WE BELIEVE IN

EQUALITY & DIVERSITY

South Lanarkshire College

Equality Mainstreaming Report & Equality Outcomes

April 2019 Update

We are guided by the Equality Act 2010 and the Public Sector Equality Duty
We aim to:

FOSTER GOOD RELATIONS

ADVANCE EQUALITY OF OPPORTUNITY

ELIMINATE DISCRIMINATION, HARASSMENT AND VICTIMISATION

Foreword by Principal

As Principal and Chair of the Equality Group, I am absolutely committed to ensuring that equality remains at the forefront as the College develops and continues to deliver a high quality learning experience.

This document presents South Lanarkshire College's interim Equality Mainstreaming Report for the period 2017-2021 and forms part of our obligations in meeting the public sector equality duty.

We view tackling discrimination, advancing equality of opportunity and promoting good relations both within our workforce, with our students and the wider community as fundamental in how we continue to deliver and develop as a College.

This interim report details the considerable progress being made within equality, diversity and access and inclusion within the College and outlines our commitment to supporting all equality initiatives.

We recognise that equality mainstreaming is a long term approach and have a clear vision and strategy to promote equality, access and inclusion and diversity within the College.

This report outlines the continuing steps we as a College have taken and will continue to take to demonstrate our commitment to ensuring equality and diversity remains firmly embedded as an integral part of College life. It enables us to take another step to review and refocus our priorities to ensure that we continue to make progress in this key area.

We continue to strive to ensure that there are no barriers to success at South Lanarkshire College.

We will positively influence attitudes in the promotion of equality, supporting people in gaining access to education, employment and services provided by the College, free from any form of discrimination.

We look forward to further progressing the aims of The Equality Act 2010 and to continuing to ensure Equality and Diversity are firmly embedded into all functions at South Lanarkshire College, East Kilbride.

Stewart McKillop MA (Hons) Dip Acc Dip Ed
Principal - Chair of the Equalities Group
April 2019

Vision

To be Scotland's leading provider of college education and training

Mission

To ensure learners are well prepared for the future by developing their skills, knowledge and understanding in a high-quality learning environment

Ethos

We believe in:

Promoting equality and diversity

Being passionate about our work

Continual improvement

High achievement

Listening and acting on feedback

Sustainability

Community and social value

Promoting health and safety

Innovation

SLC South Lanarkshire College
East Kilbride

We test our approaches with the question:

"Would we be happy for friends and relatives to be students at our college?"

Contents

Introduction

The College ethos statement, 'We believe in equality and diversity' confirms the commitment to placing this key issue at the forefront of all the College's work.

The College aims to provide fair and equal opportunities to all learners, staff, stakeholders and partners and welcomes learners and staff from all backgrounds.

The purpose of this report is to update the Equality Mainstreaming Report published in April 2017 and details the following:

- **The progress the College has made on mainstreaming the general duty of the public sector equality duty into all functions**
- **The progress made to achieve the equality outcomes covering all protected characteristics**

The development of this update takes into account the work the College has undertaken on equalities, and legislative, economic and social changes both locally and nationally.

It provides background information on equalities in South Lanarkshire College and describes the legal context.

South Lanarkshire College remains committed to developing and implementing services, policies and procedures with a positive focus on equalities as an essential part of all aspects of our work.

The College has embraced government initiatives to widen access and inclusion for all learners and is taking this work forward through the following:

- **Access and Inclusion Strategy**
- **Equality Mainstreaming Report**
- **Equality Outcomes Action Plan**
- **Gender Pay Gap Report**
- **Gender Action Plan**
- **British Sign Language**

All are available on the College website at: https://www.south-lanarkshire-college.ac.uk/about-us/equality/.

Some of the information sources we used in formulating this Equality Mainstreaming Report and the Equality Outcomes include:

- **Feedback from students including questionnaires and focus groups**
- **Equality Group**
- **Academic Board**
- **Focus groups of stakeholders**
- **Sharing of information with our regional partners**
- **National statistical information and guidance**
- **Feedback from training sessions and workshops**
- **Leaders in Diversity survey and reports**
- **Investors in People survey and reports**

The Legal Context

South Lanarkshire College takes full account of the protected characteristics as defined in the Equality Act 2010:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Further details regarding the protected characteristics can be found on page 6.

The Equality Act 2010

The Equality Act 2010 came into force in October 2010 and brings together, and in some respects extends, all previous equality legislation.

The Public Sector Equality Duty

The public sector equality duty (PSED) of the Equality Act 2010 came into force in April 2011, replacing the previous separate equality duties for disability, gender and race. In summary it requires the College to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Equality Act also gives Scottish Ministers the power to impose specific equality duties through regulations. The specific duties are intended to assist public bodies such as South Lanarkshire College to better meet the public sector duty. Under the specific duties South Lanarkshire College is required to:

- Report on progress on mainstreaming the public sector duty
- Publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered), and report on progress
- Assess the impact of policies and practices against the needs of the public sector duty
- Gather and use employee information
- Publish gender pay gap information
- Publish statements on equal pay

Consider award criteria and conditions in relation to specified procurement practices
Publish information in a manner that is accessible.

This report will provide an update on mainstreaming equality within the College and progress relating to the equality outcomes.

Protected Characteristics

It is against the law to discriminate against someone because of a protected Characteristic.

What are protected characteristics?

Age - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability - A person has a disability if she or he has a physical or mental impairment
Which has a substantial and long-term adverse effect on that person's
ability to carry out normal day-to-day activities.

Gender reassignment - Is the process of transitioning from one gender to another.

Marriage and civil partnership - Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'.

Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity - Pregnancy is the condition of being pregnant or expecting a baby.

Maternity refers to the period after the birth and is linked to maternity leave in the employment context.

In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race - Refers to the protected characteristic of race.

It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief - Religion refers to any religion, including a lack of religion.

Belief refers to any religious or philosophical belief and includes a lack of belief.

Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex - A man or a woman.

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

More information on Protected Characteristics and the Equality Act 2010 can be found on the link below.
https://www.equalityhumanrights.com/en/equality-act

Equality Impact Assessment

Under the public sector equality duty, the College is also required to ensure the Equality Impact Assessment process is well embedded across the College. There is a clear framework in place allowing on-going assessment of impact which is continually developed.

The College has met the duty to mainstream equality by continuing to assess the impact of our policies, practices and plans. The College continually gathers and considers evidence relating to different equality groups and ensure that through consultation and involvement we progress our plans based on evidence and impact. The College has also provided training in conducting impact assessments and hosts sessions during term time on completion of the documentation.

Publishing, Monitoring and Review

Copies of the Equality Mainstreaming Report and equality outcomes will be made available via the College portal and website, and can be obtained from the Human Resources, Student Services or Quality Departments. References to our equality plans will be included in induction materials, regulations, policies and statements.

The report and outcomes are reviewed and updated bi-annually to reflect progress and priorities.

The Lanarkshire Region

South Lanarkshire College is one of two colleges within the Lanarkshire Region, the other being New College Lanarkshire. South Lanarkshire College is assigned to the Lanarkshire Board.

The Lanarkshire Board

- **Ensures that there's consistency of provision across the Lanarkshire region**
- **Monitors quality of provision and student success**
- **Provides a key role in supporting our Regional Outcome Agreement**

The Lanarkshire Outcome Agreement 2018/2021 can be viewed at:
https://www.nclanarkshire.ac.uk/us/strategy-and-performance/outcome-agreement

Regional Equality Outcomes

As part of the focus on working together, the colleges took an integrated and joint approach to consulting on and developing overarching Regional Equality Outcomes, providing a common focus in mainstreaming equality. The Regional Equality Outcomes for 2017 -2021 are:

Regional Equality Outcome 1: Colleges will demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations.

Regional Equality Outcome 2: Colleges in the Lanarkshire region will offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups.

Regional Equality Outcome 3: All learners will have an equal opportunity to come to college and achieve positive outcomes.

Regional Equality Outcome 4: Colleges will increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce.

Regional Equality Outcome 5: Learners will have increased opportunity for progression into organisations that value equality and diversity.

Regional Equality Outcome 6: The Colleges within the Lanarkshire region will ensure that equality is embedded in all that we do and is supported by the appropriate regional resources.

The Equality Outcomes give a clear and constructive picture of the areas of the College's work which represent the key equality priorities for the coming period.

They have been written to ensure that all protected characteristics are fully considered and all aspects of work are linked to the mainstreaming of equality and furthering of the three key aspects of the public sector equality duty.

The College have specifically identified evidence bases, the actions which need to be taken to achieve the aims, and the measures of success which the College are aiming for. Further details on the Equality Outcomes can be found in Appendix 1.

Mainstreaming Equality
A Shared Responsibility

South Lanarkshire College Board of Management, its staff, together with its trade unions, EIS and UNISON, are committed to equality.

Board of Management

The College Board of Management is responsible for ensuring that the College's Mainstreaming Report and Equality Outcomes are compliant with the equality legislative framework.

The College was delighted to welcome Andy Kerr to the role of Chair of the Board of Management in May 2018. The Board of Management signed up to the voluntary commitment to achieve gender balance on the Board of Management in March 2017.

In 2016/17, the Board of Management had achieved a gender balance of 50/50 male/female. During 2018/2019 the College welcomed new members to the Board of Management and successfully maintained a 50/50 gender balance further demonstrating the Boards commitment to gender diversity.

All members bring a wealth of experience from the public, private and third sectors to the College. Further information on our Board of Management members can be found on the College website, link below: https://www.south-lanarkshire-college.ac.uk/about-us/about-the-board-of-management/board-members/

All Board of Management members received training from AdvanceHE in March 2019 to further enhance their understanding of equality within the College sector.

Leadership

The Principal, as the chair of the College Equality Group has overall responsibility for equality and diversity and is responsible for ensuring that all staff within the College understand their important responsibilities in terms of equality.

The Equality Group which takes its membership from areas across the College, including the student body, meets on a regular basis to examine and consider all equality related issues, and provide a central forum for passing information to appropriate groups for dissemination and action.

The Management Charter states that managers are expected to lead by example, and all managers at the College are responsible for ensuring that the staff they manage have a clear understanding of the College's perspective on equality issues. During the reaccreditation of Leaders in Diversity in 2016 staff spoke of "very visible senior leadership." The Principal attended and took part in the Glasgow Pride event in August 2016 and 2017.

All areas of the College undertake a comprehensive annual self-evaluation process. Each department and faculty are required to evaluate their performance against the Education Scotland Quality Framework; How Good Is Our College? These standards have been created to also address the needs of the Equality Duty. The self-evaluation process prompts the faculty and department staff to consider how well they meet the needs within the Equality Duty and to plan to address needs that require further consideration.

This process provides the actions for the operational plans for the forthcoming academic year and will detail how the departments and faculties will contribute towards the College's equality outcomes.

Equality considerations are a key element of policy development and self-evaluation and policies are subject to regular review.

Staff

All staff are expected to work in such a way as to uphold the College commitment to promoting equality. They are also responsible for ensuring that the College obligations under the public sector duty and the Equality Act 2010 are met, in terms of acting to:

- **eliminate discrimination, harassment and victimisation**
- **advance equality of opportunity**
- **foster good relations**

Staff in South Lanarkshire College attend regular continuous professional development sessions on equality, diversity and inclusion.
Further information on Staff Development can be found in Appendix 2.

There is representation from all staff in the following groups:

- **Equality Group**
- **Access and Inclusion Group**
- **Gender Action Planning Group**
- **Mental Health Working Group**
- **LGBT+ Equality Champions Group**

Equality is integrated into the day to day work of the College. It's entirely consistent with the ethos and ensures that equality remains an integral element of the behaviours and culture, allowing the College to continually improve the service delivered to students.

Student Association

The Student Association Mission Statement: 'We aim to represent all students in an equal, fair and welcoming environment where creativity is praised and everyone has a voice to be heard'.

The Student Association is an integral part of the student experience in the College and is constantly looking for new and innovative ways to ensure equality, diversity and inclusion is at the forefront of everything they do.

This year alone has seen the introduction of some fantastic new events such as Refreshers in January, a movie night during LGBT History Month and the new Student Chit Chat sessions.

More and more students are interacting and making their voice heard via the Student Association with their Facebook following almost doubling since June 2018.

The excellent work carried out by the Student Association is vital to creating and maintaining a satisfied student body, which is reflected in the increasing number of students interacting with the service.

Corporate Parenting

The College fully understands its obligations as a Corporate Parent and has developed a Corporate Parenting Action Plan. This plan highlights how we will develop as a corporate parent and how we will assess how well we have engaged with our duties under the Children and Young People (Scotland) Act 2014.

The plan can be accessed by clicking the link below.

http://www.south-lanarkshire-college.ac.uk/wp-content/uploads/Corporate-Parenting-Plan-Jan-V8-_Jan-17.pdf

The College places a strong focus on care experienced students and have been working closely with Who Cares Scotland to ensure that we continually improve to provide the best support available to people who are care experienced.

Quality Culture

There is a strong link between quality and equality, providing opportunity for continuing development and review of our practices. Our annual engagement with and periodic reviews by Education Scotland increasingly focuses on the important links between quality and equality within the College.

The quality of the service we provide is vital to the success of our students and is central to all that we do. Equality is a common thread running through all our internal and external quality standards.

Listening and Productive Partnerships

The College believes in listening and in productive partnerships, alongside our stated commitment to Equality and Diversity. We therefore ensure that information and feedback is continually gathered from a wide range of sources in support of our commitment to mainstreaming equality.

Sources include:

- **Student and staff questionnaires**
- **Information sharing with Regional partners**
- **National statistical information and guidance**
- **Focus and working groups**

College Groups

We also believe in talking and this is evident by the number of groups we have with an equality and diversity focus, all taking membership from areas across the College. This includes students, staff and the College chaplains. All groups meet at least four times a year and provide an excellent opportunity to examine, consider and action all equality related issues.

Equality Group

The College Equality Group is key to the promotion and monitoring of Equality across the College and is chaired by the Principal, reflecting the high priority the College places on equality related matters.

Membership of the group includes staff from a range of roles and job backgrounds and the Student Association president. Membership reflects, as far as possible, a significant level of diversity.

Student Voice Working Group

This group was created in 2018 as a sub group to the Equality Group and formed to review and improve the student questionnaires to ensure the language used is inclusive.

Gender Action Plan Group

The Scottish Funding Council has set an ambition that by 2030 no college or university will have a gender imbalance of greater than 75% of one gender.

The role of this group was to develop and progress an action plan focusing on the curriculum areas in which the College is required to address severe imbalance.

These areas are:

- **female under-representation in Construction**
- **male under-representation in Child Care, Hair and Personal Services.**

The Gender Action Plan is reviewed by the Equality Group on a quarterly basis.

Access and Inclusion Group

This group developed a strategy demonstrating commitment to developing and implementing services, policies and procedures with a positive focus on Access & Inclusion.

We were delighted that this strategy was put forward as an example of good practice by the Scottish Funding Council.

The Access and Inclusion Strategy is reviewed by the Equality Group on a quarterly basis and is available to review on our website:

https://www.south-lanarkshire-college.ac.uk/about-us/equality/access-inclusion/

Mental Health Working Group

This group supports and promotes the mental health of students and staff continuously working on raising awareness.

LGBT+ Equality - Champions Group

The aim of this group is to enhance the College's support of LGBT+ staff and students and to develop an understanding of issues relating to LGBT+ people.

Clean Air College Group

The College is working in partnership with the NHS and ASH Scotland in support of Scotland's Charter for a tobacco free generation and have made three pledges:

- **To establish a cross college working group to explore the current situation and how best to progress the plan for a tobacco free campus and tobacco-free generation**
- **Stop-smoking and smoking prevention resources (including benefits of being smoke-free) available on campus throughout the year.**
- **'Quit Your Way Scotland' number for stop smoking advice to be displayed across institution, if possible at areas where people congregate to smoke (in smoking shelter).**

Community Pastoral Support Team

The College Community Pastoral Support Team can provide help and assistance to students and staff with:

- **Bereavement support**
- **Emotional support when life gets difficult**
- **Relationship issues**
- **Discussions on faith and belief**
- **Spiritual Support**

Carers Peers Support Group/Staff

Many of our staff who are carers said that they would find it helpful to attend a support group within the College - so we set up a monthly group in 2018. This is a great opportunity to bring carers together to share information, talk about issues, relax and enjoy the company of others.

Feedback

The College has a strong commitment to engaging with its students and staff and uses a wide variety of methods to facilitate feedback.

Student feedback sources include:

- Focus Group Meetings
- Question Time
- Student Surveys
- Feedback Forms

Any information relating to equality is fed back to the Equality Group for discussion, review and to develop any necessary actions to make positive changes to the way we work.

In addition to feedback on actions to address any issues raised, the Quality Unit run a series of posters under the heading "You said . . . We did" to highlight some of the actions which have been implemented as a direct result of engagement with learners.

Staff feedback sources include:

- **Trade Union involvement**
- **Periodic surveys**
- **On-going discussion.**

External Partnerships

External contacts with stakeholders and partners including equalities groups, agencies and bodies are developed further each year ensuring the College has longstanding and productive relationships.

Engagement via focussed meetings with external partners in relation to mainstreaming, development of equality outcomes and purchasing and tendering has enabled us to promote Equality out-with as well as within the College.

We believe this is an important aspect of mainstreaming for South Lanarkshire College.

Investors in People Platinum (IiP)

Our commitment to staff is demonstrated in the achievement of the IIP Platinum accreditation in May 2016.

This was a huge achievement as successful accreditation against the Investors in People standard is a sign of a great performer, an outperforming place to work and a clear commitment to sustainability.

The College committed to undertaking a 12 month review with IiP to ensure that staff remained at the forefront of the College strategic and operational priorities.

Investors in People - Health & Wellbeing Award

We were also delighted to achieve the IIP Health & Wellbeing award in 2016 which further supports our commitment to the health and wellbeing of our staff.

Leaders in Diversity – Stage 3

South Lanarkshire College first adopted the National Centre for Diversity's 'Investors in Diversity' framework in 2011 and was the first organisation in Scotland to be recognised as an Investor in Diversity.

In 2019 the College became the first College in Scotland to be recognised as a 'Leader in Diversity' for the third time.

These highly prized quality marks recognise an effective, all-encompassing approach to managing equality, diversity and inclusion within the College and focus on the NCFD approach to Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE for short). www.nationalcentrefordiversity.com/.

As part of the Leaders in Diversity 2019 accreditation process, all leaders (including the Board of Management), students, staff and suppliers were surveyed.

The information from the surveys and subsequent reports has been used as part of the consultation process to formulate the College Equality Outcomes for 2017-2021.

Working with the National Centre for Diversity has enabled the College to move beyond legal compliance and towards promoting and celebrating Equality and Diversity.

LGBT Charter of Rights

We are very proud holders of the Foundation Level award of the LGBT Youth Scotland Charter of Rights and equally proud of the Student Association who are now working towards the Bronze Level Award.

Disbility Confident

The College became Disability Confident Committed in October 2016 and progressed to a Disability Confident Employer in October 2017.

The College continues to promote the commitment to equality throughout the recruitment process.

Carer Positive

To ensure carers within the College Community are supported the College became a Carer Positive (engaged employer) in June 2018.

This award is presented to employers in Scotland who have a working environment where carers are valued and supported.

To ensure staff are aware of support available a 'Caring for Carers Booklet' was created which links to a range of College policies there to help support staff.

A Carers information board managed by South Lanarkshire Carers network has also been added to the staff room signposting support available out with the organisation.

![Going Further in Scotland logo] supporting student carers in further education

Going Further for Student Carers

In addition to the support already provided to students with caring responsibilities the College is delighted to be working towards Going Further for Student Carers: Recognition Award.

This award was launched by the Carers Trust in March 2019 and we are looking forward to working on this award by reviewing and building upon the support already provided to student carers throughout the College.

![South Lanarkshire Carers Network logo]

South Lanarkshire Carers Network

To further support students and staff, the College has an excellent working partnership with South Lanarkshire Carers Network who visit the College monthly to provide specialised guidance and support for our carers.

They provide a visible presence in our Ground Floor Atrium to help raise awareness and to discuss the different resources available to them in the community.

Lanarkshire Carers Centre

The College recently became a provider for the Carer Registration Card Scheme which enables carers in Lanarkshire to access offers and discounts.

The College is offering 10% discount to carer card holders in the Training Restaurant and Salon and Spa.

Equally Safe - Gender-Based Violence Prevention

The College is fully committed to the Scotland's Equally Safe Strategy to prevent and eradicate all forms of violence against women and girls.

https://www.gov.scot/publications/equally-safe/

Given the importance of this key issue we are currently developing a student and staff Gender-based Violence prevention strategy and policy.

Our Progress on Mainstreaming Equality

South Lanarkshire College's approach to mainstreaming Equality and Diversity is underpinned by the initial Equality Mainstreaming Report 2017-2021.

The purpose of this interim report is to update the Equality Mainstreaming report published in April 2017 and detail the following:

- **Progress made on mainstreaming the general duty of the public sector equality duty into all functions.**
- **Progress made in achieving the equality outcomes covering all protected characteristics.**

The College has reviewed progress towards the Equality Outcomes during 2017/2018 and 2018/2019. The information below provides an update on our progress towards mainstreaming equality. An overview relating to the equality outcomes is provided in Appendix 1.

Staff

South Lanarkshire College aspires to have a diverse workforce. All staff recently had the opportunity to update their personal information to take account of the full range of protected characteristics and whilst we are encouraged by the level of disclosure, we aim to further develop confidence in this area, acknowledging that this will allow us to continually develop our capacity to perform the three requirements of the public sector equality duty. We aim to ensure that all aspects of the employment relationship are consistent with the principles of the Equality Act and with best practice.

