



## EQUALITY REPORT

2019

## Contents

1. INTRODUCTION.....	3
2. ABOUT US.....	4
3. MAINSTREAMING EQUALITY .....	5
4. STAFF MONITORING .....	16
5. DIVERSITY AND OUR BOARD.....	27
6. EQUAL PAY .....	28
7. EVALUATING PROGRESS: STAFF SURVEY .....	31
8. STUDENT DATA .....	37
9. PROGRESS IN ACHIEVING OUR EQUALITY OUTCOMES .....	40

## 1. INTRODUCTION

### Note from Principal and Chief Executive



Welcome to West College Scotland's Equality Report which details the progress we have made since we developed our Equality Outcomes in 2017. We are half way through the life span of our Outcomes, and we are encouraged by the progress which we have made, particularly in connection with our work to address the gender imbalance, prevent gender-based violence, and to enhance the diversity of our Board. Advancing equality for all our staff and students and celebrating diversity are of essential importance to us, and we aim to exceed, not just meet, our legal obligations.

I see equality, diversity and inclusion as central to our core purpose, which is to provide excellent education, training opportunities, and services for students and customers. It is integral to everything that we do, and relevant to all of our stakeholders.

This is a chance for us to take stock and to recognise the progress we have made in the achieving our Equality Outcomes, and in partnership with our staff and students, develop new ways to promote equality and tackle unfairness.

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

I hope this publication gives you some sense of the impact our College has on developing the potential of the people in our community and the work we are doing to contribute to the advancement of equality in our region and beyond.

**Liz Connolly, Principal and Chief Executive of West College Scotland.**

## 2. ABOUT US

West College Scotland delivers further and higher education across the West Region covering the main local authority areas of Renfrewshire, Inverclyde and West Dunbartonshire. In addition, we provide education to other neighbouring local authorities including East Renfrewshire, Argyll and Bute, North Ayrshire and Glasgow.

With over 22,000 students, 1,200 staff and a turnover of £66 million, ours is a huge organisation and a major employer, uniquely placed to help shape the West region's educational landscape and contribute to its social and economic development. Our latest [Annual Review](#) provides more information about our reach, influence and impact.

Our job is to ensure students leave West College Scotland equipped with the skills and knowledge to compete in the jobs market; to make a full contribution to the wellbeing of their families, their communities and the economic growth of the country.

### Strategic Context

[Our Corporate Plan](#) sets out our Strategic Priorities, including “We will provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students.” This is underpinned by our Strategic Objectives, specifically: “To ensure a culture of inclusiveness is embedded throughout the College, promoting equality, appreciating diversity and giving every student the chance to reach their full potential.”

Our approach will assist our contribution in achieving [Scottish Government's National Outcomes](#), in particular:

- We are well educated, skilled and able to contribute to society
- We have thriving and innovative businesses, with quality jobs and fair work for everyone
- We are open, connected and make a positive contribution internationally.

Our equality focus is also aligned with our Regional Outcome Agreement, which addresses particular issues for minority students, and set out our intentions to address gaps which may have been affected by protected characteristics. Actions which we intend to take to achieve our newly developed Equality Outcomes aim to assist us in achieving our Regional Outcomes. Additionally, our focus on gender equality in this Report complements the [SFC's Gender Action Plan](#), and has informed the development of our own [Gender Action Plan](#) which we updated in November 2018.

### **3. MAINSTREAMING EQUALITY**

**3.1** “Mainstreaming equality” means making equality integral in all of our activities and functions. We aim to integrate equality into the day-to-day working of our organisation so that every decision is informed by the need to minimise discrimination, promote the best possible outcome and decrease unfairness in Scottish society. Below, we outline the progress which we have made to date.

#### **3.1.2 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 body is 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 seeking assurance of good practice in equality, our Board has a comprehensive understanding of the legal framework and our approach to the Specific Duties. Our Board and subcommittees focus on understanding how equality work is being implemented and explore key pressing issues, for example by inviting the Equality, Diversity and Inclusion Manager to provide updates at meetings.

There are effective links between the College’s Equality, Diversity and Inclusion Committee and the Board and its committees, which allows for effective communication of issues arising. Minutes and matters arising from equality issues are discussed at Board meetings.

In addition, whenever a relevant paper is submitted to the College’s Board, 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.

Our Equality, Diversity and Inclusion Manager works with the Board on projects which are highly relevant to equality. A Short Life Working Group is currently working on an Action Plan to encourage more diverse Board members and is considering an approach whereby we work with community partners to support progression onto our Board.

Our Equality, Diversity and Inclusion Committee is responsible for ensuring that our 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 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 and its contribution has directly influenced our activities to embed equality in all of our processes and facilities. For example, our provision of gender neutral toilets at each

campus was a direct result of the Student Association raising this request at the Equality, Diversity and Inclusion Committee.

### **3.1.3 Regional Outcomes**

Scottish Funding Council's Outcome Agreement Guidance sets a number of specific equality priorities for colleges and regions, including demonstrating their fulfilment of the Equality Duties through the mainstreaming of equality and diversity within the Outcome Agreement.

Our most recent Regional Outcome Agreement contains specific equality priorities, including:

- We will provide education and training in inspirational and innovative ways to engage and meet the diverse needs of our students.
- We will provide the highest quality of teaching and tailored support to maximise our students' opportunities to achieve success and progress to employment, self-employment or further study.
- We will ensure that our students are equipped with the relevant training, qualifications and essential skills they need for employment and life.

An Equality Impact Assessment was developed during the drafting of the Regional Outcome Agreement to enable any findings to inform the final agreement. We used a range of equality evidence to inform this assessment, and used the results of the assessment to establish equality priorities.

Our Equality, Diversity and Inclusion Manager contributed to the development of our Regional Outcome Agreement, and the Equality Outcomes developed in this report should assist us in achieving our Regional Outcome Agreement and our Gender Action Plan.

### **3.1.4 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.

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.

In addition to mandatory Equality, Diversity and Inclusion awareness training, we regularly run training on Mainstreaming Equality at WCS, which provides practical advice on embedding good practice in equality in the curriculum.

Our Portfolio Review process asks staff to reflect on the embedding of equality in learning and teaching, provide information about good practice and develop action plans where gaps may be evident. Good practice sharing and planning sessions take place regularly facilitated by the EDI Manager, and enable Curriculum and Quality Leaders to consider initiatives to increase student awareness of Equality, Diversity and Inclusion.

### **3.1.5 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 online application system, and recommendations to improve accessibility were taken into account.

In particular, the review of the 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 provide training for staff in Admissions in communicating with people who do not speak English as a first language. We ask applicants to disclose equality data at application 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 Learning Development Sector. 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.

### **3.1.6 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 Enabling Services, 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.

### **3.1.7 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.

### **3.1.8 Accessibility of Teaching Materials**

Through Continuous Professional 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.

We make good use of Moodle, which assists students in tailoring materials to their particular needs and preferences. 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.

### **3.1.9 Using Equality Data to Inform Action**

We systematically integrate student equality data throughout our curriculum planning process. 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 actions to enable us to achieve our Equality Outcomes, and gaps or anomalies are addressed in operational planning.

We then analyse the information on a Sector basis. At this level, there can be 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.

Curriculum and Quality Leaders are responsible for considering the data for their particular courses through the Portfolio Review Process. They discuss their analysis with their staff, and investigation takes place with regards to particular issues which have been highlighted. They then plan work to address gaps, such as by engaging with schools or by providing taster courses.



### **3.1.10 Supporting Students with a Disability**

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 supply students with USB wristbands which store assistive technology tools which they can use on their personal computers, and College desktops have a pre-installed suite of assistive technology to meet individual student 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. We recognise that some students may not want to tell us about their requirements at application, and we regularly remind students that our door is always open if they need extra support.

Our students have reported that they have been particularly pleased with software packages which we provide such as Dragon Naturally Speaking. Increasingly, we are finding that digital technology solutions such as digital recordings which can then be automatically transcribed are receiving positive feedback.

### **3.1.11 Supporting Students with Mental Health Issues**

A free counselling service is available to all students at West College Scotland, and can help students who have mental health issues and feel anxious or depressed. This service, entitled "TIME 4 U" is promoted throughout the College and provides the space to talk on a one to one basis with a Student Counsellor. We also provide a fortnightly "Gie's a Break" Wellbeing café at each campus, which provides a space for students to discuss any challenges with a Student Wellbeing Advisor. Staff are increasingly sharing their training in aspects such as mindfulness with students and focusing on good mental health within student learning. Additionally, the College's team of Mental Health First Aiders complements our team of physical First Aiders, reflecting the increasing levels of mental health disclosures and incidents being reported.

### **3.1.12 Tackling Hate Crime**

We are a third party reporting centre for Hate Crime which enables staff and students to report potential crimes directly to us, as we understand that not all victims are comfortable with reporting their experiences directly to the police. This provision is particularly relevant for protected groups, who may find visiting police stations intimidating or daunting, or may perceive a comparative lack of support.

### **3.1.13 Equally Safe - Preventing Gender Based Violence**

We are in the course of developing a strategy and processes to respond to Equally Safe, a national strategy for preventing and eradicating violence against women and girls. Student Services and Organisational Development and HR have attended training by Police Scotland

and Medics Against Violence in order to better understand different types of Gender Based Violence (GBV) and how the College can better respond to and support survivors. We are working collaboratively with public and third sector partners including Women's Aid and Victims Support to maximise the safety and well being of women and girls in Scotland. We have developed survivor resources local to each campus, and have raised awareness of this issue with awareness and planning sessions delivered to our Student Association and Curriculum and Quality Leaders. Our aim is to promote positive gender roles, and assist our students in enjoying safe, healthy and positive relationships. Presently, we are developing a policy to support staff who experience GBV, including promotion of #Emily's Test, with summary indicators of advice in how to support survivors attached to staff lanyards.

### **3.1.13 Personal Emergency Evacuation Plans**

Students with a disability or learning difference requiring special arrangements for support in the event of an emergency evacuation have Personal Emergency Evacuation Plans. These Plans are individually tailored to students' locations and dates on which they will be in attendance. We then seek feedback from students following evacuation alarm tests, and time exits from the campus to ensure that we are providing a safe environment for all.

