



South
Lanarkshire
College

East Kilbride

Equality Mainstreaming Report April 2017



South Lanarkshire College – Equality Mainstreaming Report 2017-2021

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Vision, Mission & Ethos

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



Foreword by Principal and Chief Executive

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 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 report details the considerable progress being made within equality, diversity and access and inclusion within the College.

Our 2015 Mainstreaming Report and Equality Outcomes outlined 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 and Chief Executive - Chair of the Equalities Group
April 2017



1. 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 is committed to mainstreaming equality and aims to constantly promote equality in its work, and to strive to prevent discrimination of any kind. The aim is to provide fair and equal opportunities to all learners, staff, stakeholders and partners. The College welcomes learners and staff from all backgrounds and actively seeks to promote equality and to eliminate discrimination harassment or victimisation.

South Lanarkshire College has progressed since our last report in 2013 and was proud to achieve Leaders in Diversity status in 2014 which was retained again in 2016. This recognises an effective, all-encompassing approach to managing equality, diversity and inclusion within the College.

The success was further enhanced in the Grand Awards Ceremony in March 2017 when the College came third in the National Centre for Diversities Top 100 Index in 2017. Working with Investors in Diversity has enabled the College to move beyond legal compliance and towards promoting and celebrating Equality and Diversity.

South Lanarkshire College's first Mainstreaming Report 2013-2017 set out the College's approach to equalities.

<http://www.south-lanarkshire-college.ac.uk/wp-content/uploads/EQUALITY-MAINSTREAMING-REPORT-Equality-Outcomes-1-150515.pdf>

South Lanarkshire College produced a progress on the Mainstreaming Report in April 2015. This report showed that the College was working towards achieving full compliance with the Public Sector equality duty.

<http://www.south-lanarkshire-college.ac.uk/about-us/equalities/equalities-mainstreaming-report/>

This new Equality Mainstreaming Report 2017-2021 replaces the previous Equality Mainstreaming Report (2013-17). The development of this report has taken account of the work that 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.

The report also demonstrates the progress that we have made in relation to the Public Sector Equality Duty under the Equality Act 2010, and what the College plan to do, taking account of the need to:

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

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 Access and Inclusion Strategy, Equality Outcomes Action Plan and the Gender Action Plan. The report also contains the College's Equal Pay Statement and Statement on Occupational Segregation.

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

- Feedback from students including questionnaires and focus groups
- An equality focussed survey for all staff
- 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 reports
- Investors in People reports

This document is available in large print and other alternative formats. We can also provide information on language translation.

To arrange to meet with a member of the Equality team to explain any parts of this document that may be unclear or to request an alternative format please contact: - HumanResources@slc.ac.uk

or in writing to:

Equality Officer
South Lanarkshire College
College Way
East Kilbride
G75 0NE
Tel: 01355 807780

2. 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 in Appendix A.

The Equality Act 2010

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

The Public Sector Equality Duty

The Public Sector Equality Duty of the Equality Act 2010 came into force in April 2011, replacing the previous separate equality duties for disability, gender and race. It requires the College to have due regard to the need to: Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

Advance equality of opportunity between people from different groups, considering the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Meet the needs of people with protected characteristics.
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

The supporting Specific Duties are intended to assist public bodies such as South Lanarkshire College to better meet the Public Sector Duty and;

- 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

3. The Lanarkshire Region

South Lanarkshire College is one of two colleges within the Lanarkshire Region. South Lanarkshire College is assigned to the Lanarkshire Board. The Lanarkshire Board ensures that there's consistency of provision across the Lanarkshire region. The Lanarkshire Board also monitors quality of provision and student success as well as providing a key role in supporting our Regional Outcome Agreement.

The Lanarkshire Outcome Agreement 2014/2017 (2016 update) can be viewed at:

http://www.nclanarkshire.ac.uk/media/1505/lanarkshire_outcome_agreement_2016-17.pdf

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 below: -

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.

4. 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.

The South Lanarkshire College Equality Outcomes for 2017-2021 are detailed in *Appendix 4*.

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.

In 2014/15, the Board of Management comprised 6 (35%) females and 11 (65%) males. A new Board of Management was established in September 2016 and achieved a gender balance of 50:50 male/female was achieved. Members bring a wealth of experience from the public, private and third sectors to the College.

The Board of Management signed up to the voluntary commitment to achieve gender balance on the Board of Management in March 2017. This has already been achieved, a clear demonstration of the Boards commitment to gender diversity.

College Leadership

The Principal, as 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.

All staff are expected to work in such a way as to uphold the College commitment to promoting equality.



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.

The Principal is also a strong supporter of the National Centre for Diversity and was a keynote speaker at the FE sector awards in 2016.

Staff Involvement

All staff are 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

The staff in South Lanarkshire College attend regular continuous professional development sessions on equality, diversity and inclusion. In working towards the LGBT Charter in 2016, 25% of the College staff participated in LGBT Awareness Training Sessions.

There is representation from all staff in the Equality Group, Access and Inclusion Group, Gender Action Planning Group, Mental Health Working Group and the LGBT+ Equality Champions Group.

Equality is integrated into the day to day work of the College. It is 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 Involvement



The Student Association work collectively with Equality Staff on key events within the College calendar, for example, the Equality and Choices event, the Health and Wellbeing Event and Purple Friday. They also attend the Equality Group meetings.

As part of the Health and Wellbeing events in 2015 and 2016 the HNC Events students organised Pink day to raise money for Breast Cancer Care. Both events were a huge success.



Student Engagement Awards Winners (sparqs) - 2017



The College was delighted to be a sparqs Student Engagement Awards winner in 2017. This was in the Category 4 award which is a student-led initiative across the college or university which demonstrates a clear commitment to equality and diversity and has had an impact across the organisation.

Many students, including several who had physical or mental disabilities, raised the issue of access to the college lift. The standard complaint was that people who NEED to use the lift (which is of course not always obvious) have to wait long periods in queues because many people who could use the stairs but don't are also using the lift. As a result, they can be late for class or mealtimes and the issue was therefore impacting their learning.

The students, in consultation with staff, decided to take the issue forward by making an awareness video 'infomercial' to be shown on the college video wall. The project was done as part of an IT multimedia course being undertaken by students with additional support needs on a supported programme.

The students came up with the storyline, acted and filmed a lot of the footage themselves, chose the music and were engaged in every part of the process. In the course of it they learned about filming and technical skills by working with a professional film editor. They learned about editing, copyright and acting skills and thoroughly enjoyed the whole experience. Every student had opportunities to be both behind and in front of the camera. <http://www.sparqs.ac.uk/page.php?page=611>



5. Our Progress on Mainstreaming Equality

South Lanarkshire College’s approach to mainstreaming Equality and Diversity is underpinned by the initial Equality Mainstreaming Report 2013-2017 and the Equality Mainstreaming Update Report 2015.

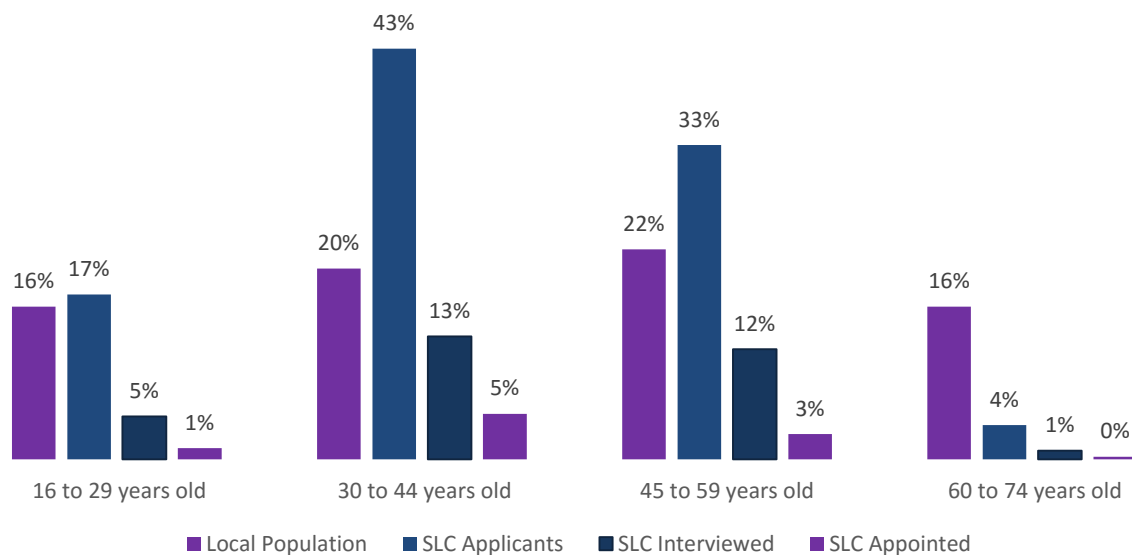
An overview of the progress that the College has made since 2013 relating to the College Equality Outcomes is provided below.

