mainstreaming equality and diversity into all aspects of College life; and

- All of our policies and procedures are developed in partnership with our stakeholders, comply with the legislation, take into account case law and best practice, and all undergo an EIA.

In addition to the above the following progress in regard to the three parts of the general equality duty when carrying out the College's functions can be reported in the first year of Glasgow Kelvin College:

- New policies and procedures for the College have been created and equality impact assessed during their development. Examples include; Recruitment and Selection Policy and Procedure, which aims to seek to select the best candidate for every job vacancy and achieve a fair and consistent approach by promoting equality of opportunity. Also considered was the application forms and specifications to ensure that plain English was used and these are accessible in different formats;
- The Grievance and Disciplinary Policy, Equality and Diversity Policy and Procedure, and the Dignity and Respect Policy are all designed to tackle harassment and bullying and to increase value and respect for all staff and learners. A number of EIAs have resulted in action to amend policies/procedures to more effectively comply with the three parts of the duty, including the duty to eliminate unlawful discrimination, harassment and other prohibited conduct;
- The EIA process has resulted in other amendments. For example, time off due to disability is now tracked differently under the Attendance Management Policy. Also, that reasonable adjustment is made for individuals who acquire a disability while working at the College, to keep them in employment. Time off and support for those undergoing gender reassignment, to attend appointments and counselling are also included in our policies;
- Staff complaints are recorded through the Dignity and Respect Policy, Grievance Policy, Disciplinary Policy, and are highlighted through the Health and Safety Executive Stress Survey (which was first undertaken in October 2014 and will be completed by staff every two years);
- The College monitors informal complaints of bullying and harassment, which come to its attention, as well as formal complaints under its Discipline and Grievance policy. A sub-committee to examine complaint handling and issues of bullying or harassment, with emphasis around protected characteristics, has been established and will report annually to the senior management team and evaluate progress from previous reporting. This will be used to introduce training to raise understanding of the issues and how to tackle discrimination, bullying and harassment; and

- The College records any allegations of discrimination, bullying or harassment of learners.   Learner complaints are recorded through the Commendations and Complaints Procedure and highlighted through the annual Learner Satisfaction Survey. The information is gathered and reported on an annual basis to the appropriate standing committee(s). This facilitates monitoring of trends, and can be used to incorporate changes to learner induction around equality issues.

Working in partnership, in preparation for merger, each of the legacy colleges undertook an exercise to gather up-to-date information in relation to their existing staff. Part of this process was to gather information on the protected characteristics of staff.

One legacy college, pre-merger, did not collect data across all of the protected characteristics therefore an exercise had to be undertaken to collect this additional data from all staff. This new data capture has allowed us to analyse our workforce profile, as contained in appendix 1, to ensure we are meeting our duties under the legislation to be an inclusive workplace and to address areas of concern in our staffing for example reducing the gender pay gap.

The information gathered provides an evidence base and this was used to prepare our workforce profile. This profile, which includes data on the composition, recruitment, development and retention of our employees are contained in appendix 1. The data in the profile was used to inform the development of the equality outcomes and to inform the associated action plan. The Equality and Diversity Committee will continue to review the data and monitor actions required to address any emerging issues as required by section 6, Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

A document titled Workforce Profile is issued to all new employees. The document records the protected characteristics of new staff and this is transferred to the integrated Human Resources and Payroll Computerised Information System (HPCIS) to ensure our data capture is current and covers all the protected characteristics.

The system allows a range of analyses by all protected characteristics for monitoring and reporting purposes and to inform strategy, planning priorities and equality outcomes.

In 2015, the HPCIS will be further developed to introduce a self-service facility for staff which will enable them to monitor and maintain their personal data, including personal sensitive data relating to protected characteristics. All staff will be reminded to update records with particular focus on individuals who acquire

protected characteristics or require reasonable adjustments during their employment. Individuals will be supported by Human Resources if they wish to discuss changes before updating in order to ensure that they understand how the data is used and stored to maintain their confidentiality. This will help address the reluctance of a few staff to disclose changes and allow managers to support them, if appropriate, in order to make their occupation in the College long term and fulfilling.

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 HPCIS. 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 also monitored and analysed to assist with recruitment advertising and targeting under-represented groups.

The College was one of the ten institutions (four colleges and six universities) which participated in the joint initiative between Colleges Scotland and the STUC in the One Workplace Equal Rights 'Equality Mentoring and Work Shadowing Project'. The project aimed to remove barriers to progression for black and minority ethnic workers in the college and university sectors in Scotland. The College has 3 mentors and 3 mentees participating in this. The College is continuing to work with the STUC until the publication of the final report. This report will be then examined by the College and any appropriate recommendations to improve progression will be examined and implemented.

The College Admissions ~Procedures are designed to promote fair and transparent admissions practice and promote widening access. The new admissions policy was developed following a review of the previous procedures in January 2015, and embeds the principles of fairness and equality into the process. The implementation of the revised procedure will be reviewed systematically in November 2015 and adjustments made as appropriate. This review will include learner and stakeholder feedback.

The learner application form and enrolment form was developed late 2013 and captures all of the protected characteristics, as required. This document is reviewed annually. The data gathered by the Student Information System was used to help shape the College equality objectives and will be vital in monitoring retention, achievement and attainment and progress against protected characteristic. Our learner profile is contained in appendix 2.

The Estates template used for reconfiguring resources includes the requirement to consider the equality implications of the proposals or requests. This process means that the Estates Manager and the Strategic Management Team are prompted to consider the equality impact of investment decisions.

Faculty and Support Service Teams have undertaken to process-map practices and procedures within their functions. Equality is considered while undertaking this activity to ensure that service delivery meets the needs of all users. Examples of areas covered to date include: Timetabling, Servicing for Timetabling, Student Results Processing, Individual Learning Plans,(ILP) Complaints process, Purchasing System(P2P), Internal Verification, External Verification, Self-Evaluation Process, Planning – Strategic and Operational, Course Design Form, National Assessment Bank Requests, Internal Approval and Class Tutor Role. The process involves actively representatives where the procedure impacts upon their role or service delivery.

For example all learners have an ILP. Issues identified which impact on learning will be highlighted to Learning Support staff to assist learners to complete their programmes and progress. This enables the College to monitor if students are disclosing protected characteristics at guidance, rather than just through application or enrolment. This allows us to gain more statistics on protected characteristics and offer more support to learners.