### **3.1.14 British Sign Language Plan**

Following extensive consultation with d/Deaf and d/Deafblind British Sign Language (BSL) users and those who work with them, in August 2018 we published our [BSL Plan](#). Our Plan details how we will improve our services for students and prospective students who use BSL, and how we will promote the use of the Scottish Government's nationally funded BSL online interpreting video relay services. We also plan to facilitate more d/Deaf Aware sessions given the positive impact previous training has had on our staff who work with and support BSL users. The consultation process for our BSL Plan highlighted the value of our ARC Centre at Greenock Campus which provides an integrated space for BSL students and staff to learn, be supported, socialise, interact and network with each other in a manner which they prefer. We are committed to supporting those whose first language or preferred language is BSL and are pleased to say that our decision making occurs in conjunction with them and is often driven by them.

### **3.1.15 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 at 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 programmes for international students. These courses are designed to prepare students for further study at College or prepare for entry into university.

### **3.1.16 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 tackles stereotypes.

### **3.1.17 Student Engagement**

We have an active relationship with our Student 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 are dedicated equality Officers, including LGBT and Mature Students Officers.

Our Student Stakeholder Experience team regularly arranges focus groups with students to understand more about their experiences at the College and to explore additional ways to tackle barriers for student who share protected characteristics.

### **3.1.18 Care Leavers and Looked After Students**

We have enhanced support arrangements in place for Care Experienced Young People. Our Care Experienced Student Support Team will offer help and advice about courses, funding and support services to make the transition to college as smooth as possible. This includes help with filling in forms, and showing prospective students around the campus. The Team work in partnership with other staff (e.g. Guidance Tutors) and fellow Corporate Parents to help ensure that Care Leavers and Looked After Students are supported, included, respected, achieving, and able to access the fullest range of services and opportunities;

## **3.2 Mainstreaming Equality in Organisational Development and Human Resources**

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, and annually publish an analysis of staff equality data.

### **3.2.1 EDI Staff Training**

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, 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

We developed a new course for managers at the College in Diversity and Unconscious Bias. This course looked at the wider aspects of diversity as opposed to solely the protected characteristics, and participants had the opportunity to reflect on how unconscious bias can affect decision-making and practical steps which can be taken to mitigate this risk. This course also included a module on the “Active Bystander”, in order to encourage staff to use techniques to challenge other people’s bias. Feedback from the sessions was extremely positive, and further sessions will be scheduled on a regular basis. Our Unconscious Bias training is tailored to the circumstances of Teaching and Support Staff. The sessions for Teaching Staff included an evaluation of risk of unconscious bias at milestones in the student journey, and asked staff to reflect on ways to mitigate bias. Support staff involved in Recruitment and Selection have benefited from a greater awareness of the different types of bias and how to take action to reduce the potential for bias during interviews.

### **3.2.2 Attendance Management**

Our processes aim to identify health problems at an early stage and support the individual. Employees who suffer from ill health are treated respectfully and empathetically, and reasonable adjustments are made to support staff in returning to work. We recognise that disability can be the cause or a contributing factor in absence and performance issues, and we are committed to making every effort to help employees stay in employment. Our

Occupational Health service provides us with specialist advice on adjustments and rehabilitating employees back into the workplace.

### **3.2.3 Employee Counselling**

All employees have access to a free, confidential, workplace counselling service. We regularly promote this service as we wish to support our staff with stress or mental health issues. This service is not just for work related issues – we recognise that personal issues can have a similar negative impact on well-being, and that stresses at home can preoccupy someone’s thinking.

### **3.2.4 Career Breaks**

We recognise that employees may benefit from a period of time away from work in order to care for children or other dependants and in order to facilitate greater work-life balance. Our Career Break Scheme offers employees the opportunity to take a planned period off work to concentrate on such alternative personal priorities. It also offers employees the opportunity to take a Career Break for full time study, travel or unpaid voluntary work. While this Scheme has particular benefits for staff who share protected characteristics, it also is available for all staff.

### **3.2.5 Recruitment and Selection**

The promotion of equality is a core and visible aim of our Recruitment and Selection Policy and supporting procedures. We welcome applications from all suitably-qualified people and aim to employ a diverse workforce that reflects the people of Scotland.

We operate a fair and objective recruitment and selection system, which places emphasis on individual skills, abilities and experience. We have been awarded Level 2 of the “Disability Confident” Scheme, whereby we guarantee interviews for candidates who meet the essential criteria. Selection criteria are reviewed regularly to ensure that it is justifiable and essential for effective performance of the role.

Staff involved in this process receives 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.

### **3.2.6 Disability Confident Award**

This Symbol is highlighted in our recruitment documentation, and accompanied with positive action requests for people with a disability to apply to work at our College.

As a Disability Confident Employer, we work hard to build a culture where staff feel safe to disclose any disability or long-term health condition, and we consult with staff about their perceptions of barriers, issues or concerns, and report back on action taken to address

these. Through the provision of our Disability at Work Policy, we make sure that employees know that, should they acquire a disability, or should an existing disability or health condition worsen, every reasonable effort will be made to enable them to continue in their current job or an alternative one.

### **3.2.7 Carer Positive Employer**

We have been awarded Level 1 “Engaged” Carer Positive status, where we have made a commitment to support carers through workplace policies and working practices. We encourage staff to identify themselves as carers and provide support to help them manage their work and caring responsibilities.

### **3.2.8 Disability at Work**

We have a policy dedicated to ensuring that we support staff with a disability. This Policy includes information about types of reasonable adjustments, including modifications to the manner in which the work is to be conducted, making adjustments to premises, allocating some of the minor duties of the post to another person or altering working hours. If requested, we arrange for extra training for staff with a disability, and also offer extended trial periods on transfer or promotion.

### **3.2.9 Supporting Staff Mental Health and Wellbeing**

We introduced a Mental Health and Wellbeing Policy to provide assistance and support to any member of staff with mental health issues. We promote mental health and wellbeing by providing information to employees in various forms, such as awareness-raising events, and we take active steps to identify and address any workplace issues thought to have a negative effect on mental health. We also encourage staff to make use of the free counselling service which we offer, and promote the use of this service on the Intranet and on tags attached to lanyards.

### **3.2.10 Career Progression**

We recognise that staff who share protected characteristics can face barriers to progression. Our Continuous Professional Review Procedure aims to provide all staff with an opportunity to reflect on and influence his/her individual career, and consider development which will assist career progression. Continuous Professional Development is designed to suit the particular needs of the individual, who can influence how and when development activities take place. This is particularly effective for staff that have caring responsibilities or have a disability.

### **3.2.11 Flexible Working**

Our approach to flexible working aims to achieve better work life balance for employees, improved health and wellbeing and reduced sickness absence. Where appropriate, we offer part-time, flexi time, compressed hours, term time, and job sharing. All staff can apply, but

again there are particular benefits for staff who share protected characteristics. For example, childcare costs may be reduced, and staff with a disability who work flexibly can avoid busy travel periods.

### **3.2.12 Zero Tolerance**

Our Bullying and Harassment Policy makes it very clear that a zero tolerance approach is any form of discrimination is taken. It sets out lines of responsibility, a clear process, and this approach is explained to all staff at Staff Induction and at mandatory staff training. This assists us in ensuring that all staff are treated with dignity and that we provide a climate where staff have confidence to raise any instance of harassment.

### **3.2.13 Behavioural Framework**

We have developed a Framework setting out behavioural aspirations. Equality and diversity is central this Framework, which expresses expectations that all staff treat stakeholders with dignity and respect, and that their behaviour will assist us in maintaining a culture which embraces fairness and tolerance.

## **4. STAFF MONITORING**

### **4.1 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 use a self-service HR online system, and all staff are regularly asked to update their equality information.

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 Development 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.

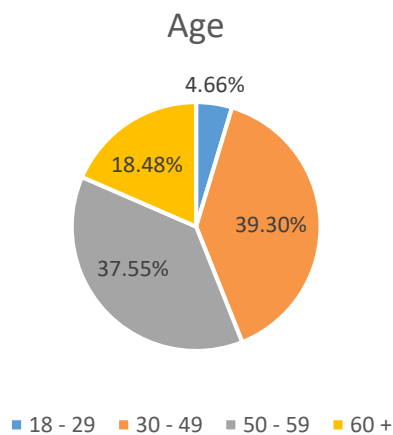
We also use this information to inform a quantitative analysis of the equality impact of our practices, processes and policies.

Where the number of staff with a protected characteristic is fewer than ten, and the information is sensitive or personal, we have not specified the number in order to avoid individuals being identified.



## 4.2 Staff Composition

### 4.2.1 Age



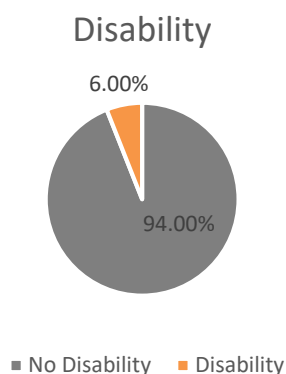
The age data shows similar patterns for Teaching and Support staff. The age bracket with the highest number of staff in both areas is between 30-49 (39.30%) The second largest age group is aged between 50-59 (37.55%).

The most striking change since last reported is with regards to our younger members of staff. While the overall proportion of staff aged between 18-29 is similar, (4.66% in 2017, and 4.66% in 2018), the percentage of younger Teaching Staff has decreased by approximately 5% and increased by the same amount in Support Staff. This may be attributable to the fact that Teaching Staff who are aged between 18-29 have a higher average age than Support Staff (their average age is 27.57) compared to Support Staff, where the average age in this age group is 24.65. There have also been proportionately higher new appointments in lower grade Support posts than there has been in Teaching.

The percentage of staff aged 60 and over has increased slightly. We continue to anticipate the implications of the age profile through the use of succession planning.

➔ *Use succession planning to anticipate the implications of age profile.*

#### 4.2.2 Disability



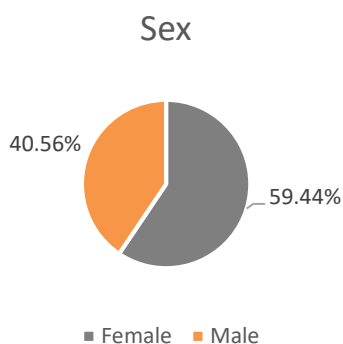
comparators are available.

