



Investors in Diversity

South Lanarkshire College

Leaders in Diversity

Full Review Report

16/3/2017

Advisor Bruce Waller



**National Centre
for Diversity**

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Overview

Organisation:	South Lanarkshire College
Advisor:	Bruce Waller
Re-accreditation date:	September 2018
Advisor recommendation:	Achieved Leaders in Diversity
Final decision:	Retain Leaders in Diversity

Interview Summary

Total number of people interviewed:	12
total number of staff:	300
Number of staff interviewed:	12

Introduction

Originally known as The School of Building, Cambuslang, the College first opened its doors in August 1948 in Glasgow Road, Janebank, Cambuslang. Its main function was to provide training in construction craft skills for school leavers and young apprentices employed in the construction industry.

In 1952, additional premises were acquired at John Street, Blantyre, which provided training mainly in trowel crafts and carpentry and joinery. Premises were also opened at Shields Road, Motherwell, to accommodate carpentry and joinery, plumbing, and painting and decorating. Becoming a Community College in 1983 allowed the College to offer courses other than construction and additional accommodation was found in East Kilbride.

Situated in the old East Kilbride Village, the Village Campus offered courses in accounting, business, management, office and information technology, computing, hospitality and catering, childcare and education, health care, social care and social science.

In 1985 the Allers Campus in Calderwood, East Kilbride was opened. As well as office technology, childcare and education, this campus offered courses in carpentry and joinery and hairdressing, beauty therapy and holistic therapies.

In March 2008, the students and staff moved from the three campuses – in Cambuslang and East Kilbride – to one purpose built £34m College Campus in the Scottish Enterprise Technology Park in East Kilbride. The project was funded with assistance from the European Regional Development Fund and the Scottish Funding Council and was delivered on time and under budget. With the move to East Kilbride, the College name was changed to reflect this – South Lanarkshire College East Kilbride.

The College achieved Leaders in Diversity in August 2014 and opted for an interim review, running the staff surveys only at this stage, to inform any action prior to embarking on Leaders reaccreditation. This review took place in September 2016 and the College is now completing the Leaders in Diversity reaccreditation.

Leaders in Diversity Destinations:

Senior Leadership

Summary

During the review discussions, staff spoke about, “very visible senior leadership,” with the principal and vice principal making a conscious effort to listen and also attending student question time, where people are encouraged to submit questions.

The Principal not only chairs the E&D committee, but is very committed to personally communicating its messages and recently walked the talk, by attending Glasgow pride. He also is a great supporter of the National Centre for Diversity's events and was a keynote speaker at the FE sector awards in 2016.

Staff are feeling more positive as a result of the work that the College leadership team has done, in terms of rebuilding staff's sense of value, respect and trust; with perceptions improving by over 30% in some cases in the recent IID staff survey.

Quotes

“The basic principle here is that every person is treated like a family member. As a department head, my team and I have been trying for years to change the gender balance. Systems are good, materials are impact assessed and we try to promote gender and race in all our documents.”

“We do lots of work through our apprenticeships and the CITB; we deal with companies that share the same ethos. We run sessions 10 till 2, for mature students and people who are single parents, ensuring it fits in with other commitments.”

The board gets reports from the HR committee and we want students to learn from other cultures; for example, we have a number of Chinese staff and students.

“We have done lots of work around LGBT this year; our principal went to the Pride march.”

“We are starting now, to look at targets on gender diversity, particularly in construction.”

“The College's ethos is about giving back to the community, recognising that many of us will have grandkids that might go to the College.”

“The management team at this College is well led and the College brings everything to the board; results are good academically.”

“As the CEO, I chair the E&D group; I think it sends out an important signal to staff.”

“We ensure that the people we work with have a strict E&D policy and we recently cancelled a contract with the taxi firm, whose driver had made a racist comment.”

“There is a gender action plan in place from the Scottish government and we have been looking at business models in Finland and Sweden, that are much better at this. We have introduced gender neutral toilets and breast feeding facilities.”

“We have nine value statements about promoting E&D and we make it interesting, using quotes from Kofi Annan. We have refreshed the posters around the College and always have plenty of case studies to promote males into hair and beauty and women into construction.”

“We recognise that we have some challenges ahead in terms of mental health and have employed a full-time counsellor for students and staff.”

“We have events that are fun in hair and beauty, such as rainbow nails and purple hair day.”

“We have promoted specific programs for men into childcare and send male role models out primary schools, to engage with young people.”

“E&D is built into the tender process and the working group meets quarterly; it’s a good group to attend, things happen and it’s a very positive atmosphere.”