Another example is that more flexible timetabling for ESOL learners, many of whom travel across the City to undertake learning, makes the course more accessible for them.

5.5   Staff Development   Embedding Equality through CPD

Following the staff workshops on values and the staff survey areas around equality training, attendance management and conflict resolution were highlighted and sessions have been developed to address these.

The College LEEP Management Development Programme comprises of a number of modules aimed at staff with current people management responsibility. However the programme will be rolled out to staff who wish to develop these skills for the future as part of the Succession Planning Policy.

Training in attendance management will support managers understanding of the issues related to protected characteristics. This will include the consideration of protected characteristics including reasonable adjustments.

The first training session on Conflict Management for managers was delivered in early January 2015 with further sessions being scheduled before the end of June 2015. The aim is to equip managers to resolve conflict successfully giving them an insight into how they can achieve a resolution for those involved without undermining colleagues and to resolve conflict effectively and therefore developing stronger team relationships based on mutual respect. This equips managers to manage effectively sensitive issues that arise within the College promoting dignity and respect. The staff Equality and Diversity Questionnaire did not highlight any concerns around bullying and harassment related to protected characteristics.

A briefing on equality and diversity and safeguarding is provided to all new staff within the first week of commencing employment. This is to inform them about policies and procedures used within the College to keep people safe in the environment. It relates especially to vulnerable groups of adults and young learners.

The College has recently introduced online equality and diversity training which it requires all new and existing staff to complete. This includes modules on identifying and tackling discrimination and harassment. The online training was introduced in December 2014. All staff will be expected to have completed the training by December 2015 and this will be tracked through CPD records.

The College is currently reviewing its training for those who participate in the staff recruitment and selection process. This includes training for example around unconscious bias and the framework for competency based interviewing techniques. 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 this process promoting equality of opportunity. It is the responsibility of all those involved in the recruitment and selection process to ensure that statutory obligations placed on the College by legislation are strictly adhered to, with particular reference to Equality Act 2010 and the Data Protection Act 1998.

The College has undertaken development sessions for managers on its revised Equality Impact Assessment training throughout calendar year 2014. This allowed managers to understand how to impact assess their functions and processes, and to mainstream equalities into any changes or developments they undertake. Staff have been supported to use EIAs by the EDI Manager. The need to involve stakeholders in the process has been underlined. The use of effective research skills to understand the impact of decisions and how to mitigate them has been re-enforced to make the EIAs relevant. This has been

evidenced through the monitoring of the EIA process by the Equality and Diversity Committee.

Key staff have attended a range of external events to support and further develop/mainstream the College's equality and diversity agenda. Examples of events include:

- Mental Health First Aid Training (several teaching and support managers);
- Unconscious Bias – (members of the Advice and Guidance Team);
- Wellbeing and Resilience Training – (EDI Manager and Director of HR);
- Autism Awareness (members of Youth Access Team and Support for Learning Team);
- Domestic Violence and Use of Sexualised Language in Young Male Learners – (members of the Youth Access Team);
- Tackling Tricky Territory – managing stress and mental health in the workplace (Vice Principal, HR and OD and Director of HR);
- Mainstreaming Equalities into the Learning Environment – (members of the teaching staff); and
- Safeguarding Level 3 training for the safeguarding team.

5.6   Learner Development and Curriculum

All existing curriculum and any new curricular offer has quality and equality of learning and teaching materials (QELTM) examined for access and inclusion.

We will strive to have SCQF level 3 courses in all teaching areas to widen access and increase choice for all. More SCQF level 1 courses to widen the access for those with learning disabilities, or some ESOL learners, may be offered in our learning centres through partnership working.

The College policies on Equality and Diversity, Dignity and Respect and Code of Learner Behaviour are issued to all learners as part of the induction process these are available on the College website. These policies are explicit about the College approach to discrimination and harassment. The College will monitor any incidents of problems or complaints and measure the level of incidents year on year. Any issues will be managed appropriately as they arise to reduce or eliminate discrimination and harassment through dialogue and education in the first instance.

Students will receive training on equality and diversity in their induction week and will be signposted on how to report instances of discrimination to staff. The Learner Engagement team also organise ongoing training and events throughout

the academic year to highlight areas of good practice and this will be coordinated with the EDI Manager.

The Students Association also has a Women's Officer, an LGBTI Officer and an Equalities Officer to focus activities in those areas. An LGBTI group for learners and staff has been established as a mechanism to encourage support and help for individuals.

Within the Community and Information Services team the College created the role of Community Learning and Development Worker. This role supports people to learn and develop in the context of the College's community services programmes and the elements of community learning and development work which underpin other aspects of the curriculum offer. The role, in partnership and in consultation with stakeholders, contributes to the College planning process and seeks to ensure that the community learning services delivered by Glasgow Kelvin College are of high quality and meet the needs of learners, communities, staff and wider stakeholders.

The Community Learning and Development Work support the development of the College's Community Achievement Awards as part of the College commitment to Widening Access. These awards help build confidence and self-esteem are be tailored to meet the needs of individuals with learning difficulties and those with mental health issues who struggle to attend the College but can access learning locally.

An example of the potential impact of changes to curriculum includes Community Achievement Awards as described below.

Community Achievement Awards are being used by the College to support people from disadvantaged circumstances to become involved in and assist in the delivery of,   voluntary community activities. The Awards are designed to support reflective learning and the development and recognition of the skills required for co-production of community services. This also builds personal transferrable skills for people otherwise unlikely to undertake learning programmes.

The Awards are being used to support people regardless of protected characteristics. However, the College is working in partnership with some organisations whose services support people with a disability and poor physical or mental health. There are further plans to offer these awards with an agency supporting asylum seekers and refugees.

The inclusive nature of the Community Achievement Awards programme is partly enabled by its context-independent design. This supports whatever community activities local people wish to engage in and fits with aspirations of the Statement of Ambition for Adult Learning in Scotland that learning should be life-wide. This addition to our curriculum, and the plan to offer it more widely, shows our commitment to tackling inequalities in areas such as disability, and race.

Example 3: Community Achievement Awards and Confidence Building

The effectiveness of the Awards is highlighted by the experience of one particular volunteer in the Sunday Social community activity.