There has been a 2.27 percentage point increase in the number of staff with a disability at West College Scotland since publishing our statutory report last in 2017.

The proportion of staff who have declared a disability is lower than national indicators. The Scottish Government estimate that approximately 10% of the population who are economically active have a long term activity limiting health problem. No sector

- ➔ *Encourage staff to disclose a disability.*
- ➔ *Promote support available, including Disability at Work Procedure and Mental Health and Wellbeing Policy*

#### 4.2.3 Sex



Overall, there is an 18.88 percentage point difference between male and female staff. This represents a slightly higher rate of proportionality since last reported. There is a higher rate of proportionality with Teaching Staff compared with Support Staff.

There has been very little change in the proportion of female Support Staff, with twice as many female support staff than male. Nationwide, women are more likely to work in the public sector, and around 75% of administrative, secretarial and service support jobs in Scotland are performed by women. We have delivered Unconscious Bias training for staff involved in recruitment and selection to assist in tackling occupational segregation, and we encourage professional development to enable career progression for female staff.

- ➔ *Ensure staff understand the impact of unconscious bias and can take steps to mitigate the risk of it occurring.*
- ➔ *Develop process to better measure career progression*

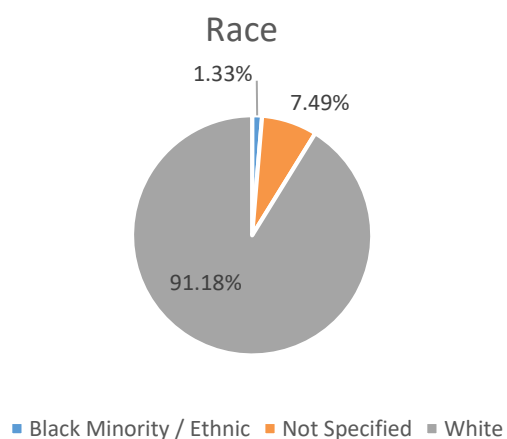
#### 4.2.4 Gender Reassignment

The number of employees who have declared that they have undergone or intend to undergo the process of gender reassignment is not being specified as it is fewer than ten.

#### 4.2.5 Pregnancy and Maternity

16 employees have either taken maternity leave or have notified College that they are pregnant in the time period beginning with the end of February 2018 to the beginning of March 2019.

#### 4.2.6 Race



There has been a slight increase in the percentage of staff from Black or Minority ethnic (BME) background (from 1.07% in 2017 to 1.33% in 2019). There has been an increase in disclosures, with "Not Known" at 7.49% compared with 10.50% in 2017.

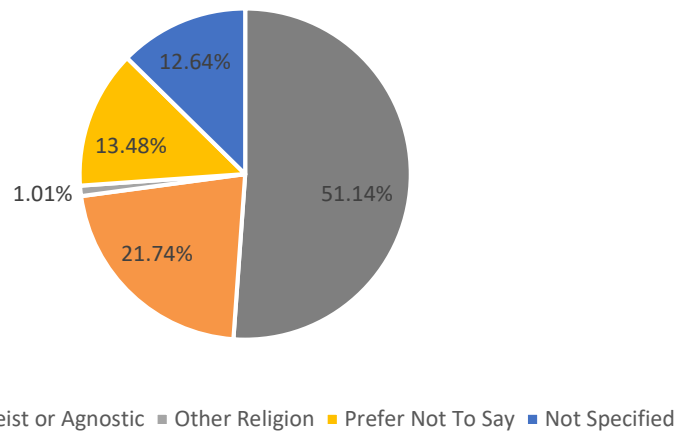
This can be compared with the demographics of the campus local council areas of West Dunbartonshire, Inverclyde and Renfrewshire, where between 1-3% of residents are BME.

It is noted that there are different employment rates for ethnic minority groups. The most recent statistical information published by Scottish Government shows that the employment rate for ethnic minorities was 57.6% compared to an employment rate of 73.7% for ethnic white people.

- ➔ *Ensure staff understand the impact of unconscious bias and can take steps to mitigate the risk of it occurring.*
- ➔ *Encourage staff to participate in new online EDI training package.*

#### 4.2.7 Religion or Belief

Religion or Belief

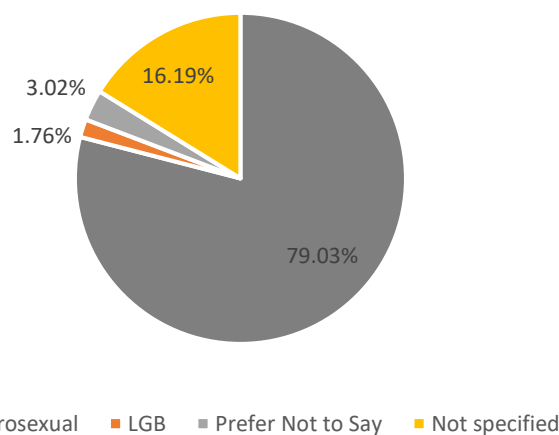


There has been little change since last reported. 21.74% of our staff are agnostic or atheist. There are very similar proportions of Protestant and Roman Catholic staff. There has been a slight decrease in “Other Religion” (from 1.90% in 2017 to 1.01% in 2019). While this is proportionately low, a diverse range of religion and beliefs is evident, including Sikhism, Judaism, and Buddhism. This category has a comparatively high rate of “Not Specified”.

➔ *Encourage staff to disclose their religion or belief, and let them know why we would like this information, and how we plan to use it.*

#### 4.2.8 Sexual Orientation

Sexual Orientation



There has been a slight increase in the percentage of lesbian, gay and bisexual staff (LGB), from 1.24% in 2017 to 1.76% in 2019. There has been a decrease in the number of staff who provide us with information about their sexual orientation. No external benchmarks are

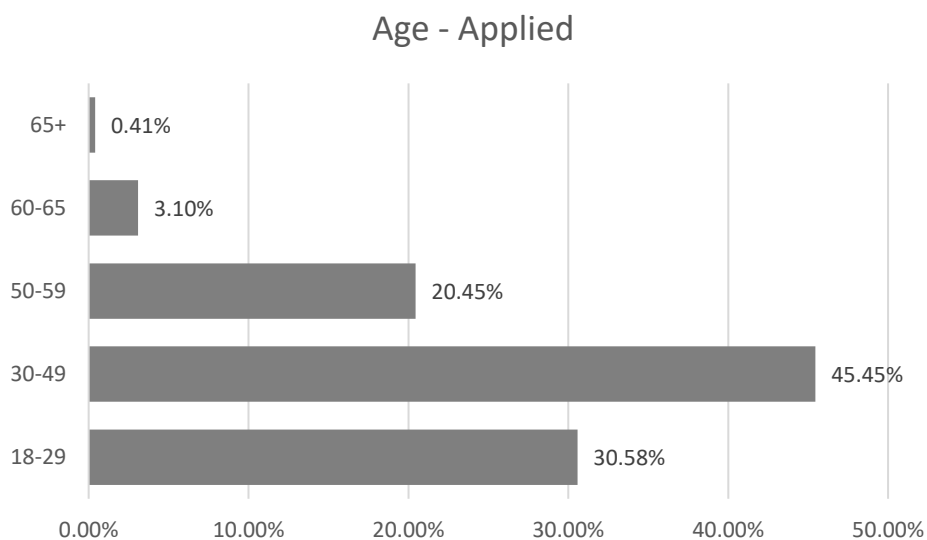
available for comparison – Stonewall estimate that 1 in 10 people are gay, lesbian and/or bisexual. We note Scottish Government’s intention to include questions about sexual orientation in the 2021 Census, and will consider this data once available.

➔ *Encourage staff to disclose sexual orientation, and let them know why we would like this information, and how we plan to use it.*

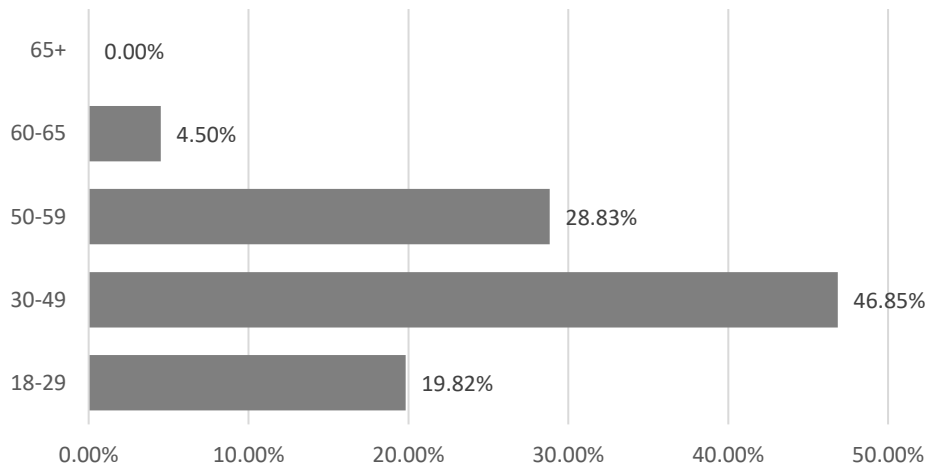
### 4.3 Recruitment Information

This data is based on 65 externally advertised appointments for permanent roles from February 2018 to March 2019. Temporary roles, bank staff, agency roles fixed term contracts and maternity cover have not been included, nor roles which were advertised solely on an internal basis.