South Lanarkshire College continues to monitor the information on all protected characteristics of all staff at the recruitment stage and on an annual basis to ensure that it continues to meet its obligations under the public sector equality duty. An overview of the staff data is provided in Appendix 2.

Equality, diversity and inclusion remain at the forefront of recruitment plans. The HR department is responsible for the recruitment of all staff within the College and ensuring there is a fair and consistent approach. The blind recruitment process ensures that unconscious bias is removed and supports a fair and equitable process for all candidates. The College monitors all protected characteristics for employees and all protected characteristics other than pregnancy/maternity for applicants.

The College became a Disability Confident Employer in 2017 to encourage more disabled applicants and is currently working towards becoming a Disability Confident Leader.

The College developed a 5-year Workforce Planning Strategy (2017-2021). The strategy demonstrates the College's commitment to attracting, recruiting, motivating and engaging staff that can then be supported, developed and thereby retained to ensure that the right and the best people deliver high quality learning to students.

The Workforce Planning Strategy is designed to encourage a culture which promotes equality, values diversity and is fully inclusive. It is recognised within the strategy that the College needs to actively recruit to address the gender imbalance in some areas of the College and to also attract a more diverse range of applicants from difference ethnicities.

In addition, all employees involved in the recruitment and selection process have received 'Equality in Recruitment' training and each post regardless of level is interviewed by a panel that includes both male and female members.

Staff Development

During Staff Development Day in December 2017 the College launched a bespoke e-learning course on Equality and Diversity which is specific to the College needs.

This course aims to develop a culture of diversity where everyone is respected, supported and treated equally and to:

- **Increase knowledge and confidence in relation to equality**
- **Provide guidance about common issues that can arise**
- **Explain what legislation exists and obligations**
- **Help to ensure staff provide the best service and support to others**
- **The course also helps explain the protections for people under the law and sets out why it is important that everyone is included, how we should respond to specific situations and the benefits of a diverse workforce.**

As at 31st March 2019 87% of staff had completed the online equality training. Further analysis on equality related training can be found in Appendix 2.

Staff Teaching Qualifications in Further Education (TQFE)

During 2017/2018 and 2018/2019 the College funded an additional 9 members of staff each year, to complete the Teaching Qualification in Further Education (TQFE) certificate.

As at 31st July 2018 fifty-one staff held other teaching qualifications which are not equivalent to TQFE. The majority of these have a Professional Development Award (PDA) in Teaching. In most cases, the priority for these staff will be to progress to TQFE in the next academic session. In some instances, staff may be required to undertake Learning & Development units beforehand, to meet the demands of College's provision.

The College is currently supporting 11 lecturing staff through their PDA. There is a requirement to complete the PDA before being considered for TQFE.

Gender Pay Gap Reporting 2019

The College strives to eliminate any gender bias or discrimination of any kind on the basis of race and disability in its pay and grading structure and that equal pay between men and women, race and disability is a legal right under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

The purpose of the Gender Pay Gap Report 2019 is to outline the progress South Lanarkshire College has made in meeting the specific duties to publish an update on our gender pay gap information.

In 2017 the College reported a mean gender pay gap of 16.67%. In 2019 this decreased by 3.43% to a gender pay gap of 13.24%. This is lower than the provisional figure for Scotland of 14.9% (Close the Gap, 2016).

In 2017 the College also reported a median pay gap of 27.63% and this has decreased significantly to 6.04% in 2019. In 2017 the median hourly rate was £6.84 less for females. This decreased to £1.46 per hour in 2019.

The College also reported an increased percentage of females in the upper quartile which is reflective of the harmonisation of lecturing staff to the national pay scales.
A copy of the full report can be found on the College website following the link below:

https://www.south-lanarkshire-college.ac.uk/about-us/equality/gender-pay-gap-report/

British Sign Language

In accordance with the BSL (Scotland) Act 2015, all colleges, universities, NHS Boards, local authorities and other public bodies, were required to publish their own BSL Plans by October 2018.

The plan for South Lanarkshire College aligns with the current BSL National Plan 2017 – 2023 and supports our 20/20 vision.

A copy of the plan can be found on the College website following the link below:

https://www.south-lanarkshire-college.ac.uk/about-us/equality/bsl/

Access and Inclusion Strategy

The College's Access and Inclusion Strategy sets out the College's commitment and approach to delivering the corporate and legal responsibilities for Access and Inclusion, taking into account the Commission on Widening Access.

The Access and Inclusion Strategy aims to take account of the needs of all students, staff and diverse communities within and beyond the College and that, where appropriate, these are addressed.

It seeks to include all students as well as staff and therefore will not single out any one "category" but assume equal and fair opportunity is granted to everyone without bias or prejudice.

 A copy of the strategy can be found on the College website following the link below:

https://www.south-lanarkshire-college.ac.uk/about-us/equality/access-inclusion/

Gender Action Plan

The College has continued to monitor progress against the Gender Action Plan to achieve the ambition set by the Scottish Funding Council, that by 2030 no college or university will have a gender imbalance of greater than 75% of one gender.

The commitment to tackling gender imbalance will also align with the public sector equality duty, Regional Equality Outcome Agreement and Equality Mainstreaming Report.

Aiming to address female under-representation in Construction the College became involved in a local community project called 'Make a House a Home' designed to tackle the lack of training opportunities for women in the area with caring responsibilities.

It was important that the training fitted in with personal circumstances and allowed a certain degree of flexibility with late starts and early finish times.

This 6 week course was so successful that the following term we increased the length of the course, adding in more skills and enrolling the students at SQA for basic Painting and Decorating units.

This revamped 14 week course proved extremely popular, which resulted in the College offering two courses that term.

Feedback from students was positive with many asking if we could develop a full-time course with flexible start and finishing times to suit childcare issues and we did.

14 women enrolled and feedback has been very positive not just from students but from the industry too. The Bell Group have shown an interest and have taken students on site visits, giving them valuable experience of site conditions.

In January 2019 12 students progressed onto a City and Guilds Diploma course at SCQF level 5 where they will benefit from gaining skills, experience and knowledge.

This in turn will be beneficial to employers looking to recruit high quality apprentices and to increase the number of female apprentices in the industry.

In 2018 we enrolled 49 students on the levels 2 & 3 Barbering, 28 of which are male students which is an encouraging start to addressing under-representation of males in Hair and Personal Care.

A copy of the plan can be found on the College website following the link below:

https://www.south-lanarkshire-college.ac.uk/about-us/equality/

Living Wage Accreditation

The College became an accredited Living Wage Employer in April 2017.

Health and Wellbeing Initiatives

The college recognises the importance of health and wellbeing and has implemented a number of initiatives to benefit both students and staff.

Period Poverty

In 2017 South Lanarkshire College became the first college in Scotland to provide free sanitary products to students and staff.

This formed part of our health and wellbeing focus and dispensing machines are installed in toilets throughout the College. As a result the College was named as an example of good practice in the Bill proposal to end period poverty by Monica Lennon MSP.

Breast Feeding

In recognition of the well documented health advantages of breastfeeding for children and mothers, the College created a private room for students and staff to breastfeed and express milk should they wish to use it.

The College supports breastfeeding anywhere a mother wishes to do so and has also provided a secure storage fridge for expressed milk.

Healthy Body Healthy Mind Award

The Student Association were a proud team in 2018 when they were awarded two stars from the Healthy Body Healthy Mind Awards.

This is a partnership initiative between NUS Scotland and Scottish Student Sport, which focus on the link between sports, physical activity, smoking prevention and mental health. www.thinkpositive.scot/projects/hbhm/.

Student Chit-Chat sessions

The College hosts monthly Student Chit-Chat drop in sessions providing a safe space for students to talk.

Dementia Friendly Community

The College is working with Alzheimer Scotland towards becoming a Dementia Friendly Community. Alzheimer's Scotland recently carried out a Dementia Friendly Audit of the College environment and identified further improvements to existing facilities.

We are also very proud of the many students and staff who have taken part in workshops and are now Dementia Friends. www.dementiafriendsscotland.org/

Gender Based Violence

Equally Safe is Scotland's Strategy for preventing and eradicating all forms of violence against women and girls. It was developed by the Scottish Government and COSLA in association with a wide range of partners from public and third sector organisations. The College's Vision is to prevent and eradicate all forms of gender-based violence, and for students and staff to prosper and flourish in a safe, supportive, inclusive learning environment. The College has therefore fully committed to the Equally Safe Strategy with implementation taking place across all areas of the College.

Mental Health Wellbeing Initiatives

The College recognises the importance of supporting mental health wellbeing and is committed to ensuring that action is taken to identify and reduce stress and manage mental health.

Staff and students have access to counselling services and the College ensures that there are several mental health focused events and toilet door campaigns throughout the year.

23 members of staff have undertaken Applied Suicide Intervention Skills Training (ASIST) and we have also increased the number of student counsellors.

College Events

The focus on Equality, Diversity and Inclusion (EDI) continues throughout the year through College events. We have a packed calendar of information events which are informative, fun and a fantastic opportunity for our students and staff to work together to promote equality and diversity.

A diverse range of partner organisations help us to inform by hosting information stands in the Atrium EXPO and through delivering workshops.

Our events calendar for the 2018/2019 academic year included:

- **Fresher's week**
- **World Mental Health Day - Positivi-Tea Event**
- **Health and Wellbeing Event**
- **Volunteer week**
- **Sustainability Event**
- **LGBT History Month/Purple Friday**
- **Equality & Choices Event**
- **Carers' week**
- **Mental Health Awareness week - Curry & Chaat**
- **Movember**

As well as being informative and fun these events are a fantastic opportunity to further promote our ethos and expectations relating to equality and to provide learning opportunities for staff and students.

EQUALITY & CHOICES EVENT

Celebrating difference, promoting a wider understanding of equality and sharing lots of ways of helping students and staff look after their wellbeing.

Pride Glasgow

For the third year running in 2018 a group of students, staff and families showed their support for LGBT equality by joining over 5000 people marching through Glasgow in the Pride Parade. We also hosted an information stand in the Community Expo which was a fantastic opportunity to engage with the LGBTI community. Plans are already in place to attend again in August 2019.

Everyday Essentials – Loaves and Fishes

This year for the first time as part of Equality & Choices, students and staff worked in partnership with the Loaves and Fishes charity on an Everyday Essentials drive to collect everyday items to distribute to local communities.

All Staff Conference

With equality, diversity and inclusion as core values we aim to integrate the principles of equality and promotion of diversity into all aspects of the day-to-day life of the College. The College hosts an annual All Staff Conference at the beginning of each academic year to bring staff together on a shared theme to debate, generate ideas, network with colleagues and to have a chance to develop themselves as well as thinking about how to deliver transformational opportunities to our students. Every member of staff is invited to attend, including all temporary staff.

In 2017 the theme was 'Good Housekeeping' when over 270 staff enjoyed a day of networking, workshops learning and inspiration. The keynote speaker Dr Mark Winwood delivered a session on mental health which focused on self-care and resilience.

The 2018 theme was 'You Rock' and over 270 staff attended. Education and lifelong learning played a key role with the following inspirational keynote speakers:

- **Kaye Adams – radio and television presenter**
- **Linda Fabiani – MSP for East Kilbride & Deputy Presiding Officer of the Scottish Parliament**
- **Danny Bent – award winning author and journalist and voted one of the 100 happiest people in the UK**
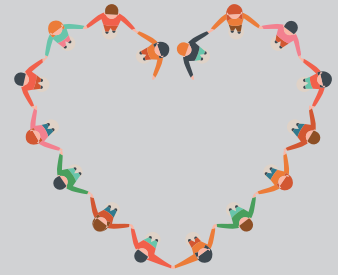
Campus and Learning Accessibility

The College is committed to ensuring that it continues to provide excellent facilities and resources to meet the needs of students and staff. An annual review is built into the operational planning process.

College Campus

We aim to provide a fully accessible campus and the College was designed and continues to be further developed to meet the particular needs of our students and staff who may share a range of protected characteristics. A comprehensive campus accessibility document is available on our website.

Browsealoud

In 2018 as part of our ongoing commitment to digital inclusion the College added Browsealoud software to the website and other online materials to ensure that all key stakeholders are able to access the information available in an accessible format. The software adds speech, reading, and translation to the website facilitating access and participation for people with dyslexia, low literacy, English as a second language, and those with mild visual impairments.

Modes of Study

A broad range of modes of study are available to students, including day or block release, evening and twilight classes, part time and online study, as well as more traditionally designed courses. Curriculum choice and course design are similarly broad and linked strongly with our aim of providing our students with the means to successfully progress into employment or further study. The curriculum plans for each Faculty include opportunities to address gender under representation, also part time and flexible provision.

Appendix 1 -
South Lanarkshire College and Regional Equality Outcomes

SLC Equality Outcomes	Public Sector equality duty			Lanarkshire Regional Equality Outcomes						Protected Characteristics *see table								
	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
1A: South Lanarkshire College provides equality of opportunity in recruitment, promotion and professional development of staff.		x		x						x	x	x	x	x	x	x	x	x
1B: All College strategic and operational decisions and associated policies, procedures and business processes are impact assessed in line with the three needs of the PSED.	x			x						x	x	x	x	x	x	x	x	x
1C: South Lanarkshire College students and staff will understand the purpose and the use made of personal data and feel confident disclosing confidential information relating to individual protected characteristics.		x		x						x	x	x	x	x	x	x	x	x
2A: South Lanarkshire College provides excellent facilities and resources to meet the needs of students and staff.		x			X					x	x	x	x	x	x	x	x	x
2B: All South Lanarkshire College students and staff fully understand and act in line with the College ethos in relation to equalities.	x				X					x	x	x	x	x	x	x	x	x
2C: All students and staff are clearly informed of the benefits of full disclosure of protected characteristics to advancing equality at South Lanarkshire College.	x				X					x	x	x	x	x	x	x	x	x

SLC Equality Outcomes	Public Sector equality duty			Lanarkshire Regional Equality Outcomes						Protected Characteristics *see table								
	Eliminate unlawful discrimination	Advance equality of opportunity	Foster good relations	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
3A: Curriculum choice, delivery models and design offers students access to qualifications that meet their needs and ensure equality of outcomes.		x				x				x	x	x	x	x	x	x	x	x
3B: South Lanarkshire proactively engages with students to ensure clear understanding of needs, aspirations and potential barriers to success.		x				x				x	x	x	x	x	x	x	x	x
4A: South Lanarkshire College provides equality of opportunity to prospective and current students, in relation to entry, retention and achievement		X					X			x	x	x	x	x	x	x	x	x
4B: PI data relating to recruitment, retention and success will be collected, analysed and plans put into place to ensure adjustments are made to support equality of outcomes for all students.		X					x			x	x	x	x	x	x	x	x	x
5A: Staff knowledge of Equality and Diversity is continually developed and positively influences employment experiences and development and the student experience.	x			X				x		x	x	x	x	x	x	x	x	x
5B: The College proactively identifies, adopts and shares good practice in relation to equalities.			X					x		x	x	x	x	x	x	x	x	x
6A: South Lanarkshire College engages with national, regional and local equality forums and contributes to wider discussions on equality issues with its stakeholder organisations.			X						x	x	x	x	x	x	x	x	x	x

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 2B: All South Lanarkshire College students and staff fully understand and comply with the College policy in relation to equalities.

Actions	Progress	Conclusion	To be achieved 2019-2021
Enhance student and staff understanding and application of the College equality culture and expectations by: • Continuing to provide annual equalities relevant Staff and Student CPD through publishing and evaluating the annual programme of equality specific events for students and staff to refresh and update knowledge and College Equality Policy expectations. **Responsibility:** • Human Resources • Student Services • Continue to internally benchmark and increase the numbers of students and staff attending annually available equality training and events. **Responsibility:** • Human Resources • Student Services • Annually increase the numbers of staff and students specifically undertaking on-line equalities training. **Responsibility:** • Student Services • Faculty Associate Principal's	• Achieved reaccreditation for Leaders in Diversity in 2018/2019. A higher proportion of students completed the survey and the results revealed that they were aware of what the College is doing to make it an inclusive learning environment. Additionally, 95% of staff surveyed said the College should be awarded Leaders in Diversity. The College demonstrated effective communication and a strong commitment to equality, diversity and inclusion. • Students and staff benefited from accessing College events which have all maintained a specific focus on equality. • Specific focus on mental health events and training to increase staff awareness. This is planned to begin in June 2019 and 2019/2020 Academic Session. • Successful launch of bespoke online equality training to all staff in 2017. • Increased number of staff attending equality training.	Ongoing	• Refresh and re-engage staff in plans to improve equality, diversity and inclusion to ensure the College continues to progress. • Review in-course student questionnaire to ensure the views of students on equality are captured on an annual basis. • Implement further mental health training for staff. • Increase awareness of management and BOM in actions taken to monitor the diversity performance of suppliers. • Equality focused training for students. • Further unconscious bias awareness training for staff. • Student promotional material on equality and specifically protected characteristics.

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 2C: All students and staff are fully informed of the benefits of full disclosure of protected characteristics to advancing equality at South Lanarkshire College.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Review and refresh pre-entry guidance documentation/pre-employment documentation and student/staff induction procedures to encourage the disclosure of Protected Characteristics (PCs) during 2017-18. **Responsibility:** • Human Resources • Student Services	• All documentation currently under review as the College is developing an in-house bespoke system to collect Student equality data at the application stage.	Ongoing	• Online student admissions system.
• Develop a booklet on protected characteristics to provide to students at induction during 2017/18. **Responsibility:** • Human Resources • Student Services • Marketing	• Appointment of in-house Graphic Designer.		• Develop booklet on protected characteristics to provide to students at induction during 2019/20.
• Review student and staff equalities/discipline/complaints policies and procedures to include the consequences of non- compliance with College expectations during 2017-18. **Responsibility:** • Human Resources • Student Services • Quality Unit	• The College policies and procedures are clear relating to non-compliance with equality. Discrimination against or harassment of individuals or groups on the grounds of or perceived ground of sex, sexual orientation, race, disability, age, religion or belief or deliberately harassing or victimising any group or individual for those reasons will be dealt with under the appropriate policy and/or procedure.		

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 1B: All College strategic and operational decisions, associated policies, procedures and business processes are impact asses in line with the three needs of the PSED.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Produce a 3-year schedule of College strategic and operational decisions, associated policies, procedures and business processes for impact assessment in line with the three needs of the PSED during 2017-18. **Responsibility:** • Human Resources • College Management Team	• This action has been amended to ensure that all members of the College Management Team have been trained on the need to equality impact assess all strategic and operational decisions, associated policies, procedures and business processes for impact assessment in line with the three needs of the PSED. It was agreed that an annual review would take place.	Ongoing	• Further embed the impact assessment process.
• The College will endeavor to impact assess all current, revised and new strategic development planning, business planning processes, resulting documentation, policies, procedures and practices against the PSED. **Responsibility:** • Human Resources • College Management Team	• The equality impact assessment process has been built into College processes to ensure completion.		• College Management Team to annually review equality impact assessment schedule to ensure all strategic and operational decisions, associated policies, procedures and business processes are impact asses in line with the three needs of the PSED. • Further reduction in Gender Pay Gap report 2021. • Review occupational segregation.
• Annual review of pay, staff turnover, disciplinary and grievance, by PC. **Responsibility:** • Human Resources	• Decreased gender pay gap reported in March 2019. • Staff turnover levels remain low. • Annual review of employee relations cases identified no direct link to protected characteristic.		

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 5A: Staff knowledge of Equality and Diversity is continually developed and positively influences employment experiences and development.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Increase availability of opportunities for flexible working for those with caring responsibilities or long-term health conditions by becoming a Carer Positive Employer in 2017-18. **Responsibility:** • Human Resources • College Management Team	• Carer Positive Accreditation successfully achieved in June 2018. • Disability Confident Employer status October 2017. • Leaders in Diversity Reaccreditation January 2019.	Complete	• To become a Disability Confident Leader

Outcome 3A: Curriculum choice, design and delivery models offers students access to qualifications that meet their needs and ensure equality of outcomes

Actions	Progress	Conclusion	To be achieved 2019-2021
• Annually review and advance Scottish Government priorities for young people not in education, employment or training through Portfolio offer and design. • Increase opportunities for areas of gender under-representation through the Gender Action Plan. • Increase opportunities for part-time students through flexible models of curriculum design and delivery. • Increase opportunities for flexible learning to support students who need to take time away from learning to return and study using modes to suit their individual circumstances. • All Course Team meetings and reports and Self-Evaluation meetings and reports showing analysis and action planning using available equalities data. **Responsibility:** • Senior Management Team • Academic Board	• In the 2018/2019 Annual Report the College reported that 98% of students were satisfied with their College experience. The national average is 93%. • Reviewed annually by Associate Principals and relates directly to their operational plans and self-evaluation reports. • Reviewed on a quarterly basis by Academic Board • Gender Action Plan implemented in 2017. • Implementation of Student Carer Support Policies and Procedures • Equality forms part of the self-evaluation process to ensure that it remains at the forefront. • Student Equality data is reviewed by Academic Board which influences an action plan within the faculties.	Ongoing	• Review and further develop College Gender Action Plan. • Further embed Carer Support Policies and Procedures.

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 4B: Performance Indicator data relating to recruitment, withdrawal and success collected by PC areas are analysed and action plans put into place to ensure reasonable adjustments are made to support equality of outcomes for all students.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Continue to annually review and refine available data to Faculty, Curriculum and Course Teams for self-evaluation analysis and action planning purposes. **Responsibility:** • Head of Information Systems • Head of Human Resources	• Improved student data introduced in 2018/2019 using Power BI.	Ongoing	• Data to continue to be developed to ensure that it provides. • Further analysis required in 2019/2020 to ensure that action plans are reflective of the data.