The volunteer has been assisting in the delivery of SMART recovery meetings as part of his volunteering duties, using the framework in partnership with a College Community Learning and Development Worker.

The volunteer has completed his Level 5 Award for Assisting in the Delivery of Community Activities, which involved duties such as:

- setting up and clearing up the venue;

- registering attendees and allocating activity slots; and

- sign-posting people for additional support where a need had been identified.

He had been encouraged to seek further learning opportunities and was confident enough to successfully take advantage of a training opportunity focusing on acupuncture.

This student will now use the Level 6 Award as a support framework for a greater role delivering some of the services including supporting both recovery meetings and 'acu-detox' activities.

Lecturers invite speakers from various organisations to address learners as part of the learning process to raise awareness in areas such as transgender transition, sectarianism, and violence against women.

The College often holds events on campus to celebrate the diversity of its learner and staff community, and to foster good relations between different cultural groups. An example of this is:

- Tea at GKC which is a sharing lunch for students - ESOL students and students from across other areas of the campus meeting for lunch and to form supportive relationships. Feedback from our learners can be viewed at the following link https://www.youtube.com/watch?v=V5IYSa93Cx4&feature=youtu.be; and
- Woodland Gardens project involving learners with additional support needs and construction learners. By working together this raises awareness, breaks down barriers and celebrates the diversity of all involved.

6.0   Recognition of the College in Mainstreaming Equalities

The Board of Management and its relevant standing committees are regularly updated on progress in relation to the equality duties. A comprehensive report is presented by the EDI Manager on a basis to members of the Human Resources Committee on progress against targets, the development of the Mainstreaming Report and Equality Outcomes. This Committee considers and receives routinely reports on equality matters including the statement on equal pay and occupational segregation, the draft equality outcomes, equality findings from the staff survey and data relating to recruitment and selection statistics. Other committees such as the Academic Board consider student Performance Indicator (PI) data, equality findings from the Learner Satisfaction Survey as well as the equality findings from the Commendations and Complaints procedure.

Below are some examples of good practice in this area which have been externally recognised.

6.1   Formal External Recognition

The College won the prestigious Association of Colleges UK Beacon Award in 2014 for Widening Participation. The Award was won for its Youth Access programme which brings together a number of community partners with the College to offer a large Youth Access programme operating across several centres. The programme covers challenging 12-19 year olds and has been highly successful in introducing 'learning by stealth', slowly raising aspirations by targeting and working with youngster's own interests and then expanding their horizons and introducing them to new learning experiences.

In 2014 students at the College swept the Board at the ScotGem Awards winning all three top prizes. Learners were also successful in a number of other events

including the Trades House of Glasgow annual awards, apprenticeship competitions in a number of construction craft areas and national photography competitions.

An example of an individual award winner is shown below.

Example 4: Female Construction Apprentice

Glasgow Kelvin College learner, Jenna Morrow, has just become the very first female to be awarded the Institute of Refrigeration Apprentice of the Year!!

21yr old Jenna, from Easterhouse, is a time-served HVAC (Heating, Ventilation and Air Conditioning) employee with Mitie and has been undertaking her Refrigeration level 2 & 3 units on block release at the College. She was put forward by her tutors for the Scottish round of the competition in mid-November and, after breezing through as regional champion at the spectacular event at the Thistle Hotel in Glasgow, she went on to the National Final in Manchester.

6.2   Partnership Working

The College signed a partnership with the Wheatley Group to expand its community based learning network. The network is now known as the John Wheatley Learning Network in honour of the former Glasgow Shettleston MP and Minister for Housing in the first Labour UK Government.

As member of the former Glasgow Colleges' Strategic Partnership (GCSP), the College worked with its two sister colleges in the city (City of Glasgow College and Glasgow Clyde College) to develop a curriculum for Glasgow. Much of the focus of this work was around the economic inequalities and lack of access to learning which many of Glasgow residents in its most deprived communities experience. This exclusion from educational opportunities is often amplified for people with protected characteristics.

This Regional work informed the College curriculum review and plan and new programmes are being introduced in many faculties that offer more access level provision. These programmes start at SCQF level 1and are designed to give Glasgow residents the opportunity to commence their journey in education in their local community college and progress to further study or work.

College staff play an active role in developing and supporting the work of the North East Glasgow Community Planning Partnership, particularly in the areas of Lifelong Learning and Youth Work, examples of partnership organisations are contained in appendix 3.

Glasgow Kelvin College - Workforce Profile

1. The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires the College to take steps to gather information on the composition of its employees and information on the recruitment, development and retention of its employees with respect to, in each year, the number and relevant protected characteristics.

   This information assists the College to better perform the general equality duty.

   This report provides information on the number and relevant protected characteristics of employees in relation to the:

   - composition of employees;
   - recruitment and selection;
   - leavers; and
   - development of employees.

2. **Data collection**

   The College adopted and developed further a document titled the Workforce Profile to gather information on its employees. The purpose of the document is to ensure that we hold accurate and up-to-date information on staff. We received a 95% return rate from our existing staff. All new employees are issued with the document as part of our employment process.

   Information on all of the protected characteristics (Protected characteristics) is requested as part of our recruitment process. Data gathered from the Equal Opportunities Monitoring Form is entered into the College Human Resources and Payroll Computerised Information System (HPCIP). When a candidate is successful they are converted from candidate status to employee status, the data held on their protected characteristics is automatically saved to the system.

   To ensure that data gathered on protected characteristics from staff in post is maintained and accurate the HPCIP will be developed further and a self-service portal will be introduced during calendar year 2015 this will enable staff to update their equality data through this mechanism.

3. The data

The profile of our workforce is based upon a snapshot of staff employed by the College on 31 March 2015.

The leavers' data is based on all employees who left the College between 1 November 2013 and 31 March 2015. This includes all voluntary leavers (voluntary severance, resignations, etc), end of fixed term contracts, retirals and death in service.

Recruitment data is based on all recruitment activity between 1 November 2013 and 31 July 2014.

Unless otherwise stated, all data is based upon 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 provided for each protected characteristic

Workforce Profile

1. Age

Overall Composition:

Table 1 below shows the number of staff within the age bands indicated. A higher percentage of our staff are between the age of 36 to 50 (40%) and a significant proportion are in the age range 51 to 60 (32%).