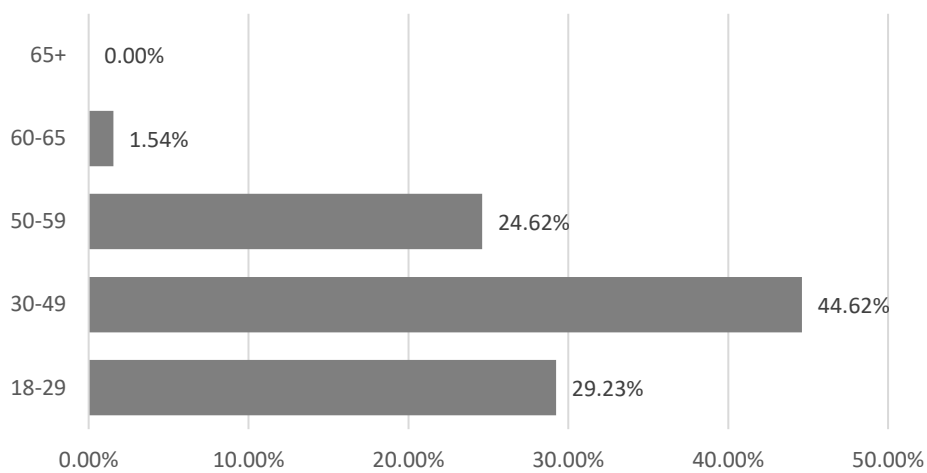
#### 4.3.1 Age



### Age - Interviewed

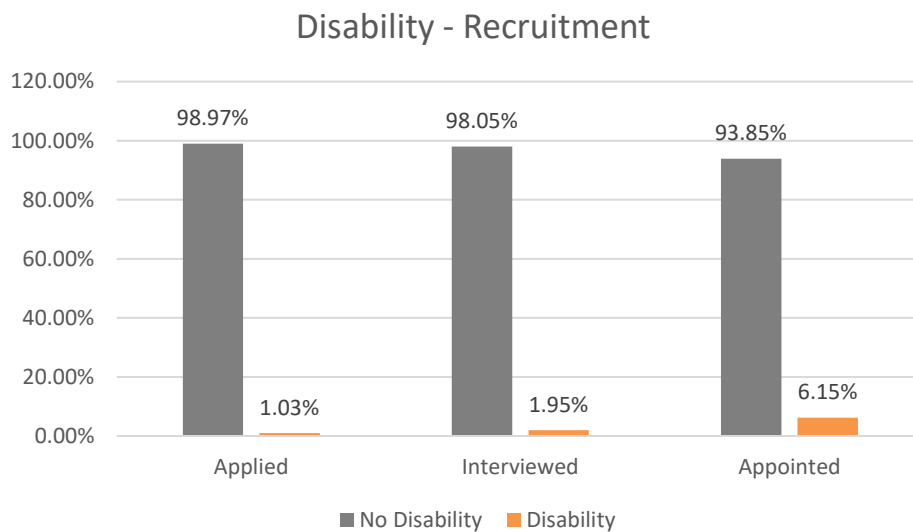


### Age - Appointed



The age profile of applicants broadly matches the existing demographics, with the highest proportion aged between 50-59. There is evidence of a comparatively higher appointment rate for younger people, with 19.82% of those interviewed aged 18-29, and 29.5% of those appointed in this age group.

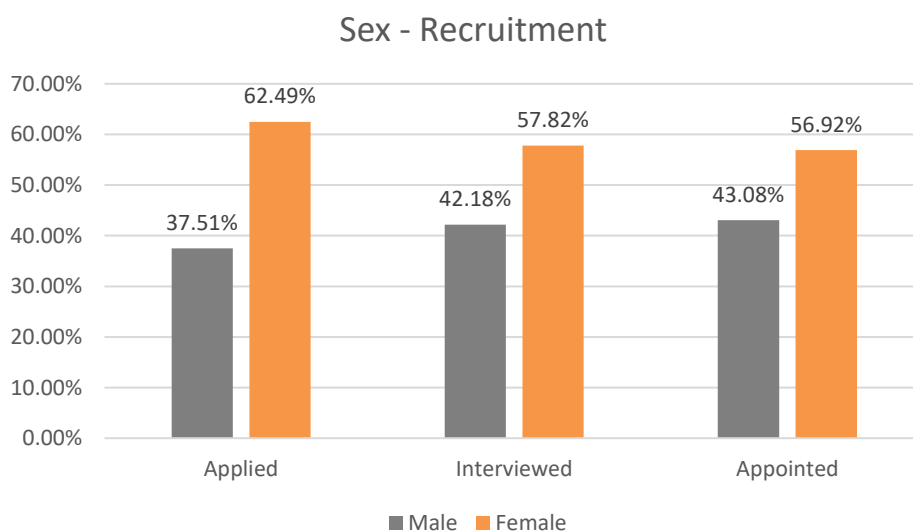
### 4.3.2 Disability



The percentage of people who declared a disability in their application at 1.03% is lower than reported in 2017, when it was 2.48%. Proportionately more people with a disability were interviewed compared to people who did not declare a disability, and were successful in getting the job. 70% of applicants with a disability were interviewed compared with 36.48% of applicants who had not declared a disability. 40% of applicants with a disability who applied were appointed compared with 6.32% of applicants who had not declared a disability. This could be related to the College guaranteeing interviews to those who meet the essential criteria as part of the Disability Confident Scheme.

➔ *Encourage disclosure at Staff Induction and promote support for staff with a disability.*

### 4.3.3 Sex



The gender balance at appointment is less marked than the gender balance at application. There is a higher success rate for male applicants than female. The overall gender balance at application broadly matches existing staff demographics. There was a higher proportion of new appointments in Support than Teaching, and a significantly higher application rate overall for Support roles, which may have contributed to the imbalance.

→ Consider initiatives to address occupational segregation.

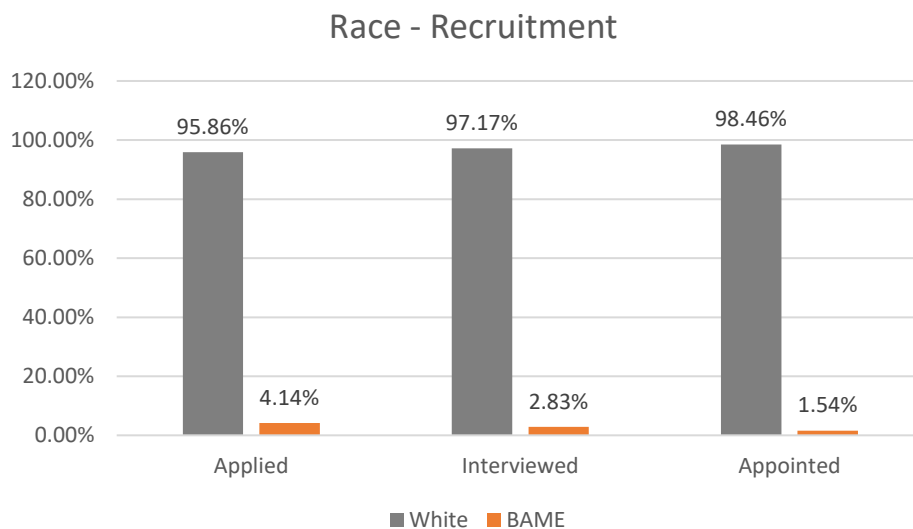
#### 4.3.4 Gender Reassignment

No applicants declared that they had undergone or intended to undergo a process of gender reassignment.

#### 4.3.5 Pregnancy or Maternity

No applicants declared that they were pregnant or were taking maternity leave at application.

#### 4.3.6 Race

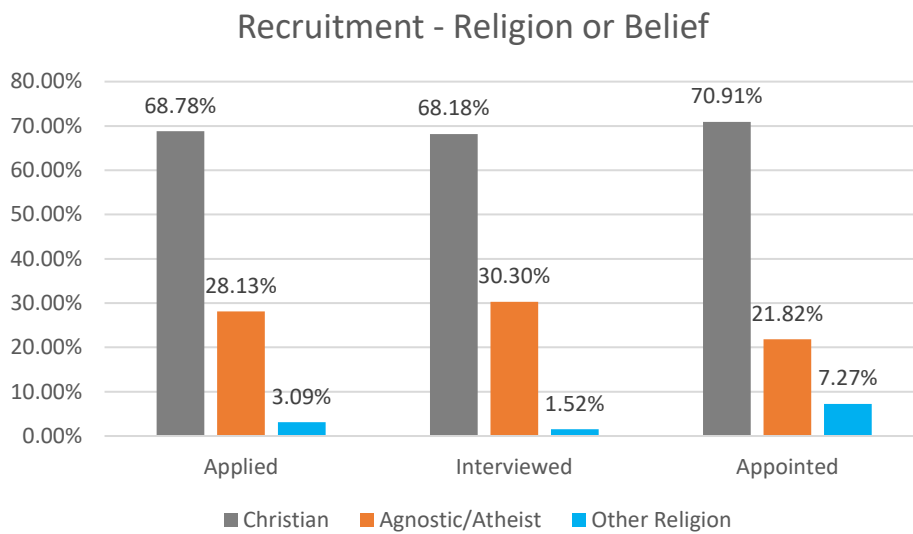


The percentage of applicants from a BAME background is slightly higher than the local demographics. The appointment rate for BAME applicants is lower than the appointment rate for White applicants – 3.26% of BAME applicants were appointed compared to 8.93% of White applicants.

→ Investigate the BAME appointment gap further



### 4.3.7 Religion or Belief

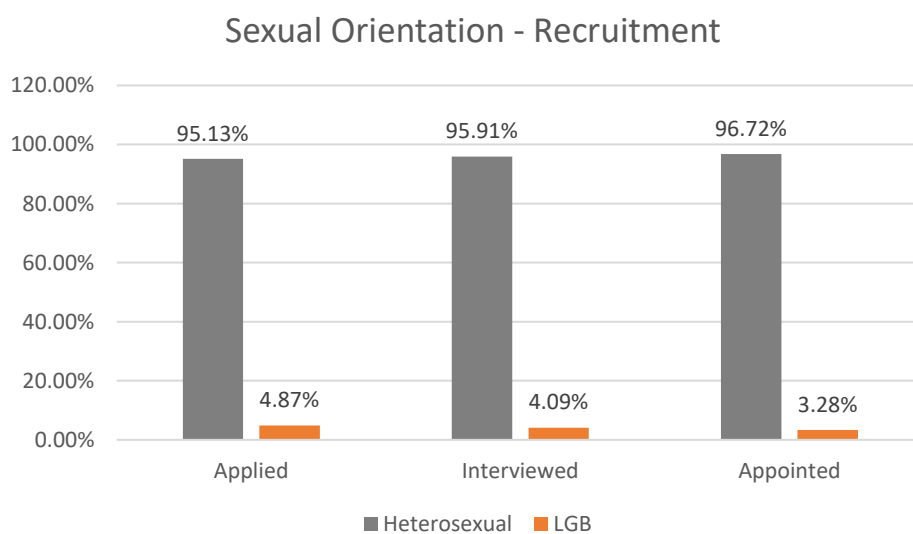


Relatively few applications were received from “Other” minority religions – 3.09%. However, a wide variety of religious beliefs were declared at application, including applications received from Buddhists, Muslims, Jewish people and Hindus. The most frequently occurring Other Religion was Muslim. 18.15% of applicants from Other Religion were successful in their application compared with a success rate of 7.98% for Christian applicants and 6% for Agnostic/Atheist applicants.