Recruitment

Equality, diversity and inclusion remain at the forefront of recruitment plans. The blind recruitment process in the College ensures that unconscious bias is removed and supports a fair and equitable process for all candidates.

An overview of the data available from the applications received during 2016 is outlined below: -

South Lanarkshire College - Applications by Age



* Low percentage rate is represented by 0%

The highest proportion of applicants are aged 30-44 years old and are female, 76%.



The College also analysed the number of applicants that disclosed having a disability and only a total of 6% of total applicants disclosed this information. To address this the College became a Disability Confident Employer in October 2016 and is continuing to promote the commitment to equality throughout the recruitment process.

The College monitors ethnicity throughout the recruitment process and Table 1 below provides an overview of the applications received during 2016: -

Table 1

Ethnicity	Local Population	SLC - Applicants	SLC - Interviewed	SLC - Appointed
White - Scottish	92%	89%	28%	8%
White - Other British	4%	3%	1%	0%
White - Irish	1%	2%	0%	0%
White - Polish	0.4%	1%	0%	0%
White - Other	1%	2%	0%	0%
Asian, Asian Scottish or Asian British	2%	2%	0%	0%
Other ethnic groups	1%	1%	0%	0%
Not Disclosed	No Data	1%	0%	0%
Total	100%	100%	30%	9%

*Variance in ethnicity data as candidates chose more than option, i.e. Scottish and British.

* Low percentage rate is represented by 0%

Although the highest proportion of applicants are of White - Scottish the College has also attracted applications higher than the local population in White – Polish and comparative to the local population in Asian, Asian Scottish or Asian British and other ethnic groups.

Workforce Planning Strategy

The College has 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 also to attract a more diverse range of applicants from difference ethnicities.

Gender Action Plan

The College also established a working group in 2016 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.

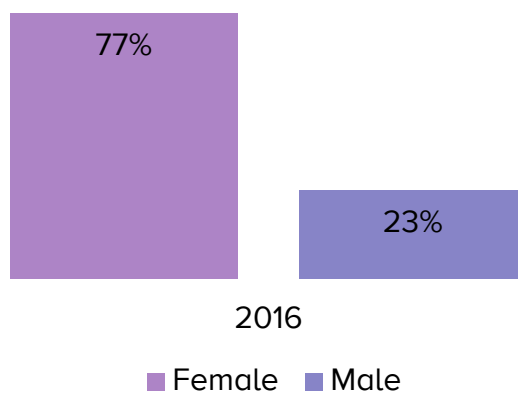
In addition, all employees involved in the recruitment and selection process have received ‘Equality in Recruitment’ training and each post regardless of level is interviewed by a panel that includes both male and female members.

Retention

The College recognises the importance of monitoring staff retention and part of this process is continually reviewing the voluntary staff turnover against the relevant protected characteristics. In 2016 the voluntary staff turnover for the College was 4%.

The gender split of voluntary leavers is detailed below: -

South Lanarkshire College - Staff Turnover Gender



Although there is a higher proportion of female leavers in 2016 the College workforce is 64% female as detailed in Appendix 2 and a higher proportion would therefore be anticipated.

- 8% of leavers disclosed having a disability and this reflects the number of staff that have disclosed having a disability, 7% (Appendix 2).
- 92% of leavers were White Scottish which is comparable to a 90% White workforce (Appendix 2).

The voluntary leavers split by age is detailed below: -

South Lanarkshire College Staff Turnover - Age Bands	
21 – 30	15.38%
31 – 40	30.77%
41 – 50	23.08%
51 – 60	0.00%
61 – 65	0.00%
65 and over	0.00%

* Low percentage rate is represented by 0%

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 staff training in the area of equality and diversity is a key objective. CPD opportunities are continuously available and in addition the College offers four staff development days which take place each year. All staff are invited to attend the staff development days.

Feedback from the staff development sessions are continuously evaluated to ensure that they continue to meet the development needs of staff. The programme for 2016/2017 included: -

- LGBT Awareness
- Safeguarding – Corporate Parenting
- Supporting Students with Dyslexia
- Dementia Friends
- Drug Awareness
- Unconscious Bias
- Autism Toolbox
- Self-Harm Awareness
- Hate Crime – Third Party Reporting

An overview of the 2016/17 staff development in relation to the relevant Protected Characteristics. 92% of staff actively participated in Staff Development.

Staff Development 2016/17			
Age	Gender	Total	With a Disability
19 – 30	Male	4%	*
	Female	4%	*
31 – 40	Male	7%	*
	Female	16%	*
41 – 50	Male	8%	*
	Female	18%	*
51 – 60	Male	12%	*
	Female	21%	*
61 – 65	Male	2%	*
	Female	4%	*
65 and over	Male	2%	*
	Female	0%	*

* Low percentage rate is represented by 0%

All Staff Conference

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 for our students.



Every member of staff across all faculties and departments is invited to attend, including all temporary staff. In 2016 the theme was the 'Only Way Is Up' and over 250 staff enjoyed a day of networking, workshops learning and inspiration. John Swinney, the Scottish Government's Deputy First Minister and Cabinet Secretary for Education and Skills was the first keynote speaker and spoke candidly about equality and excellence in education. The College also added rainbow SLC badges to the Conference packs so staff could show their support for LGBT Equality.

Online Equality Training

In 2012, an online equality training module was introduced to ensure that all staff completed equality training as part of their induction and all existing staff were also trained. The College ensured that all existing staff completed a refresher in 2016 and is now developing an in-house online training module that is specific to the College needs.

The College is committed to ensuring that all teaching staff obtain a teaching qualification. In 2015/2016, the College reported that 92% of staff had undertaken an appropriate teaching qualification. During the 2016/2017 session, the College supported an additional 10 members of the teaching staff through the Teaching Qualification in Further Education (TQFE) certificate.

Succession Planning

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

Equality, diversity and inclusion is embedded into the Quality Improvement Plan and the Operational Plan, with the first priority being to promote equality, diversity and fairness. There are also specific targets to address including the Scottish Funding Councils ambition of no college or university having a gender imbalance of greater than 75% of one gender. For South Lanarkshire College the areas involved are: female under representation in Construction and male underrepresentation in Care, Hair and Personal Services. Areas and actions have been incorporated into the Workforce Planning Strategy and Gender Action Plan to address these imbalances.

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.

Equality Group

The College Equality Group is key to the promotion and monitoring of Equality across the College. The group 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 a student member. Membership reflects, as far as possible, a significant level of diversity.

Feedback

Student feedback is key and sought throughout the year, with a broad range of methods employed to ensure that all students are given every opportunity to share their views. The College In-Course Questionnaire provides valuable qualitative and quantitative data on how students feel they are treated. Any information relating to equality is fed back to the Equality Group for discussion, review and to develop any necessary actions.

As part of the Leaders in Diversity 2016 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.

Staff feedback is obtained via a range of groups, Trade Union involvement, periodic surveys and on-going discussion. All of our students are regularly asked about their experience, and their suggestions for how their experience can be improved. This feedback, along with the information from the sources detailed above allows us to continually make positive changes to the way we work.

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

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.

Procurement



In March 2017, South Lanarkshire College hosted a Procurement event as part of Lanarkshire Business week. It provided a forum to meet with a range of current and prospective suppliers, and other stakeholders and to emphasise the College equality expectations.