Table 1 – Age of All Staff

Age range (years of age)	All Staff
Up to 35	141
36 to 50	269
51 to 60	217
greater than 60	44
	671

Table 2 below shows the age of staff broken down into three staff categories these include Senior and Operational Managers, these groups will be considered as one due to the small numbers involved, Teaching Staff and Support Staff. A number of staff hold a support post and a teaching post and have been included in both categories in table 2*.

Table 2 – Age of Staff broken down by Staffing Category

Age range (years of age)	Teaching	Support	Senior and Operational Management	Total
Up to 35	78	74	0	152
36 to 50	174	95	9	278
51 to 60	140	61	16	217
greater than 60	34	9	1	44
	426	239	26	691*

Teaching Staff:

A higher percentage of teaching staff are between the age of 36 to 50 (41%) and a significant proportion are between age 51 to 60 (33%).

Age ranges are diverse across the teaching grades. The age range for temporary teaching staff is age 21-60 and the majority of permanent teaching staff are age between 27 to 73. In relation to promoted posts the age range for a Curriculum Manager is 27 to 64 and Senior Curriculum Manager is 40 to 59.

Support Staff:

The pattern for support staff is a similar with the majority of staff being between ages 36 to 50 (39%) however a higher proportion of staff within this group are under age 35 (30%). The age ranges are more evenly spread across the grades in relation to support staff but are narrower as the grades increase.

Support staff grades 1 to 5 see a more diverse age range across the levels, this becomes more concentrated for grades 6 to 8 with the age range being 36 to 60. Table 3 below shows the age range across each grade in more detail.

Table 3 – Age - Support Staff by Grade

Grade	Age (in years)			
	Up to 35	36 to 50	51 to 60	greater than 60
Grade 1	10	12	8	3
Grade 2	21	30	17	2
Grade 3	6	13	14	2
Grade 4	30	25	9	2
Grade 5	7	7	5	-
Grade 6	-	2	4	-
Grade 7	-	3	1	-
Grade 8	-	3	3	1
Total	65	95	61	9

Senior and Operational Management

Senior and operational management are concentrated in the age band 51 to 60 (62%) with a lower proportion in the age band 36 to 50 (35%).

Training:

The overall age range of staff who participated in training and development opportunities ranged from 18 to 68. The proportion of staff within each age band which participated in training and development within the period 1 November 2013 to 31 March 2015 is as follows:

- Up to age 35 - 74%
- 36 to 50 – 85%
- 51 to 60 – 87%
- Over 60 – 80%

The highest rate of participation is by staff within the age band 36 to 60 with a significant proportion of those over 60.

Recruitment

Teaching:

Applications

Overall applications for teaching roles were submitted by a wide age range, 21 to 68. A higher proportion of applicants fell within the 36 to 50 age band. A percentage (29%) did not answer the question.

Shortlisted:

A higher proportion of those shortlisted were aged 36 to 50 (36%) followed by those under 35 (18%). 39.5% did not answer the question.

Appointments:

The majority of those appointed where aged 36 to 50 followed by those under age 35. 12.5% of those appointed were over the age of 60.

Support:

Applications

Overall applications for support roles were submitted by a wide age range, 18 to 68.   There were a high percentage of applications within the age band under 35 up to 50 (75%). 20% of applicants did not answer the question.

Shortlisted:

A higher proportion of those shortlisted were aged 36 to 50 (32%) followed by those under 35 (26%). 26.5% did not answer the question.

Appointments:

A high proportion of those appointed were up to the age of 35 followed by those aged 35 to 50. 3.5% were aged 51 to 60.

Management Roles (Teaching, Support and Senior and Operational Management):

Applications for management roles were submitted by a wide age range 30 to 61. There were a higher proportion of applications from those within the age band 51 to 60. A total of 36% did not answer the question.

Shortlisted:

A high proportion of those shortlisted were between the age of 36 to 50 (45%) followed by those aged 51 to 60 (35%). 35% did not answer the question.

Appointments:

50% of those appointed were aged 36 to 50 followed by 51 to 60 (25%).

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

There were a total of 99 leavers. The majority of leavers were in age band up to age 35 (40%) followed by 51 to 60 (31%). The main reason recorded for leaving is Voluntary Severance (33%) followed by resignation (17%) other reasons for leaving included expiry of fixed-term contracts and early retirement on ill health.

2.   **Disability**

Overall Composition:

Disclosure rate is 89% with 4.5% staff disclosing a disability.

Staff:

Proportions of disabled staff between the staffing categories are:

- Teaching staff (3%);
- Support staff (7%); and
- Senior and Operational Management (4%).

Disability by Grade:

There is no particular pattern to the distribution of disability by grade. The support staff grades range from grade 1 to 8 and grades 2, 4 and 5 have the majority of those who have disclosed a disability.

In relation to the teaching staff those who have disclosed a disability are basic grade lecturers.

Full Time/Part Time:

The proportion of full time staff disclosing a disability is 3.7% and part time staff is 5.6%.

Training and Development:

Of the staff who disclosed a disability 71% participated in the training and development offered by the College. Of the overall staff who undertook training and development a total of 3.6% disclosed a disability.

Recruitment and Selection

Teaching:

Applicants:

A total of 2% of applicants disclosed that they have a disability; 62% were not disabled and 36% did not disclose.

Shortlisted Applicants:

A total of 4.5% disclosed a disability and 45.5% did not have a disability. 50% did not disclose.

Appointments:

Of the teaching staff appointments a total of 12.5% disclosed a disability and 75% did not; 12.5% did not disclose.

Support:

Applicants:

A total of 4% of applicants disclosed that they have a disability; 73% were not disabled; 2% preferred not to say and 21% did not disclose.

Shortlisted Applicants:

A total of 6% disclosed a disability and 61.5% did not have a disability. 32.5% did not disclose.

Appointments:

Of the support staff appointments a total of 11% disclosed a disability and 70% did not; 19% did not disclose.

Management Roles (Teaching, Support and Senior and Operational Management):

Applicants:

0% of applicants disclosed that they have a disability, 63% were not disabled and 37% did not disclose.