Survey data

Survey results in the senior leadership strand are generally good, with improvements in leaders being involved in equality analysis. Figures are lower than the previous surveys when leaders had reflected on the own diversity competence and the senior management team as a whole. This is a combination of leaders having a better understanding of what excellent looks like and acknowledging that more can be done and that a number of board members took part in the survey on this occasion.

Leaders Survey results

Question	Response	First 15 participants	Second 19 participants
How would you rate your own diversity competence?	Excellent	80%	63%
	Reasonable	20%	32%
	Poor	0%	5%
How would you rate the diversity competence of your Senior Management Team as a whole?	Excellent	100%	89%
	Reasonable	0%	11%
	Poor	0%	0%

Is your organisation actively eliminating discrimination?	Yes	100%	100%
	No	0%	0%
Have you been involved in an equality analysis over the last 12 months?	Yes	67%	78%
	No	33%	22%

Succession Planning

Summary

The College is keen to mentor its staff and there are opportunities in place to develop staff, through promoting success and managing success that develops and promotes staff into middle management roles.

EDI is embedded into the quality improvement plan and the operational plan, with the first priority being to promote equality diversity and fairness. There are specific targets to tackle a number of imbalances, including a gender imbalance within the student body. Promoting equality and diversity is also part of the College's current strategy.

All staff have access to these key documents on the intranet and receive strategic updates at the staff conference.

Survey data

Survey results in the succession planning strand are generally very good, showing an improvement in how leaders and board members rate the diverse competence of middle managers and the staff team, as a whole. This reflects on the investment that the College has put into training and development.

Leaders were also clear that a pool of talented people are continuing to be developed to lead on EDI, under the guidance of principal Stuart McKillop, who also chairs the E&D group and is active on its initiatives. The College needs to ensure that board members are aware of the College's recruitment and selection processes and ensure that they have input into setting organisations equality objectives.

Leaders Survey Results

Question	Response	First	Second
How would you rate the diversity competence of the Middle Managers within your organisation?	Excellent	67%	84%
	Reasonable	33%	11%
	Poor	0%	5%

How would you rate the diversity competence of your staff body as a whole?	Excellent	50%	74%
	Reasonable	50%	21%
	Poor	0%	5%
Is your organisation actively eliminating discrimination?	Yes	100%	100%
	No	0%	0%
Is your organisation developing a pool of talented people to lead on Equality, Diversity and Inclusion?	Yes,	85%	95%
	No	15%	0%
Are Equality, Diversity and Inclusion embedded in your recruitment practices?	Yes,	100%	100%
Have all staff members who are involved in short-listing, interviewing job applicants, or other selection processes, undertaken recruitment and selection training?	Yes	64%	56%
	No	7%	11%
	I don't know	29%	33%
Have you been involved in any Equality, Diversity and Inclusion related consultation or engagement activities over the last 12 months?	Yes	77%	72%
	No	23%	28%
Have you been involved in the identification and establishment of your organisation's equality objectives?	Yes	92%	61%
	No	8%	39%

Recommendations

- Ensure that board members are aware of the College's recruitment and selection processes and that they have input into setting organisations equality objectives.

Distributed Leadership

Summary

The College has continued to produce its 'Equality Mainstreaming Report', which is very detailed and available online and clearly lays out the Colleges commitment and links this to the Public Sector Equality Duty. It includes statistics and an action plan for staff and students.

The Principal and Vice Principal encourage direct communication from staff and are very visible around the College. The staff conference in 2016 engaged all staff in the agenda and was used as a key reminder of the Colleges ethos of 'promoting equality and diversity.'

Student questionnaires have an equality focus, along with clear guidelines to ensure that teachers understand their responsibility to promote equality in the classroom.

Staff survey results remained strong in regards to ownership of EDI for people at different levels; with a noticeable improvement in staff's perceptions of how their colleagues, line managers and senior managers demonstrate they take EDI seriously in the way they behave in the things that they say.

Survey data

Survey results in the distributed leadership strand are good, with all leaders acknowledging they have the responsibility for EDI and an improvement of nearly 30% in terms of leaders and board members being familiar with the General Equality Duty and understanding its aims. Whilst it's still a good result, there is an opportunity to bring board members up to speed with the College's EDI training programs and ensure that all leaders and board members, complete the training themselves.