The College has additionally updated the purchasing and tendering guidelines to ensure that our commitments and expectations of others are clear.

Leaders in Diversity

The College promotes Leadership in Diversity status, through meetings with students, staff and others, and by a strategy to ensure internal and external corporate images reflect the commitment to equality. The international students share in this work, and actively contribute to the mainstreaming of equality.



Corporate Parenting

The College fully understands its obligations as a Corporate Parent and has developed a Corporate Parenting Action Plan that includes 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. <http://www.south-lanarkshire-college.ac.uk/wp-content/uploads/Corporate-Parenting-Plan-Jan-V8-Jan-17.pdf>

The College has placed a greater focus on care experienced students and those with mental health issues and have been working closely with Who Cares Scotland to ensure that we continually improve to provide the best support available to care experienced people.

College Events

The focus on Equality, Diversity and Inclusion (EDI) continues throughout the year through College events. In 2012 the College began hosting an annual Health and Wellbeing in October and an Equality and Choices event in March. Staff, Student Association and Students work closely in partnership with a number of charities and organisation on these week-long promotional events. This is a fantastic opportunity to further promote our ethos and expectations relating to equality and to provide learning opportunities for staff and students. It is important that all of our students, staff, stakeholders and the wider community are aware of our commitment to equality. The College continues to improve the events to ensure they remain accessible to all students, staff and stakeholders.

LGBT Youth Scotland

During 2016 the College began working in partnership with LGBT Youth Scotland towards the LGBT Youth Scotland Charter of Rights, demonstrating the commitment to ensuring that everyone is valued, included and supported.



LGBT History Month takes place in Scotland every February and the College began supporting this event in February 2016 by hosting a Rainbow Day. In 2017, to mark the last Friday of History Month the College invited staff and students to wear Purple to stand up against homophobia, biphobia and transphobia to show support for the LGBT community. In addition, the College attended the Glasgow Pride event in August 2016. Students, staff and families were #SLCProud to celebrate and show support for LGBT equality by joining over 3000 people through Glasgow in the Pride Parade.

The College also hosted an information stand over the weekend in the Pride Community Expo which was a fantastic opportunity to engage with the LGBTI community.

Investors in People

The College's commitment to staff was further demonstrated in the achievement of Investors in People Platinum accreditation in May 2016, the first College in the UK to achieve this standard. This is a huge achievement as successful accreditation against the Investors in People Standard is the sign of a great employer, an outperforming place to work and a clear commitment to sustainability. In May 2017 we will undertake a 12-month review in line with the next stages of our IIP journey. The College also achieved the Investors in People Health and Wellbeing Award in December 2016.



Equality Impact Assessment

The Equality Impact Assessment process is well embedded across the College and a clear framework is in place allowing on-going assessment of impact which will be 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.

Self-Evaluation

All areas of the College undertake a comprehensive annual self-evaluation process. Equality considerations are a key element of policy development and self-evaluation and policies are subject to regular review.

Equality Data

South Lanarkshire College aspires to have a diverse workforce. All staff have 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.

The College currently gathers both qualitative and quantitative data relating to both students and staff. This information is analysed by specific staff, Course Teams, the Equality group, Academic Board and the College Management Team to allow for full consideration of any equality related issues. Particular data is considered in terms of student recruitment, retention, achievement, outcomes of student surveys, staff recruitment, staff retention and staff profile information. Further information in relation to the staff profile is provided in Appendix B and the student profile in Appendix C.

Staff data is collected for the range of protected characteristics and the College is very encouraged by the level of response and disclosure. It was recognised that there can be a reluctance amongst some staff to provide this kind of information and there was a need to increase confidence amongst staff about the importance of this kind of data for mainstreaming and benchmarking purposes. The College do recognise that many people have not previously been asked for data about the full range of protected characteristics and that this is therefore new to some people.

To increase the completion, return and disclosure rates in February 2017 the College developed and introduced an online Equality Monitoring Form. In 2016 the completion rate was 56%, 185 staff. This increased in 2017 to 71%, 220 staff.



The College has had an Equal Pay Statement in place for a number of years and has updated this to ensure it remains legally compliant in this Equality Mainstreaming Report.

Campus and Learning Accessibility

South Lanarkshire 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.

In February 2016 the College was delighted to introduce a new low-energy building to students, friends and partners.



The facility was opened on 24 February 2016 by Cabinet Secretary for Lifelong Learning Angela Constance and is the first building in the UK to be awarded a BREEAM 'Outstanding' rating under the 2014 standards. This confirms the building's environmental credentials. The project has accessibility best practice designed in as a primary objective. The South Lanarkshire Access panel provided excellent advice regarding physical access as well as written, audio and visual aspects of the project.

South Lanarkshire College campus is fully accessible, having been designed and 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.

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 a flexible provision.

Access and Inclusion Strategy

The College has recently developed an Access and Inclusion Strategy which 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 First Minister's ambition is to give every child born in one of our most deprived communities, the same chance of entering a University course as a child born into one of the least deprived communities. In doing so, the College will communicate what is to be achieved through Equality Outcomes and will outline the approach to mainstreaming Access & Inclusion in all functions and activities. This involves local ownership and delivery of Access & Inclusion across all areas (teaching and non-teaching) of the College, to make a positive difference to the lives of individuals and groups.

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.

Quality Culture

A strong link between quality and equality has been forged, providing opportunity for continuing development and review of our practices. We hold Investors in Diversity stage two accreditation, being the first organisation in Scotland to achieve this standard and Leaders in Diversity status. We hold Investors in People Platinum status. Our annual engagement with and periodic reviews by Education Scotland also 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 of our internal and external quality standards.

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 will be reviewed and updated bi-annually to reflect progress and priorities.

6. Equal Pay Statement

South Lanarkshire College is committed to the principle of equal pay for all our staff. The College believes that male and female staff should receive equal pay for work of equal value. The College aims to eliminate any bias in our pay systems on the grounds of all protected characteristics.

The College recognises that equal pay between men and women is a legal right under domestic and European law, and that The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 concerning equal pay covers race and disability in addition to gender.

It is good business practice and in the interests of the College to ensure that the College has fair and just pay systems. The College values diversity and is committed to mainstreaming equality. The College aim to publicise these values to staff, students and stakeholders. It is important that staff are aware of the commitment to ensuring that there is no bias in the pay systems. The College are therefore committed to working in partnership with our recognised Trade Unions, which are EIS-FELA and UNISON, to ensure that we provide equal pay.

The College believes that in eliminating bias in the pay systems they are sending a positive message to staff, students and other stakeholders. It makes good business sense to have fair, transparent reward systems and this is also helpful in controlling cost, improving morale and enhancing efficiency.



In April 2017 South Lanarkshire College became a Living Wage Accredited Employer.

Equal Pay Objectives

The Equal Pay Statement and the objectives detailed within the statement relate to all staff employed by South Lanarkshire College.

The South Lanarkshire College objectives are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay.
- Reduce the gender pay gap.
- Ensure that all staff have fair access and opportunities in relation to recruitment, training and development
- Take appropriate remedial action if required. We will:
 - Introduce arrangements for the annual monitoring of pay.
 - Identify any areas of occupational segregation, taking positive action to reduce this.
 - Monitor the uptake of staff development across all protected characteristics.
 - Examine any equality barriers to staff attaining promotion and take positive action to remove them.

7. Staff Gender Pay Gap

The gender pay gap is the difference between men and women's full time hourly earnings. Using guidance and the standard calculation that is set out by the Equality and Human Rights Commission, the College's equal pay gap was calculated using data as at 31st March 2017.

Table 1 below notes the mean and median hourly rates of pay for males and females at South Lanarkshire College.

Table 1

Gender	Hourly	
	Mean	Median
Male	£21.54	£24.76
Female	£17.95	£17.92
Pay Gap	16.67%	27.63%

There is a gender pay gap of 16.67% within the College and this is related to a higher number of females on lower pay scales. Although this is higher than the provisional figure for Scotland of 14.9% (Close the Gap, 2016). The Office for National Statistics reported that the gender pay gap in Scotland in 2015 for full-time workers equates to 7.3% with the overall pay gap being 16.8% for all workers which the College pay gap is below at 16.67%.