Shortlisted Applicants:

0% disclosed a disability and 75% did not have a disability. 25% did not disclose.

Appointments:

Of the management staff appointments 0% disclosed a disability and 75% did not have a disability and 25% did not disclose.

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

The proportion of the 99 leavers with a disclosed disability was 8%.

3.   **Gender reassignment**

Overall Composition:

The proportion of staff who identify as transgender is 0%.

Gender reassignment: disciplinary cases: there were no disciplinary cases during this period.

Recruitment and Selection

Teaching, Support and Management Roles (Teaching, Support and Senior and Operational Management):

Applicants:

No applicants identified as transgender.

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

The proportion of the 99 leavers who identified as transgender is 0%.

4.   **Race**

Overall Composition:

Non–disclosure rate ('not known' & 'Prefer not to Say') is relatively low at 8%, the proportion of BME staff at 3% with other nationality (white non-European or white other European) at 4%.

Staff:

The teaching staff cohort has a higher proportion of BME staff (3%) than support staff (2%).

A total of 5% of the support staff as opposed to 3% of teaching staff have a higher proportion of white other European or non-European background.

At the senior and operational management level the percentage of BME staff is 0% and there are none staff with another nationality.

Grade:

Teaching Staff:

Of the teaching staff the highest proportion of BME staff (3%) are Lecturers and 0.2% hold a promoted post.

Support Staff:

Grades 1, 2, 3 and 5 all have BME staff. Grade 5 has the highest proportion of BME staff.

Grades 2, 3 and 5 all have staff with a different nationality. Grade 2 and 4 have the highest proportion of staff from a white other European or non-European background.

Training and Development:

83% of the BME staff undertook training and development with the College in comparison to 78% of staff from a white non-European or white other European background and 90% of staff from a white background.

Recruitment and Selection

Teaching:

Applicants:

- 60% - White British;
- 1% - white non-European;
- 0% - white other-European;
- 3% - BME;
- 0% - prefer not to say; and
- 36% - did not disclose.

Shortlisted Applicants:

- 50% - White British;
- 2% - white non-European;
- 0% - white other-European;
- 2% - BME;
- 0% - prefer not to say; and
- 46% - did not disclose.

Appointments:

- 75% - White British;
- 6% - white non-European;
- 0% - white other-European;
- 6% - BME;
- 0% - prefer not to say; and
- 13% - did not disclose.

Support:

Applicants:

- 67% - White British;
- 4% - white other-European;
- 0% - white non-European
- 7.5% - BME; and
- 0.7% - prefer not to say;
- 36% - did not disclose.

Shortlisted Applicants:

- 60% - White British;
- 3% - white other-European;
- 0% - white non-European;
- 6% - BME;
- 0% - prefer not to say; and
- 31% - did not disclose.

Appointments:

- 70.5% - White British;
- 3.5% - white non-European;
- 3.5% - white other-European;
- 3.5% - BME;
- 0% - prefer not to say; and
- 19% - did not disclose.

Management Roles (Teaching, Support and Senior and Operational Management):

Applicants:

- 63% - White British;
- 2% - white other-European;
- 0% - white non-European
- 0% - BME; and
- 0% - prefer not to say;
- 35% - did not disclose.

Shortlisted Applicants:

- 75% - White British;
- 5% - white other-European;
- 0% - white non-European;
- 0% - BME;
- 0% - prefer not to say; and
- 20% - did not disclose.

Appointments:

- 100% - White British;
- 0% - white non-European;
- 0% - white other-European;
- 0% - BME;
- 0% - prefer not to say; and
- 0% - did not disclose.

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

Of the 99 staff leavers 6% were BME and 3% were from a white other European or non-European background

5. **Religion & Belief**

Overall composition:

The majority of staff who declared a religious belief are Christian (29%). Other religious beliefs including: Buddhist, Hindu, Quaker, Muslim and other religious belief (not specified) collectively only make up 3% of the staff.

27% of staff said they have no religion and the remaining 41% have either not answered or stated they would prefer not to answer the question.

Academic/Support staff split:

Amongst teaching staff, the percentage of Christians (29%) was the same as the staff percentage as a whole and a slightly lower percentage of other religions (2%).

Support staff that have a slightly higher percentage of Christians (30%) and the same percentage of other religions (2%)

Training and Development:

The staff group who undertook training has a very similar distribution in terms of religious beliefs to the overall staffing profile with slightly higher percentage who have no religious belief and or stating they would prefer not to answer.

Recruitment and Selection

Teaching:

Applicants:

- 23% - none;
- 2% - Buddhist;
- 30% - Christian;
- 6% - preferred not to say; and
- 39% - did not disclose.

Shortlisted Applicants:

- 29.5% - none;
- 0% - Buddhist;
- 20% - Christian;
- 2% - preferred not to say; and
- 48.5% - did not disclose.

Appointments:

- 50% - none;
- 0% - Buddhist;
- 37.5% - Christian;
- 0% - preferred not to say; and
- 12.5% - did not disclose.

Support:

Applicants:

- 40% - none;
- 1.5% - Buddhist;
- 27% - Christian;
- 0.5% - Hindu;
- 2% - Muslim;
- 1.5% - Sikh;
- 0.5% - other belief;
- 6% - preferred not to say; and
- 21% - did not disclose.

Shortlisted Applicants:

- 38.5% - none;
- 0% - Buddhist;
- 22.5% - Christian;
- 0% - Hindu;
- 0% - Muslim;
- 10% - Sikh;
- 0% - other belief;
- 6% - preferred not to say; and
- 33% - did not disclose.

Appointments:

- 37% - none;
- 0% - Buddhist;
- 37% - Christian;
- 0% - Hindu;
- 0% - Muslim;
- 0% - Sikh;
- 0% - other belief;
- 7% - preferred not to say; and
- 19% - did not disclose.

Management Roles (Teaching, Support and Senior and Operational Management):

Applicants:
- 28% - none;
- 29% - Christian;
- 2% - preferred not to say; and
- 41% - did not disclose.

Shortlisted Applicants:

- 40% - none;
- 35% - Christian;
- 5% - preferred not to say; and
- 20% - did not disclose.

Appointments:

- 25% - none;
- 50% - Christian;
- 25% - preferred not to say; and
- 0% - did not disclose.