This protected characteristic had the highest percentage of Prefer Not to Say/ Not Specified (28.27% of applicants did not provide us with information about their religion or belief)

- ➔ *Encourage disclosure at Staff Induction*
- ➔ *Encourage applicants to disclose equality data*

### 4.3.8 Sexual Orientation



The rate of Lesbian, Gay and Bisexual applicants is slightly lower than last reported (4.87% of applicants declared that they were gay, lesbian or bisexual compared with 7.64% in 2017) There was a significantly higher disclosure rate, whereby 95.68% of applicants disclosed information about their sexual orientation compared to a disclosure rate of 68.75% in 2017. LGB applicants were more frequently invited to interview (by 7%) and the success rates for LGB and hererosexual applicants are broadly similar.

#### **4.4 Staff Retention**

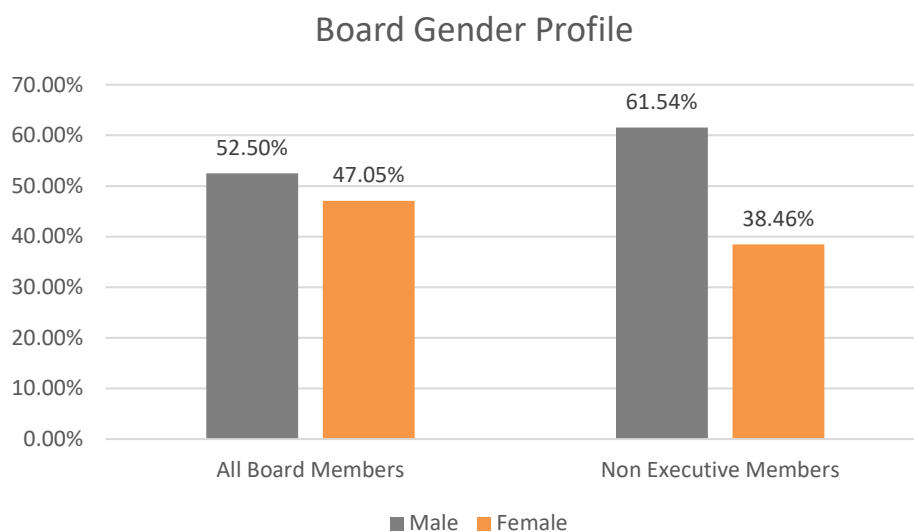
In terms of staff retention, 58% of leavers were female. The age group with the proportionately highest leavers rate was aged 60 and over, which reflects the College's retirement process. Younger staff (aged under 30) had the highest retention rate. No leavers had disclosed that they were pregnant, or were on maternity leave. Staff retention equality data for other protected characteristics broadly correlates with existing staff demographics.

#### **4.5 Staff Progression**

The steps we have taken to monitor progression include a Working Group who have reviewed our staff information system. The remit of this Group included consideration of equality data to enable us to better meet the General Equality Duty. We are currently investigating how we can fully integrate EDI with our CPD and staff progression processes, and will report progress once this is complete.

## 5. DIVERSITY AND OUR BOARD

### Gender Breakdown



47.05% of all Board Members and 38.46% of Non-Executive Board members are female. We note the Scottish Government’s current proposal to require listed authorities to work towards an objective of a 50:50 gender balance, and we plan to take action to increase not just the gender diversity, but the overall diversity of the WCS Board.

We have experienced challenges in attracting diverse Board candidates. Time commitments, lack of remuneration and the perceived culture of governing bodies can dissuade some from applying. Traditional criteria can sometimes limit the pool of women, e.g. previous board level experience.

We are committed to increasing the diversity of our Board and will take the following actions:

- ➔ Ask our existing members to update their equality data to better understand them in terms of diversity
- ➔ Communicate the intention of the WCS Board to increase its diversity to all stakeholders
- ➔ Take positive action in recruitment of Board members to encourage underrepresented groups to apply, e.g. through targeted advertising and search firms
- ➔ use existing networks to advertise opportunities, e.g. LinkedIn, including specifically encouraging known individuals of an underrepresented group to apply
- ➔ Raise awareness of the role of Board members and the benefits it offers to the individual and the community.

## 6. EQUAL PAY

### 6.1 Gender Pay Gap

The gender pay gap at West College Scotland is 6.90% in favour of men, and has slightly decreased from 6.98% when last reported. 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. Our gender pay gap of 6.9% can be compared with [Scotland’s pay gap](#) of 16.1%.

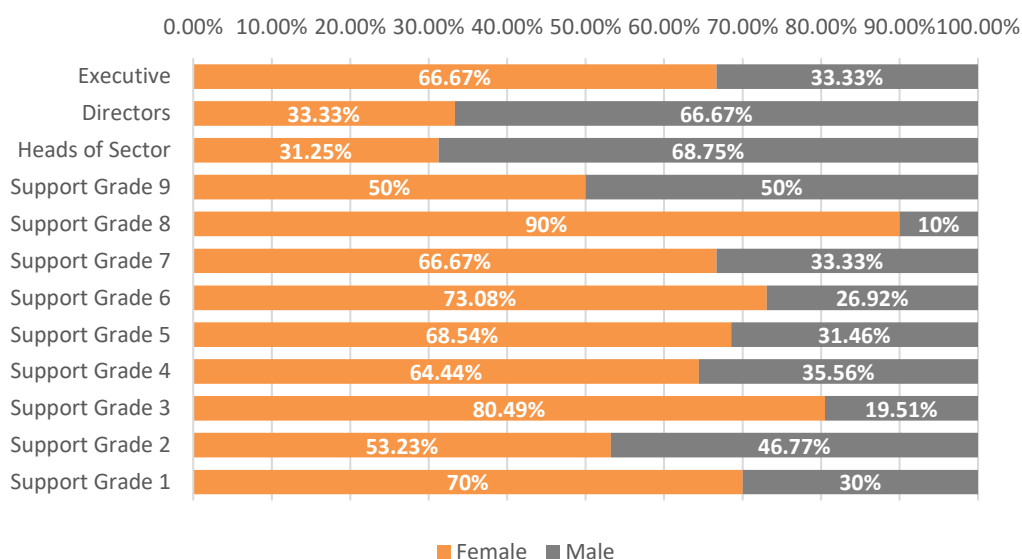
While the WCS pay gap is less than half the national pay gap, it is still deemed significant as it is greater than 5%. We explore the potential cause of this gap at Section 6.2. The reasons for gender pay gaps are complex and interrelated. Women can experience greater difficulties than men when it comes to balancing work and private life. Family, care and domestic responsibilities are still not equally shared. The task of looking after dependent family members is largely borne by women, and far more women than men choose to take parental leave. Consequently, women have more career interruptions or work shorter hours than men. This has a negative impact on their career development and promotion prospects. It can also mean less financially rewarding careers.

### 6.2 Occupational Segregation

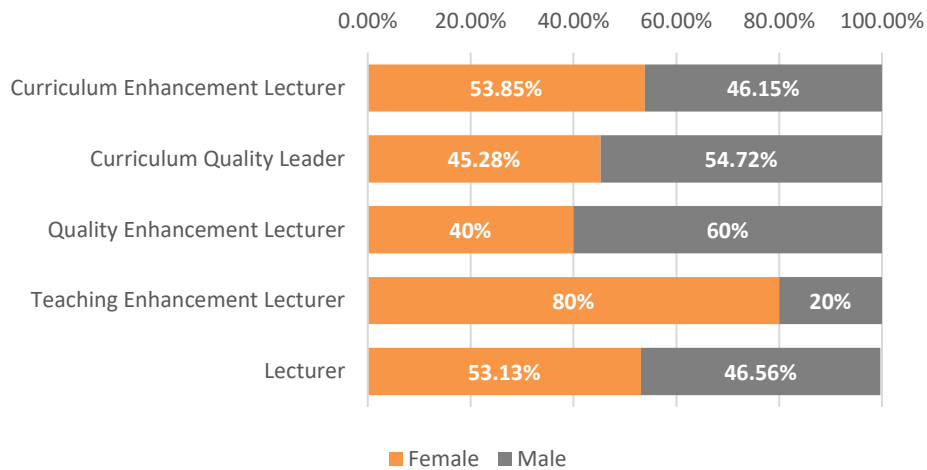
Occupational segregation is also a contributing factor in equal pay gaps. Women and men still tend to work in different jobs. On the one hand, women and men often predominate in different sectors. On the other hand, within the same sector or organisations women predominate in lower valued and lower paid occupations.

Occupational segregation as evident from an analysis of different grades and roles at WCS as seen below.

Support Staff - Men and Women in each Grade/Role



## Teaching Staff - Men and Women in each Role



This data shows that there is a higher rate of gender proportionality with Teaching Staff compared to Support Staff. There is less of a gender balance with reference to Directors and Heads of Sector since last reported, and a more balanced distribution in lower grades.

With regard to Support Staff, there are comparatively higher headcounts in Grades 1-5, and within these Grades, 68.35% of incumbents are female. There is a higher proportion of male staff in higher paid grades which has affected the average pay.

The role which has the highest number of incumbents in terms of Teaching Staff is that of Lecturers (74.58% of Teaching Staff are employed as a Lecturer). The gender balance in this role is fairly even, with 53% female staff and 47% male.

### 6.3 Our Progress on Equal Pay

We use an analytical, factor based job evaluation process for our Support Staff in ensure that we offer equal pay for work of equal value. 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.

