West College Scotland

Interim Equality Report

April 2015

WEST COLLEGE
SCOTLAND

Introduction

NOTE FROM THE PRINCIPAL AND CHIEF EXECUTIVE

West College Scotland is committed to the advancement of equality and ensuring everybody is able to achieve the best they possibly can. We are halfway through the lifespan of our Equality Outcomes, and in this report we reflect on progress to date as well as considering what we should focus on next. This report provides an overview from a student and staff perspective as well as considering the processes we have in place to ensure that we mainstream equality in everything that we do.

In terms of our statutory obligations, we will demonstrate how the college is meeting and will further meet its duty to:

- eliminate any discrimination, harassment and victimisation
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not
- foster good relations between those who share a protected characteristic and those who do not

We recognise that we have more work to do, and we are committed to doing so.

I am pleased to say that we have achieved substantial progress in our Equality Outcomes and that we have the systems in place to ensure that our commitment to equality, diversity and inclusion is demonstrated in practice.

Audrey Cumberford, Principal and Chief Executive of West College Scotland

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ABOUT US

Created on 1 August 2013 by the merger of Reid Kerr College in Paisley, Clydebank College and James Watt College in Greenock, West College Scotland (WCS) has 30,000 students and approximately 1400 staff, making it one of the biggest educational institutions in Scotland. We play a key role in supporting our local communities, providing more than 3000 courses to senior phase school pupils in college, in school and online. We also provide training for a significant range of business partners, from small and medium sized local companies to large blue chip organisations.

Pre-merger, each legacy College published Equality Outcomes accompanied with information regarding mainstreaming, and the requisite HR data, in April 2013. Post-merger, we began a consultation process to develop Equality Outcomes for WCS. This was done by mapping the different approaches being taken and identifying key regional themes, namely:

Key themes throughout region:

1. Participation and achieving potential
2. Respect
3. Elimination of barriers
4. Confidence and capability
5. Inclusion
6. Mainstreaming equality through merger and beyond
7. Responsiveness

The Equality Outcomes for WCS encompass the regional themes. The actions and outcomes reflect the engagement with staff and students which included a survey, focus groups, presentations and one to one student and staff meetings with representatives.

Equality Outcomes for West College Scotland

1. We are an inclusive organisation which respects and encourages diversity in all of our activities
2. Our staff and students participate in and actively contribute to the advancement of equality
3. We are proactive in removing barriers for our students and staff to enable them to achieve their potential
4. We systematically review and monitor the mainstreaming of equality, diversity and inclusion in our processes.
5. We effectively respond to the diverse needs of our students and staff

Mainstreaming Equality

PROGRESS TO DATE

"Mainstreaming equality" means making equality integral in all of our activities and functions. Below, we outline the progress which we have made to date.

Merger

Each individual college had a strong commitment to advancing equality, welcoming diversity and ensuring inclusion. Premerger, representatives from each legacy college formed an Equality, Diversity and Inclusion Work stream which met regularly to ensure that all merger activities took into account the equality impact of proposals. Working alongside our partner colleges, we shared best practice in relation to equality and diversity, and made recommendations about managing equality and diversity in the future merged College.

This included drafting guidance for all managers and senior staff involved in the merger process. Training sessions in mainstreaming equality through impact assessments were facilitated by the Equality, Diversity and Inclusion Manager and delivered to ensure that the changes ahead took into account equality and mitigated the risk that discrimination might occur.

The main tool to ensure that the merger systematically mainstreamed equality was through the use of equality impact assessments. A revised assessment tool was developed with the guidance and issued to staff involved. The guidance emphasised the fact that equality impact assessments should take place not just when policies are being developed, but when decisions are being taken.

As part of our merger transformation arrangements, and within six months of merging, we published a single merged set of Equality Outcomes with a mainstreaming report outlining how we would meet the aims of the Public Sector Equality Duty.

Governance

Our Board of Management and our Executive Team play an integral role in establishing our vision for equality, as well as ensuring that we legally comply with the equality duties. Our governing bodies are clear on their role of putting robust systems in place to seek assurances that the legal requirements are being met and so that we can demonstrate effectiveness and progress in mainstreaming.

In addition, whenever a paper is submitted to the College's Board of Management, the person responsible for drafting that document is required to provide the Board with any information on potential equality and diversity implications. This is usually done through the inclusion of a completed equality impact assessment document.