It is recognised that there are many causes, unrelated to pay systems, of the gender pay gap and that it is therefore vital that South Lanarkshire College is proactive in promoting and mainstreaming equality as an avenue for change.

We recognise that our employment and staff development practices can impact on staff from different backgrounds in different ways and we are committed to tackling gender segregation where it exists and to challenge and remove stereotypes, barriers to equality and to promoting a healthy work life balance.

Pay Structures

South Lanarkshire College staff are paid as either Lecturing or Support staff, with particular conditions attached to each category. Pay and terms and conditions are negotiated nationally under the National Recognition and Procedure Agreement.

All unpromoted Lecturing staff are paid on the basis of a four-point scale, which they are placed onto at the time of their appointment to the College at a placing relative to their experience and/or qualifications. All Lecturing staff progress up the scale annually on an incremental basis.

There are standard fixed point salaries relative to each support staff post, although many posts are paid at the same scale point(s). Whilst not all salary points are in use, all staff employed in the same post will receive the same salary. These fixed points relate to particular agreed posts, which have previously been the subject of an appropriate agreed job evaluation exercise.

Occupational Segregation

The Scottish Government defines Occupational Segregation as the concentration of men and women in different kinds of jobs or in different grades.

South Lanarkshire College is committed to ensuring that all our staff have equality of opportunity and that stereotypes or perceptions are not allowed to prevent anyone reaching their potential. The College recognises that occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market, and consequently contributes to the pay gap.

Table 2 - Occupational Segregation by Gender

SLC Salary Scale Points	Male	Female	Total	% Male	% Female
College Management Team	6	9	15	40%	60%
Lecturing Point 1	5	4	9	56%	44%
Lecturing Point 2	10	8	18	56%	44%
Lecturing Point 3	1	11	12	8%	92%
Lecturing Point 4	50	66	116	43%	57%
Lecturing Point 5	5	11	16	31%	69%
Support Spinal Point 6	6	30	36	17%	83%
Support Spinal Point 7			0	0%	0%
Support Spinal Point 8		1	1	0%	100%
Support Spinal Point 9			0	0%	0%
Support Spinal Point 10			0	0%	0%
Support Spinal Point 11	1		1	100%	0%
Support Spinal Point 12		16	16	0%	100%
Support Spinal Point 13		7	7	0%	100%
Support Spinal Point 14	2	3	5	40%	60%
Support Spinal Point 15		1	1	0%	100%
Support Spinal Point 16		5	5	0%	100%
Support Spinal Point 17	1		1	100%	0%
Support Spinal Point 18	2	13	15	13%	87%
Support Spinal Point 19			0	0%	0%
Support Spinal Point 20		7	7	0%	100%
Support Spinal Point 21	2	5	7	29%	71%
Support Spinal Point 22		2	2	0%	100%
Support Spinal Point 23		2	2	0%	100%
Support Spinal Point 24			0	0%	0%
Support Spinal Point 25	4	2	6	67%	33%
Support Spinal Point 26	1		1	100%	0%
Support Spinal Point 27	3	4	7	43%	57%
Support Spinal Point 28		2	2	0%	100%
Support Spinal Point 29	1	1	2	50%	50%
Support Spinal Point 30			0	0%	0%
Support Spinal Point 31	1	1	2	50%	50%
Support Spinal Point 32		1	1	0%	100%
Support Spinal Point 33		1	1	0%	100%
Support Spinal Point 34			0	0%	0%
Support Spinal Point 35			0	0%	0%
Support Spinal Point 36	2		2	100%	0%
Support Spinal Point 37			0	0%	0%
Support Spinal Point 38	1		1	100%	0%
Living Wage	2		2	100%	0%
Apprenticeship Rates	4	1	5	80%	20%
Total	110	214	324		

The data from the Annual Staffing Return to the Scottish Funding Council shows overall staffing profile, in gender terms as follows:

Table 3

% Staff	2007	2010	2013	2014	2015
Female	56%	58%	67%	68%	66%
Male	44%	42%	33%	32%	34%

These figures demonstrate clearly that there is strong female representation at all levels of the organisation. The College Management Team is 60% female and 40% male. However, upon further analysis it is also clear that there remains a significantly higher proportion of male than female staff working in the Faculty of Construction which has 93% male staff and the opposite is true for the Faculty of Care which has 94% female staff. The Equality Challenge Unit (2015) reported that in colleges 73% of staff in care are female and 92% of staff in Construction are male. This has been recognised and actions to address the imbalance incorporated into the Gender Action Plan (2017) and Workforce Planning Strategy (2017-2021) of the College.

Table 4 – Occupational Segregation by Disability

	CMT	Lecturing	Support
Disability	7%	7.5%	9.5%

The College recognises that the percentage of staff that have declared a disability remains low. As a Disability Confident Employer the College is committed to ensuring that the disclosure rates improve and that the College attracts applicants with disabilities.

Table 5 – Occupational Segregation by Ethnic Group

	CMT	Lecturing	Support
UK White	93%	98%	91%
Any other White Background	7%	1%	4%
Asian			2%
Black/African/Caribbean			
Mixed and other		0.6%	
Prefer not to say			2%
Information not provided		0.4%	1%

Protected Characteristics under Equality Act 2010

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 no longer restricted to a union between a man and a woman but now includes a marriage 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

This 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 has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). A belief should affect your life choices or the way you live for it to be included in the definition.

Sex

Is defined as 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.



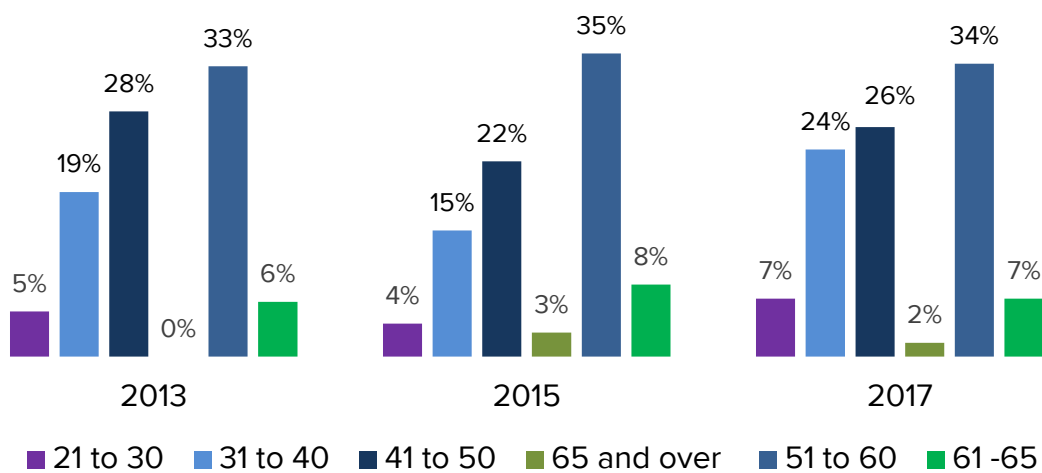
Staff Equality Information

As at 31st March 2017, South Lanarkshire College employed 321 staff in a range of lecturing and support roles. 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.