Outcome 3B: South Lanarkshire College proactively engages with students to ensure understanding of needs, aspirations and potential barriers to success.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Systematic in-year evaluation of learning and teaching; the quality of the student experience; and resulting action plans to continually enhance the student experience. **Responsibility:** • Quality Enhancement Group • Academic Board • Systematic in-year analysis of early withdrawal, further withdrawal, success and partial success across all students. **Responsibility:** • Academic Board • Head of Information Systems • Head of Human Resources	• The College has maintained a focus on learning and teaching and the student experience through the in-course questionnaires, quarterly Academic Board and a robust curriculum planning process. • An annual analysis of early withdrawal, further withdrawal, success and partial success broken down by protected characteristic across all students is provided to Academic Board.	Ongoing	• Development of data that provides in-year analysis broken down by protected characteristic.

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 1C: South Lanarkshire College students and staff will understand the purpose and the use made of personal data and feel confident disclosing confidential information relating to individual protected characteristics.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Annually increase the numbers of students and staff fully disclosing protected characteristics to enable better monitoring and suitable adjustments to be made. **Responsibility:** - Human Resources - Student Services. • Identify protected characteristics areas where disclosure is low representing a lack of evidence to support intervention and actively promote the College policy of support for students/staff with disclosed protected characteristic. **Responsibility:** - Human Resources - Student Services - Information Systems	• Introduction of be-spoke HR System that provides staff with access to the personal information stored in April 2018. • Introduction of online Equality Monitoring in 2017. • Participation in staff equality monitoring has increased each year. The HR system is being developed further to provide Management Information on the number if staff that did not disclose any protected characteristics. • Disability Confident Employer status in October 2017. • During 2018/2019 the College developed the Management Information reports provided to the Academic Board. This will be developed further to ensure that they capture areas where disclosure is low. However, the College continues to promote the equality initiatives to all students and ensures that any necessary support/intervention is in place for any students that have disclosed a protected characteristic.	Ongoing	• Develop further marketing material for students and staff on use of personal information and the reason for disclosure. • Annually review the number of students disclosing confidential information. • Further staff Management Information on non-disclosure. • To become a Disability Confident Leader • Online Admissions System

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 4A: South Lanarkshire College provides equality of opportunity to prospective and current students, in relation to entry, retention and achievement.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Annual increase in the recruitment of students from specific under-represented protected characteristic groups in line with national priorities. **Responsibility:** - Senior Management Team	• The College continues to review the recruitment of students from under-represented students. • Gender Action Plan 2017 targeted recruitment from under-representation by gender in Construction and Barbering. • In the 2018/2019 Annual Report the College reported the top attainment rate for learners with disabilities at 75.6% and 78.3% the top attainment rate for care-experienced learners. • The College also reported 98% of students were satisfied or very satisfied with their college experience. • In addition, 95% of students progress to positive destinations.	Ongoing	• Review of Gender Action Plan

Outcome 1A: South Lanarkshire College provides equality of opportunity in recruitment, promotion and professional development of staff.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Review recruitment and induction practices to facilitate increased proportion of College employees from under-represented groups in relation to both recruitment and promotion. **Responsibility:** - Human Resources • Provide appropriate and constructive staff development opportunities for all staff, with a range of delivery options and methods. **Responsibility:** - Human Resources • Provide regular recruitment equality training to all those involved in recruitment or promotion decisions. **Responsibility:** - Human Resources	• Achieved Disability Confident Employer status. • Introduction of Browsealoud software to aid candidates if applying online. • Wide variety of staff development opportunities provided. • Specific focus on mental health events and training to increase staff awareness. This is planned to begin in June 2019 and 2019/2020 Academic Session. • Successful launch of bespoke online equality training to all staff in 2017. • Increased number of staff attending equality training. • Managers involved in recruitment received relevant recruitment equality training.	Ongoing	• Disability Confident Leader status. • Refresh recruitment training.

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 2A: South Lanarkshire College provides excellent facilities and resources to meet the needs of students and staff.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Maintain excellent facilities and resources to meet the needs of students and staff by means of annual review and operational planning. **Responsibility:** - Senior Management Team - Facilities	• The low number of employee relations cases are reviewed on an ongoing basis within the College and no direct link to protected characteristics has been identified. • Any actions identified from in-course questionnaires or Academic Board have been fully implemented. • The College also receives feedback from TELL US@SLC. • Any feedback received is discussed at the appropriate forum and implemented if appropriate. • The Quality Unit run a series of posters under the heading "You said . . . We did" to highlight some of the actions which have been implemented as a direct result of engagement with learners.	Ongoing	

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 6A: South Lanarkshire College engages with national, regional and local equality forums and contributes to wider discussions on equality issues with its stakeholder organisations.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Annually review, promote and enhance positive relationships to advance equalities for all protected characteristics through our partnerships with College stakeholders and equalities groups at national, regional and local levels. **Responsibility:** - Human Resources - Equality Group - Senior Management Team • The College will offer students and staff a range of opportunities annually to get involved in equality activities at national, regional and local levels to promote the College's commitment to the elimination of discrimination. **Responsibility:** - Senior Management Team - Human Resources • Provide training for staff and students in advancing equalities with partner organisations during years 2015-2018. **Responsibility:** - Human Resources - Student Services	• The College works in partnership with external organisations to deliver an annual Equality and Choices event and an annual Health and Wellbeing event each Academic year. The events are open to all students and staff. • The College successfully achieved Leaders in Diversity re-accreditation 2017 and 2019. • In 2018 the Student Association achieved LGBT Charter Mark at Foundation level. • The College became a Carers Positive Employer June 2018. • A representative from the College attends the cross-college liaison group. • The College championed the free sanitary products campaign with Monica Lennon MSP and was the first College to implement. • Students benefited from attending Show Racism the Red Card workshops in 2018. • A number of staff and students also benefited from the Dementia Friendly workshops in 2018.	Ongoing	• Further involvement and development of equality initiatives. • Development of Menopause Policy. • Provide further training opportunities.

Public Sector Equality Duty (PSED) 1. Eliminate unlawful discrimination

Outcome 5B: The College actively identifies, adopts and shares good practice in relation to equalities.

Actions	Progress	Conclusion	To be achieved 2019-2021
• Review and evaluate the induction processes for students to better integrate international and UK students during 2017-18. **Responsibility:** - Marketing • Promote equality, diversity and inclusion at employer events. **Responsibility:** - Marketing - Human Resources	• The introduction of Browsealoud software has enabled the students to translate course information. • In March 2017 the College hosted an event for local employers and suppliers on the procurement process which focused on equality within the procurement process.	Ongoing	

Appendix 2 – Staff Data

To give full consideration of equality related issues, the College currently gathers both qualitative and quantitative data relating to all protected characteristics for all staff.

This information is analysed by:

- Specific staff
- Equality Group
- College Management Team (CMT)

Data is considered in terms of:

- Staff profile
- Staff recruitment
- Staff retention
- Outcomes of staff surveys

Staff data is collected for the full range of nine protected characteristics and the College is very encouraged by the level of response and disclosure.

As at 31st March 2019, South Lanarkshire College employed 356 staff in a range of lecturing and support roles. This is an increase in headcount of 35 staff since 31st March 2017. Staff are employed, as required, on a full time, part time, permanent or temporary basis and a significant range of flexible working opportunities are provided.

The data provided below provides an update on progress since 2017. Where data refers to a unit of 5 or less we have replaced the figure with * to ensure anonymity.

Chart 1 – Gender
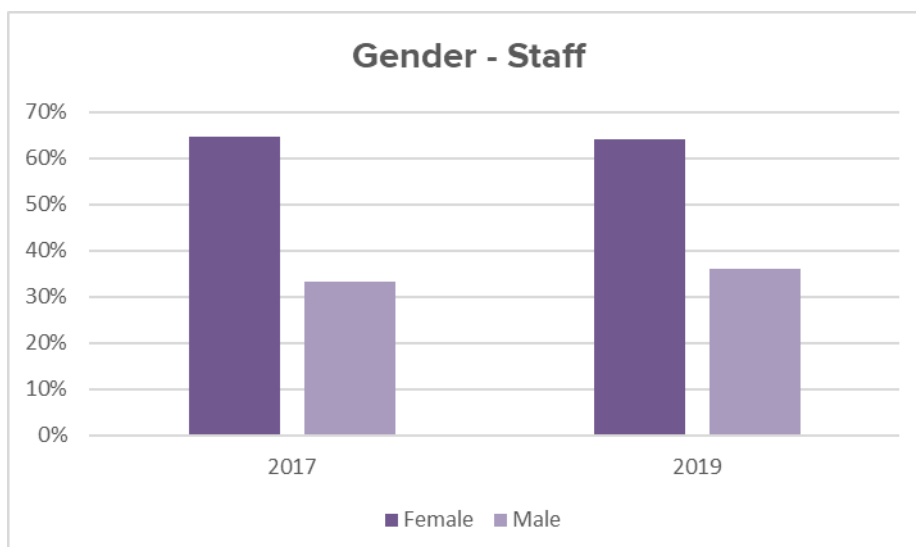
Table 1 – Gender Same as Birth

GENDER SAME AS AT BIRTH	2017	2019
Yes	65%	82%
No	*	*
Prefer not to say	*	*
Information not provided	*	*

Chart 2 – Age Bands

Age Bands - Staff
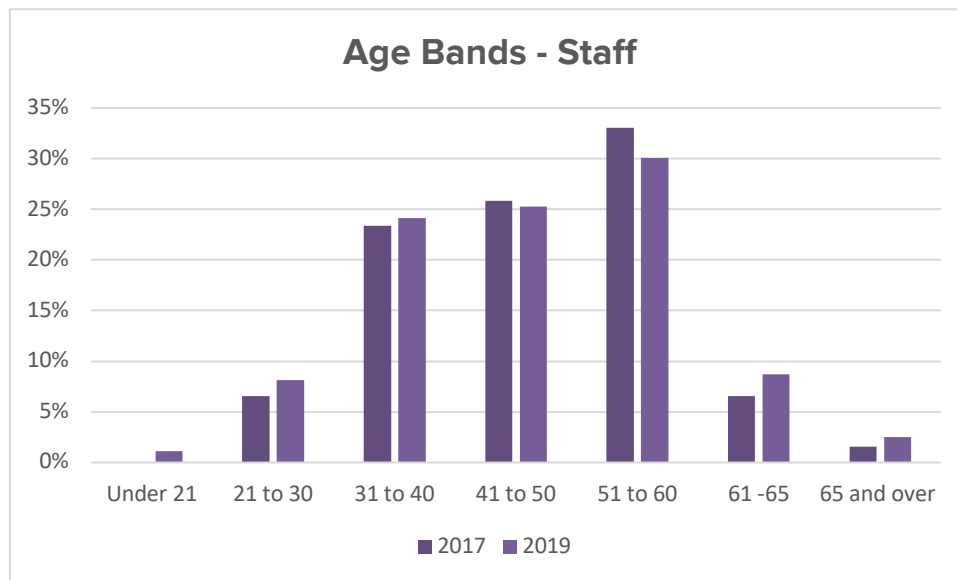
Table 2 – Sexual Orientation

SEXUAL ORIENTATION - STAFF	2017	2019
Bisexual	*	*
Gay man	*	*
Gay woman	*	*
Heterosexual	63%	80%
Other	*	*
Prefer not to say	3%	0.01%
Information not provided	*	*

Chart 3 – Dependants

Dependants - Staff

	2017	2019
Yes - under 16	~22%	~31%
No dependants	~43%	~50%
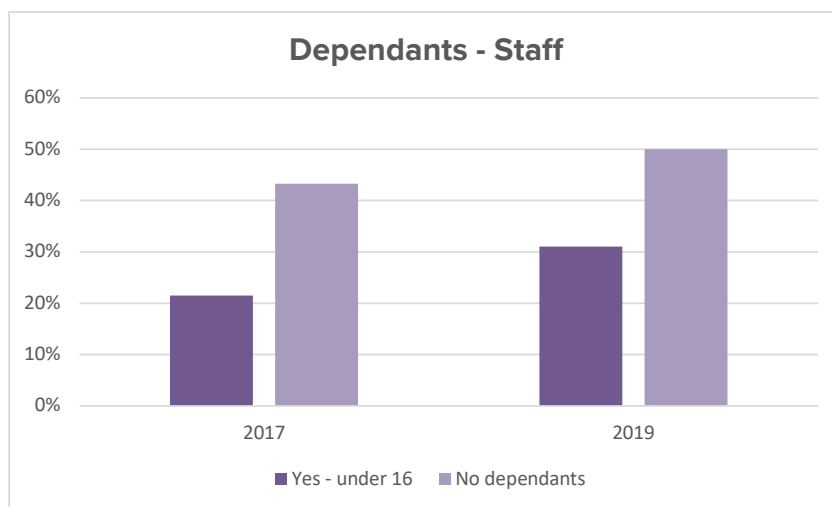
Table 3 – Ethnic Origin Staff

ETHNIC ORIGIN - STAFF	2017	2019
White Scottish	88%	90%
White English	*	*
White Welsh	*	*
White Irish	*	*
Any other background	2%	2%
Any mixed background	*	*
Indian	*	*
Pakistani	*	*
Bangladeshi	*	*
Chinese	*	*
Any other Asian background	*	*
Caribbean	*	*
Black African	*	*
Any other black background	*	*
Any other background	*	*
Northern Irish	*	*
British	*	*
Gypsy/Traveller	*	*
Polish	*	*
Arab	*	*
Other British	2%	3%
Other African	*	*
Other Caribbean	*	*
Other Arab	*	*
Prefer not to say	*	*

Table 4 – Religion or Belief Staff

RELIGION OR BELIEF - STAFF	2017	2019
No religion	22%	32%
Buddhist	*	*
Christian - Church of Scotland	19%	23%
Christian - Catholic	16%	19%
Christian - other denomination	*	*
Hindu	*	*
Jewish	*	*
Muslim	*	*
Sikh	*	*
Spiritual	*	*
Any other religion or belief	*	*
Prefer not to say	5%	7%

Table 5 – Disability

DISABILITY - STAFF	2017	2019
No known disability	84%	79%
Dyslexia/Learning Difficulty	*	2%
Blind/partially sighted	*	*
Deaf/hearing impairment	*	1%
Wheelchair user/mobility difficulties	*	*
Personal care support	*	*
Mental health condition	2%	3%
Unseen disability (e.g. diabetes, epilepsy)	2%	2%
Learning disability	*	*
Long-term illness or health condition	3%	4%
Development disorder (e.g. autistic spectrum disorder or Asperger's syndrome)	*	*
Multiple disabilities	*	*
Other	*	*
Prefer not to say	4%	4%

Table 6 - Pregnancy and Maternity

Pregnancy & Maternity - 2017/2018	%
Have been pregnant	1%
Taken up maternity, paternity or adoption leave	2%
Returned from maternity, paternity or adoption leave (and to the same or different roles)	1%
Remained in employment 12 months after returning from maternity, paternity or adoption leave	1%

Table 7 – Marriage and Civil Partnership

Marriage and Civil Partnership	2019
Married	53%
Single	8%
Civil Partner	*
Separated	3%
Divorced	4%
Widow	4%
Prefer not to say	5%
Information unavailable	22%

Information unavailable for 2017.

Flexible Working

The college has several staff who have taken up flexible working arrangements including compressed or part-time working hours.

Flexible working requests can be made following maternity leave and this is outlined in the College's New and Expectant Mothers Policy.

Staff also make requests for flexible working for reasons other than childcare, for example caring responsibilities, winding down prior to retirement, or to engage in other employment opportunities.

The College has a duty to consider each request for flexible working in a reasonable manner.

Caring Responsibilities

In 2019 14% of College staff identified as a carer.

Recruitment

Equality, diversity and inclusion remain at the forefront of recruitment plans and the College's blind recruitment process involves removing all identification details from application forms which ensures people are evaluated on the skills and experience. The data provided below relates to the number of applicants in 2017 and 2018.

Table 8 - Overall staff profile: applicants received, shortlisted and appointed

Protected Characteristic	Applicants		Shortlisted		Appointed	
Age	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
16 to 29	25%	21%	9%	7%	1%	3%
30 to 44	34%	41%	14%	15%	4%	5%
45 to 59	38%	35%	18%	14%	2%	3%
60 to 80	3%	1%	1%	*	*	*
No data or prefer not to say	0%	2%	0%	*	0%	*
Ethnicity	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
UK White	94%	92%	40%	36%	6%	11%
Other White	5%	3%	1%	*	*	0%
Asian	*	2%	*	*	0%	0%
Black	*	*	*	0%	0%	0%
Mixed and other	*	*	*	0%	0%	0%
Gender	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
Female	68%	71%	28%	26%	4%	9%
Male	32%	28%	14%	11%	3%	2%
Religion or Belief	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
Has a religion or belief	42%	44%	18%	17%	3%	5%
No religion or belief	50%	47%	20%	18%	3%	5%
Disability	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
Has a disability	7%	8%	4%	2%	*	*
No disability	86%	87%	36%	33%	5%	10%
Sexual Orientation	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
LGBT	5%	3%	1%	*	*	0%
Heterosexual	92%	93%	40%	36%	6%	11%
Pregnancy	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
Currently Pregnant	*	*	*	*	0%	0%
Not currently pregnant	93%	89%	40%	33%	6%	11%
Maternity	**2017**	**2018**	**2017**	**2018**	**2017**	**2018**
Given birth in the last year	*	*	*	0%	*	0%
Not given birth in the last year	88%	84%	37%	32%	5%	11%

Staff Progression

In line with the College's Workforce Planning Strategy the staff are encouraged to develop to their full potential and the College is committed to motivating and supporting staff to apply for progression.

Table 9 - Overall staff profile: Progression

Protected Characteristic	Applicants		Successful	
Age	**2017**	**2018**	**2017**	**2018**
16 to 29	*	*	0%	*
30 to 44	47%	*	*	*
45 to 59	47%	53%	*	*
60 to 80	0%	*	0%	0%
Ethnicity	**2017**	**2018**	**2017**	**2018**
UK White	100%	100%	47%	*
Other White	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Black	0%	0%	0%	0%
Mixed and other	0%	0%	0%	0%
Gender	**2017**	**2018**	**2017**	**2018**
Female	59%	87%	*	*
Male	41%	*	*	0%
Religion or Belief	**2017**	**2018**	**2017**	**2018**
Has a religion or belief	53%	53%	*	*
No religion or belief	35%	40%	*	*
Disability	**2017**	**2018**	**2017**	**2018**
Has a disability	*	*	*	*
No disability	94%	93%	41%	*
Sexual Orientation	**2017**	**2018**	**2017**	**2018**
LGBT	0%	0%	0%	0%
Heterosexual	94%	93%	41%	*
Pregnancy	**2017**	**2018**	**2017**	**2018**
Currently Pregnant	0%	0%	0%	0%
Not currently pregnant	88%	93%	35%	*
Maternity	**2017**	**2018**	**2017**	**2018**
Given birth in the last year	0%	0%	0%	0%
Not given birth in the last year	88%	93%	35%	*
* Represents 5 or less				

Staff Development

The College respects and values the positive contribution of staff and wants them to achieve their full potential and gain benefit and enjoyment from involvement in the life of the College. To achieve this continuing professional development (CPD) opportunities are continuously available. There are also four staff development days included in each academic year in which all staff are invited to attend.

To ensure all staff fully understand and comply with the College policy in relation to equalities, equality and diversity focused training plays a key part of CPD.

Of the total number of staff in the 2017/2018 academic year 98% engaged in CPD and 92% in equality and diversity focused CPD.

The programme included:

- **AMIS: Helping to Bring an End to Domestic Abuse**
- **ASIST Support Forum (Applied Suicide Intervention Training)**
- **ASIST Training**
- **Autism Awareness**
- **Coping with Anxiety**
- **Dementia Awareness**
- **Developing Personal Resilience**
- **Dyslexia Awareness**
- **Equality and Diversity (eLearning)**
- **Equality Impact Assessment Guidance Session**
- **Foundation Apprenticeship Community of Practice Update**
- **Makaton Beginners Workshop**
- **Mindfulness Session**
- **Prevent Duty e-Learning**
- **Safeguarding e-Learning**
- **SafeTALK**
- **STEM Conference**
- **Supporting Adult Survivors of Childhood Abuse / Trauma - Basic Awareness**

Table 10 - Overall staff profile: Equality focused training and events

Protected Characteristic	Equality Focused Staff Development
Age	
16 to 29	7%
30 to 44	32%
45 to 59	46%
60 to 80	15%
Ethnicity	
UK White	95%
Other White	*
Asian	*
Black	*
Mixed and other	3%
Gender	
Female	68%
Male	32%
Religion and Belief	
Has a religion or belief	50%
No religion or belief	33%
Disability	
Has a disability	16%
No disability	78%
Sexual Orientation	
LGBT	*
Heterosexual	86%
Other	*
Pregnancy - Are you currently pregnant?	
Yes	*
No	85%
Maternity - Have you given birth in the past 26 weeks?	
Yes	*
No	85%

Table 11 – Evaluation

Feedback from the staff development programme is evaluated to ensure staff development needs are met. The comments below are a snapshot taken from the 2017/2018 sessions.