Following recommendations from the Scottish Government on good practice in board appointments, we've recently published an equality impact assessment of our Board recruitment processes and practices. The overall composition of the Board meets the recommendation contained with the Scottish Government Ministerial Guidance whereby College Boards should comprise of at least 40% women. Actions which we will take as a result of this assessment include initiatives to increase the response rate of applicants, and positive action initiatives to encourage applications from underrepresented groups.

Our Equality, Diversity and Inclusion Committee are responsible for ensuring that the College not only complies with equality legislation but that we go beyond that to embed equality and diversity into the culture of the College. This Committee is chaired by the Director of Organisational Development and HR who is a member of the College's Senior Management Team. The Committee is comprised of representatives from across the functions of the College and includes union representation. The Student Association is actively involved in this group as the College acknowledges that is important that the views of students are represented and welcomed.

Regional Outcomes

Scottish Funding Council guidance for 2015 – 16 states: "Equality and diversity should be embedded throughout Outcome Agreements and considered in relation to all of SFC's priorities". Our most recent Outcome Agreement makes specific commitments to reduce gender disparities and to provide increased access provision and progression opportunities for students with additional support needs.

Equality in Learning and Teaching

Our view is that quality of learning and teaching is inseparable from equality. We ensure that this is mainstreamed in our curriculum using a number of approaches. We have developed in house guidelines for mainstreaming equality in the curriculum to ensure that all learning and teaching materials are in line with good practice, and that where possible our staff raise awareness of inequalities, prejudice and citizenship matters with their students.

We have also developed an audit tool which is used to ensure that learning and teaching materials are systematically checked to review if they could advance equality or raise awareness of good practice. The tool also asks staff to check if the materials contain any reference to stereotypes which can reinforce prejudice. This tool has recently been launched, and moving forward, all learning and teaching materials will be audited annually by staff as part of our quality and self-evaluation processes.

In addition to mandatory equality, diversity and inclusion awareness training, we regularly run training on Mainstreaming Equality at WCS, which includes an overview of embedding equality in the curriculum.

Student Applications

Our application system is straightforward and the language used is clear and plain. Our Equality, Diversity and Inclusion Manager was involved in the testing stages of the development of our new online application system, and recommendations to improve accessibility were taken into account.

In particular, the review of the new system noted that applicants with additional support needs may prefer to use a paper-based system, which is available on request. We are happy to provide assistance to applicants who require adjustments, or simply need a bit of direction due to the fact that they do not speak English as a first language, or they are unused to online systems. We ask applicants to disclose equality data at this stage which is analysed by our College's Equality, Diversity and Inclusion Committee.

Our staff are committed to fairness and transparency in the application process, and review application criteria to ensure that it is as objective as possible. Applicants are encouraged to disclose learning differences or health conditions. In the event that such conditions are disclosed, applications are referred to our Guidance and Support section. All applicants are invited to meet with staff to discuss their condition and ensure that reasonable adjustments are made to enable them to reach their potential.

Our College recently participated in an Equality Challenge Unit Project, "Equitable Admissions in Scotland's Colleges". The output of this project was guidance considering each stage of admissions, from marketing to post application. The guidance includes a tool for colleges to review their admissions policies and practices from an equalities perspective. This guidance has been discussed by our College's Equality, Diversity and Inclusion committee, and the review is scheduled to take place before the end of 2015.

Student Admissions

From the outset, we work hard to ensure that students understand the importance of equality and diversity and our commitment to mainstreaming. Student Induction includes a session on equality and the importance of respecting others. An overview of the College's provision for people from different equality groups is provided. For example, we draw attention to the Sanctuary Room, where students can take time out for their religious beliefs.

We also promote the support available from our Guidance and Support section as we are aware that students may not feel comfortable disclosing a disability at application as they may feel that it could negatively affect their chances of success. In order to reduce any stigma, we emphasise that the service is available to anybody who needs a bit of support, and have found this approach effective.

Assessment Arrangements

We ensure that we make reasonable adjustments to our assessments process for students with a disability. We take a tailored approach to this by discussing students' particular needs, and adjusting the assessment as appropriate. For example, a student may require additional time to complete the assessment, or may require assistive technology which we are happy to provide. We also avoid assessments on religious festivals, or at times of worship.

Accessibility of Teaching Materials

Through continuous development and the use of College Guidelines, all staff are aware of good practice in accessibility. Sans serif fonts are used, and font sizes are at least Point 12 in Word documents, or Point 20 in Powerpoint. In terms of accessibility and allowing for individual needs, where possible, we provide lesson plans, teaching materials and other documents in advance as planning ahead can assist students. For example, if students with dyslexia have access to notes prior to a class they will be freed up from trying to write everything down, and will be more able to actively listen and participate.