Staff equality data is collected at recruitment stage and via periodic checking processes. This Data is relevant to the following years:

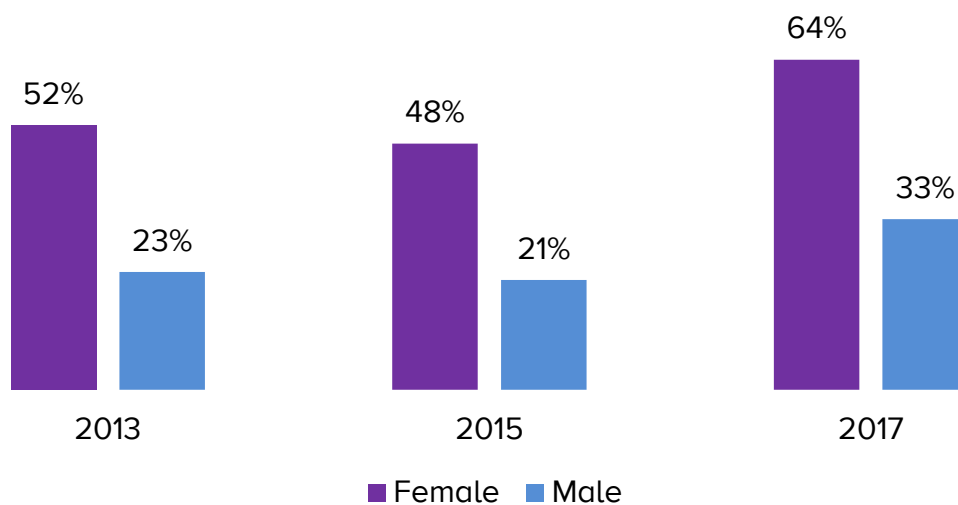
- 2013
- 2015
- 2017

Staff Age Bands



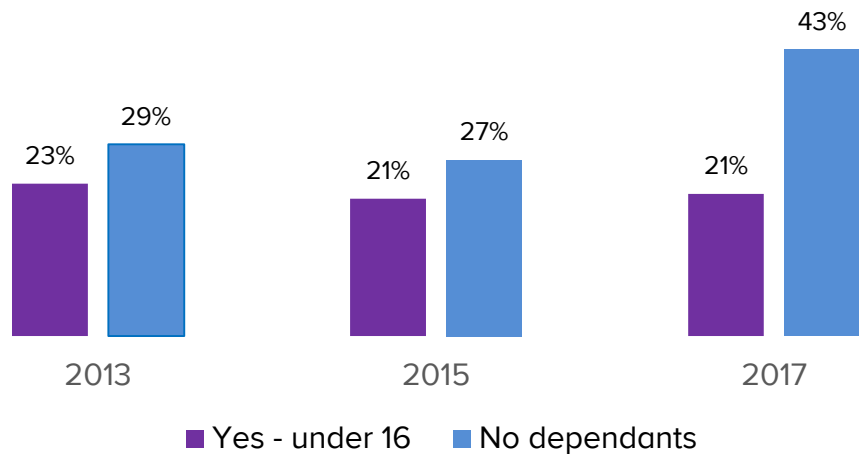
*Low percentage rate is represented by 0%.

Staff Gender



*Low percentage rate is represented by 0%.

Staff Dependents



Sexual Orientation - Staff	2013	2015	2017
Bisexual	*	*	*
Gay man	*	*	*
Gay woman	*	*	*
Heterosexual	68%	64%	64%
Other	*	*	*
Prefer not to say	5%	5%	3%
Information not provided	20%	18%	*

*Represents numbers less than five.

Gender Same as Birth	2013	2015	2017
Yes	64%	59%	66%
No	*	*	*
Prefer not to say	2%	2%	*
Information not provided	28%	26%	*

*Represents numbers less than five.

Pregnancy – Staff	2013	2015	2017
Yes	*	*	*
No	64%	59%	65%
Prefer not to say	3%	2%	2%
Information not provided	27%	25%	*

*Represents numbers less than five

Given Birth in the Last 26 Weeks	2013	2015	2017
Yes	*	*	*
No	62%	58%	64%
Prefer not to say	2%	2%	2%
Information not provided	29%	27%	*

*Represents numbers less than five.

Ethnic Origin – Staff	2013	2015	2017
UK White	70%	65%	90%
Any Other White Background	*	*	*
Asian	*	*	*
Black/African/Caribbean	*	*	*
Mixed and Other	*	*	2%
Prefer not to say	2%	2%	2%
Information not provided	19%	17%	*

*Represents numbers less than five.

Religion or Belief – Staff Dui	2013	2015	2017
No religion	19%	18%	23%
Buddhist	*	*	*
Christian - Church of Scotland	23%	21%	19%
Christian - Catholic	17%	16%	17%
Christian - other denomination	6%	5%	
Hindu	*	*	*
Jewish	*	*	*
Muslim	*	*	*
Sikh	*	*	*
Spiritual	*	*	*
Any other religion or belief	*	*	*
Prefer not to say	4%	6%	5%
Information not provided	20%	19%	*

*Represents numbers less than five.

Disability – Staff	2013	2015	2017
No known disability	60%	55%	86%
Dyslexia/Learning Difficulty	*	*	*
Blind/partially sighted	*	*	*
Deaf/hearing impairment	*	*	*
Wheelchair user/mobility difficulties	*	*	*
Personal care support	*	*	
Mental health condition	*	*	2%
Unseen disability (e.g. diabetes)	2%	2%	2%
Learning disability	*	*	*
Long-term illness or health condition	*	*	3%
Development disorder (e.g. autistic spectrum disorder or Asperger's syndrome)	*	*	*
Multiple disabilities	*	*	*
Other	*	*	*
Prefer not to say	4%	4%	4%
Information not provided	22%	20%	*

Student Outcome Data by Protected Characteristic

Data on the Protected characteristic of Marriage and Civil Partnership is not collected.

This Data is relevant to the following years.

- 2013/2014
- 2014/2015
- 2015/2016

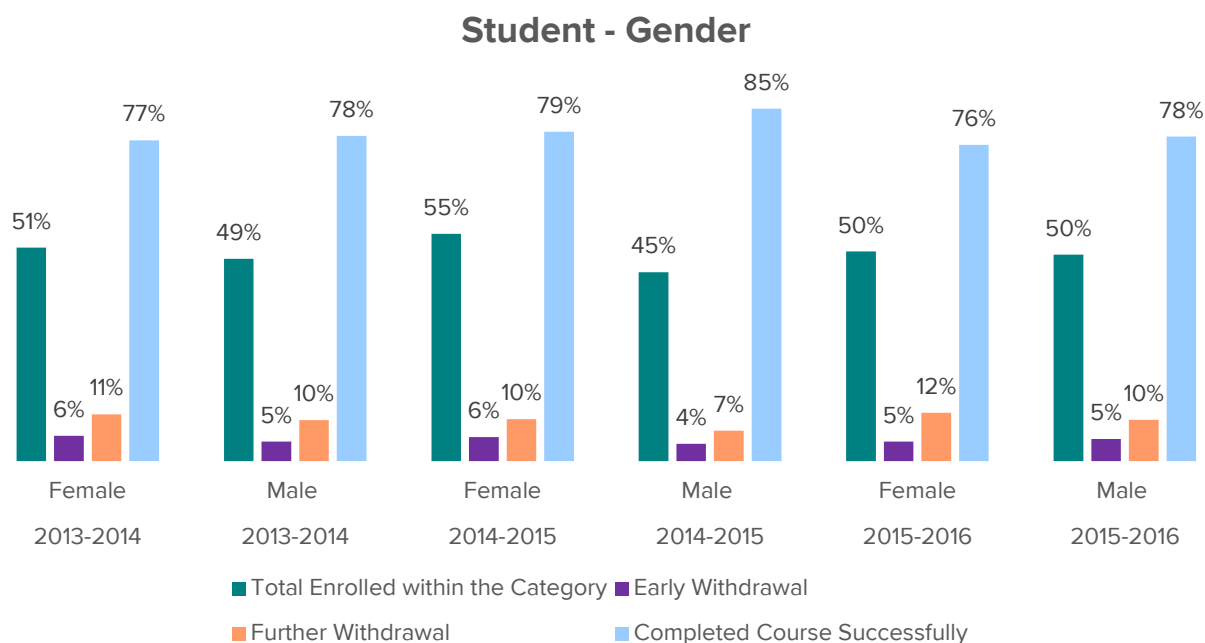
About the Data

Student outcomes in this report are organised into these categories:

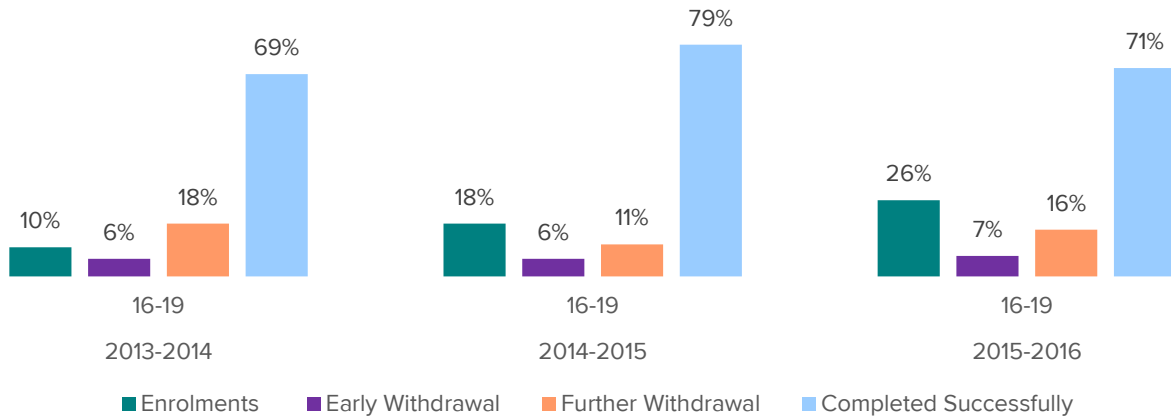
Early withdrawal - Students who withdrew before the required 25 per cent attendance date.