### 6.4 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.

## 7. EVALUATING PROGRESS: STAFF SURVEY

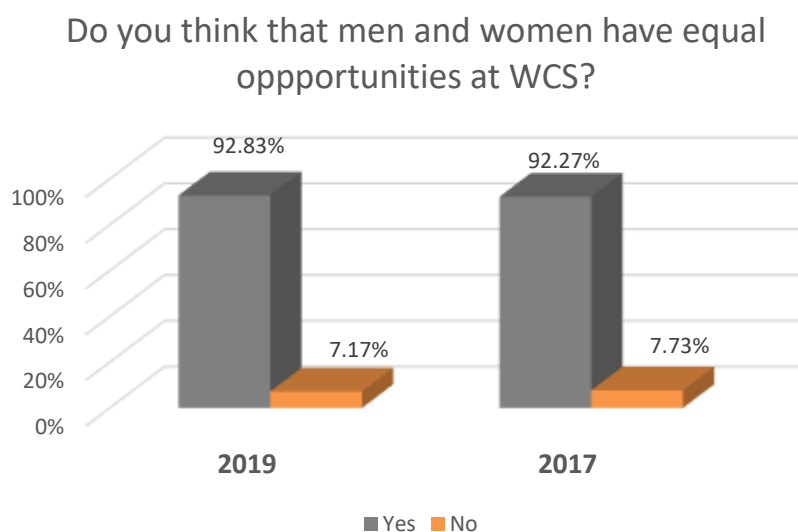
In the development of our Equality Outcomes in 2017, we distributed a staff survey to gather their views on priorities in order to take appropriate action to advance equality and prevent discrimination. We issued the same survey in January 2019, and can now evaluate progress against the 2017 baseline.

### 7.1 Process

The survey was published on the Staff Intranet and promoted as a news item. The survey was anonymous, and staff were encouraged to contact the EDI Manager with any queries about the survey, or any additional comments. 245 responses were received, which represents an increase in the response rate of approximately 20%. There was a significantly higher response rate from Teaching Staff compared with the Teaching Staff response rate in 2017.

### 7.2 Survey Questions and Comments

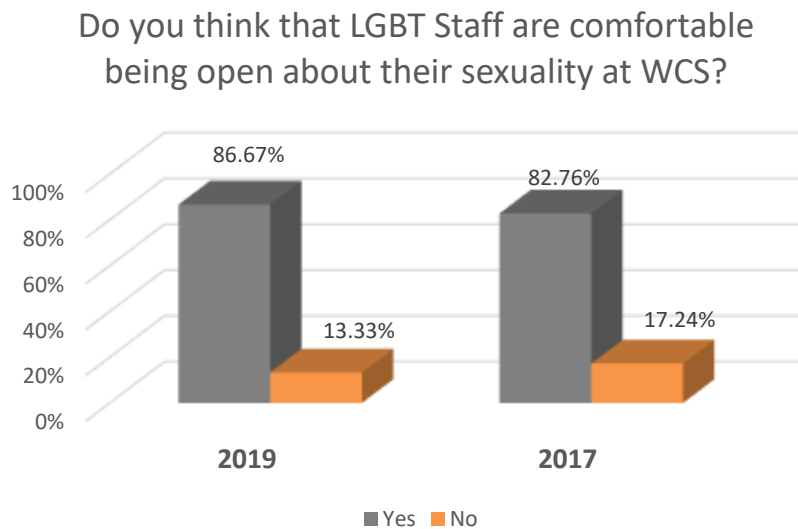
#### 7.2.1 Sex



The percentage of staff who feel that men and women have equal opportunities at WCS has not changed since the last survey. A number of staff noted strong female leadership, with a high profile Executive team. Several respondents noted areas of occupational segregation, particularly in certain Sectors.

➔ *Develop initiatives to address occupational segregation*

## 7.2.2 Sexual Orientation

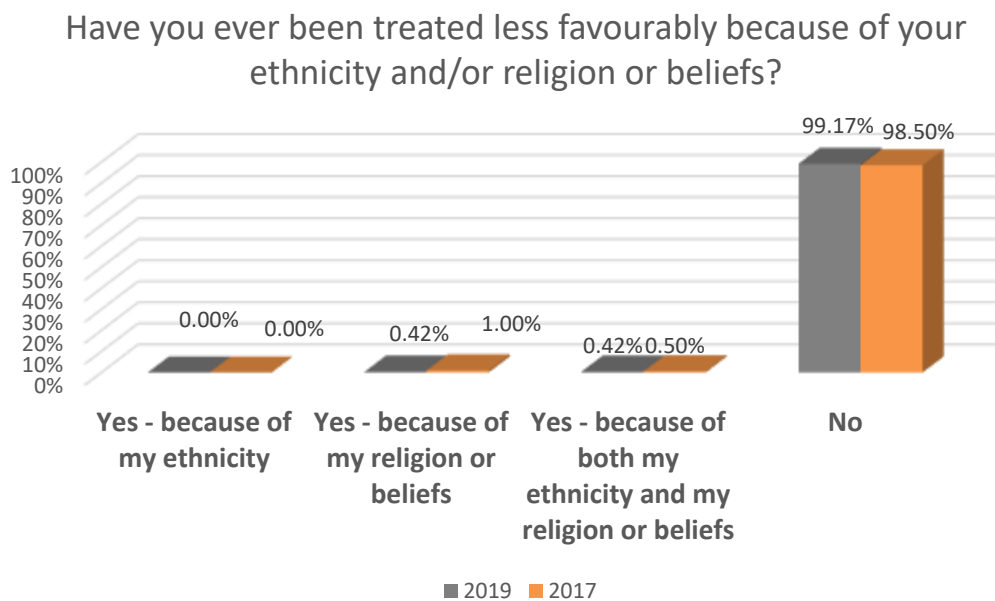


The number of respondents who felt that people were comfortable being open about their sexuality increased by 3.91 percentage points. When we last published this survey, staff raised concerns about the experience of LGBT staff at the College and suggested that heterosexuality was seen as the “norm”. As a result of these concerns, we facilitated focus groups at each campus to explore this further. We noted comments from staff at the focus groups who indicated that we could do more to promote LGBT issues as well as celebrating diverse sexual orientations. Subsequently, we benchmarked practice against the Stonewall Index, and have developed a Trans Equality Policy. We are pleased to note the increased openness about sexuality as indicated in this Survey.

Other comments in respect of this question said that usually, sexual orientation is a matter which isn't often discussed. Some staff said that their gay colleagues were absolutely happy to be open about their sexuality, and were confident that there are no barriers to being open about one's sexual orientation.



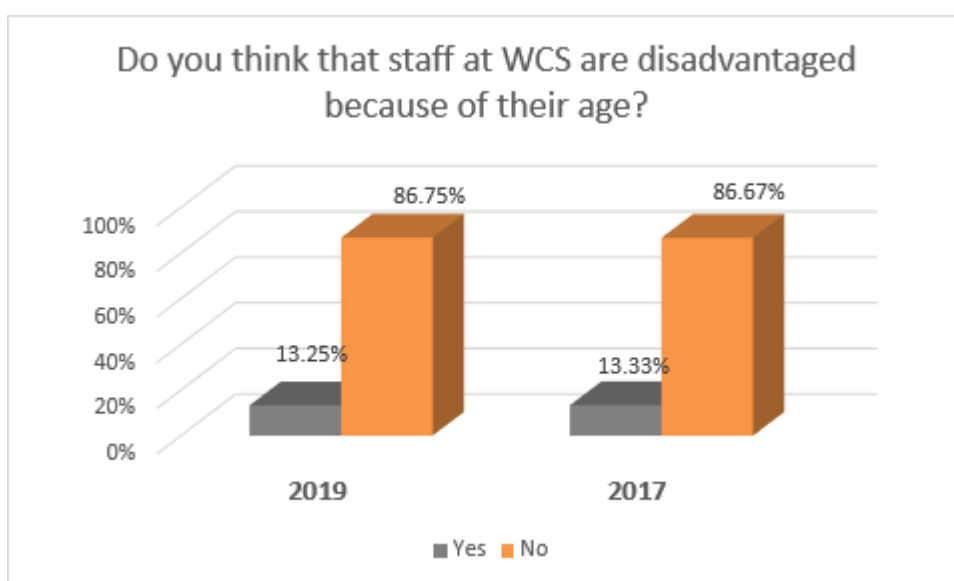
### 7.2.3 Ethnicity and/or Religion or Beliefs



There has been a slight decrease in the percentage of respondents who felt that they had been treated less favorably because of their ethnicity and/or religion or beliefs. Very few respondents added further information in connection with these protected characteristics. One respondent stated that they were unable to attend church on holy days of obligation, particularly with reference to Good Friday, which the College has not scheduled as a holiday in 2019.

➔ *Raise awareness of the Personal and Domestic Leave Policy which allows for leave for religious worship.*

### 7.2.4 Age

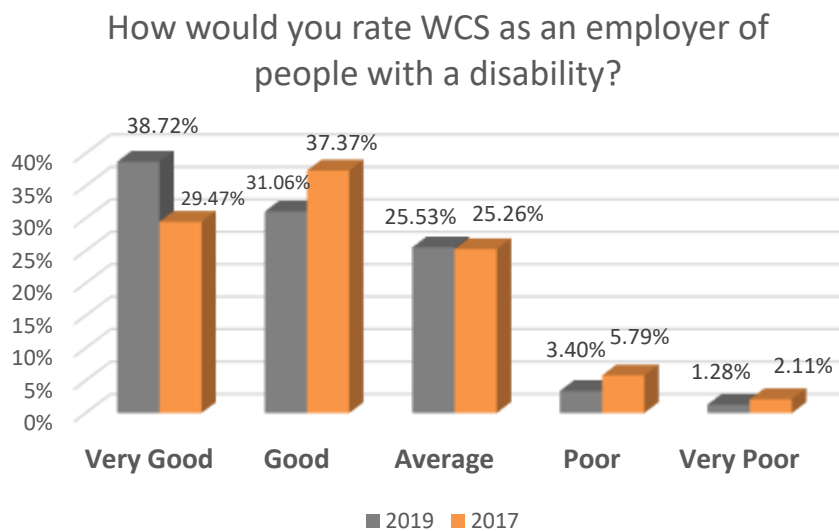


There has been little change in views on this question since the Survey was last distributed. A wide range of views was provided. Some younger staff who had progressed stated that they felt supported and as fairly treated as other members of staff; some commented on how a good balance of ages could be found within many departments, and that this benefited the working environment

Others commented that there were barriers to Continuous Professional development for older staff, and that older staff were more likely to be caring for older relatives, which can have a negative impact on work like balance.