Curriculum Planning Processes

We are have made considerable progress with regards to mainstreaming equality through the systematic integration of the consideration of students equality data throughout our curriculum planning process. This is done on three distinct levels:

- Overall College analysis: We consider the student population as a whole to investigate outcomes by protected characteristic. For example, how do the outcome and retention rates for female students compare with the rates for male students? This analysis informs the development of our outcomes and gaps or anomalies are addressed in operational planning.
- Sector Analysis: we then analyse the information on a sector basis. At this level, there is usually evidence of disproportionality particularly connected with occupational segregation. Our Heads of Sector use this data to inform operational planning, for example, by planning initiatives with central functions such as Marketing and Communications.
- Programme Analysis: Curriculum Quality Leaders are responsible for considering the data for their particular courses. They discuss their analysis with their staff, and investigation takes place with regards to particular issues which have been highlighted.

Extended Learning Support

Students with an identified disability or learning need can access additional support if required. This may include support for such examples as mobility needs, visual impairment, hearing impairment, dyslexia or mental health needs. We encourage students to let us know of their needs as soon as possible so that an individual meeting can be arranged to work out the best levels of support needed.

Personal Emergency Evacuation Plans (PEEPS)

Students with a disability or learning difference requiring special arrangements for support in the event of an emergency evacuation will be detailed in the students Personal Emergency Evacuation Plan which is drawn up in conjunction with staff. Our recently published equality impact assessment of our Health and Safety Policy demonstrated the importance of tailored plans depending on student's needs and we intend to consult with students on the effectiveness of the current Plans which we have in place.

International Students and Visitors

We have a dedicated induction programme for International students where our staff will meet the new students when they arrive in the country and help them to settle in. We also provide an orientation program to let them have information on the campuses and the College itself. We have invited speakers to our College, including the community police, to talk to our international students about their rights to be treated with respect and what to do if they feel that they have experienced discrimination.

We provide ongoing support to international students throughout the time of the study with WCS, and we have a team to support students on a confidential basis with any information or to help resolve any problems that they may have.

We also offer a range of English for Speakers of Other Languages programs for international students. These courses are designed to prepare students for further study at College or prepare for entry into university.

Marketing and Communications

Our marketing and communications activities ensure that equality is mainstreamed in our communications and profile. We ensure that we attract applications from a diverse range of people by advertising courses on a diverse range of websites. Promotional material provides information about the services available for people who share protected characteristics, and highlights the zero tolerance approach which is taken towards any kind of harassment or discrimination. We also review the use of images in communications to ensure that the College promotes equality and is a welcoming environment to people regardless of protected characteristics.

Learner Engagement

We have an active relationship with our Student's Association, who are involved in equality decision making through consultation and participation within our Equality and Diversity Committee. The President of our Students' Association works hard to ensure that equality considerations are high profile. There is also a dedicated Equality Officers post.

Equality and Diversity Training for Staff

All staff are required to undertake online equality and diversity training. We have a range of online training courses available which provide an overview of the equality legislation and outlining good practice.

In addition to the mandatory training, a range of other equality and diversity training courses are delivered throughout the academic year. These include:

- Recruitment and Selection
- Producing Equality Impact Assessments
- Mental Health First Aid
- Understanding Autism
- Mainstreaming Equality in the Curriculum
- Equality and Good Practice in the Admissions Process

Our Equality, Diversity and Inclusion Committee are currently trialling a new online training package which will allow us to tailor the training to our College's particular policies and processes. We are also in the course of testing online equality training for students.

Equality and Staff

We systematically mainstream equality in our relationship with our staff. We recognise the right of all employees to be treated fairly and considerately in an employment framework that demonstrates commitment to equality and fairness for all. Our recruitment processes, terms and conditions of employment and training and development opportunities reflect our commitment to mainstreaming.

Equality and diversity is a fundamental principle in all HR policies and procedures, which are effectively promoted throughout the organisation. We assess the fairness and effectiveness of these equality policies through workforce monitoring.

We operate a fair and objective recruitment and selection system, which places emphasis on individual skills, abilities and experience. We have been awarded the "Two Tick" Positive About Disability Status, whereby we guarantee interviews for candidates who meet the

essential criteria. Selection criteria is reviewed regularly to ensure that it is justifiable and essential for effective performance of the role.

Staff involved in this process receive training which makes them aware of the potential for bias in recruitment and selection, and how to apply good and fair practice. We ensure that advertising of posts reaches a wide and diverse audience through placement of opportunities online. We monitor our recruitment and selection process and regularly analyse the accompanying equality data.