Further withdrawal - Students who attended the course past the required 25 per cent attendance date but withdrew from their studies before the programme ended.

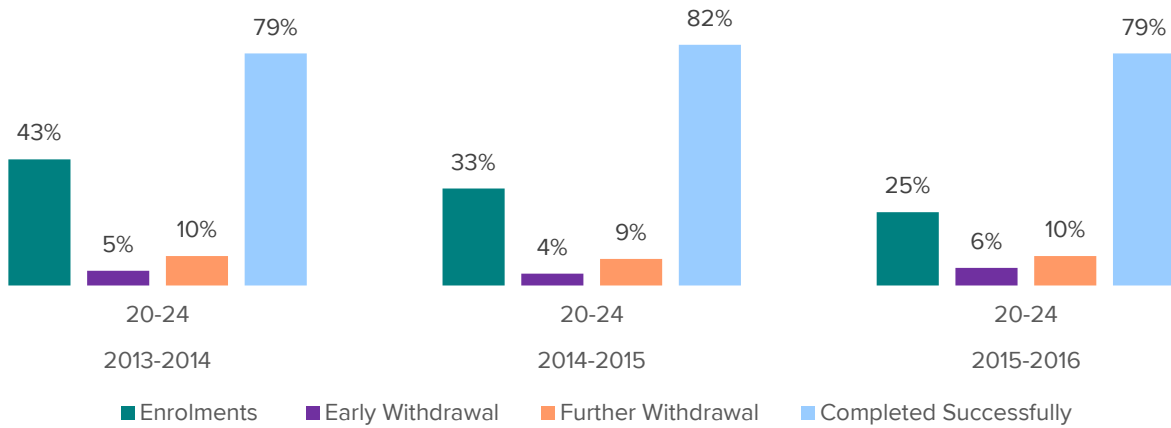
Completed successfully - The student completed the course year and, if in their final year or in the case of a one-year course, gained the qualification they were aiming for. For students on a course of more than one year's duration and not in their final year, they are considered to have successfully 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.