- ➔ *Promote Carer Positive status and flexible working policies*
- ➔ *Cross refer CPD data with equality data to explore concerns regarding age and access to CPD*

### 7.2.5 Disability

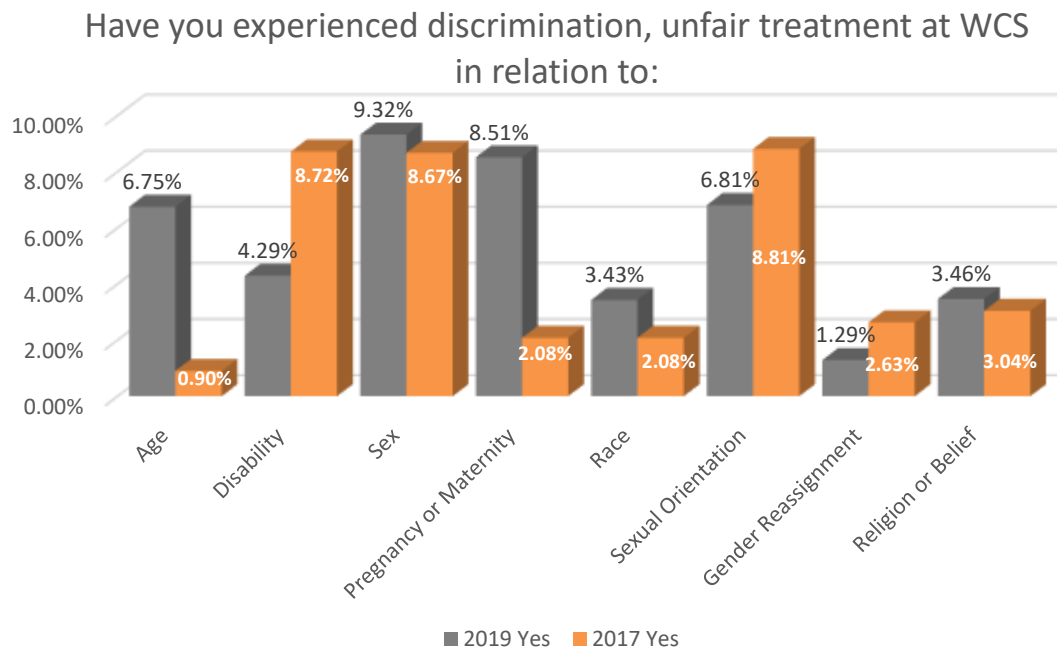


There has been an approximate 10% increase in the number of respondents who rate WCS as a “Very Good” employer of people with a disability. Again, we received a range of positive comments, such as confirmation that the College is very supportive and takes a personal approach, and a number of respondents welcomed the counselling service.

In terms of ways to improve our support, a number of staff felt that there is a perception that disability is almost always physical, whereas we really need to focus more on unseen disabilities, particularly mental health. The comments received also noted the limitations of some of our buildings in Paisley and Greenock, where there are issues with accessibility.

- ➔ *provide training from managers in supporting colleagues with mental health issues*
- ➔ *Ensure that good practice in equality and accessibility is embedded within future Estates development processes.*

## 7.2.6 Discrimination and Unfair Treatment



Over 90% of staff stated that they had not experienced or witnessed discrimination or unfair treatment at WCS. However, the number of staff who have witnessed discrimination or unfair treatment at WCS has increased in relation to five protected characteristics since 2017. This may be related to an accumulative effect, and may also reflect the fact that this question includes instances which involve students as opposed to staff only.

Some staff had witnessed students unfairly treating other students, by teasing or using inappropriate language. Approximately 16 % of comments alluded to the difference in campus maternity leave (in which staff previously employed by Reid Kerr College have a Maternity Leave Procedure which is protected by the Transfer of Undertakings (Protected of Employment) Regulations 2006.)

Other staff noted that there had been a change for the better since times past, whereby staff and students feel much more confident about tackling and identifying discrimination and were capable of dealing with it effectively.

10% of comments concerned perceptions about unfair treatment on the grounds of age, with one respondent commenting that older staff are overlooked for full time contracts as they are deemed too “expensive”, and another described an intersectional age and disability health issue in which they felt they had not received adequate support.

- ➔ *Inquire further into the impact of age on career progression*
- ➔ *Ask staff who have been referred to counselling for feedback*

### 7.2.7 Additional Suggestions

Staff were also asked to consider additional ways to make sure that WCS is a fair, equal and inclusive employer. The most commonly raised suggestions included meeting the needs of student with mental health issues, and awareness raising.

Other suggestions for improvement included the provision of an EDI Comments box and positive action initiatives to address the gender imbalance.

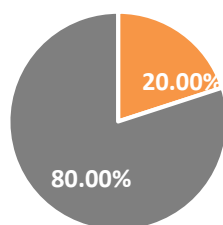
- ➔ *Increase range of EDI CPD activities available*
- ➔ *Provide tools to assist with challenging inappropriate behavior and language*
- ➔ *Increase campaigns to attract male students into the Care sector*
- ➔ *Develop an EDI student survey*
- ➔ *Focus on supporting staff and students with mental health issues*

## 8. STUDENT DATA

The data which is presented below refers to courses which last 160 hours or more. The volume of activity is measured by credits, which is the sector measurement used for funding. This data has been reproduced using an information system which has been designed to collect data which is required and verified by the Scottish Funding Council. The current sector data returns do not include all protected characteristics in the Equality Act 2010, and in this section we report on the verified categories of disability, sex, age and race.

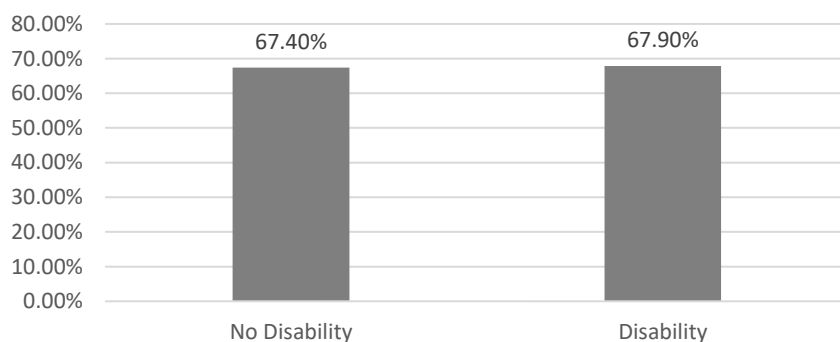
### 8.1 Disability

Disability- Volume of Activity



- Students with a Declared Disability
- Students without a Declared Disability

Disability - Success Rates



The volume of activity by students with a declared disability is 20%, which is higher than the national indicator of 18%. This could indicate that we have created a climate whereby our students are comfortable disclosing their needs and asking for our support. The attainment rate of students with a disability is broadly similar to the rate of students who have not declared a disability.

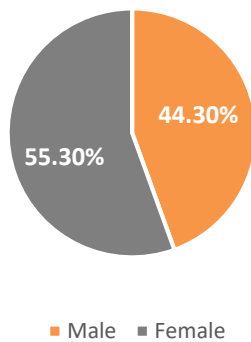
26.32% of students with a disability have declared a specific learning disability, and their attainment rate is slightly higher than the attainment rate of students who have not declared a disability.

The second largest cohort of students with a disability are those who have declared a mental health condition, and their attainment rate is 12.44 percentage points lower than students who have not declared a disability.

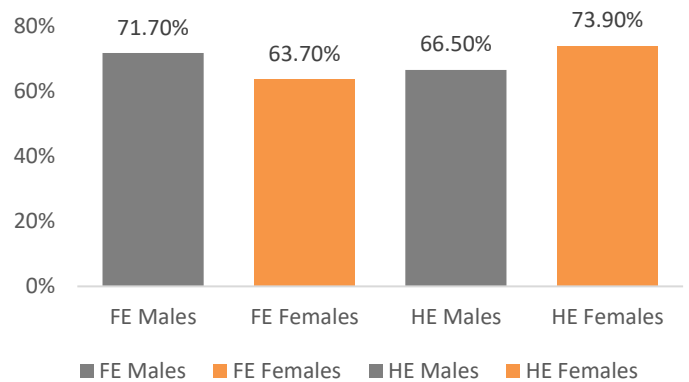
- ➔ Encourage students to disclose disabilities
- ➔ Promote support for students with mental health issues.

## 8.2 Sex

Sex - Volume of Activity



Sex - Success Rates

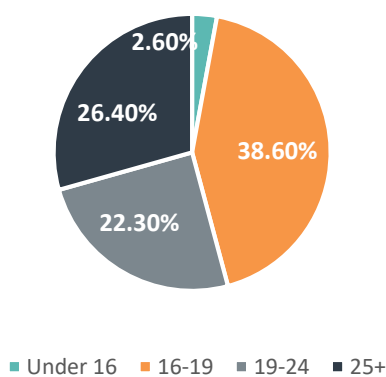


Female FE students have a lower success rate than male FE students, and female HE students have a higher success rate than male. The FE gender attainment gap has slightly increased since last reported.

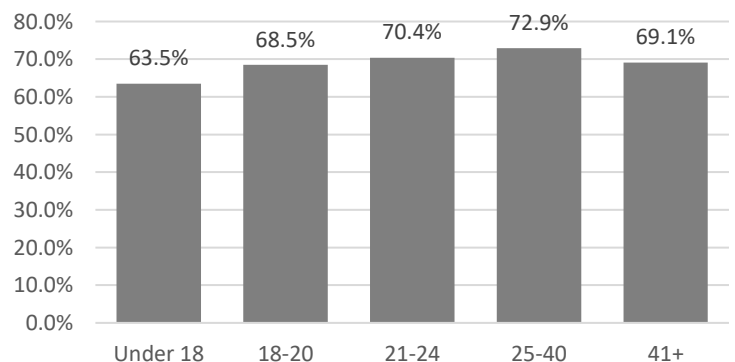
Our Gender Action Plan sets out our goal of a 5% increase of the minority gender share in the top ten most imbalanced Superclasses by 2021. Progress to date has not been uniform. Our aim has been achieved in Mechanical Engineering and IT: Computer Science/ Programming/Systems. Progress in other Superclasses is mixed, with incremental annual changes which do not reveal meaningful overall trends. In particular, there has been a slight decrease in male students enrolled in female dominated Superclasses. This area has been identified as a priority in the subsequent progress report on the achievement of our Equality outcomes.