All of our staff are supported to develop the skills and abilities they require to carry out their current and any likely future role. All staff have a sound understanding of equality and diversity through mandatory training, and our managers have effective skills in managing diversity so that they can achieve the best performance and improve the overall performance of our College.

Outcome 1: We are an inclusive organisation which respects and encourages diversity in all of our activities

SUMMARY OF ACHIEVEMENTS

- Development of suite of policies to advance equality and eliminate discrimination

- Equality Staff Survey 2014 – 80% of respondents agreed that WCS demonstrated a commitment to diversity

- Student Admissions equality data AY 13/14 reflects local demographics

- Participation by Student's Association in decision making processes

PROGRESS TO DATE

Before the merger, we proactively worked in partnership to identify good practice and ensure that we systematically mainstreamed equality. Equality, diversity and inclusion was an underpinning theme of developing our new culture and processes.

All newly developed policies have been equality impact assessed before being agreed by our Board. Our policies and communication materials make it clear that we expect everyone to respect other views, backgrounds, beliefs and cultures.

A range of policies have been developed to ensure that we are effective at dealing with discrimination, including our Student Conduct Policy, Equal Opportunities Policy, Bully and Harassment Procedure and Disability at Work Procedure.

We have built effective processes to encourage diversity in our activities, including within learning and teaching, Organisational Development and HR, student admissions and assessment arrangements.

2015-2017 FOCUS

1. Trial online training for Students Association which highlights our commitment to equality, diversity and inclusion.
2. Consult with staff and students regarding their views on further action to be taken to encourage a respectful working culture.
3. Introduce a formal system of recording qualitative feedback from students with regards to equality and diversity issues.

Outcome 2: Our staff and students participate in and actively contribute to the advancement of equality

SUMMARY OF ACHIEVEMENTS

- Contribution from Student Association, class representatives, staff and unions to the Equality, Diversity and Inclusion Committee

- Policy development consultation

- Operational action planning following evaluation of student equality data

- Participation in Equality Challenge Unit "Equality in the Admissions Process" Project

PROGRESS TO DATE

Our staff and students contributed to the development of our merged Equality Outcomes which were developed in January 2014. The consultation for this exercise included online surveys, staff and student focus groups, and written responses/comments.

Our College's Equality, Diversity and Inclusion Manager regularly engages with the Student Association and Class Representatives. She has supported them with access issues, such as parking and bus routes, and liaised with community partners on their behalf.

One notable contribution from staff to the advancement of equality is through action planning following the evaluation of equality data. We also offer training and support for staff in the analysis of data, identifying gaps and developing actions to prevent discrimination from occurring in the learning and teaching, and admissions process.

2015-2017 FOCUS

1. Involve students in action planning following the evaluation of student equality data
2. Arrange staff and student focus groups to consider effective actions to advance equality
3. Ensure appropriate support is provided to staff to assist them in evaluating student equality data, and subsequent action planning

Outcome 3: We are proactive in removing barriers for our students and staff to enable them to achieve their potential

NOTABLE ACHIEVEMENTS

- Review of application data categories to encompass all protected characteristics

- New online HR system allows staff to update own equality information

- Development of internal system and processes to evaluate equality data

- Wide suite of policies accompanied by impact assessments which aim to address potential barriers

PROGRESS TO DATE

We have developed a systematic approach to the evaluation of equality data which is very useful in showing us potential barriers or action points to advance equality. Our first step was to review the information which we collect at admissions and enrolment. Our most recent student data from AY 2013/2014 demonstrates areas of progress as well as areas which we will address over the next two years.

Analysis to data has shown that WCS success rates are broadly comparable with external success rates for people who share protected characteristics. However when the overall analysis is drilled down, some gaps of attainment are evident, e.g., male students studying FE courses have a higher success rate than females, yet males studying HE courses have a comparatively lower success rate.

We have made significant progress in addressing potential barriers for students and staff through the development of a range of policies which address potential barriers, and through equality impact assessments.

2015-2017 FOCUS

1. Investigate attainment gaps, in particular with regards to male/female FE/HE success rates, and implement initative to address these.
2. Increase dislosure of equality information by staff and students
3. Carry out initiatives to attract more male students to WCS

Outcome 4: We systematically review and monitor the mainstreaming of equality, diversity and inclusion in our processes.