Course	Comments
SafeTALK Training Chris's House	• "This was an excellent introductory course for suicide alertness and would benefit all staff and students in the workplace."
Dementia Awareness	♦ "The trainer was very knowledgeable and gave a very natural delivery which I enjoyed. I now understand more about dementia and feel I am more in a place to assist someone with dementia."
Safeguarding Young People	♦ "Very relevant as currently teaching safeguarding to childcare students." ♦ "It was great to receive a refresher on safeguarding as there are more categories of abuse and new legislation I was unaware of. Very beneficial from a teaching perspective also."
Dyslexia Awareness	♦ "An excellent session. This answered questions about dyslexia that I hadn't even been able to articulate in my head." ♦ "Excellent delivery of material in a short session, enjoyed the practical sessions to get true understanding of how difficult things can be for someone with dyslexia."
Developing Personal Resilience	♦ "Very helpful session providing good advice I shall try to use going forward."
Nil By Mouth	♦ "Sensitive subject dealt in a quirky and amusing manner! Enjoyed it." ♦ "Very enjoyable and quite an eye opener."
ASIST Support Forum	♦ "Very useful to hear and share ASIST experiences with other members of staff ASIST trained."
Autism Awareness	♦ "Extremely informative and engaging. Lots of real life examples and good advice for dealing with students in the classroom." ♦ "Best CPD event I have attended, very informative and thought provoking."
AMIS: Helping to Bring an End to Domestic Abuse	♦ "Lots of useful information, Practical advice for deal with the issues."
Coping with Anxiety	♦ "Good, informative of training session. More understanding of anxiety and reason for potential anxiety (personal and for students)."
Makaton	♦ "Absolutely fantastic. Thoroughly enjoyed the enthusiastic delivery - will certainly make it more memorable which is exactly what's needed."

Appendix 3 - Student Outcome Data by Protected Characteristics

Equality Focused Analysis - Profile over time 2016/17 to 2017/18

To ensure the College is offering the best quality teaching, learning and environment for all our students we are currently developing an in-house bespoke system to collect Student equality data at the application stage.

This data will be used support the College to plan and deliver our services and curriculum and to ensure that the College experience is accessible to all.

This report contains an overview of student equality data based on successful completion outcomes for:

- **Age**
- **Disability**
- **Race/ethnicity**
- **Gender**
- **Religion or belief**
- **Sexual orientation**
- **Pregnancy and maternity**

The data is organised into the following categories:

- **Year of study**
- **Level of study - further or higher education**
- **Mode of study - full time or part time**

An overview of subject choice is provided on age, disability and gender.

About the Data

Early withdrawal: Students within the category who withdrew before the required 25 per cent attendance date.

Further withdrawal: Students within the category who attended the course past the required 25 percent attendance date but withdrew from their studies before the programme ended.

Partial Success: The number and proportion of learners who complete their course and did not achieve a successful outcome.

Completed successfully: The student completed the course year and, if in their final year or in the case of a one-year course, gained the qualification they were aiming for.

For students on a course of more than one year's duration and not in their final year, they are considered to have successfully completed if they are eligible to progress to the next year of study and have achieved at least 70 per cent of the units studied in the current year.

Overview of Data - Successful completion

The following information provides an overview of successful completion for further and higher education from 2016/17 to 2017/18 based on:

1.	Largest decrease
2.	Largest increase

Age Group

Further education**:**

1. Age 15 or less a decrease of 17.15%
2. Age 35-39 age range an increase of 6.19%

Category	Level	2016-2017	Difference	2017 to 2018
15 or less	FE/PT	75.53%	-17.15%	58.38%
35-39	FE/PT	77.65%	6.19%	83.84%

Higher Education:

1. Age 25-29 a decrease of 14.94%
2. Age 40 and over an increase of 12.95%

Category	Level	2016-2017	Difference	2017 to 2018
25-29	HE/PT	90.32%	-14.94%	75.38%
40 and over	HE/FT	59.43%	12.95%	72.38%

Disability

Further Education:

1. Students with the no disability a decrease of 7.82%
2. Students a with disability an increase of 13.66%

Category	Level	2016-2017	Difference	2017 to 2018
No Disability	FE/FT	75.56%	-7.82%	67.74%
Disability	FE/PT	66.67%	13.66%	80.33%

Higher Education:

1. Students with a disability a decrease of 8.11%
2. Students with no disability an increase of 1.78%

Category	Level	2016-2017	Difference	2017 to 2018
Disability	HE/PT	78.70%	-8.11%	70.59%
No Disability	HE/FT	70.50%	1.78%	72.28%

Gender

Further Education:

1. Female students a decrease of 7.91%
2. Male students an increase of 0.61%

Category	Level	2016-2017	Difference	2017 to 2018
Female	FE/PT	78.70%	-7.91%	70.79%
Male	FE/PT	85.08%	0.61%	85.69%

Higher Education:

1. Male students a decrease of 7.34%
2. Female students decreased by 1.20% however this was the largest increase

Category	Level	2016-2017	Difference	2017 to 2018
Male	HE/PT	83.56%	-7.34%	76.22%
Female	HE/PT	78.98%	-1.20%	77.78%

Ethnicity

Further Education:

1. BME had the largest decrease of 25.38%
2. BME had the largest increase of 5.59%

Category	Level	2016-2017	Difference	2017 to 2018
BME	FE/PT	86.84%	-25.38%	61.46%
BME	FE/FT	65.00%	5.59%	70.59%

Higher Education:

1. UK white decreased by 5.42%
2. BME increased by 17.78%

Category	Level	2016-2017	Difference	2017 to 2018
UK White	HE/PT	82.04%	-5.42%	76.62%
BME	HE/PT	60.00%	17.78%	77.78%

Religion or Belief

Further Education:

1. Students with a religion or belief decreased by 4.94%
2. Students with no religion or belief increased by 0.88%

Category	Level	2016-2017	Difference	2017 to 2018
Has a Religion or Belief	FE/FT	70.11%	-4.94%	65.17%
No Religion or Belief	FE/FT	68.60%	0.88%	69.48%

Higher Education:

1. Students with no religion or belief decreased by 5.65%
2. Students with a religion or belief decreased by 3.87% however this was the largest increase

Category	Level	2016-2017	Difference	2017 to 2018
Has a Religion or Belief	HE/FT	83.43%	-5.65%	77.78%
No Religion or Belief	HE/PT	77.74%	-3.87%	73.87%

Sexual Orientation

Further Education

1. Heterosexual students decreased by 3.67%
2. LGBT students increased by 9.15%

Category	Level	2016-2017	Difference	2017 to 2018
Heterosexual	FE/PT	82.55%	-3.67%	78.88%
LGBT	FE/FT	64.18%	9.15%	73.33%

Higher Education:

1. LGBT HE/FT students had a decrease of 5.90%
2. LGBT HE/PT had an increase of 22.22%

Category	Level	2016-2017	Difference	2017 to 2018
LGBT	HE/FT	77.78%	-5.90%	71.88%
LGBT	HE/PT	77.78%	22.22%	100.00%

Pregnancy

Further Education:

1. Students who said they had not been pregnant in the last year decreased by 5.46%
2. Students who said they had been pregnant increased by 20.00%

Category	Level	2016-2017	Difference	2017 to 2018
Pregnant- No	FE/PT	83.35%	-5.46%	77.89%
Pregnancy - Yes	FE/PT	80.00%	20.00%	100.00%

Higher Education**:**

1. Students who said they had not been pregnant in the last year decreased by 3.44%
2. Students who said they had been pregnant increased by 38.10%

Category	Level	2016-2017	Difference	2017 to 2018
Pregnant- No	HE/FT	77.81%	-3.44%	74.37%
Pregnancy - Yes	HE/FT	33.33%	38.10%	71.43%

Maternity

Further Education:

1. FE/FT students who said they had given birth in the last 26 weeks decreased by 52.73%

2. FE/PT students who said they had

Category	Level	2016-2017	Difference	2017 to 2018
Given birth - Yes	FE/FT	72.73%	-52.73%	20.00%
Given birth - Yes	FE/PT	37.50%	37.50%	75.00%

given birth in the last 26 weeks increased by 37.50%

Higher Education:

1. HE/PT students who said they had given birth in last year decreased by 25.99%
2. HE/FT students who said they had given birth in the last year increased by 32.94%

Category	Level	2016-2017	Difference	2017 to 2018
Given birth - Yes	HE/PT	100.00%	-25.99%	82.94%
Given birth - Yes	HE/FT	50.00%	32.94%	100.00%

Profile over time of retention and completion outcome by age range

Year of study

All

Further or Higher education

Further Education

Mode of study - Full time (FT) or Part time (PT)

FT

Age range (year)	Early withdrawal	Further withdrawal	Partial success	Completed successfully
15 or less (2016-2017)		8.70%	17.39%	69.57%
15 or less (2017-2018)	8.33%	12.50%	16.67%	62.50%
16-19 (2016-2017)	9.64%	16.56%	6.67%	67.12%
16-19 (2017-2018)	10.49%	15.37%	7.61%	66.52%
20-24 (2016-2017)	13.73%	14.71%		69.93%
20-24 (2017-2018)	9.28%	14.35%	8.02%	68.35%
25-29 (2016-2017)	7.93%	10.98%		78.05%
25-29 (2017-2018)	6.49%	14.59%		75.14%
30-34 (2016-2017)	12.50%	11.67%	7.50%	68.33%
30-34 (2017-2018)	11.21%	14.02%		71.96%
35-39 (2016-2017)	6.06%	9.09%	7.58%	77.27%
35-39 (2017-2018)	6.49%	9.09%		80.52%
40 and over (2016-2017)	8.41%	11.21%	7.48%	72.90%
40 and over (2017-2018)	11.50%	9.73%		75.22%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by age range

Year of study

All

Further or Higher education

Further Education

Mode of study - Full time (FT) or Part time (PT)

PT

Age range	Early withdrawal	Further withdrawal	Partial success	Completed successfully
15 or less (2016-2017)		17.11%	5.26%	73.68%
15 or less (2017-2018)	11.68%	17.26%	12.69%	58.38%
16-19 (2016-2017)		8.58%		83.05%
16-19 (2017-2018)	7.36%	9.98%	5.60%	77.06%
20-24 (2016-2017)		6.10%		86.59%
20-24 (2017-2018)	4.85%	5.12%		86.25%
25-29 (2016-2017)	4.95%	9.89%	6.59%	78.57%
25-29 (2017-2018)	7.58%	8.06%		81.04%
30-34 (2016-2017)	6.40%	12.00%		78.40%
30-34 (2017-2018)	10.53%	6.02%		79.70%
35-39 (2016-2017)		6.32%		85.26%
35-39 (2017-2018)	6.06%	10.10%		83.84%
40 and over (2016-2017)	4.65%	5.43%		86.82%
40 and over (2017-2018)		5.69%		87.90%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by age range

Year of study
All

Further or Higher education
Higher Education

Mode of study - Full time (FT) or Part time (PT)
FT

Age range (year)	Early withdrawal	Further withdrawal	Partial success	Completed successfully
16-19 (2016-2017)	7.49%	9.36%	5.62%	77.53%
16-19 (2017-2018)		17.11%	6.38%	72.15%
20-24 (2016-2017)	8.19%	9.05%	7.33%	75.43%
20-24 (2017-2018)		15.42%	4.74%	77.47%
25-29 (2016-2017)	5.65%	9.68%	8.06%	76.61%
25-29 (2017-2018)	7.50%	16.67%	5.83%	70.00%
30-34 (2016-2017)	11.34%	7.22%		78.35%
30-34 (2017-2018)	8.65%	6.73%	5.77%	78.85%
35-39 (2016-2017)	4.69%	10.94%		82.81%
35-39 (2017-2018)	4.65%	15.12%	5.81%	74.42%
40 and over (2016-2017)	17.92%	18.87%		59.43%
40 and over (2017-2018)	12.38%	9.52%	5.71%	72.38%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by age range

Year of study
All

Further or Higher education
Higher Education

Mode of study - Full time (FT) or Part time (PT)
PT

Age range (Year)	Early withdrawal	Further withdrawal	Partial success	Completed successfully
16-19 (2016-2017)	11.43%	5.71%		80.00%
16-19 (2017-2018)	6.25%	12.50%	6.25%	75.00%
20-24 (2016-2017)	5.22%	6.09%		85.22%
20-24 (2017-2018)	9.68%	5.38%		80.65%
25-29 (2016-2017)	4.84%	4.84%		90.32%
25-29 (2017-2018)	10.77%	10.77%		75.38%
30-34 (2016-2017)	4.65%	4.65%	6.98%	83.72%
30-34 (2017-2018)	11.63%	9.30%		79.07%
35-39 (2016-2017)	16.67%	13.89%		69.44%
35-39 (2017-2018)	10.71%			82.14%
40 and over (2016-2017)	9.89%	10.99%		75.82%
40 and over (2017-2018)		6.85%	13.70%	75.34%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by disability

Year of study
All ⌄

Further or Higher education
Further Education ⌄

Mode of study - Full time (FT) or Part time (PT)
FT ⌄

	Early withdrawal	Further withdrawal	Partial success	Completed successfully
Disability (2016-2017)	12.50%	14.29%	5.36%	67.86%
Disability (2017-2018)	10.26%	15.38%	5.13%	69.23%
No Disability (2016-2017)	10.39%	14.77%	5.80%	69.05%
No Disability (2017-2018)	10.43%	15.01%	6.82%	67.74%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by disability

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Further Education ⌄	PT ⌄

Disability (2016-2017) — 14.63% · 79.27%

Disability (2017-2018) — 9.84% · 6.56% · 80.33%

No Disability (2016-2017) — 8.79% · 82.29%

No Disability (2017-2018) — 7.27% · 8.70% · 79.39%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by disability

Year of study: **All**

Further or Higher education: **Higher Education**

Mode of study - Full time (FT) or Part time (PT): **FT**

	Early withdrawal	Further withdrawal	Partial success	Completed successfully
Disability (2016-2017)	11.59%	11.59%		73.91%
Disability (2017-2018)	8.57%	18.57%	5.71%	67.14%
No Disability (2016-2017)	8.65%	10.15%	5.64%	75.56%
No Disability (2017-2018)	6.22%	15.54%	5.96%	72.28%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by disabilty

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	PT ⌄

Disability (2016-2017)
- 13.33%
- 13.33%
- 6.67%
- 66.67%

Disability (2017-2018)
- 17.65%
- 5.88%
- 5.88%
- 70.59%

No Disability (2016-2017)
- 7.76%
- 7.48%
- 82.27%

No Disability (2017-2018)
- 8.42%
- 8.42%
- 5.86%
- 77.29%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by gender

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All	Further Education	FT

Female (2016-2017): 12.70% | 16.16% | 67.10%

Female (2017-2018): 10.45% | 17.04% | 5.95% | 66.56%

Male (2016-2017): 8.75% | 13.55% | 7.19% | 70.50%

Male (2017-2018): 10.40% | 13.25% | 7.41% | 68.95%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by gender

Year of study

All

Further or Higher education

Further Education

Mode of study - Full time (FT) or Part time (PT)

PT

Female (2016-2017): 5.86% | 10.65% | 78.70%

Female (2017-2018): 11.05% | 11.97% | 6.18% | 70.79%

Male (2016-2017): 7.74% | 85.08%

Male (2017-2018): 6.39% | 85.69%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by gender

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	FT ⌄

Female (2016-2017): 9.11% | 9.90% | | 77.48%
Female (2017-2018): | 16.08% | 5.36% | 73.87%
Male (2016-2017): 8.30% | 11.20% | 10.37% | 70.12%
Male (2017-2018): 10.61% | 15.10% | 7.35% | 66.94%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by gender

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All	Higher Education	PT

Female (2016-2017): 9.55% | 7.01% | 78.98%

Female (2017-2018): 8.73% | 8.73% | 77.78%

Male (2016-2017): 6.85% | 8.22% | 83.56%

Male (2017-2018): 9.15% | 7.93% | 6.71% | 76.22%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by ethnicity

Year of study

All

Further or Higher education

Further Education

Mode of study - Full time (FT) or Part time (PT)

FT

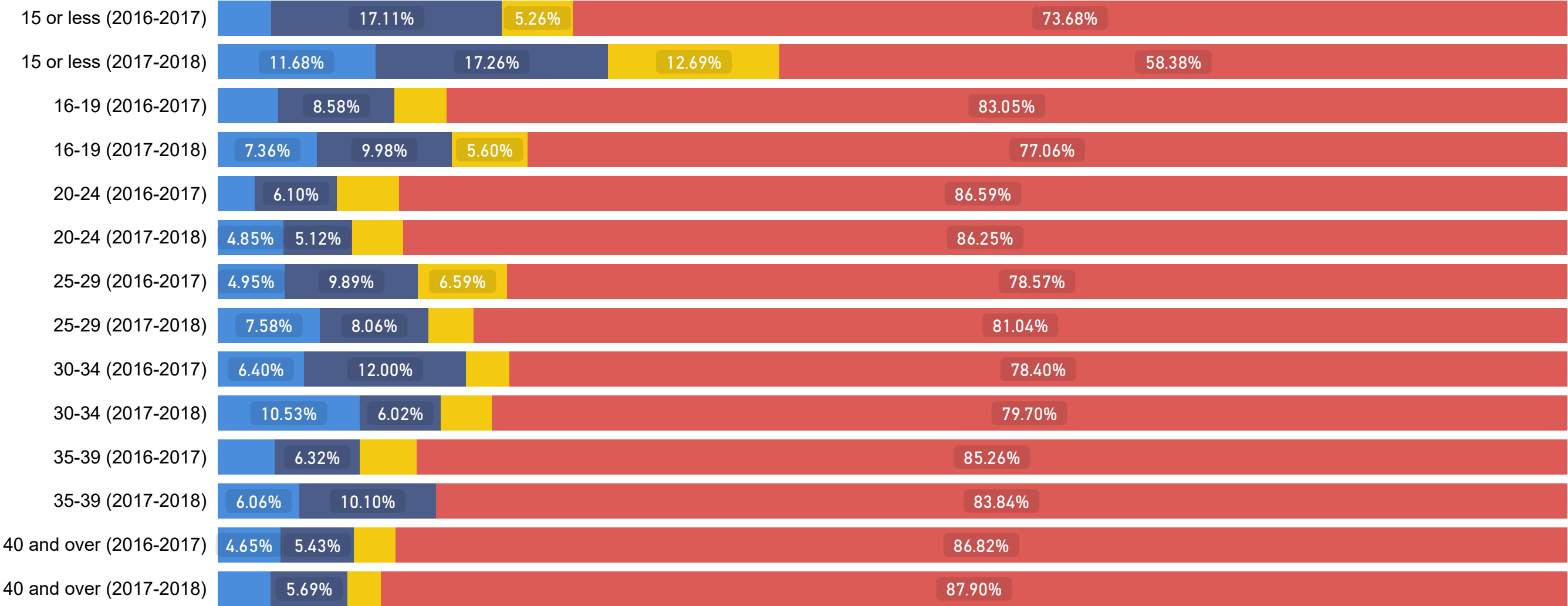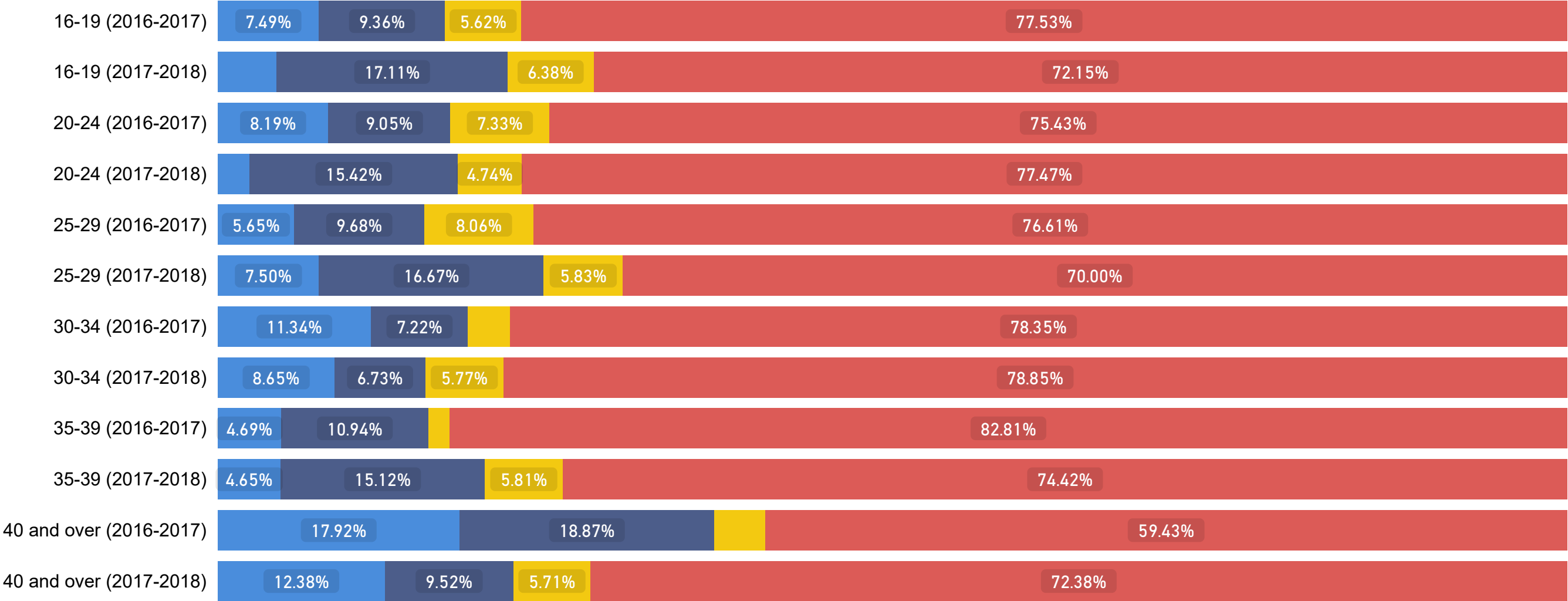|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
BME (2016-2017)	10.00%	15.00%	10.00%	65.00%
BME (2017-2018)	7.84%	13.73%	7.84%	70.59%
Other White (2016-2017)	6.45%		12.90%	77.42%
Other White (2017-2018)	5.56%		11.11%	80.56%
UK White (2016-2017)	10.65%	14.97%	5.49%	68.89%
UK White (2017-2018)	10.67%	15.44%	6.55%	67.34%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by ethnicity