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

Of the 99 staff leavers, the percentage of Christians 36% was higher than other religions 3%, the remaining staff either identified as having no religion or belief (25%) or did not disclose/preferred not to answer (36%).

6. Gender

Overall composition:

The overall gender balance for staff is 52% female and 48% male.

This compares to a gender balance for:

- Teaching staff - 48% female and 52% male;
- Support staff - 61% female and 39% male; and
- Senior and operational management - 42% female and 58% male.

A greater proportion of teaching staff are male, a greater proportion of support staff is female and a greater proportion of senior and operational management are male.

Faculties:

There are varying differences in the gender profile of staff within faculties, analysis includes basic grade lecturing staff up to Head of Faculty/Centre.

There are a higher proportion of females in the following Faculties/Centres:

- Business and Service Industries (74%);
- Care, Humanities and Sport (70%); and
- Community and Information Services (62%).

There are a higher proportion of males in the following Faculties/Centres:

- Construction and Building Services (98%);
- Creative and Digital Industries (61%); and
- Science and Technology (68%).

The gender balance is evenly spread within the Centre for Trade Union Education.

Support Staff Services:

There are a high proportion of women working in 9 or the 14 service areas. The analysis includes basic grade support staff up to Director level.

There are a much higher proportion of females in the following service areas:

- Advice and Guidance (74%);
- Administration and Secretariat (90%);
- Human Resources and Organisational Development (91%);
- Learner Support (88%);
- Student Records (70%); and
- Community and Information Services (70%).

There are a much higher proportion of males in the following service areas:

- Facilities and Estates (79%);
- ICT (94%); and
- Student Association (60%).

Occupational segregation:

Teaching gender segregation by grade:

There is a higher concentration of male (51%) teaching staff working at Lecturer level.

Considering the gender balance for full and part-time staff at Lecturer level, there is a higher percentage of female staff (36%) working part-time as opposed to male staff (23%). In addition there is a higher proportion of female staff (19%) on a fixed-term contract at this level as opposed to male staff (13%).

At Curriculum Manager level there is also a higher concentration of male staff (61%) however there is an even gender balance at Senior Curriculum Manager level (50%).

At Head of Faculty/Centre level however there is a higher percentage of male staff (86%).

Support staff gender segregation by grade:

Within support staff, the gender balance is 62% female and 38% male.

Table 4 below shows the gender balance at each support staff grade. There are a higher percentage of females at grades 2, 4, 6, 7 and 8 with a higher concentration of males at grade 1 and 3 and slightly higher at grade 5.

Table 4 – Support Staff - Gender Balance by Grade

Grade	Male	Full-time	Part-time	Female	Full-time	Part-time
Grade 1	52%	71%	29%	48%	56%	44%
Grade 2	17%	33%	67%	83%	71%	29%
Grade 3	74%	96%	4%	26%	89%	11%
Grade 4	35%	52%	48%	65%	23%	77%
Grade 5	53%	100%	-	47%	100%	-
Grade 6	29%	-	-	71%	100%	-
Grade 7	40%	-	-	60%	100%	-
Grade 8	33%	-	-	67%	100%	-

There are a higher proportion of part-time males at grade 2 but this is a result of the small number of males at this grade. There a higher proportion of part-time females at grade 4 this is due to a higher percentage of females at this grade.

Training and Development:

Women participated less in training (81%) when compared with men (86%).

Recruitment and Selection

Teaching:

Applicants:

- 52.5% - men; and
- 47.5% - female.

Shortlisted Applicants:

- 66% - men; and
- 34% - female.

Appointments:

- 62% - men; and
- 38% - female.

Support:

Applicants:

- 38% - men; and
- 62% - female.

Shortlisted Applicants:

- 41.5% - men; and
- 58.5% - female.

Appointments:

- 45% - men; and
- 55% - female.

Management Roles (Teaching, Support and Senior and Operational Management):

Applicants:

- 55.5% - men; and
- 44.5% - female.

Shortlisted Applicants:

- 55% - men; and
- 45% - female.

Appointments:

- 75% - men; and
- 25% - female.

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

There were a higher proportion of women who left the employment of the College (58%) than men (42%).

Working pattern:

Men make up a relatively higher proportion of full time workers when compared with the gender split in the overall staff population. Conversely, the vast majority of part time workers in the College are female.

7.   **Sexual orientation**

   Disclosure:

   64% of all staff in post declared their sexual orientation. The remaining 36% answered either 'prefer not to say' or did not answer the question.

   All staff:

   61% of staff declared that they were heterosexual, 1.5% declared that they were gay men and 1% declared they were gay women, a total of 2.5%.   0% declared that they were bisexual. 0% declared that they regard themselves as having a sexual orientation not listed i.e. 'other.' 5% stated that they would prefer not to declare their sexual orientation. The sexual orientation of 31% of staff is not known.

   In light of low numbers involved there is a risk that individuals might be identified therefore data in relation to the split between teaching, support and management or in relation to grade has not been presented.

   Training and Development:

   The staff group who undertook training has a very similar distribution in terms of sexual orientation to the overall staffing profile. A much higher percentage however of the staff that is gay or lesbian undertook training and development than those who are heterosexual and those not disclosing or stating they would prefer not to answer.

Recruitment and Selection

Teaching:

Applicants:

- 22% of applicants were heterosexual;
- 1% were gay men;
- 0% were gay women;
- 0% bisexual;
- 75% had not answered the question;
- 2% preferred not to say.

Shortlisted Applicants:

- 27% of applicants were heterosexual;
- 2% were gay men;
- 0% were gay women;
- 0% bisexual;
- 0% preferred not to say;
- 71% had not answered the question.

Appointments:

- 69% of applicants were heterosexual;
- 6% were gay men;
- 0% were gay women;
- 0% bisexual;
- 0% preferred not to say;
- 25% had not answered the question.

Support:

Applicants:

- 75% of applicants were heterosexual;
- 0% were gay men;
- 1.5% were gay women;
- 0.5% bisexual;
- 22.5% had not answered the question;
- 3.5% preferred not to say.

Shortlisted Applicants:

- 61.5% of applicants were heterosexual;
- 0% were gay men;
- 1.5% were gay women;
- 0% bisexual;
- 3% preferred not to say;
- 34% had not answered the question.