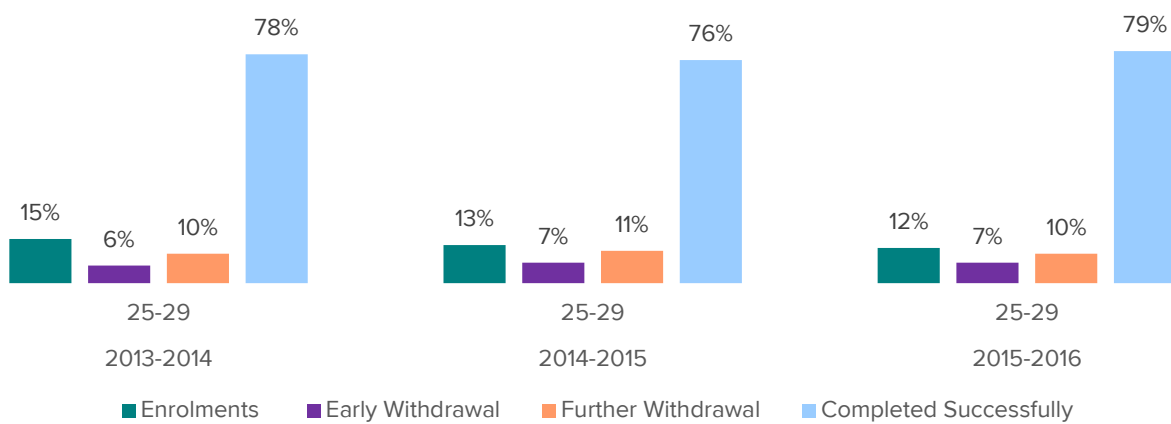
Student - Age Bands 16-19



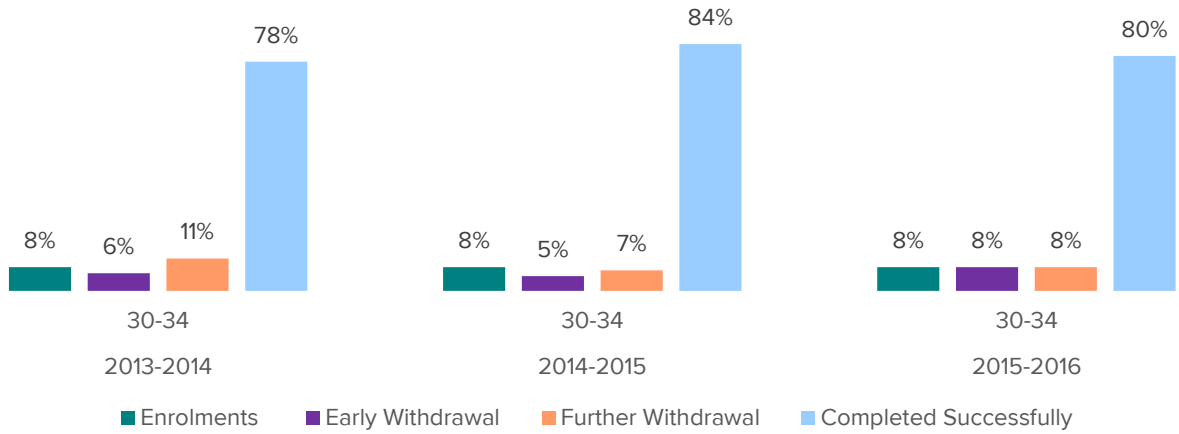
Student - Age Bands 20-24



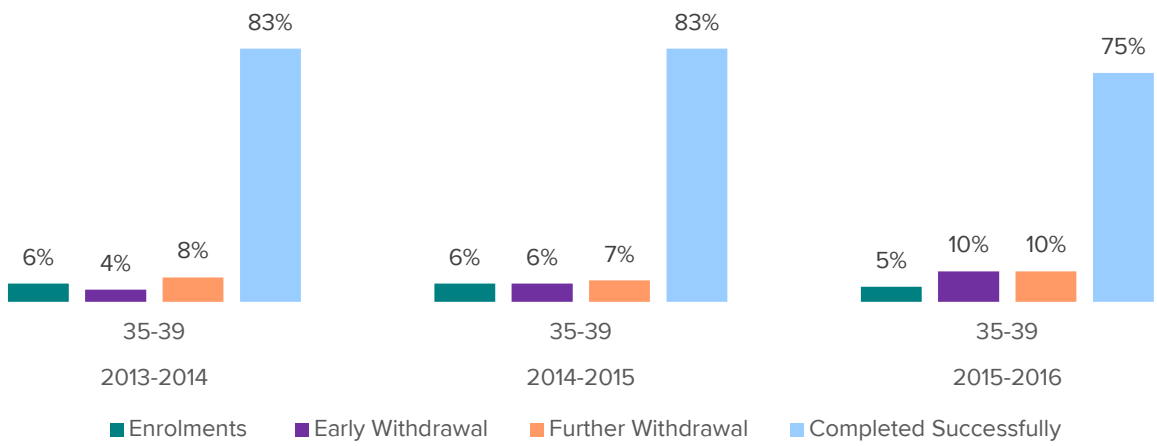
Student - Age Bands 25-29



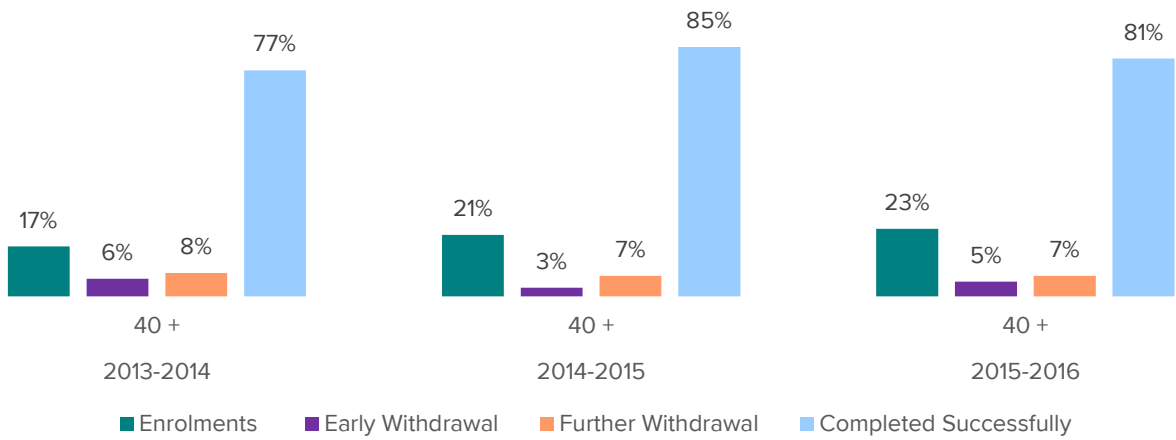
Student - Age Bands 30-34



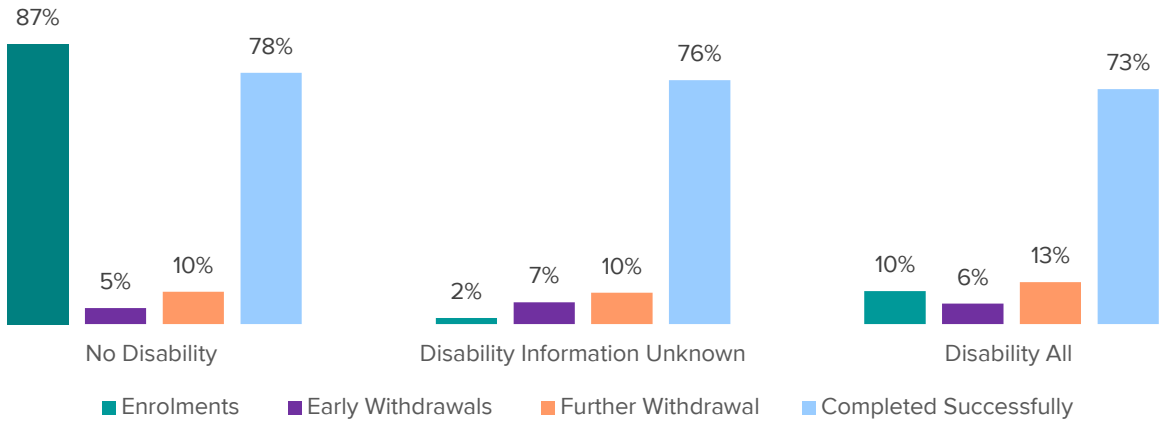
Student - Age Bands 35-39



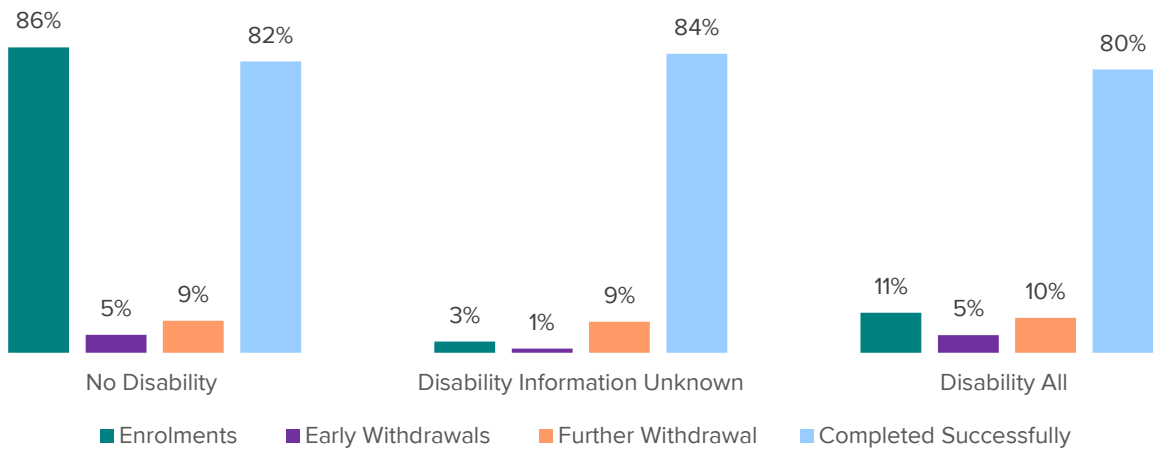
Student - Age Bands 40+



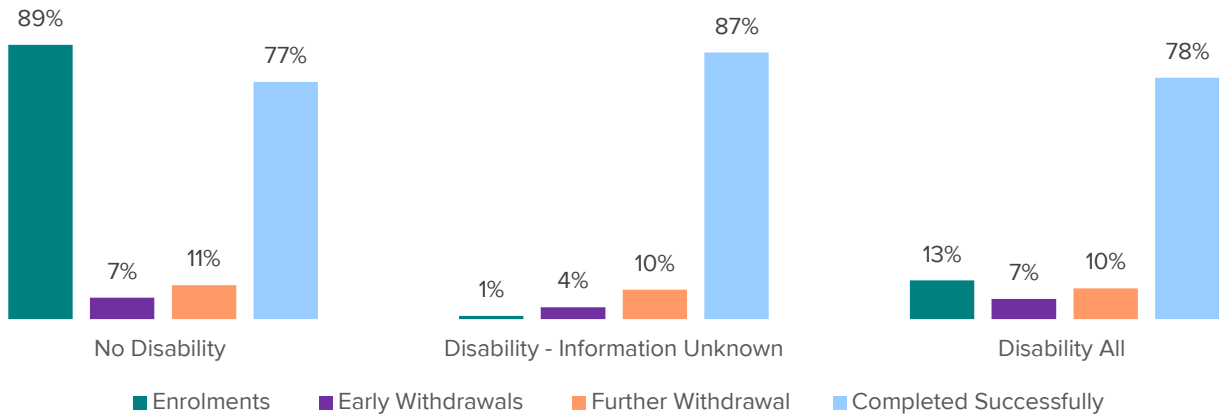