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All	Further Education	PT

BME (2016-2017): 6.58%, 86.84%

BME (2017-2018): 19.79%, 15.63%, 61.46%

Other White (2016-2017): 7.69%, 15.38%, 12.82%, 64.10%

Other White (2017-2018): 11.11%, 33.33%, 51.85%

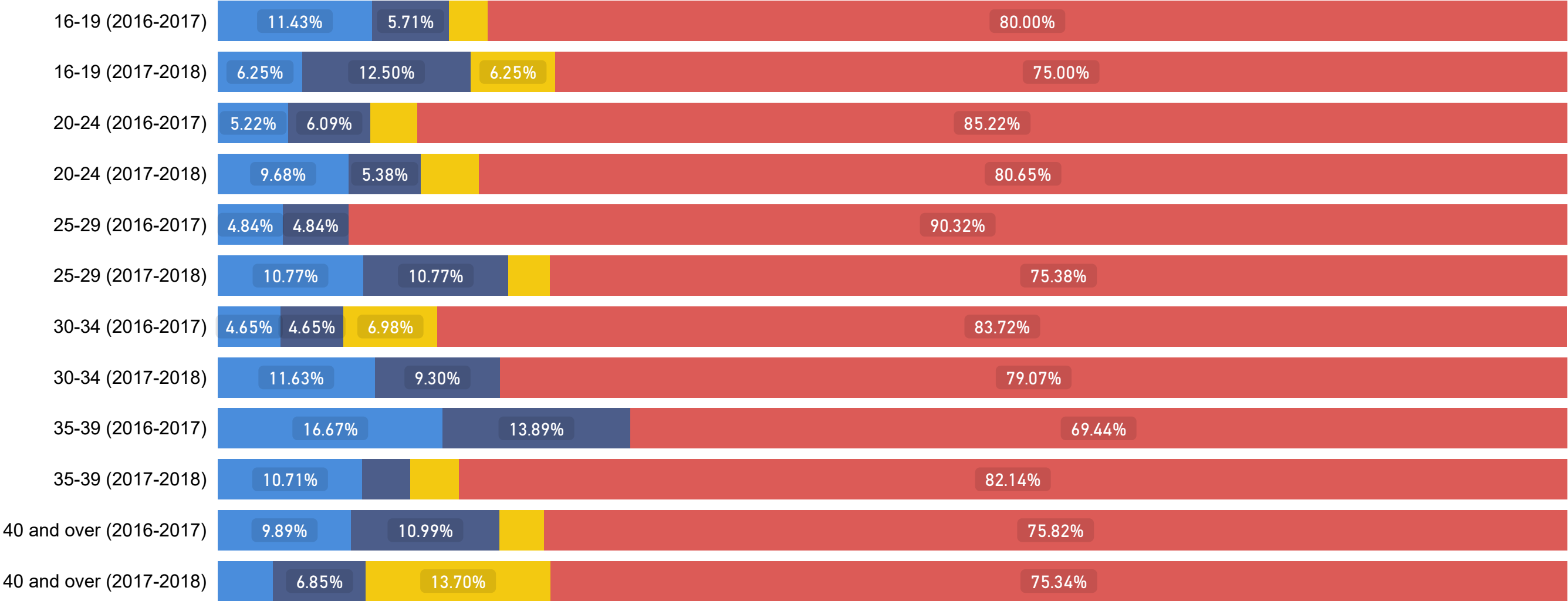UK White (2016-2017): 9.19%, 82.34%

UK White (2017-2018): 6.35%, 7.95%, 80.89%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by ethnicity

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	FT ⌄

BME (2016-2017) 5.88% | 7.35% | 13.24% | 73.53%

BME (2017-2018) | 10.20% | 12.24% | 73.47%

Other White (2016-2017) 17.65% | 5.88% | 76.47%

Other White (2017-2018) 9.09% | | 86.36%

UK White (2016-2017) 9.35% | 10.37% | | 75.67%
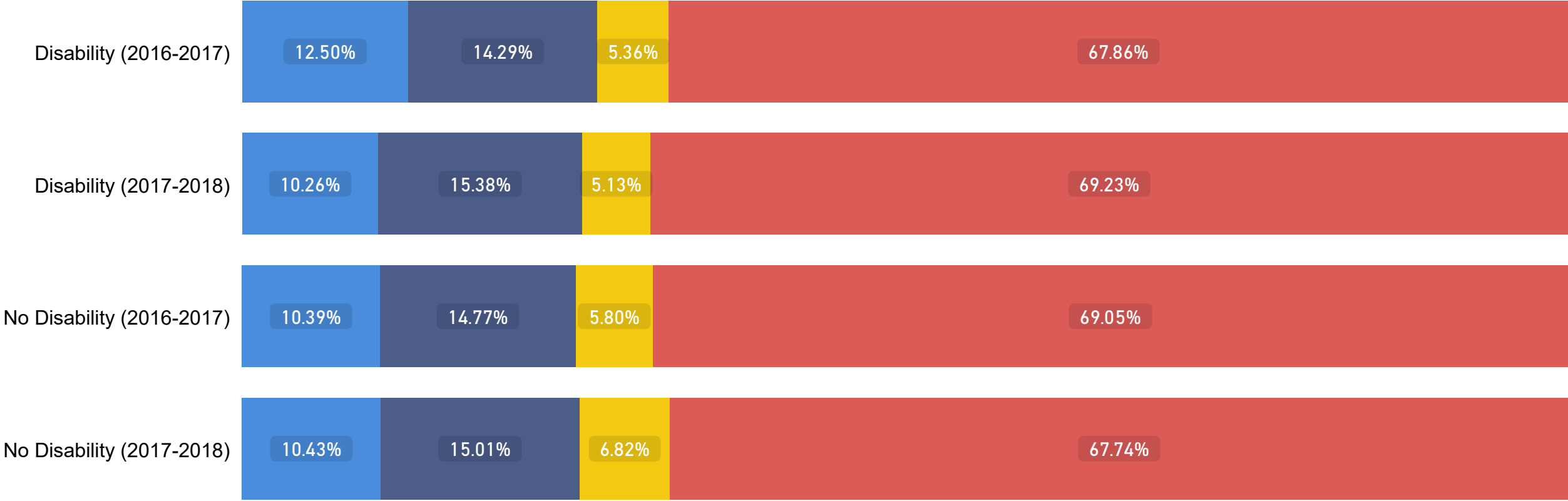
UK White (2017-2018) 6.74% | 16.34% | 5.58% | 71.34%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by ethnicity

Year of study
All

Further or Higher education
Higher Education

Mode of study - Full time (FT) or Part time (PT)
PT

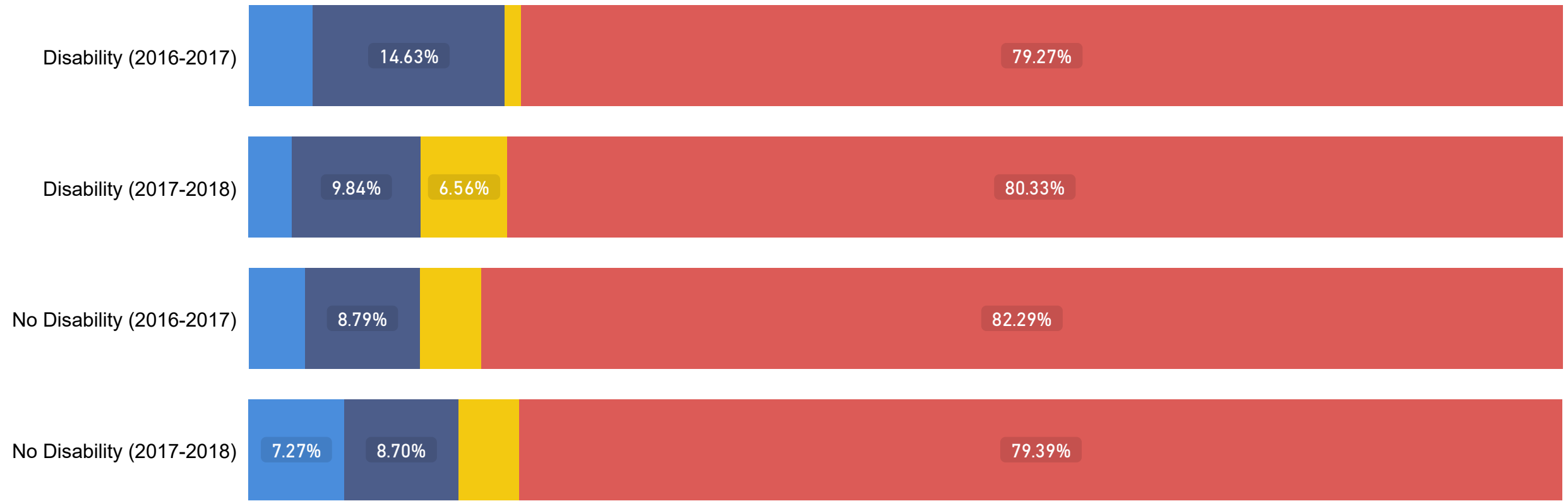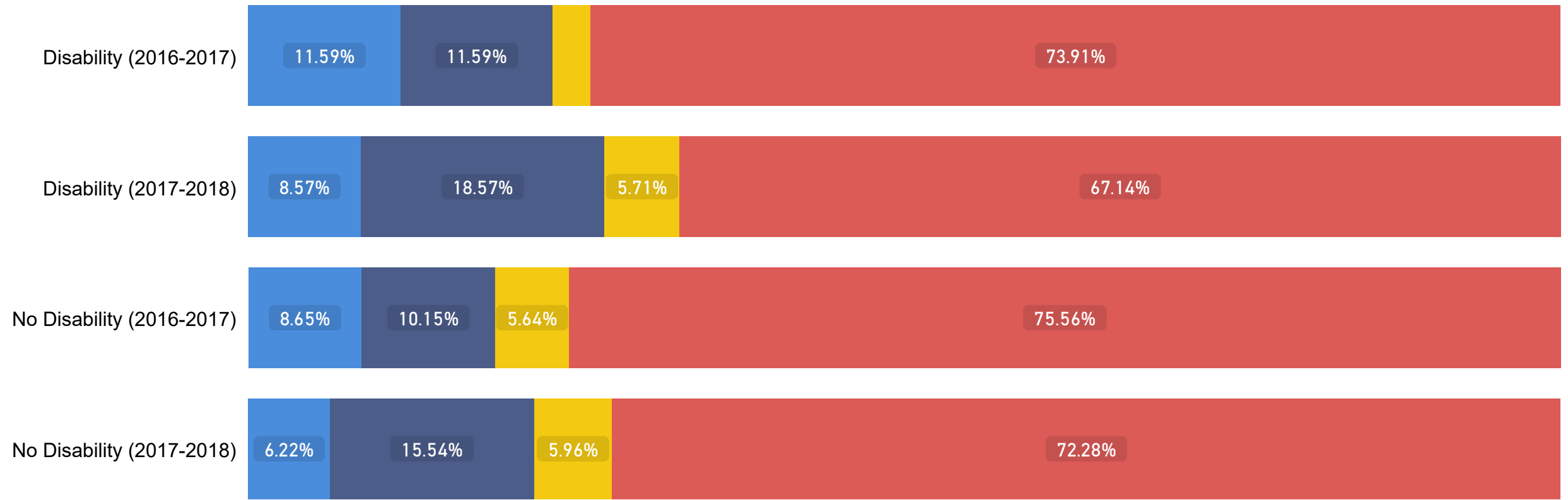|		
BME (2016-2017)	Early withdrawal 30.00% · Further withdrawal 10.00% · Completed successfully 60.00%	
BME (2017-2018)	Early withdrawal 11.11% · Further withdrawal 11.11% · Completed successfully 77.78%	
Other White (2016-2017)	Completed successfully 100.00%	
Other White (2017-2018)	Completed successfully 100.00%	
UK White (2016-2017)	Early withdrawal 7.46% · Further withdrawal 7.73% · Completed successfully 82.04%	
UK White (2017-2018)	Early withdrawal 8.99% · Further withdrawal 8.27% · Partial success 6.12% · Completed successfully 76.62%	

● Early withdrawal   ● Further withdrawal   ● Partial success   ● Completed successfully

Profile over time of retention and completion outcome by religion or belief

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All	Further Education	FT

Has a religion or belief (2016-2017)
- 9.96%
- 12.78%
- 7.14%
- 70.11%

Has a religion or belief (2017-2018)
- 11.46%
- 16.85%
- 6.52%
- 65.17%

No religion or belief (2016-2017)
- 11.26%
- 15.93%
- 68.60%

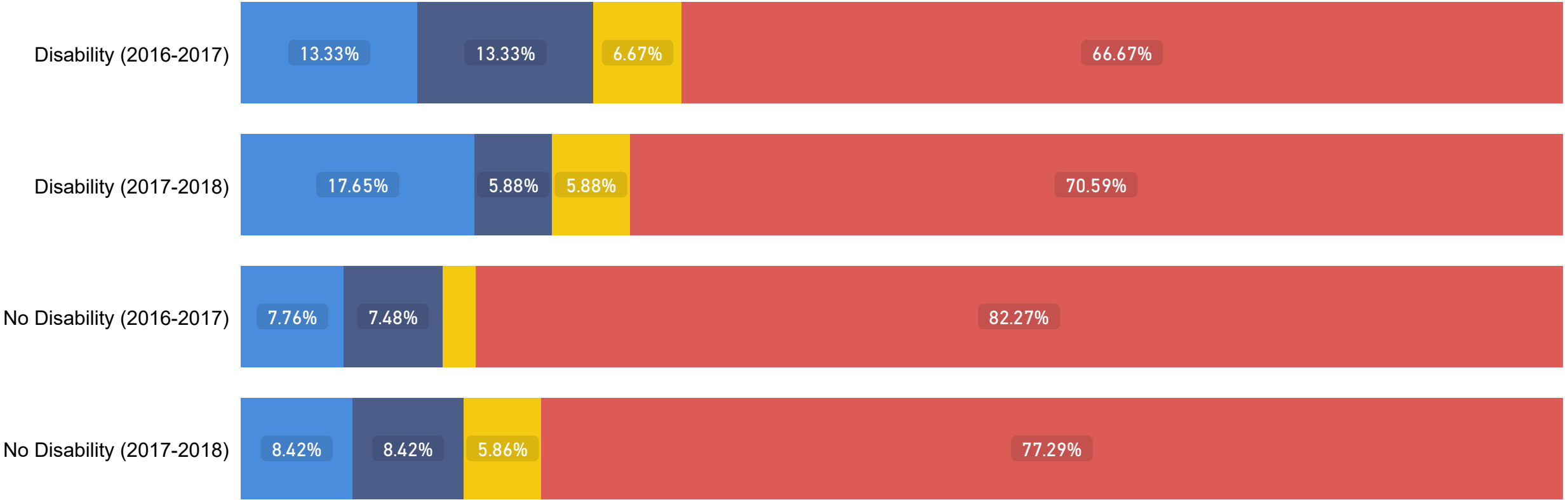**No religion or belief (2017-2018)**
- 9.87%
- 13.77%
- 6.88%
- 69.48%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by religion or belief

Year of study: **All**

Further or Higher education: **Further Education**

Mode of study - Full time (FT) or Part time (PT): **PT**

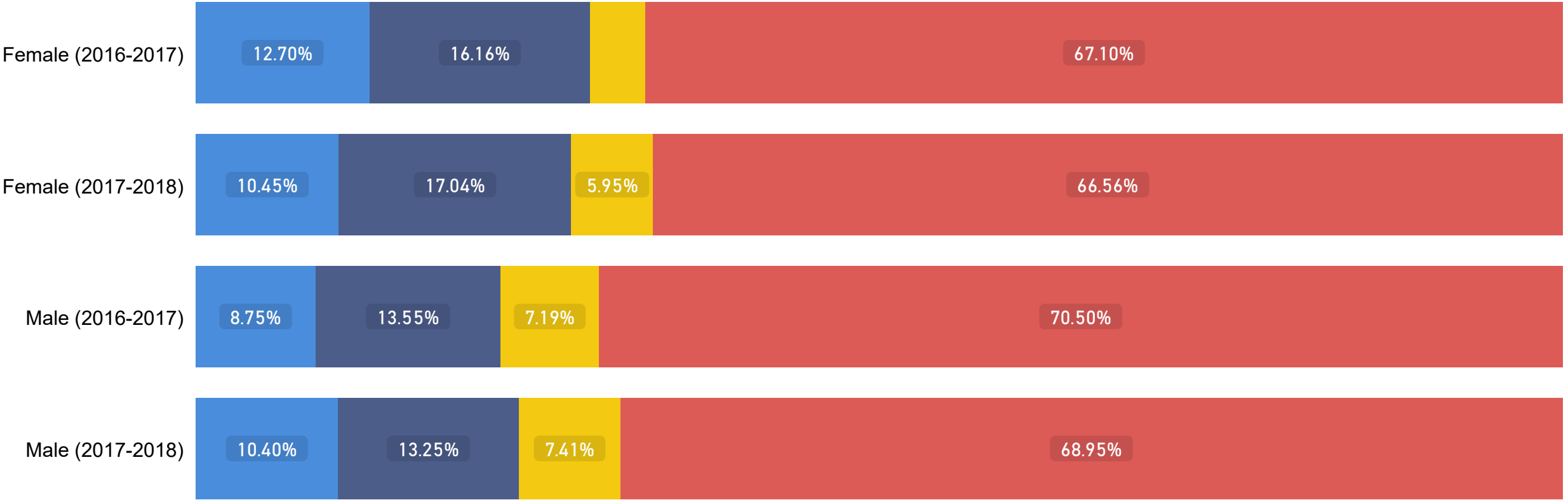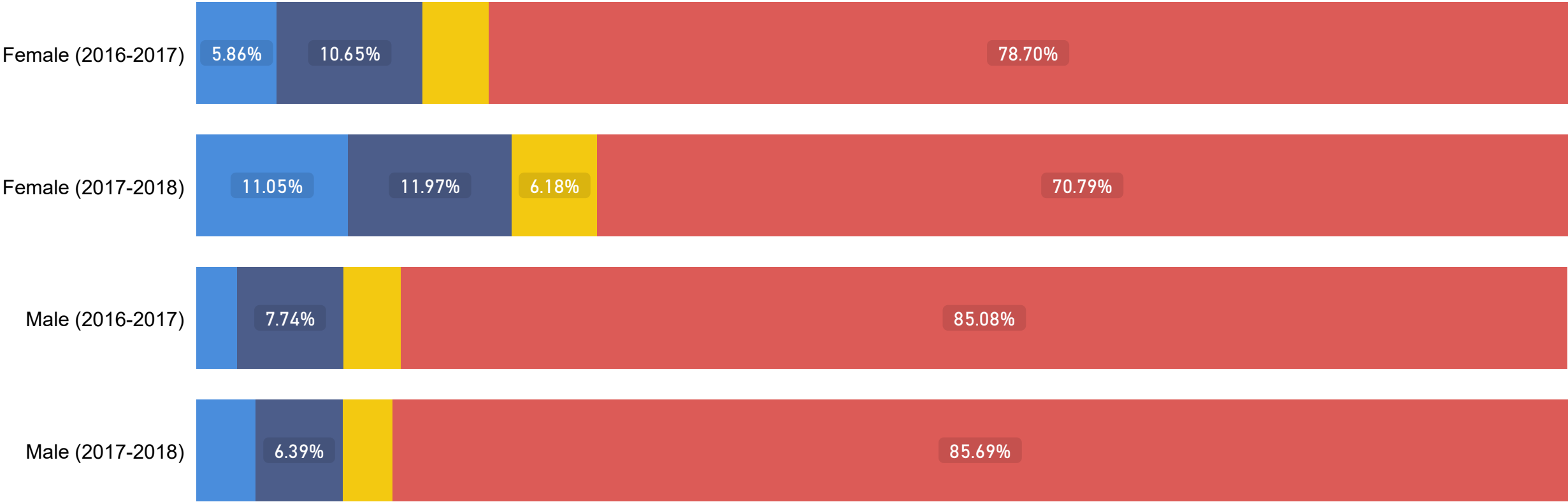|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
Has a religion or belief (2016-2017)		8.33%		81.94%
Has a religion or belief (2017-2018)	6.23%	9.11%	5.59%	79.07%
No religion or belief (2016-2017)		10.36%		81.81%
No religion or belief (2017-2018)	7.07%	9.47%		78.78%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by religion or belief

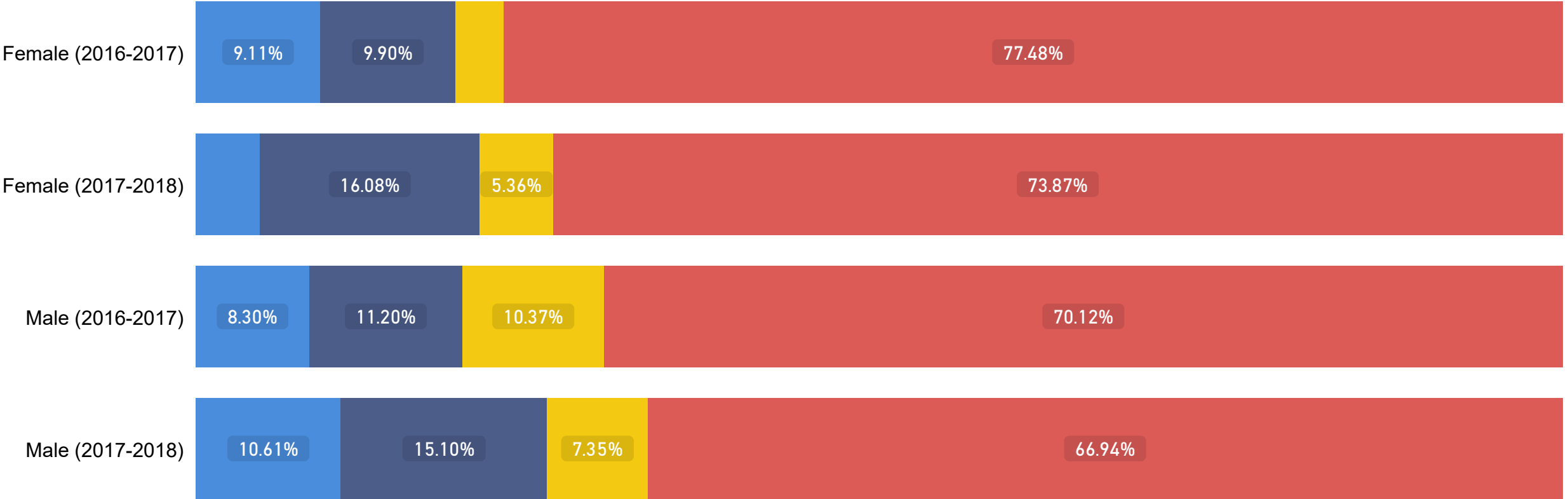|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
Has a religion or belief (2016-2017)	6.23%	11.57%		77.74%
Has a religion or belief (2017-2018)	5.81%	14.84%	5.48%	73.87%
No religion or belief (2016-2017)	11.24%	8.76%		75.06%
No religion or belief (2017-2018)	7.81%	16.27%		70.72%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by religion or belief