Leaders Survey Results

Question	Response	First	Second
Who is responsible for Equality, Diversity and Inclusion within your organisation?	1 designated person	7%	0%
	A team of designated people	20%	5%
	The HR Department	13%	5%
	The Senior Leadership Team	20%	16%
	Everybody	86%	100%
Does your organisation conduct Equality & Diversity Training	Yes	100%	88%
	No	0%	6%
	I don't know	0%	6%
Is it compulsory for all staff?	Yes	100%	88%
	No	0%	0%
	I don't know	0%	12%

Is it delivered as part of the induction of new staff?	Yes	100%	94%
	No	0%	6%
Is training refreshed annually?	Yes	69%	94%
	No	31%	6%
Is your organisation subject to the General Duty established in the Equality Act?	Yes	100%	100%
	No	0%	0%
Are you familiar with the General Equality Duty as contained within the Equality Act 2010?	Yes	63%	88%
	No	37%	12%
Would you feel confident describing the requirements of the General Equality Duty to a friend or colleague?	Yes	50%	77%
	No	50%	23%
Do you know what the 3 aims or arms of the General Equality Duty are?	Yes	50%	88%
	No	50%	12%

Recommendations

Bring board members up to speed with the College's EDI training programs and ensure that all leaders and board members, complete the training themselves.

External Leadership

Summary

The systems of embedding EDI into procurement are now much stronger in line with my previous recommendations and include; guidance on the website, a procurement strategy and reference to purchasing and tendering in the Equality mainstreaming report.

The College continues to be a leader in Scotland and works hard locally and nationally and recently had John Swinney, Minister for Education in Scotland, as a key speaker at its staff conference.

Every May the College hosts the Scottish Area finals of the K'Nex Challenge, in partnership with the Glasgow Science Museum. It engages primary school children in STEM subjects - mainly Engineering. 17 Primary schools across Lanarkshire are involved. Each school has its own internal competition and puts forward the best team they have to the area final. Last year there were 34

pupils in teams of two and more than half of the teams were either all female or balanced female and male.

The College doesn't receive any funding to support this, but recognises the importance in engaging with Primary Schools and taking positive action regarding gender stereotyping and this is led by the Head of Student Services.

Survey data

Survey results in the external leadership strand are good, with 20% more leaders understanding the organisations processes with suppliers. The relevant people discussed these processes with me at the review and examples are highlighted in the quotes section above.

Leaders Survey Results

Question	Response	First	Second
Does your organisation monitor the diversity performance of your suppliers?	Yes	50%	61%
	No	7%	6%
	I don't know	43%	33%
Do you provide your communications and marketing materials in different formats in order to respond to the diversity of the market?	Yes	83%	88%
	No	0%	6%
	I don't know	17%	6%
Does your marketing strategy recognise the influence of cultural programming and acknowledge that different consumer groups have life experiences in different cultural and social settings?	Yes	92%	83%
	No	8%	0%
	I don't know	0%	17%

Supply chain survey results

14 supply-chain organisations took part in the survey; 11 of those were from the private sector, 2 from the Public Sector and 1 from the voluntary sector. 11 were aware of the Colleges EDI policy, 11 confirmed they have their own EDI strategy and all of them felt they were treated fairly by the College.

None of the suppliers had witnessed inappropriate behaviour, discrimination, bullying or harassment at the College in the last 12 months and 5 confirmed the College asked their opinion about EDI. 6 were aware the College was working towards Leaders in Diversity and 6 felt that the College should achieve the standard.

When asked to comment on improvements that the College could make, one supplier said; “Nothing, they are a superb College to work with and demonstrate on a daily basis their engagement with diversity and inclusion. We work together as a partnership to ensure diversity and inclusion is a huge consideration with the services we provide for students, staff and visitors.”

Summary and Conclusion

Having conducted the full review of South Lanarkshire College, I am convinced that it meets the requirements of the Leaders in Diversity National standard and therefore I recommend that it should continue to be recognised as a Leader in Diversity at Stage 3; the next review will take place by August 2018.

This report summarises findings and general observations from the visits, including areas of strength and good practice, followed by suggestions for continuous improvement to help build on South Lanarkshire College's many good approaches, and to strengthen these in the light of feedback. I hope that I have been able to do justice to all the initiatives I found.

Where possible and practical it is essential that South Lanarkshire College addresses these areas and considers additional support from the IID advisor post review.

Congratulations. I wish South Lanarkshire College continued success with its plans, and thank everyone for their kind hospitality and co-operation throughout the review, especially Lisa Beresford for her assistance and support.

Advisor Quote

It has been great to engage with the College again and I am pleased to see that EDI remains high on its agendas for all stakeholders. The College continues to be a leader in the field and recognises the importance of EDI in achieving this.