NOTABLE ACHIEVEMENTS

- Development of systems and processes to monitor equality in learning and teaching, and OD and HR

- Mainstreaming of equality, diversity and inclusion throughout our merger process

- Development of base line of staff and student data which we will use to measure our progress

PROGRESS TO DATE

Earlier in this Report, we have detailed how we mainstream equality. We are confident that mainstreaming equality, diversity and inclusion into our processes has been an underpinning theme pre and post-merger.

This Report details progress made since the development of the WCS Equality Outcomes in January 2014. We have two more years to work on achieving our Equality Outcomes; to date, our focus with this particular Outcome has been with setting up the systems and processes that will enable us to review progress. These systems and processes include an Equality Audit tool for learning and teaching materials, an online student information system to allow us to analyse equality data, and a self-service HR system.

Our progress to date means that we are now able to develop a baseline against which we can measure our future progress.

2015-2017 FOCUS

1. Measure quantiative Equality Outcome progress
2. Support staff in reflecting on how equality can be systematically mainstreamed in own particular area or department
3. Review effectiveness of practices to date and make reccomendations for change

Outcome 5: We effectively respond to the diverse needs of our students and staff

NOTABLE ACHIEVEMENTS

- Student focused support services which respond to their needs

- Dedicated resources to ensure that support is tailored

- Range of Staff and Student policies dedicated to supporting their journey

- Mechanisms in place to make sure that students and staffs needs are identified

PROGRESS TO DATE

We have built supportive and professional student services to support the student from enquiry to exit. Our Student Association and Class Representatives are empowered to contribute to our decision making processes, and we have taken steps to ensure that the student voice is central to our focus.

We have dedicated resources to ensuring that adjustments are made for those in need of additional support. This includes support with and the provision of assistive technology, British Sign Language interpreters, scribes and arrangements for assessment.

Similarly, in consultation with staff, we have developed a range of policies and processes to ensure that we support their needs, such as Occupational Health services, counselling services, flexible working and enhanced maternity/paternity leave.

We also want to enhance our staff's capability in responding to our students' diverse needs, and to ensure that students are equipped to challenge discrimination.

2015-2017 FOCUS

1. Review equality, diversity and inclusion CPD provision for staff, and, in consultation with students, procure online awareness training
2. Develop initiatives to measure the effectiveness of student and staff support services
3. Staff and student survey to ensure that we are responding to their needs

Human Resources Data

GATHERING AND USING INFORMATION

We ask all of our staff to disclose equality data regarding all of the protected characteristics in the Equality Act. We have recently implemented a self-service HR online system, and all staff were asked to update their equality information.

We also gather equality data during the process of Recruitment and Selection. In common with other public sector organisations, we find that we have varying rates of disclosure and reliability of information depending on particular protected characteristic. For example, the information which we gather on age, sex and race is more reliable than the information we gather on protected characteristics which are perceived as being sensitive or confidential, such as sexual orientation.

Our specific obligations in terms of the legislation are to take steps to gather information on composition, recruitment, progression and retention of staff with reference to each of the protected characteristics. This information is published below.

The legislation also requires us to state how we use this information to better perform the equality duty. We have a range of processes to ensure that the information is used for this purpose. The information is published in our Annual Organisational and HR Report and analysed by our Senior Management Team and Board. We investigate circumstances and take action when the information indicates evidence of disproportionality, or when WCS staff indicators are inconsistent with external indicators. We also use this information to inform a quantitative analysis of the equality impact of our practices, processes and policies. For example, we have conducted equality impact assessments at each phase of our restructure to check for evidence of negative impact or disproportionality.
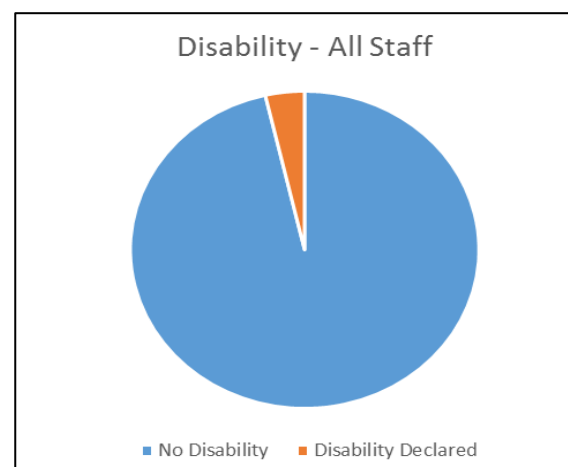
1. Composition of All Staff