Year of study		Further or Higher education		Mode of study - Full time (FT) or Part time (PT)	
All	⌄	Higher Education	⌄	PT	⌄

Has a religion or belief (2016-2017)
- 6.63%
- 8.43%
- 82.53%

Has a religion or belief (2017-2018)
- 8.53%
- 7.75%
- 78.29%

No religion or belief (2016-2017)
- 7.18%
- 6.63%
- 83.43%

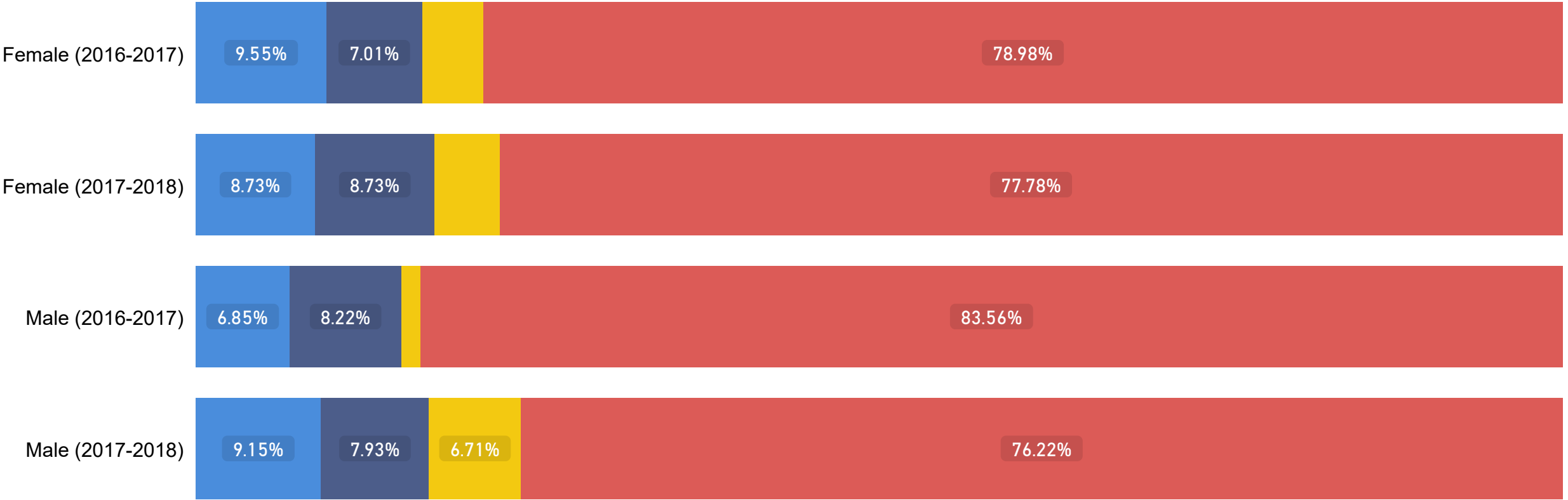**No religion or belief (2017-2018)**
- 8.33%
- 7.64%
- 6.25%
- 77.78%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by sexual orientation

Year of study
All

Further or Higher education
Further Education

Mode of study - Full time (FT) or Part time (PT)
FT

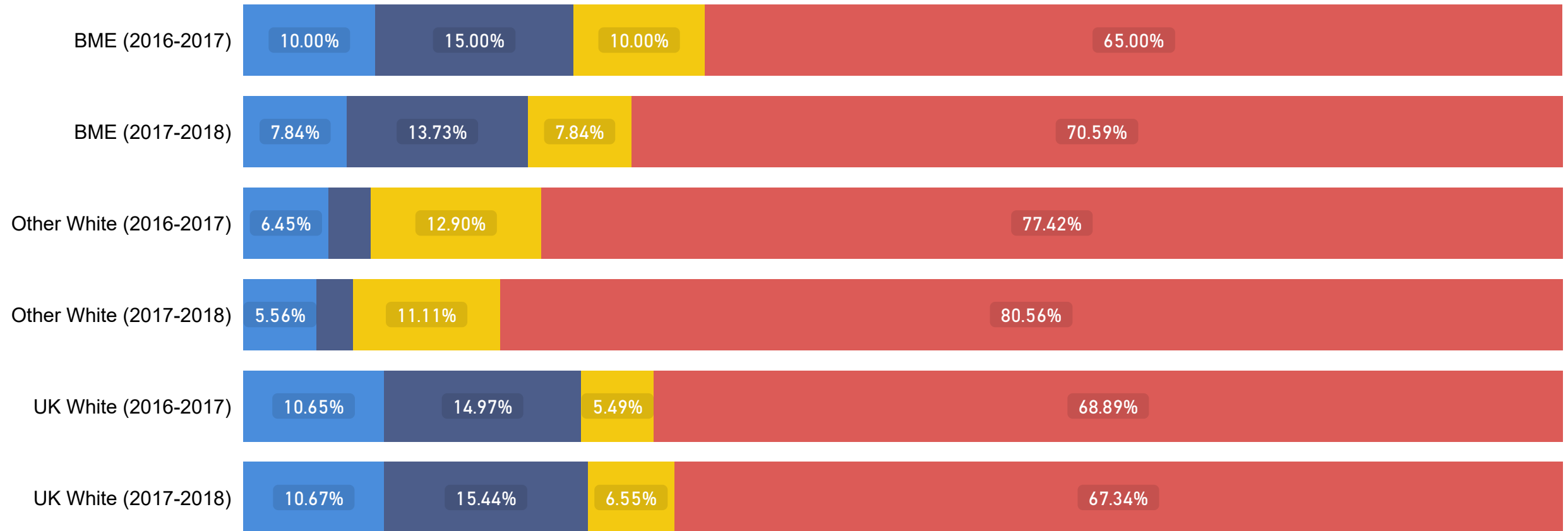|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
Heterosexual (2016-2017)	9.85%	14.70%	5.39%	70.05%
Heterosexual (2017-2018)	10.74%	13.99%	6.77%	68.50%
LGBT (2016-2017)	20.90%	13.43%		64.18%
LGBT (2017-2018)	6.67%	18.33%		73.33%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by sexual orientation

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Further Education ⌄	PT ⌄

Heterosexual (2016-2017): 9.36% | 82.55%

Heterosexual (2017-2018): 6.57% | 9.30% | 5.24% | 78.88%

LGBT (2016-2017): 8.33% | 10.42% | 6.25% | 75.00%
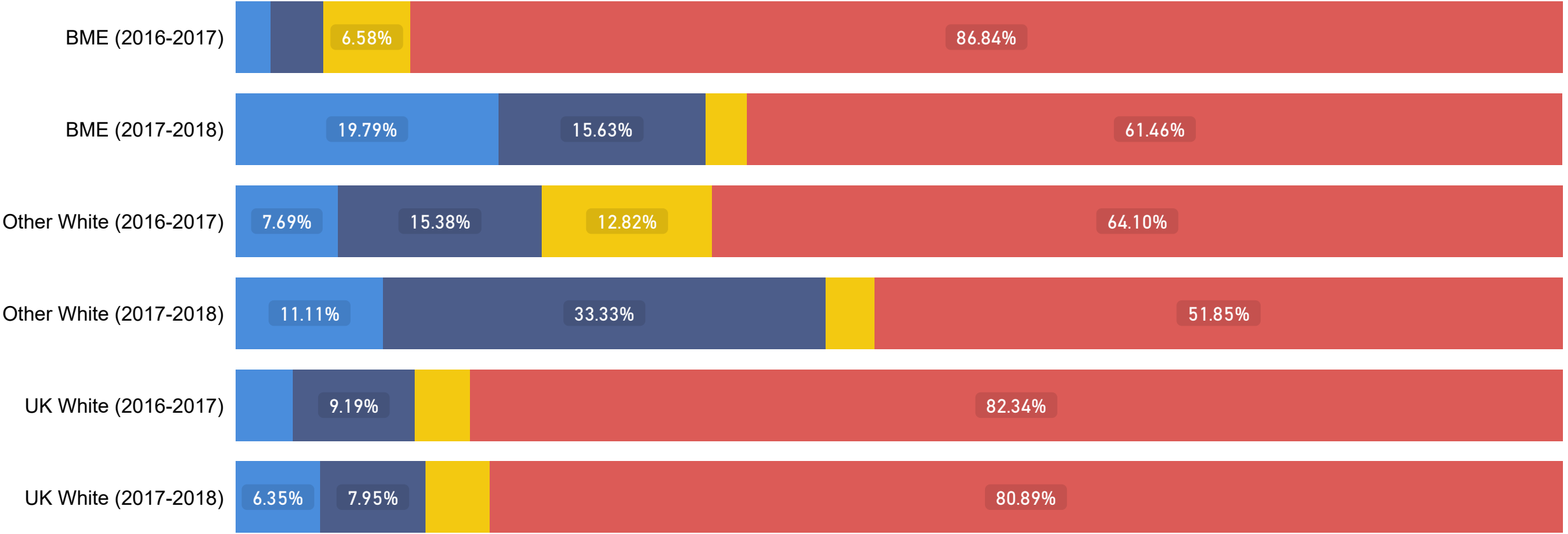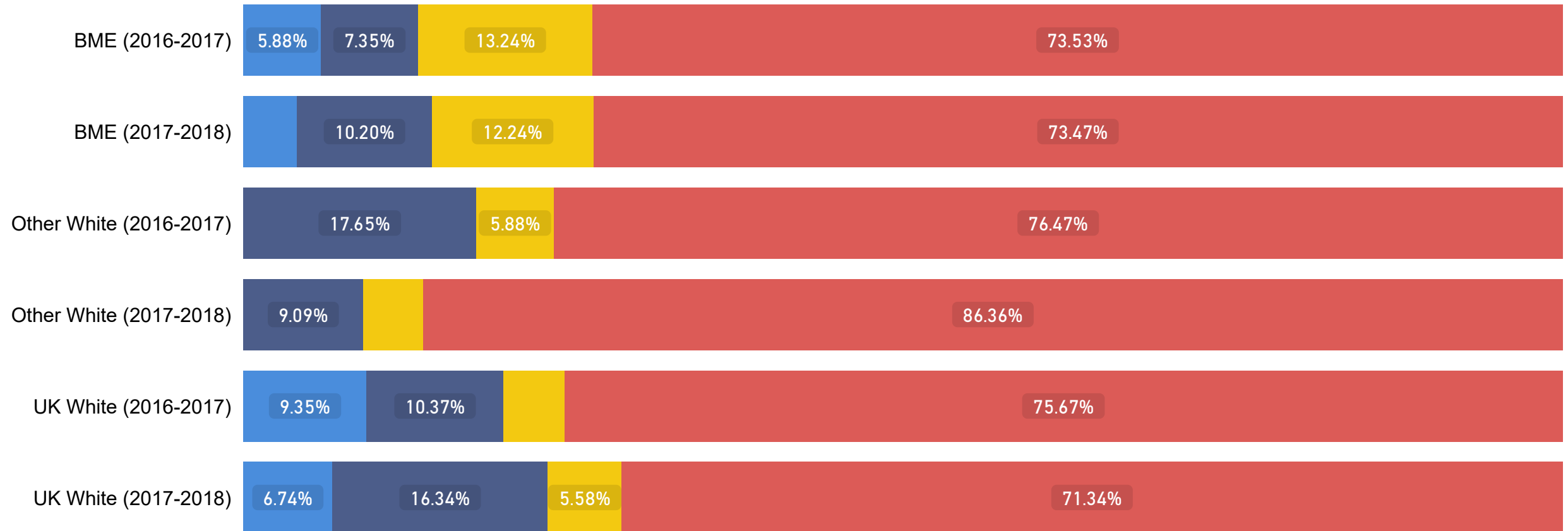
LGBT (2017-2018): 6.52% | 13.04% | 76.09%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by sexual orientation

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All	Higher Education	FT

Heterosexual (2016-2017): 8.86% | 9.70% | 76.59%

Heterosexual (2017-2018): 6.99% | 15.52% | 72.45%

LGBT (2016-2017): 7.41% | 11.11% | 77.78%
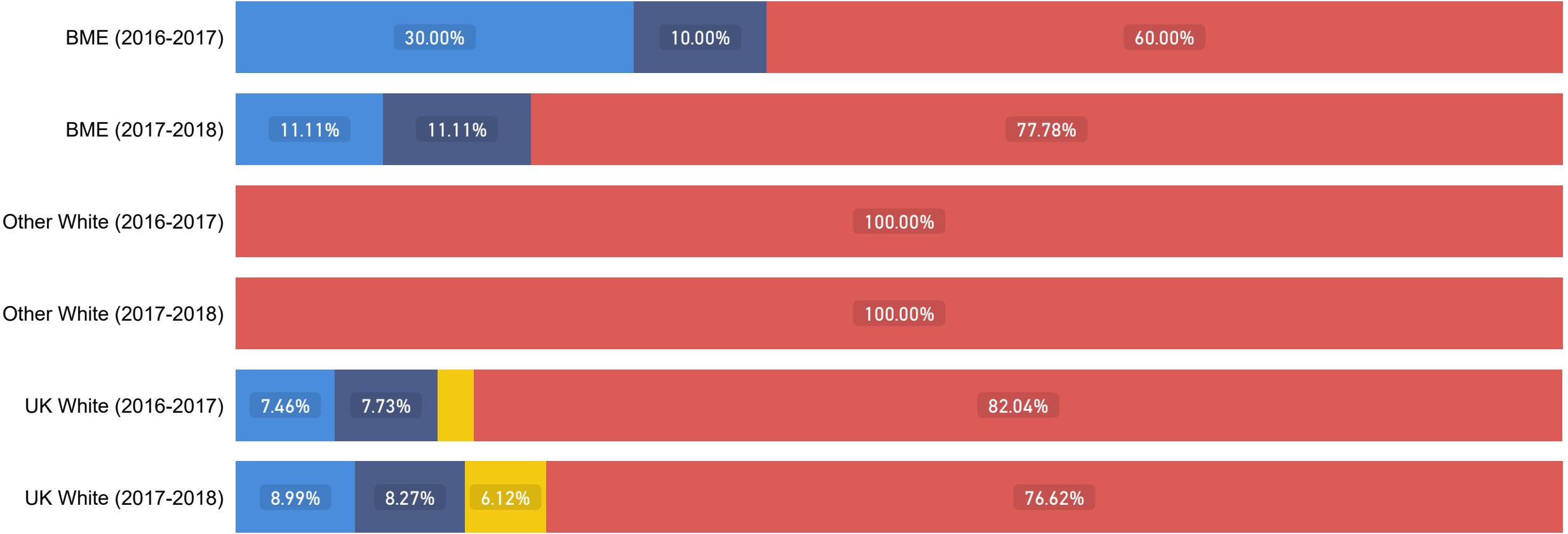
LGBT (2017-2018): 6.25% | 18.75% | 71.88%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by sexual orientation

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	PT ⌄

Heterosexual (2016-2017): 7.32% | 7.93% | 82.62%

Heterosexual (2017-2018): 8.65% | 7.89% | 6.02% | 77.44%

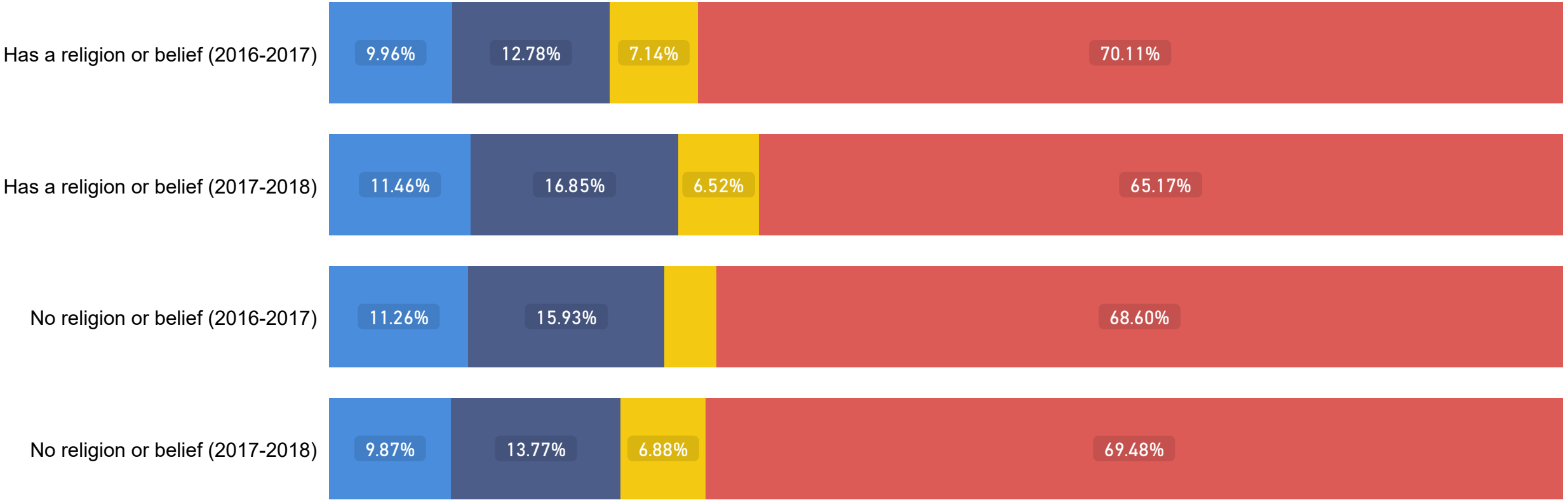**LGBT (2016-2017):** 22.22% | 77.78%

LGBT (2017-2018): 100.00%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by pregnancy

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Further Education ⌄	FT ⌄

Question - Are you currently pregnant or have you been pregnant in the last year?

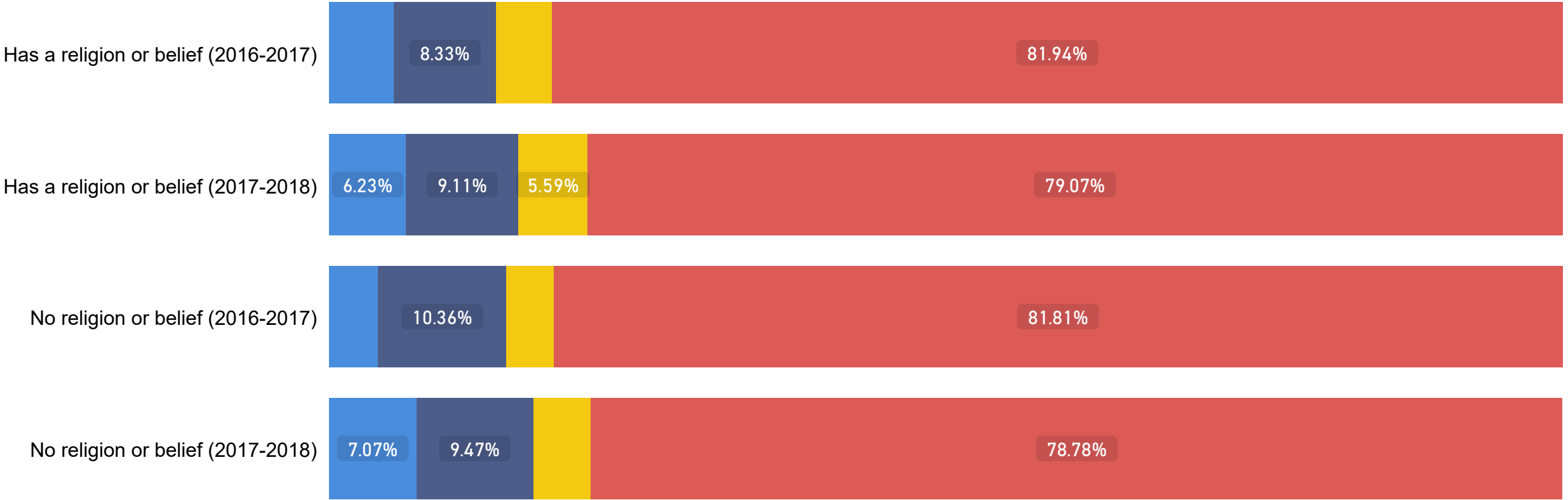|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
No (2016-2017)	10.26%	14.59%		70.93%
No (2017-2018)	9.25%	14.92%	5.25%	70.58%
Yes (2016-2017)	8.33%	33.33%		58.33%
Yes (2017-2018)	22.22%		22.22%	55.56%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by pregnancy

Year of study
All

Further or Higher education
Further Education

Mode of study - Full time (FT) or Part time (PT)
PT

Question asked - Are you currently pregnant or have you been pregnant in the last year ?