## 8.3 Age

Age - Volume of Activity



Age - Success

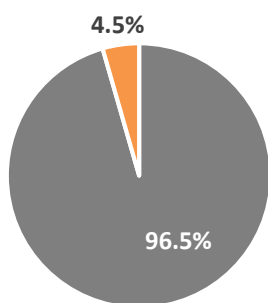


The highest volume of activity is undertaken by students who are aged between 16-19. The second highest proportion in terms of age is those aged over 25.

Trends in overall College age group outcomes have not been consistent. There has been a significant increase in student success for students over 41 years of age since last reported. The lowest success rate is found with those aged under 18, who have a comparatively higher withdrawal rate. This is a sector wide issue, and qualitative evidence indicates that students in this age group are more likely to return to further education at a later stage.

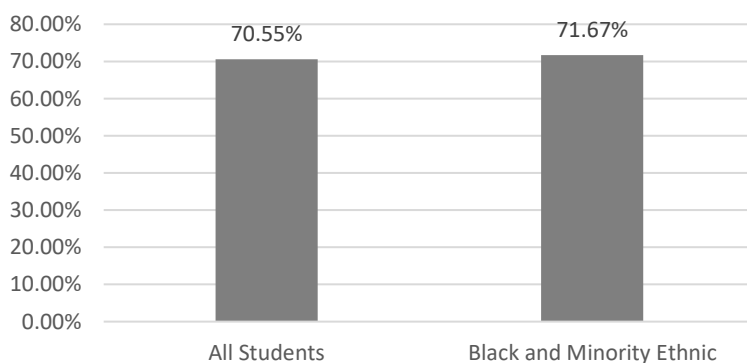
#### 8.4 Race

Race - Volume of Activity



■ From a White Background ■ Black and Minority Ethnic

Race - Success



The proportion of Black and Ethnic Minority (BAME) student actively is slightly higher than the local regional demographics, where approximately 3% of people living in the area are BAME. This is an increase from 2.7% in the previous session. Attainment by BAME students is broadly similar to the All Students attainment rate.

## 9. PROGRESS IN ACHIEVING OUR EQUALITY OUTCOMES

**Our services are effective, responsive and sensitive to the needs of all students and staff**

### Evidence of Progress

EDI Survey – 78.01% of staff agree/strongly agree that we are effective in our achievement of this Outcome	Student Experience Stakeholders engagement with Class Representatives to ensure we respond to needs and preferences
Increase of 3.91% in proportion of staff who feel that they can be open about their sexuality	Appointments of Student Counsellors and Wellbeing Advisor
Increase in volume of activity by protected groups	Student Focus groups consider barriers for protected groups and how best to address these
Decrease in attainment gap for older students	Self-service HR platform allows staff to update equality information
Toilet facilities on each campus for transgender staff and students	Targets to increase diversity and address attainment gaps in Regional Outcome Agreement
Development of British Sign Language Plan and provision of ARC Centre	Staff and Student equality data analysed with reference to population data, sector PIs and labour force data
Policies and practice benchmarked against Stonewall Index	Highly commended for EDI “In with the Bricks” campaign at Scotland’s Colleges Awards 2018
Increased awareness of preventing GBV and supporting survivors	Effective integration of EDI in the curriculum through audit tool, portfolio review and sharing good practice
Carer Positive and Disability Confident Status	Access All Areas Student resources

### 2019 – 2021 Focus

Promotion of existing support for staff and students	Inquire into the impact of age on career progression
Investigate BAME appointment gap in Recruitment and Selection	Increase equality data disclosure
Work with Student Association to improve how we respond	Implementation of Equally Safe



**Our staff and students are more confident in and better informed about Equality, Diversity and Inclusion**

**Evidence of Progress**

Staff Survey – 73.03% of respondents agree/strongly agree that we are effective in our achievement of this Outcome	Regular awareness and practice update sessions delivered to Student Association
Newly tailored staff online training launched	EDI Resource area launched on Staff Intranet
Diversity Briefing session delivered to Board members	Good practice updates delivered to Curriculum Quality Leaders, Heads of Sector and Managers
Increased use of communications and digital reach to raise awareness with students and other stakeholders	Specialist and advanced EDI CPD activities available including Mental Health, Understanding Autism and Introduction to BSL
In house audit tool and Guidelines used to mainstream equality in the curriculum	Promotion of events to engage staff and students in the EDI agenda, including the White Ribbon campaign and Purple Friday
Use of marketing and promotion materials to promote EDI and tackle stereotypes	Student and Staff Induction includes EDI and the importance of respect
ESOL and International students are encouraged and supported to participate in student engagement activities	Dissemination of good practice and training outcomes into classroom activities
Unconscious Bias workshops facilitated evaluation of processes and action plans to mitigate risk of bias	Teaching Staff discussing occupational stereotypes with students in order to enhance awareness of career choices

**2019 – 2021 Focus**

Additional BSL and d/Deaf Awareness training sessions	Work with Student Association to identify gaps in awareness and address
Cross refer equality data with CPD data, and present findings to the EDI Committee	Procure Equally Safe specialist training for front line staff
Enhance understanding of supporting staff and students who are transitioning gender	Develop digital resources to assist with the prevention of GBV

## Staff and students achieve their potential regardless of protected characteristics.

### Evidence of Progress

Staff Survey – 77.4% of respondents agree/strongly agree that we are effective in our achievement of this Outcome	Reduction in attainment gap for older students
Decrease in gender pay gap	Increase in volume of activity by BAME students and students who have declared a disability
Carer Positive and Disability Confident status	Broadly similar attainment rates for students who have declared a disability and those who have not
Proportionately higher appointment rate for applicants with a disability	Unconscious Bias training delivered to managers and CQLs
Gender balance in Lecturers role	Wide range of flexible working policies and procedures
Behavioural Framework emphasises the need for tolerance and respect	Quantitative analysis of student equality data informs action to address potential barriers
Ongoing dialogue between Student Association and EDI Manager to consider initiatives to advance equality	Consultation with staff and students in policy development
Enhancement of staff and student mental health support services	Close and effective working relationship between Teaching staff and Learner Development Sector at strategic and operational levels
Estate adjustments following feedback from students	Promotion of events to engage staff and students in tackling barriers, including the White Ribbon campaign and Purple Friday

### 2019 – 2021 Focus

Investigate BAME appointment gap in Recruitment and Selection	Analyse career progression by protected characteristics
Inquire into the impact of age on career progression	Develop initiatives to address occupational segregation
Promote Carer Positive and flexible working policies	Ensure best practice is embedded within future Estates development process

## **We are confident that staff and students with mental health conditions are supported**

### **Evidence of Progress**

Staff Survey – 75% of respondents agree/strongly agree that we are effective in our achievement of this Outcome	Gies a Break Drop in cafes regularly scheduled at each campus
Appointment of Student Wellbeing Advisor to proactively address the mental health agenda	Staff and student mindfulness sessions
Team of Mental Health First Aiders to complement physical First Aiders	Training from external specialists to ensure staff are equipped to support students with mental health issues
Student Association actively involved in “Healthy Body, Health Mind” campaign	Promotion of physical and mental fitness including Pass the Badge event, Time to Talk Day and Time to Walk Day
“Time 4 U” counselling service for students	PAM Assist counselling service for staff
Promotion of World Mental Health Day	Development and implementation of Mental Health and Wellbeing Policy
Initiatives to prevent GBV and support survivors	Introduction of Equally Safe toolkit
Development of effective partnerships with specialist local, regional and national organisations	Information and advice for students is readily available on the Intranet

### **2019 – 2021 Focus**

Support the introduction of digital tool to provide additional first line advice and support for students	Explore attainment gap for student with mental health conditions and take action to decrease
Encourage staff and students to disclose mental health conditions to ensure they receive support	Systematic implementation of Equally Safe toolkit
Expand mental health raising initiatives to raise awareness and understanding among students and staff	Improve information and advice available for staff

## We address student gender imbalances at subject level

### Evidence of Progress

Progress has not been uniform – 5% increase achieved in 2/10 Superclasses; decrease in male students enrolled in female dominated Superclasses

Work carried out with employers to promote gender equality including HubWest, Clark Contracts and CITB

STEM Assured Centre

Engagement with local authorities in initiatives such as the Renfrewshire Council Women into Construction event

Contributed to national sector “Attracting Diversity” project

Advance HE and Higher Education Academy workshop on positive action disseminated to Teaching Staff

The Portfolio Review process demonstrates Teaching Staff explore gender stereotypes within their curriculum content, and encourage students to question assumptions

Heads of Sector good practice sharing session facilitated

Minority gender case studies developed and published

Gender Action Plan developed in partnership with the Student Association. Progress report published.

Collaborative action plan with Skills Development Scotland to address gender imbalance in apprenticeships

STEM ambassador primary schools initiatives

Working with school pupils to change perception of gender imbalanced industries

School College vocational programme prioritises the development of STEM and employability skills for young people

Gender equality key performance indicators and targets are embedded in operational planning

Increased capacity of staff to address gender imbalance through Unconscious Bias training and evaluation

Website used to promote the success of minority gender students

Focus groups conducted with minority gender students

### 2019 – 2021 Focus

Staff Survey – 58.16% of respondents agree/strongly agree that we are effective in our achievement of this Outcome, which is comparatively low. While this may be related to external societal issues, we will explore this further with Teaching Staff in the most imbalanced classes.

More work on “Influencing the Influencers”, involving parents and carers, such as Information events

Review course packaging for most imbalanced subjects and consider if repackaging could better attract minority gender students

Explore further increase in imbalance in female dominated subjects