1.1   Age

Age Band	% All Staff	Headcount
Under 21	0.60	9
21-30	6.75	102
31-40	15.21	230
41-50	29.50	446
51-60	33.40	505
Over 60	14.55	220
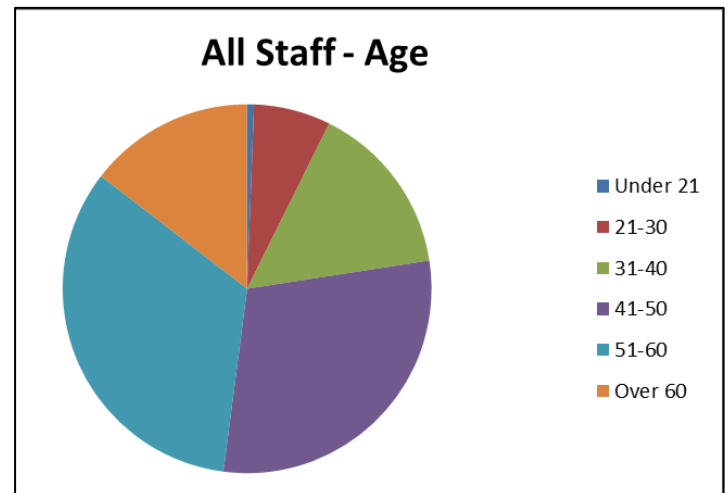
1.2   Disability

| Disability	% All Staff	Headcount
No Disability	96.37	1457
Disability Declared	3.63	55

1.3   Gender Reassignment

No employees have declared that they have undergone or intend to undergo the process of gender reassignment.

1.4   Pregnancy and Maternity

20 employees are currently pregnant or on maternity leave.

1.5 Religion or Belief

Religion or Belief	% All Staff	Headcount
Church of Scotland	9.32	141
Roman Catholic	9.66	146
Other Christian	5.42	82
Other Religion	0.86	13
No Religion	12.50	189
Declined to Respond	2.78	42
No Declaration	59.46	899

Religion or Belief

- Church of Scotland ■ Roman Catholic ■ Other Christian
- Other Religion ■ No Religion ■ Declined to Respond
- No Declaration
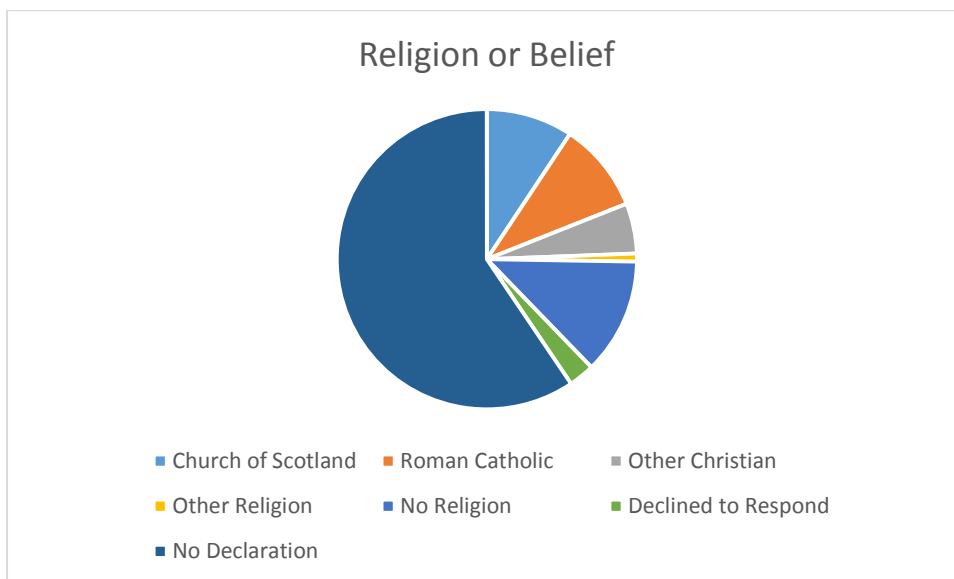
1.6   Race

Ethnic Origin	% All Staff	Headcount
White	69.97	1058
Black/Minority/Ethnic	1.06	16
No Response	31.09	438