Appointments:

- 70% of applicants were heterosexual;
- 0% were gay men;
- 0% were gay women;
- 0% bisexual;
- 0% preferred not to say;
- 30% had not answered the question.

Management Roles (Teaching, Support and Senior and Operational Management):

Applicants:

- 37% of shortlisted applicants were heterosexual; and
- 63% had not answered the question.

Shortlisted Applicants:

- 65% of shortlisted applicants were heterosexual; and
- 35% had not answered the question.

Appointments:

- 75% of applicants were heterosexual;
- 0% were gay men;
- 0% were gay women;
- 0% bisexual;
- 0% preferred not to say;
- 25% had not answered the question.

Disciplinary Cases:

There were no disciplinary cases during this period.

Leavers:

The Sexual Orientation in relation to leavers is:

- 70% of applicants were heterosexual;
- 1% were gay men;
- 0% were gay women;
- 0% bisexual;
- 3% preferred not to say;
- 26% had not answered the question.

Learner profile 2014-2015

The profile of our learners is detailed below:

Age - Headcount data indicates that:

- the largest numbers of learners were in the 19 -25 cohort; 2132
- the next being those aged 18 or less, 1054
- 1,008 of learners were aged 26 or over.
- 527 over 41

Programme completion, by enrolment, indicates that:

- in all age bands a minimum of 62% of learners completed their programmes; and
- 81% of the 41 plus age band had fully completed their programmes.

Disability

The highest recorded numbers were in the Unseen Disabilities - Mental Health and Dyslexia categories; and

only a small amount of learners refused to answer the disability question which appears to demonstrate that learners have confidence in disclosing this information to the College.

65% of those declaring a disability fully completed their programmes.

Race/Ethnicity

The majority of learners identified as white Scottish, over 80%, with the next as White other and then a fairly even spread across all other categories

Religion

The majority of learners stated they had no religion, followed closely by prefer not to answer and then Roman Catholic. A Large number identified as Christian/Protestant. Other Christian and Muslim were almost equal.

Sexual Orientation

Most learners identified as heterosexual but a large proportion prefers not to disclose. The numbers of Gay men, women and bisexual are almost identical.

(See charts below)

Gender

In terms of gender, the College has more male than female learners and ten declared as being other.

Ethnicity

- Scottish
- English
- Welsh
- Irish
- A/O White Background
- Any Mixed Background
- Indian/Scottish OR British
- Pakistani/ Scottish OR British
- Bangladeshi/ Scottish or British
- Chinese/ Scottish or British
- Any other Asian background
- Caribbean/ Scottish or British
- African/ Scottish or British
- Other Black background
- Any other background
- Northern Irish
- British
- Gypsy / Traveller
- Polish
- Arab
- Not known

80%

Disability

Legend:
- No known disability
- A long standing illness
- A mental health condition
- A physical impairment or mobility issue
- A social/communication impairment
- A specific learning difficulty
- Blind or visual impairment
- Deaf or hearing impairment
- Other impairment not listed above
- Two or more impairments

Religion

Learner Outcomes - Full time Progammes- 2013-2014

GKC.1

GLASGOW KELVIN COLLEGE

Outcomes for Further Education student enrolments on full time recognised qualifications

Legend: % Further Withdrawal | % Early Withdrawal | % Completed Successfully | % Partial Success

Year & Students		% Completed Successfully	% Partial Success
2008-09	2,086	53.2%	12.3%
2009-10	2,483	51.8%	11.6%
2010-11	2,525	59.6%	10.3%
2011-12	2,445	61.1%	11.1%
2012-13	2,099	64.4%	9.9%
2013-14	2,386	64.9%	11.6%

Glasgow Kelvin Learner Enrolments –Age

GKC 7

Chart 7. Enrolments by age group

	Completed Successful	Completed partial success	Further Withdrawal	Early withdrawal	Total
under 18	1,054	274	203	169	1,700
18-20 year olds	1,461	384	176	100	2,121
21-24 year olds	671	123	93	61	948
25-40 year olds	1,008	181	142	114	1,445
41 and Over	527	54	36	30	647

		% Early withdrawal	% Further Withdrawal	% Completed Successful	% Completed partial success
under 18	1,700	-9.9%	-11.9%	62.0%	16.1%
18-20 year olds	2,12:	-4.7%	-8.3%	68.9%	18.1%
21-24 year olds	948	-6.4%	-9.8%	70.8%	13.0%
25-40 year olds	1,44!	-7.9%	-9.8%	69.8%	12.5%
41 and Over	647	-4.6%	-5.6%	81.5%	8.3%

Enrolments- Gender Further and higher Education 2013 -2014

GKC 10

Enrolments by level and gender on courses lasting 160 hours or more

Gender & Students					
■ % Further Withdrawal	■ % Early Withdrawal	□ % Completed Successfully	■ % Partial Success		

FE Females 1,883	66.0%	10.1%
FE Males 2,418	74.2%	11.3%
HE Females 988	70.3%	16.0%
HE Males 1,572	62.9%	25.1%