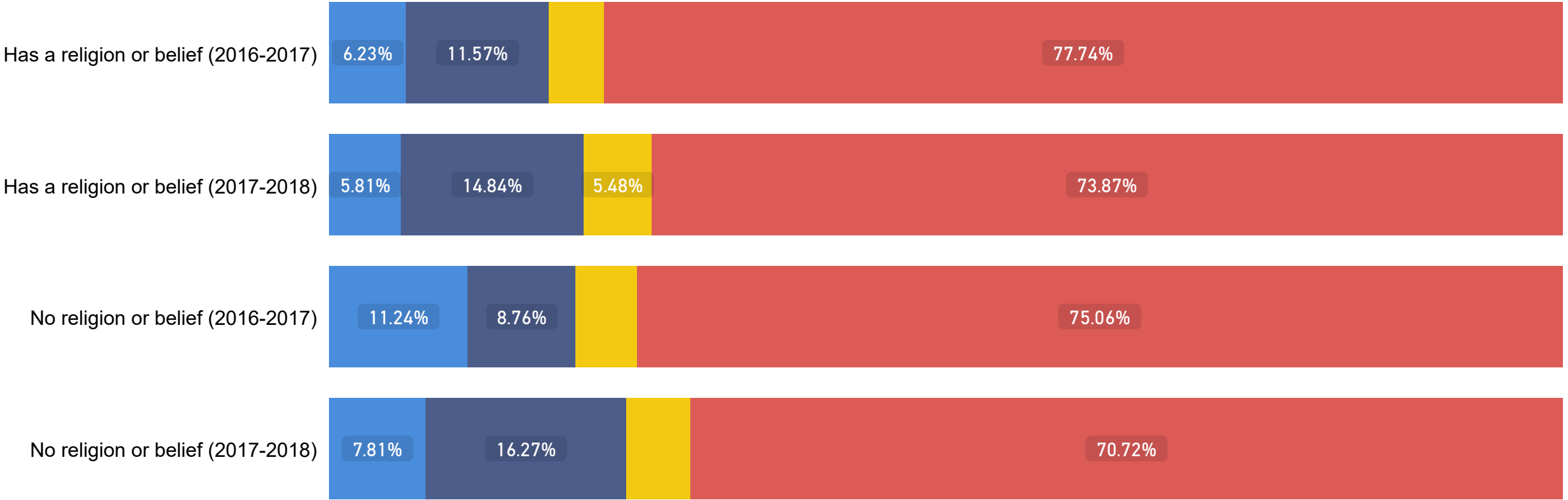|	
No (2016-2017)	8.28% · 83.35%
No (2017-2018)	6.75% · 9.78% · 5.58% · 77.89%
Yes (2016-2017)	20.00% · 80.00%
Yes (2017-2018)	100.00%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by pregnancy

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	FT ⌄

Question asked - Are you currently pregnant or have you been pregnant in the last year ?

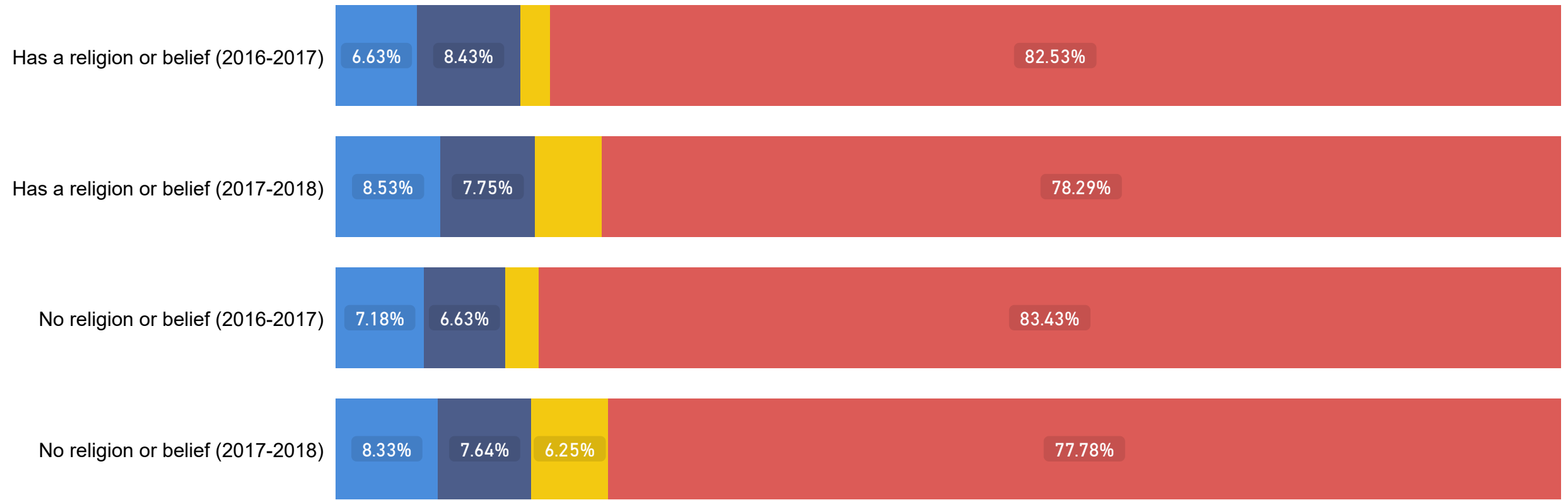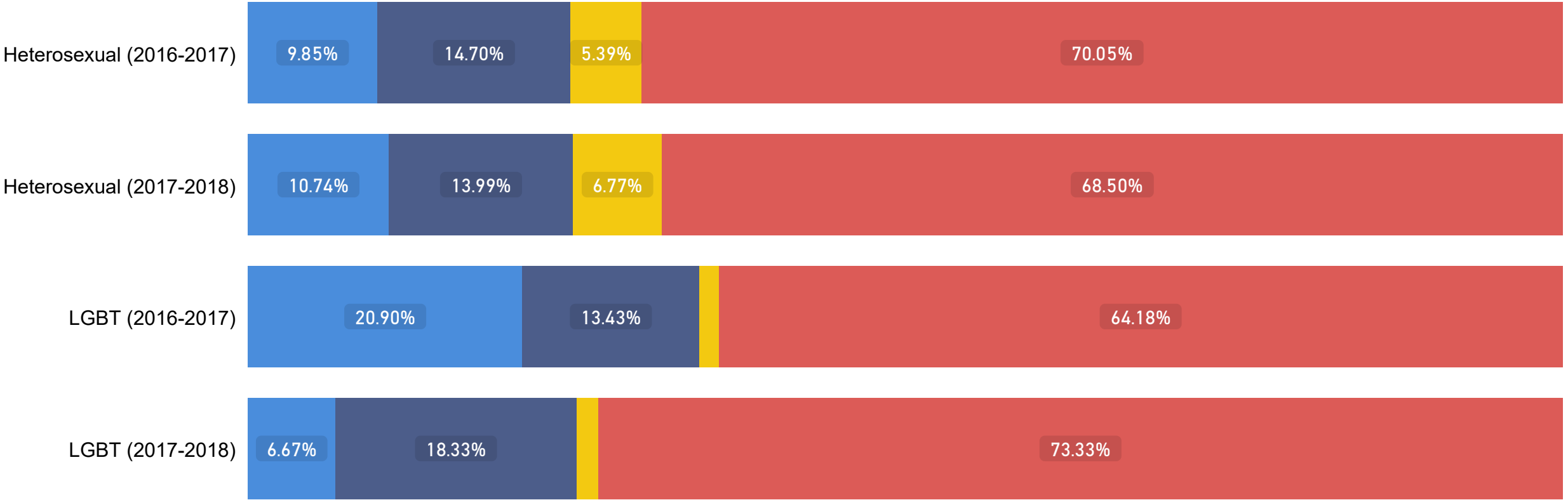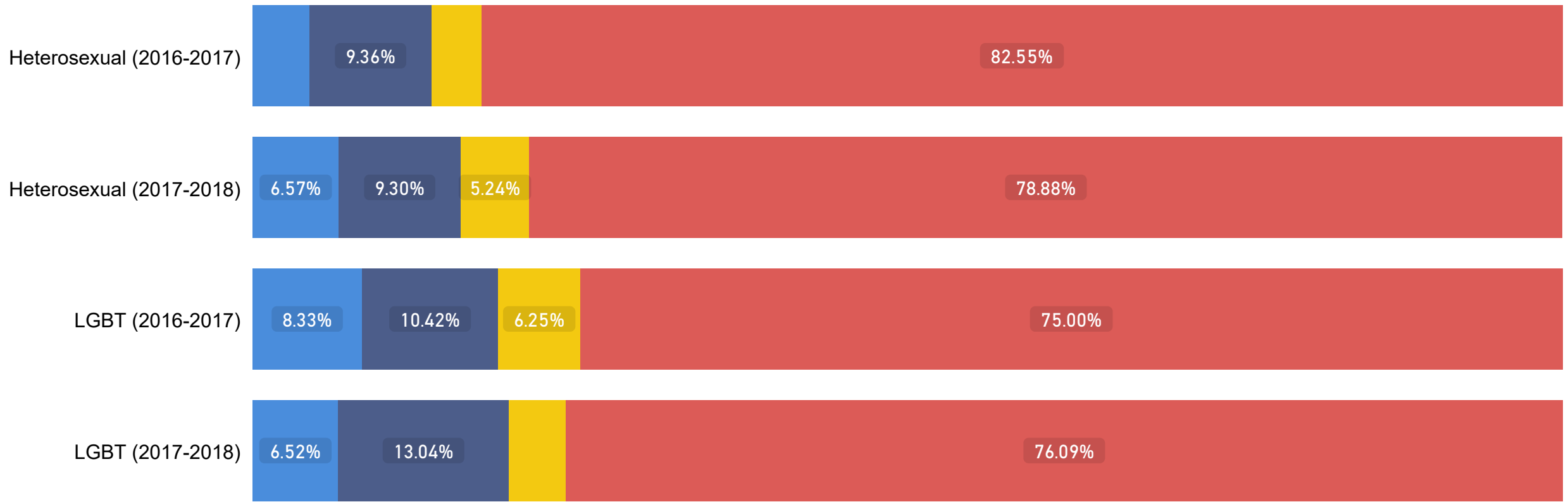|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
No (2016-2017)	7.84%	9.76%		77.81%
No (2017-2018)	5.22%	15.51%	4.91%	74.37%
Yes (2016-2017)	66.67%			33.33%
Yes (2017-2018)	14.29%	14.29%		71.43%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by pregnancy

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	PT ⌄

Question asked - Are you currently pregnant or have you been pregnant in the last year ?

Legend: ● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Category	Early withdrawal	Further withdrawal	Partial success	Completed successfully
No (2016-2017)	6.15%	6.97%		84.02%
No (2017-2018)	7.56%	5.23%		82.56%
Yes (2016-2017)				100.00%
Yes (2017-2018)				100.00%

Profile over time of retention and completion outcome by maternity

Year of study		Further or Higher education		Mode of study - Full time (FT) or Part time (PT)	
All	⌄	Further Education	⌄	FT	⌄

Question asked - Have you given birth within the last 26 weeks?

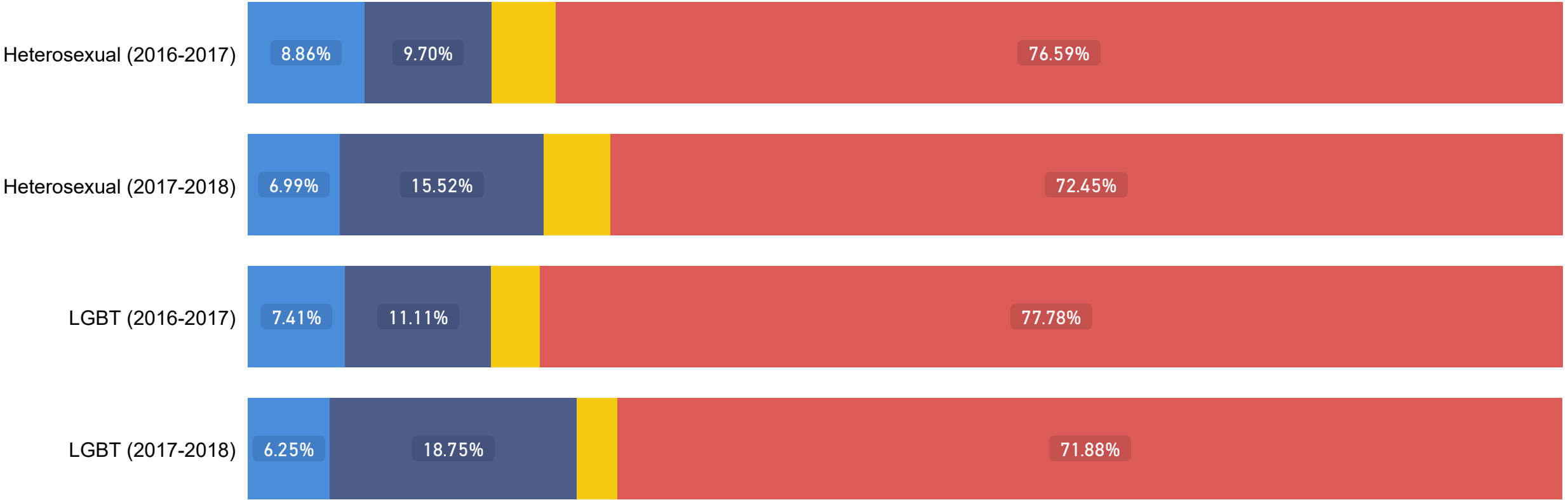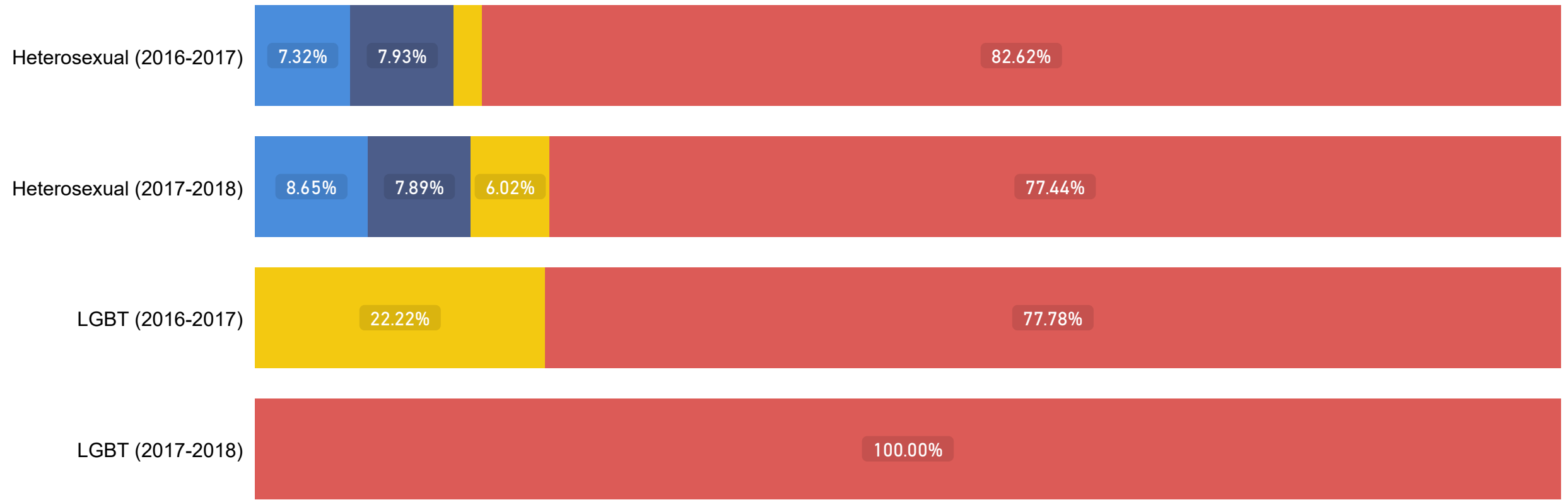|	Early withdrawal	Further withdrawal	Partial success	Completed successfully
No (2016-2017)	10.24%	14.91%		70.69%
No (2017-2018)	9.14%	14.68%	5.26%	70.91%
Yes (2016-2017)	9.09%	9.09%	9.09%	72.73%
Yes (2017-2018)	20.00%	20.00%	40.00%	20.00%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of retention and completion outcome by maternity

Year of study
All

Further or Higher education
Further Education

Mode of study - Full time (FT) or Part time (PT)
PT

Question asked - Have you given birth within the last 26 weeks?

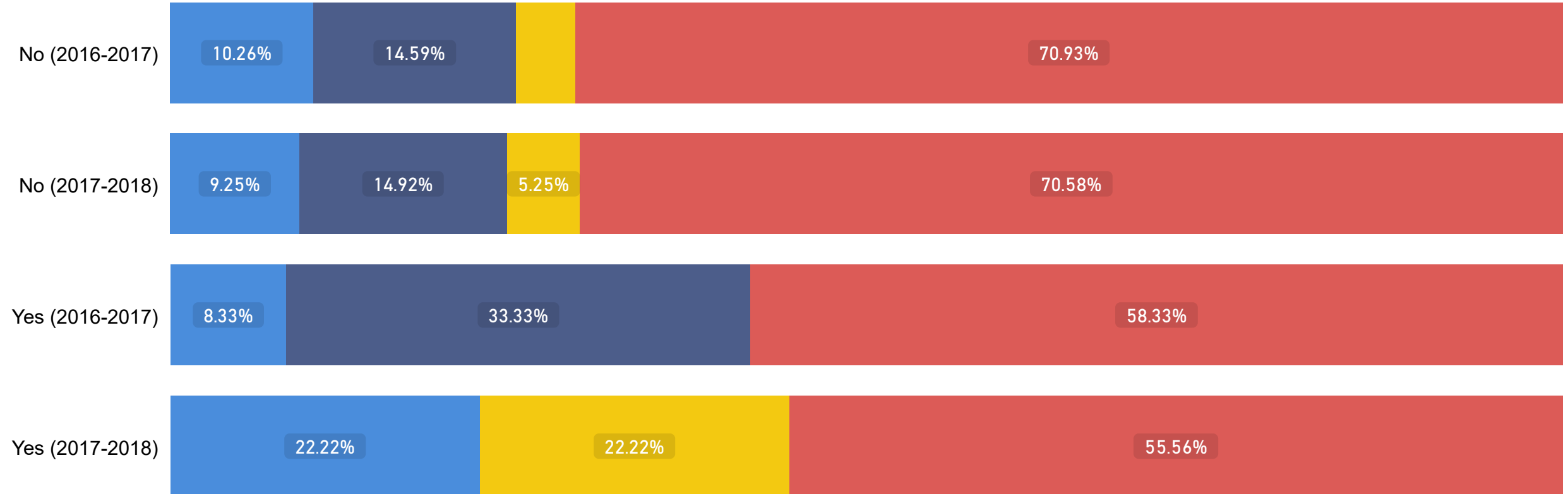|	
No (2016-2017)	8.14% ... 83.62%
No (2017-2018)	6.75% 9.93% 5.56% 77.76%
Yes (2016-2017)	25.00% 25.00% 12.50% 37.50%
Yes (2017-2018)	25.00% 75.00%

●Early withdrawal ●Further withdrawal ●Partial success ●Completed successfully

Profile over time of retention and completion outcome by maternity

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	FT ⌄

Question asked - Have you given birth within the last 26 weeks?

No (2016-2017)	8.02% 9.66%	78.01%
No (2017-2018)	5.39% 15.69% 4.91%	74.01%
Yes (2016-2017)	25.00% 25.00%	50.00%
Yes (2017-2018)		100.00%

●Early withdrawal ●Further withdrawal ●Partial success ●Completed successfully
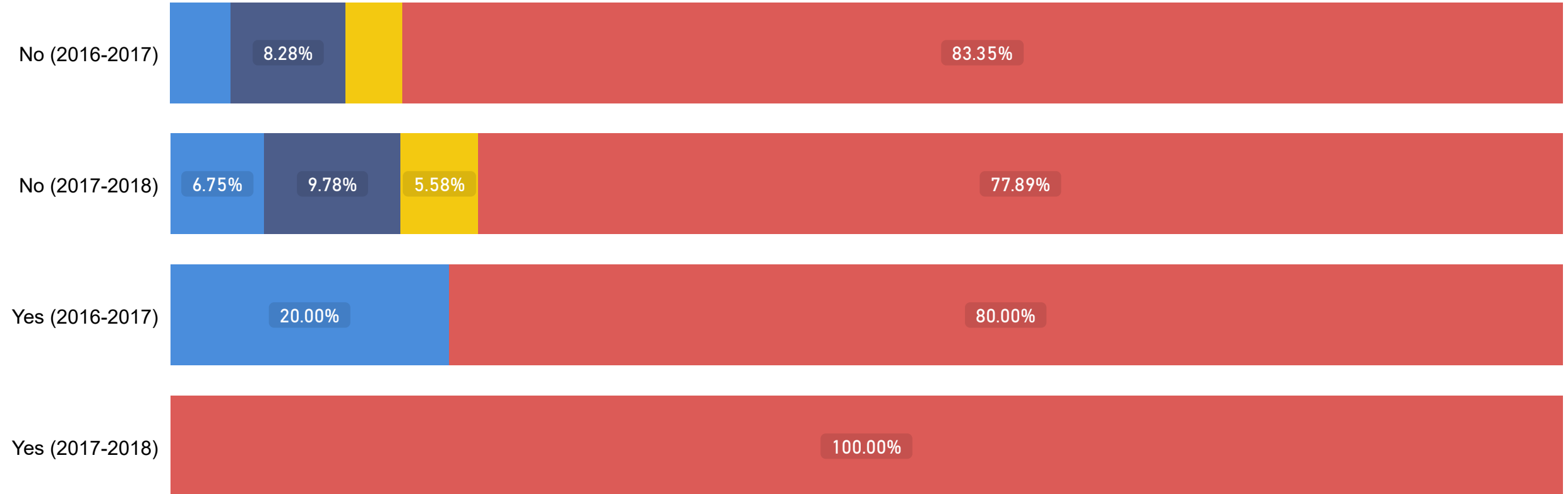
Profile over time of retention and completion outcome by maternity

Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
All ⌄	Higher Education ⌄	PT ⌄

Question asked - Have you given birth within the last 26 weeks?