Race - All Staff
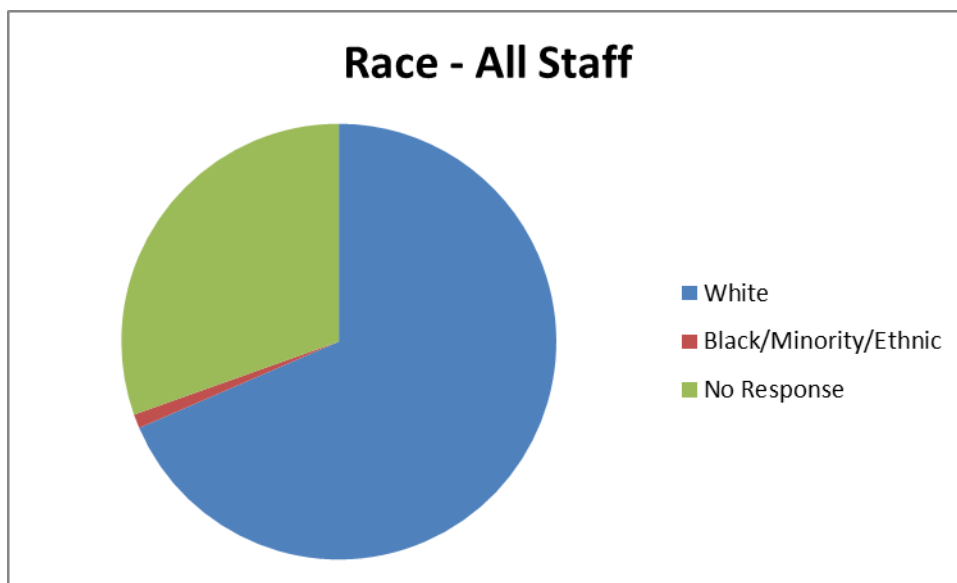
1.7   Sex

Sex	% All Staff	Headcount
Male	39.09	591
Female	60.91	921
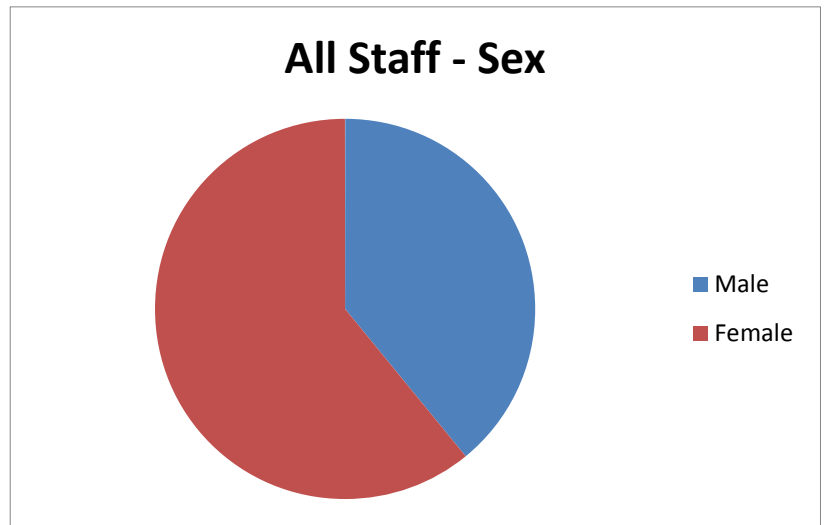
All Staff - Sex

1.8   Sexual Orientation

Sexual Orientation	% All Staff	Headcount
Heterosexual	40.01	606
LGBT	0.40	6
Declined to Answer	2.45	37
No response	57.08	863

2.   Recruitment Information

This data is based on externally advertised appointments for permanent roles from January 2014 to March 2015.

2.1   Recruitment - Age

Age Band	Applied	Interviewed	Appointed
21-30	150	39	12
31-40	89	36	3
41-50	99	26	3
51-60	98	18	3

2.2   Recruitment - Disability

Declaration	Applied	Interviewed	Appointed
No Disability	246	70	12
Disability Declared	24	17	1
No Declaration	166	44	8

2.3 Recruitment - Race

Ethnicity	Applied	Interviewed	Appointed
White	427	121	21
Black/Minority/Ethnic	13	3	0

2.4 Recruitment - Religion or Belief

Religion or Belief	Applied	Interviewed	Appointed
Agnostic/Atheist/No Religion	46	38	5
Protestant	125	38	5
Other Religion	12	5	1
Other Christian	20	3	1
Declined	21	5	4
Roman Catholic	91	28	6

2.5 Recruitment - Sex

Declaration	Applied	Interviewed	Appointed
Men	220	60	10
Women	240	73	11

2.6   Recruitment - Sexual Orientation

Declaration	Applied	Interviewed	Appointed
Heterosexual	429	120	19
LGBT	11	3	0
Declined	18	5	2

3.   Development of Staff

The Statutory Duties state that we must take steps to gather information about staff development or career progression. Pre-merger, each legacy college was able to identify individuals who had progressed through grades or roles. However, there are particular challenges in capturing staff equality data related to development or career progression post-merger. Each legacy college used a different pay and grading system, and a comparison by job title is not appropriate as jobs at each campus had different roles and responsibilities. We are unable to provide a base line which can be used for analysis until roles have bedded in, and we complete the implementation of our job evaluation process for support staff.