-40% -30% -20% -10% 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
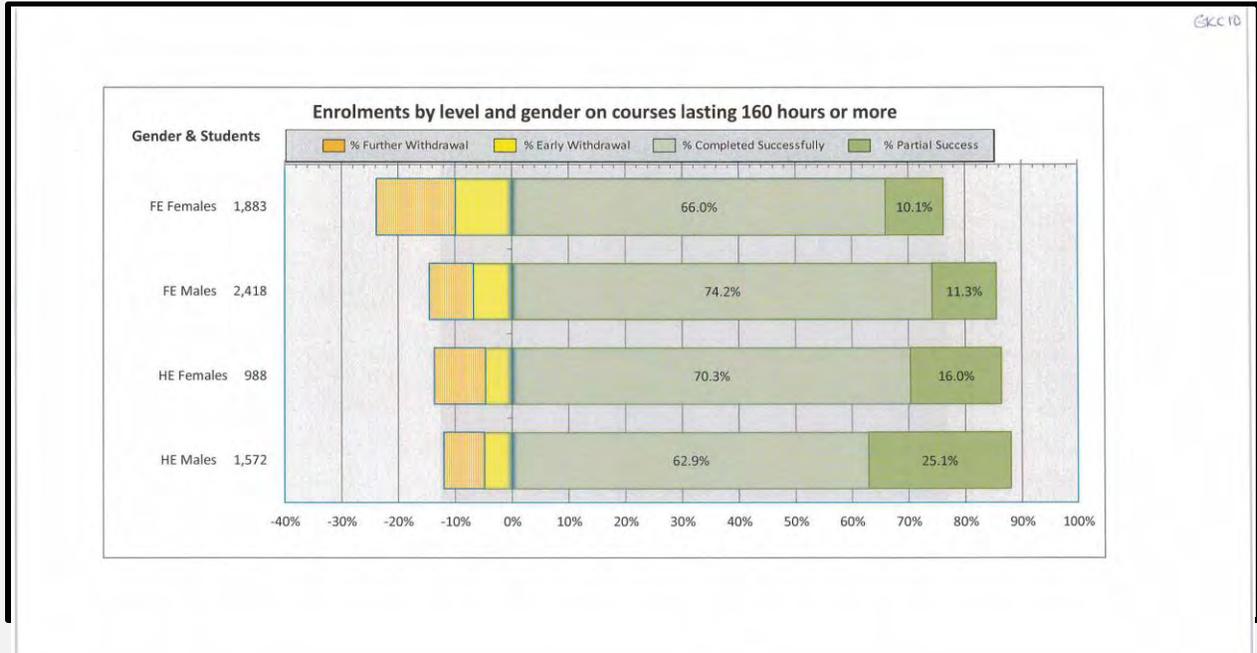
Success of Learners by Gender 2013-2014

GKC 10

Chart 10. Enrolments by level and gender

	Completed Successful	Completed partial success	Further Withdrawal	Early withdrawal	Total
FE Females	1,243	191	262	187	1,883
FE Males	1,794	273	187	164	2,418
HE Females	695	158	89	46	988
HE Males	989	394	112	77	1,572

	% Early withdrawal	% Further Withdrawal	% Completed Successful	% Completed partial success
FE Females 1,883	-9.9%	-13.9%	66.0%	10.1%
FE Males 2,418	-6.8%	-7.7%	74.2%	11.3%
HE Females 988	-4.7%	-9.0%	70.3%	16.0%
HE Males 1,572	-4.9%	-7.1%	62.9%	25.1%

Learner Completion –Ethnic minority and Disability 2013 -2014

Chart 11

Outcomes for student enrolments recognised qualifications

| Key Group & Students | % Further Withdrawal | % Early Withdrawal | % Completed Successfully | % Partial Success |

10% Most deprived datazone areas 2,522 — 64.9% / 14.3%

Fees paid by employer 1,394 — 88.7% / 5.5%

Ethnic minority 689 — 63.1% / 21.5%

Disability 865 — 64.9% / 16.8%

Year of study greater than first year 1,159 — 77.6% / 15.3%
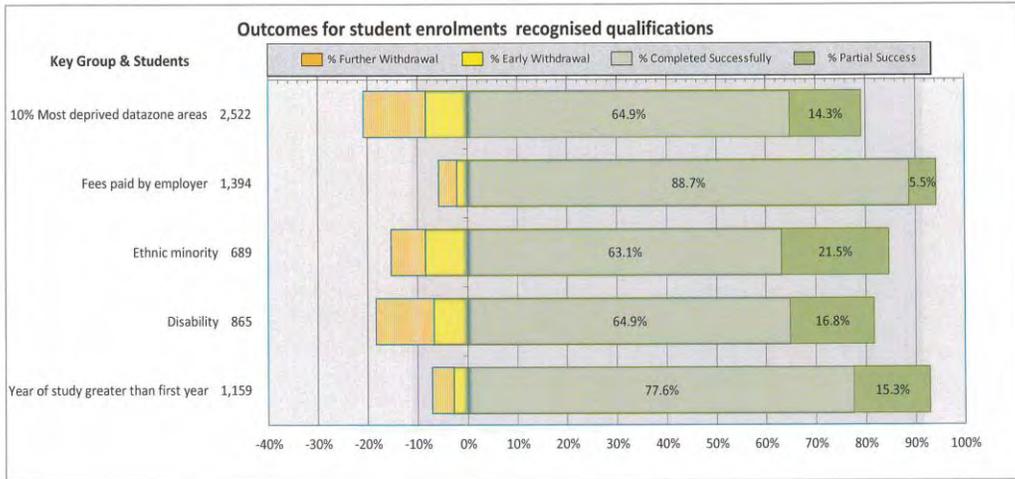
Enrolments- Ethnic minority and Disability 2013-2014

Chart 11. Enrolments by key group

	Completed Successful	Completed partial success	Further Withdrawal	Early withdrawal	Total
10% Most deprived datazone areas	1,636	361	315	210	2,522
Fees paid by employer	1,237	76	51	30	1,394
Ethnic minority	435	148	48	58	689
Disability	561	145	100	59	865
Year of study greater than first year	899	177	50	33	1,159
Withdrawn into employment or to study elsewhere	0	0	37	14	51

	% Early withdrawal	% Further Withdrawal	% Completed Successful	% Completed partial success
10% Most deprived dat	-8.3%	-12.5%	64.9%	14.3%
Fees paid by employer	-2.2%	-3.7%	88.7%	5.5%
Ethnic minority 689	-8.4%	-7.0%	63.1%	21.5%
Disability 865	-6.8%	-11.6%	64.9%	16.8%
Year of study greater th	-2.8%	-4.3%	77.6%	15.3%
Withdrawn into emplo	-27.5%	-72.5%	0.0%	0.0%

- The Wheatley Group
- Glasgow Homelessness Network
- Scottish Recovery Consortium
- Tollcross Advice and Learning Centre
- Glasgow Disability Network
- Charlie Canning Centre
- Musical Workshop
- The Bridges Project
- Scotia Clubhouse
- Garthamlock Community Group   Do a Little Change a Lot   Scottish Veterans Residences
- Xchange Scotland 'Make Sectarianism a History Lesson'
- Urban Roots
- Maryhill Hub
- Possibilities for Each and Every Kid (PEEK)
- Glasgow NE Foodbank
- Calton Church, Parkhead –
- Sandyhills, Garthamlock and Bridgeton) Parkhead/ Dalmarnock/ Camlachie 'Community

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