No (2016-2017)	6.15% 6.97% 84.02%
No (2017-2018)	7.65% 5.29% 82.94%
Yes (2016-2017)	100.00%

● Early withdrawal ● Further withdrawal ● Partial success ● Completed successfully

Profile over time of subject choice and age range

Year of study: (2016-2017)

Further or Higher education: All

Mode of study - Full time (FT) or Part time (PT): All

Subject	15 or less	16-19	20-24	25-29	30-34	35-39	40 and over
Business, management and administration		27.69%	18.17%	12.17%	11.46%	7.23%	22.57%
Care	6.16%	29.34%	16.05%	11.02%	9.56%	9.56%	18.31%
Computing and ICT		56.00%	13.00%	7.00%	10.00%	7.00%	
Construction	7.71%	39.99%	25.81%	9.14%	5.85%		7.90%
Education and training	7.18%	26.32%	18.66%	12.44%	8.61%	4.31%	22.49%
Hairdressing, beauty and complementary therapies	9.69%	33.90%	20.23%	12.96%	10.26%	5.98%	6.98%
Hospitality and tourism	7.00%	48.56%	16.05%	8.23%	7.41%	4.12%	8.64%
Land-based industries		48.28%	32.76%	7.76%			7.76%
Languages and ESOL			17.92%	13.21%	13.21%	8.49%	43.40%
Media		20.47%	21.64%	15.20%	11.11%		28.65%
Science	8.64%		32.10%	24.69%	18.52%	8.64%	7.41%
Special Programmes		16.98%	9.43%	9.43%			56.60%
Sport and leisure		22.99%	17.45%	18.56%	11.36%	9.14%	20.22%

Age range: 15 or less · 16-19 · 20-24 · 25-29 · 30-34 · 35-39 · 40 and over

Profile over time of subject choice and age range

Subject	15 or less	16-19	20-24	25-29	30-34	35-39	40 and over
Construction	9.89%	36.94%	23.14%	11.41%	5.59%		9.29%
Care	7.22%	35.79%	14.57%	8.95%	8.23%	8.37%	16.88%
Hairdressing, beauty and complementary therapies	8.36%	31.16%	19.76%	16.41%	10.18%	5.78%	8.36%
Business, management and administration		27.74%	15.95%	13.12%	11.30%	9.30%	22.26%
Sport and leisure		20.72%	16.02%	15.75%	16.30%	11.05%	20.17%
Hospitality and tourism	9.57%	38.76%	20.10%	7.18%	8.13%	6.70%	9.57%
Languages and ESOL	4.21%		8.42%	12.63%	11.58%	12.63%	50.53%
Land-based industries		52.41%	21.39%	8.56%			11.76%
Education and training	8.79%	41.76%	13.19%	11.54%	6.04%	6.59%	12.09%
Media		18.47%	23.57%	14.65%	6.37%	7.64%	29.30%
Science		15.69%	41.18%	21.57%	5.88%	7.84%	7.84%
Social subjects		69.77%	16.28%	9.30%			
Engineering		35.71%	21.43%	28.57%	7.14%	7.14%	
Special Programmes		90.00%	10.00%				
Computing and ICT		33.33%	33.33%	33.33%			

Age range ● 15 or less ● 16-19 ● 20-24 ● 25-29 ● 30-34 ● 35-39 ● 40 and over

Profile over time of subject choice by disability

Year of study

(2016-2017)

Further or Higher education

All

Mode of study - Full time (FT) or Part time (PT)

All

Subject	Disability	No Disability
Business, management and administration	6.90%	93.10%
Care	6.52%	93.48%
Computing and ICT		98.90%
Construction		96.06%
Education and training	23.65%	76.35%
Hairdressing, beauty and complementary therapies	8.56%	91.44%
Hospitality and tourism	7.08%	92.92%
Land-based industries	7.02%	92.98%
Languages and ESOL		97.12%
Media	6.55%	93.45%
Science	8.97%	91.03%
Special Programmes	13.21%	86.79%
Sport and leisure	7.56%	92.44%

Disability (groups) ● Disability ● No Disability

Profile over time of subject choice by disability

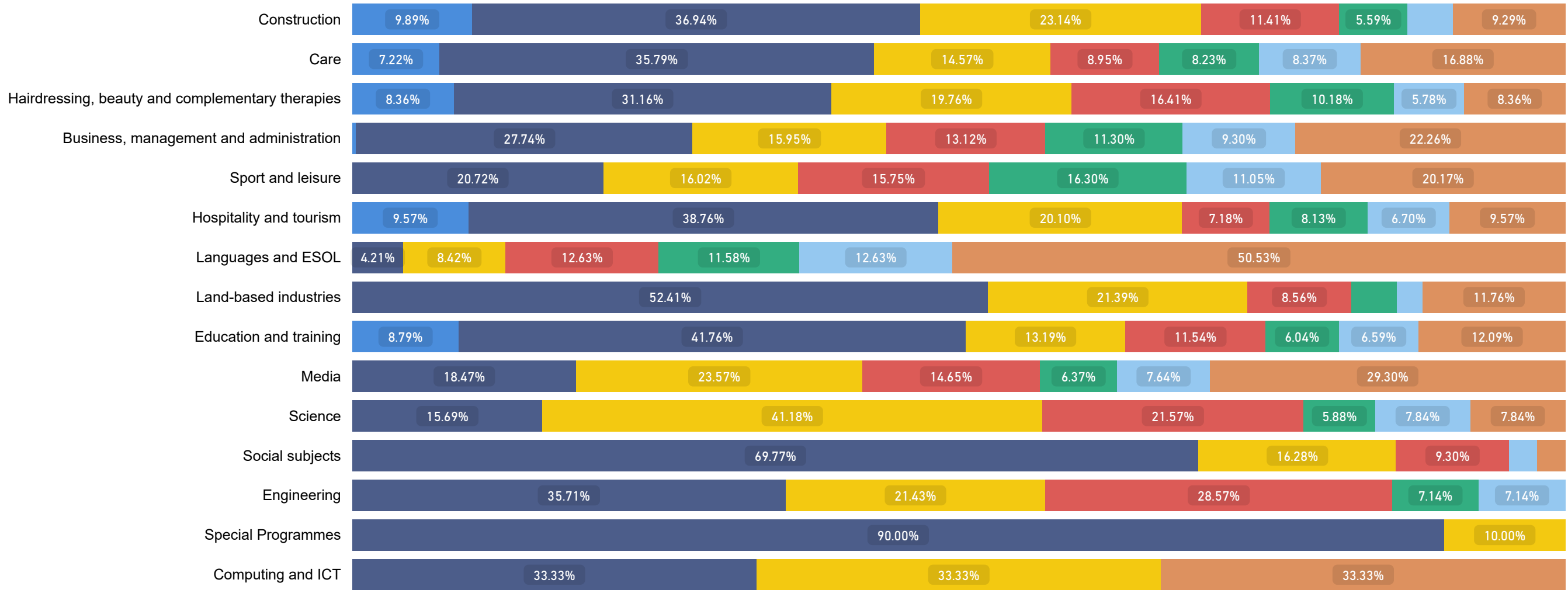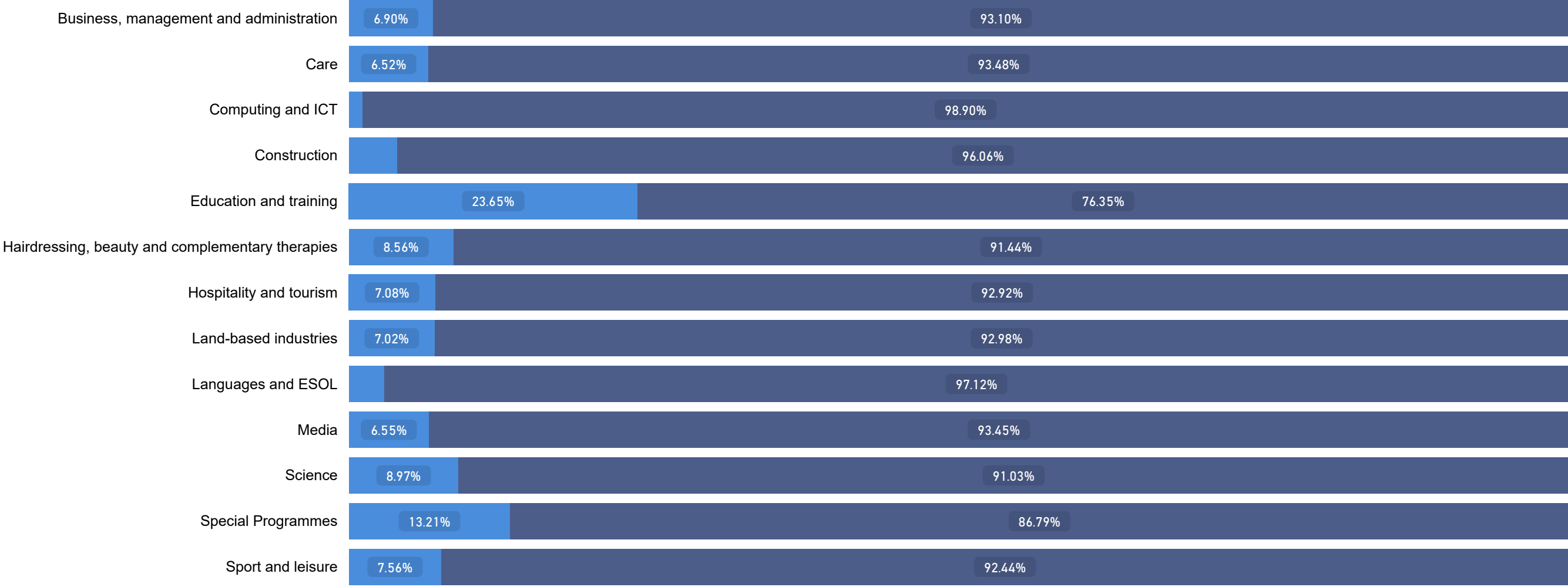| Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
(2017-2018) ⌄	All ⌄	All ⌄

Subject	Disability	No Disability
Business, management and administration	7.10%	92.90%
Care	4.84%	95.16%
Computing and ICT		100.00%
Construction		97.14%
Education and training	8.93%	91.07%
Engineering	14.29%	85.71%
Hairdressing, beauty and complementary therapies	6.08%	93.92%
Hospitality and tourism	8.33%	91.67%
Land-based industries	7.14%	92.86%
Languages and ESOL		99.46%
Media	6.76%	93.24%
Science		97.96%
Social subjects	19.44%	80.56%
Special Programmes		100.00%
Sport and leisure	8.76%	91.24%

Disability (groups) ● Disability ● No Disability

Profile over time of subject choice by gender

Year of study
(2016-2017)

Further or Higher education
All

Mode of study - Full time (FT) or Part time (PT)
All

Subject	Female	Male
Business, management and administration	63.81%	36.19%
Care	91.30%	8.70%
Computing and ICT	14.29%	85.71%
Construction	4.95%	95.05%
Education and training	51.23%	48.77%
Hairdressing, beauty and complementary therapies	96.25%	
Hospitality and tourism	47.79%	52.21%
Land-based industries	7.02%	92.98%
Languages and ESOL	71.15%	28.85%
Media	66.67%	33.33%
Science	88.46%	11.54%
Special Programmes	45.28%	54.72%
Sport and leisure	84.30%	15.70%

Gender ● Female ● Male

Profile over time of subject choice by gender

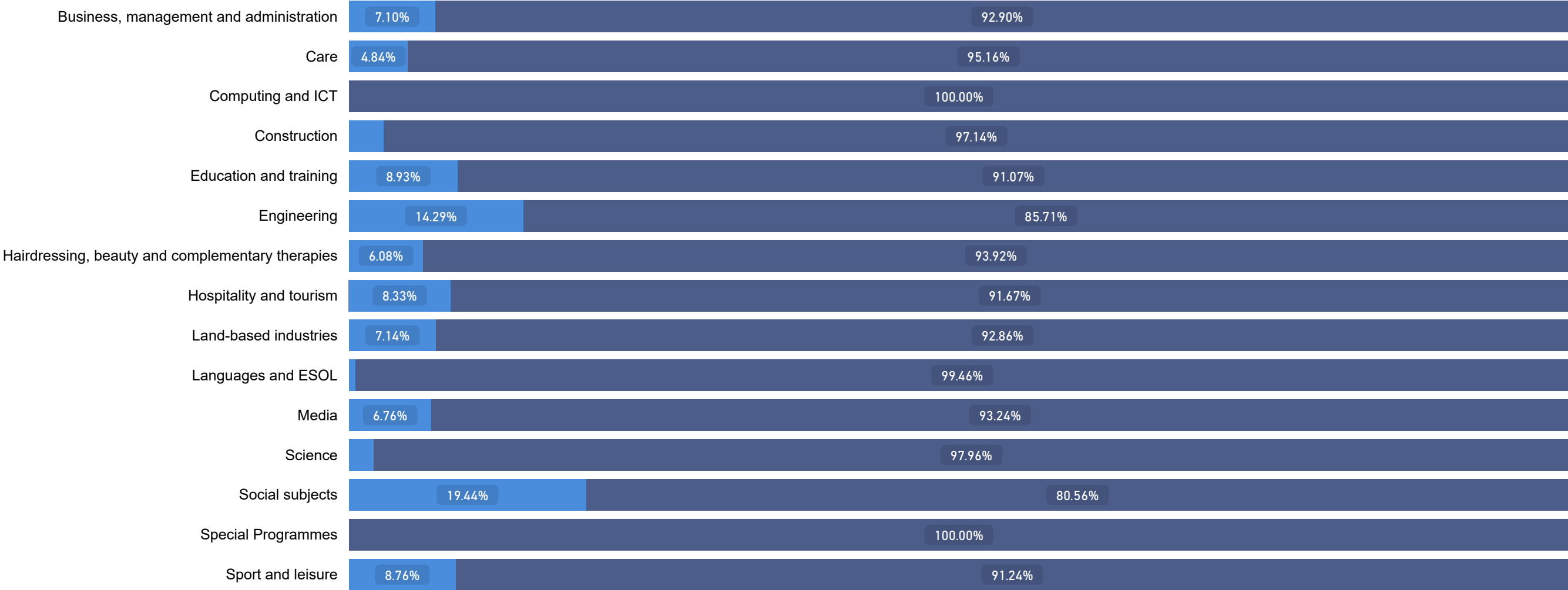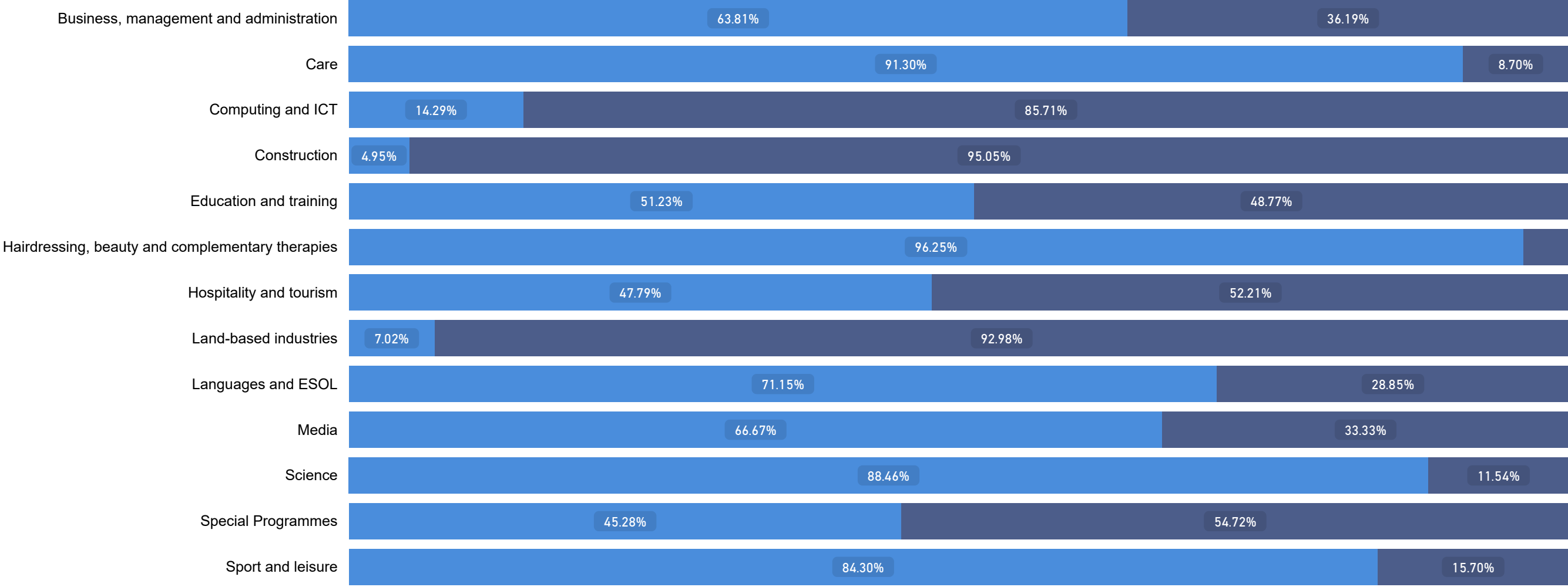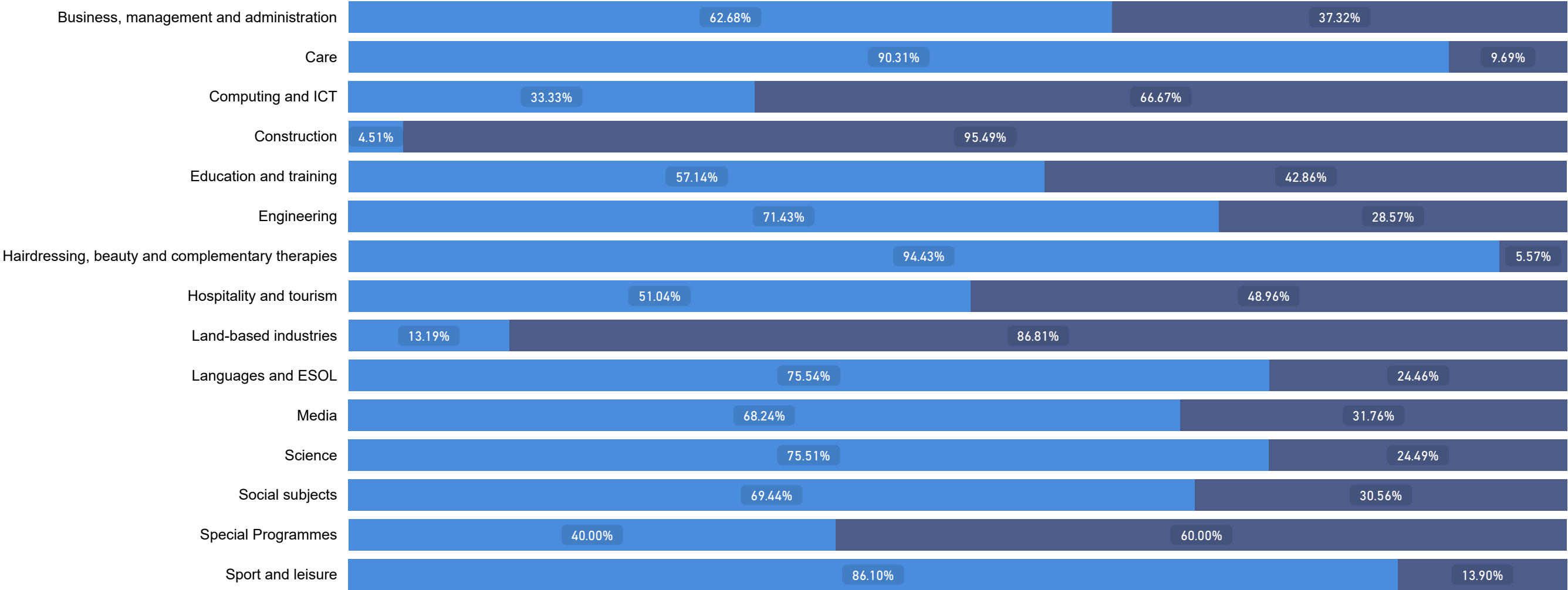| Year of study	Further or Higher education	Mode of study - Full time (FT) or Part time (PT)
(2017-2018) ⌄	All ⌄	All ⌄

Subject	Female	Male
Business, management and administration	62.68%	37.32%
Care	90.31%	9.69%
Computing and ICT	33.33%	66.67%
Construction	4.51%	95.49%
Education and training	57.14%	42.86%
Engineering	71.43%	28.57%
Hairdressing, beauty and complementary therapies	94.43%	5.57%
Hospitality and tourism	51.04%	48.96%
Land-based industries	13.19%	86.81%
Languages and ESOL	75.54%	24.46%
Media	68.24%	31.76%
Science	75.51%	24.49%
Social subjects	69.44%	30.56%
Special Programmes	40.00%	60.00%
Sport and leisure	86.10%	13.90%

Gender ● Female ● Male

To request this document in an alternative format please contact:

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South Lanarkshire College
College Way
East Kilbride
G75 0NE

humanresources@slc.ac.uk

Equality Officer - 01355807382

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