We would note that we have taken steps to gather this information, and as soon as a reliable baseline has been developed, we will cross reference career progression with equality information.

4.   Staff Retention

There have been no dismissals since the merger of the colleges to form WCS in August 2013. All staff leaving employment have left as a result of accepting voluntary severance, retirement or leaving on a voluntary basis (for example, for a new job).

There have been particular challenges with analysing this information as each legacy college had a different approach to collection of information and categorisation of type of protected characteristic. This has resulted in some gaps, for example, whether information was declined or not known. Below, we have reproduced information which we hold about 111 leavers in the timeframe of March 2014- March 2015. In any event, moving forward with our new online self-service HR system, we have rationalised our process which will make it easier for us to produce and analyse this information.

Staff Leaving Employment at WCS from March 2014- March 2015

Protected Characteristic Information	Leavers
Male	43
Female	68
Age 21-30	18
Age 31-40	13
Age 41-50	23
Age 51-60	37
Age 60+	20
No Disability	106
Disability Declared	2
Disability - Unknown	5

Protected Characteristic Information	Leavers
Protestant	30
Atheist/Agnostic	13
Roman Catholic	14
Religion Unknown	33
Other Religion	1
White	107
Black/minority/ethnic	2
Heterosexual	57
LGBT	1
Sexual Orientation Unknown	53

EQUAL PAY

Gender Pay Gap

The gender pay gap at West College Scotland is 6.5% in favour of men. This is based on the percentage difference between men's average hourly basic pay on a full time equivalent basis and women's. Overtime and other allowances have been excluded from this calculation. This gap was calculated in April 2015 on the basis of 61% female staff and 39% male.

Our gender pay gap of 6.5% can be compared with the provisional results of the Annual Survey of Hours and Earnings 2014 where the equivalent UK gender pay gap is 19.1%.

Our Progress on Equal Pay

Our Recruitment and Selection process has been designed to be as transparent and fair as possible. We are objective in the criteria which we use, and personal information is withheld during the recruitment process. We monitor recruitment equality data and assess the equality impact of the process to check for potential bias. We offer a wide range of flexible working policies which should assist our staff in maintaining a good work-life balance. In consultation with unions, we aim to roll out flexitime to all of our campuses.

We are in the course of implementing a job evaluation process for our support staff which will assist us in ensuring that we offer equal pay for work of equal value. We have invested in an analytical, factor based job evaluation system, which will objectively and fairly rank jobs, and we will assess the equality impact of the design of our grading system once the jobs have been evaluated. Our job evaluation process is taking place in consultation with our staff and unions, who have contributed to the job analysis stage of the project.

Equal Pay Statement

We support the principle of equal opportunities in employment and believe that staff should receive equal pay for work of equal value regardless of their sex, race or disability.

We understand that equal pay is a legal right under both domestic and European Law.

We recognise that in order to achieve equal pay we must have a pay, grading and benefits structure that is transparent, flexible, based on objective criteria and free from bias.

We understand that to deliver equal pay for our employees it is also necessary to consider all of the causes of the pay gap and that these go beyond discrimination within pay systems. We recognise that our training and employment practices can impact on people as a result of their sex, race or disability in different ways. In particular we are committed to tackling gender-segregation both horizontally and vertically in occupations across West College Scotland, by removing incidents of stereotyping about skill and capabilities, by changing the culture associated with different jobs, removing barriers to accessing training courses and apprenticeships and promoting a healthy work-life balance.

Our overall aim is to achieve equal pay in employment for men and women, people who are disabled and people who are not, and people who fall into a minority racial group and people who do not. In support of this aim and our commitment to equality, we will:

- Work in partnership with trade union representatives;
- Monitor the pay system to ensure it is open, transparent, fair and equitable;
- Communicate our policy on equal pay effectively to managers and all members of staff;
- Respond promptly to any complaints in relation to equal pay; and
- Regularly assess and monitor the impact of our pay practices, taking remedial action as appropriate.

We will continue to actively consult with Trade Unions on all employment matters including equalities, will report annually on our progress and review our Equal Pay Statement every four years.

Our Senior Management Team is responsible for implementing, monitoring and reviewing the operation of this Equal Pay Statement and ensuring that due consideration is given to the resources required to achieve equal pay.