Student - Disability 2013-2014



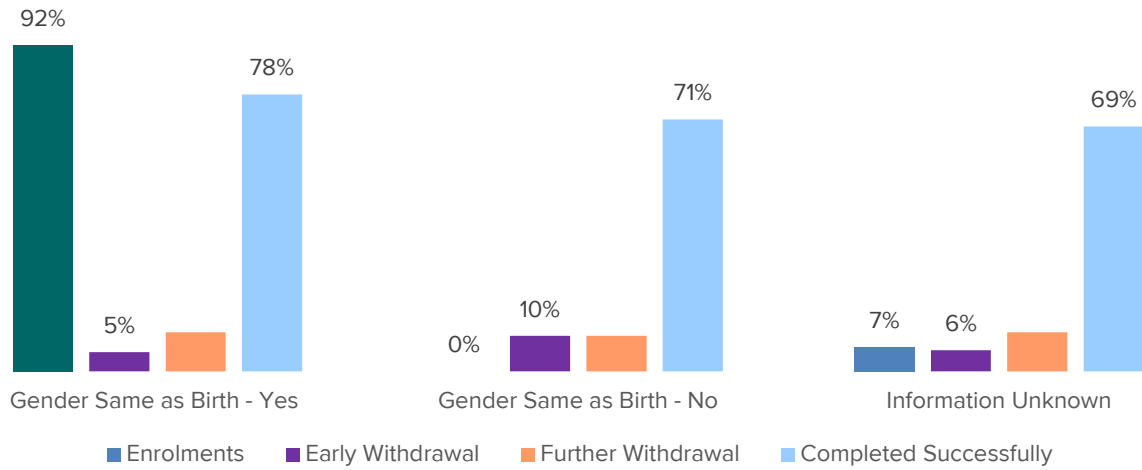
Student - Disability 2014-2015



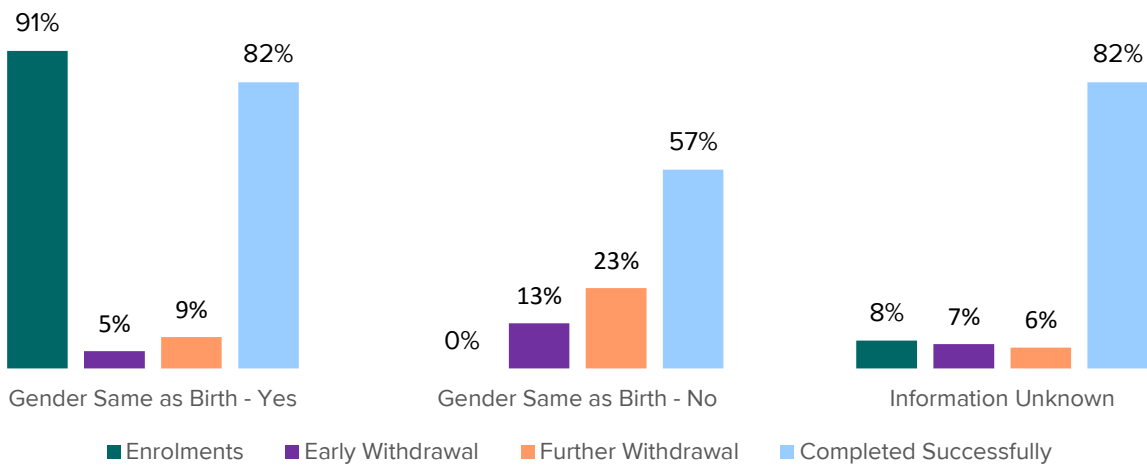
Student - Disability 2015-2016



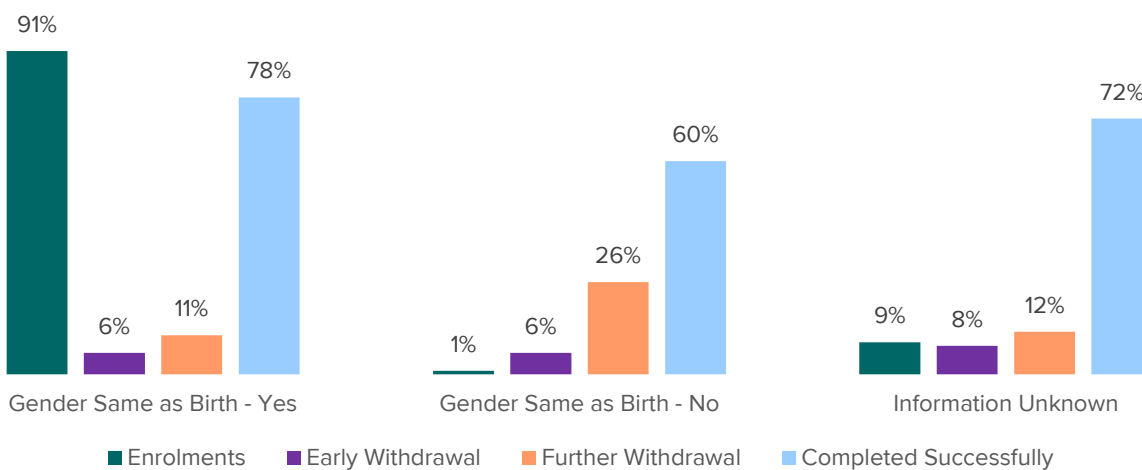
Student - Gender Same as Birth 2013-2014



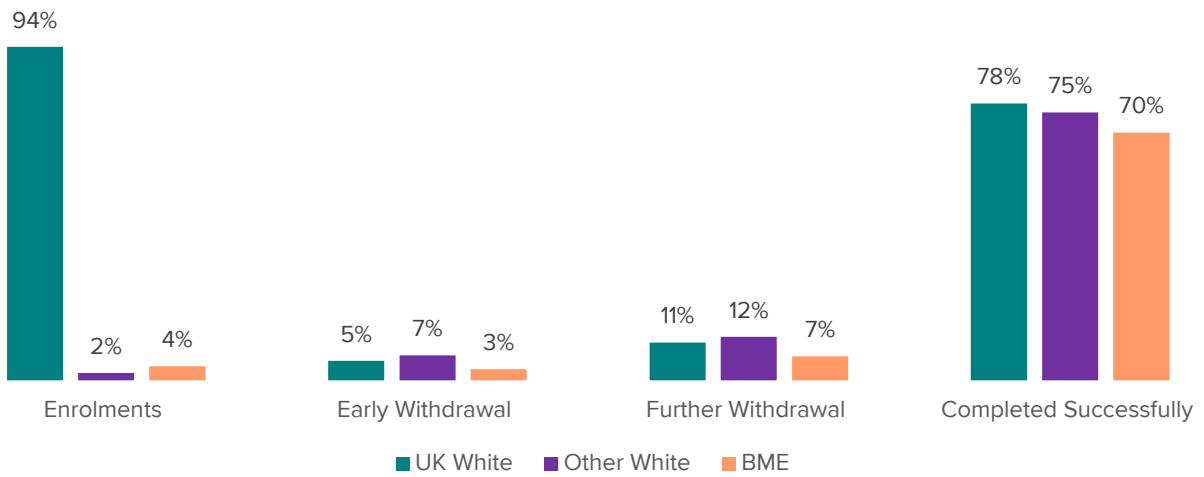
Student - Gender Same as Birth 2014-2015



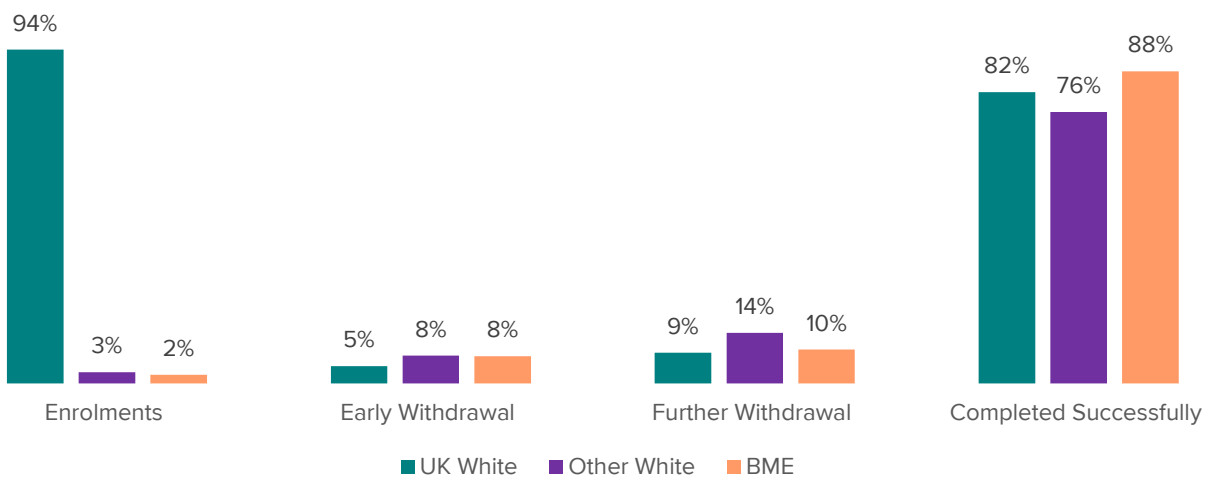
Student - Gender same as Birth 2015 -2016



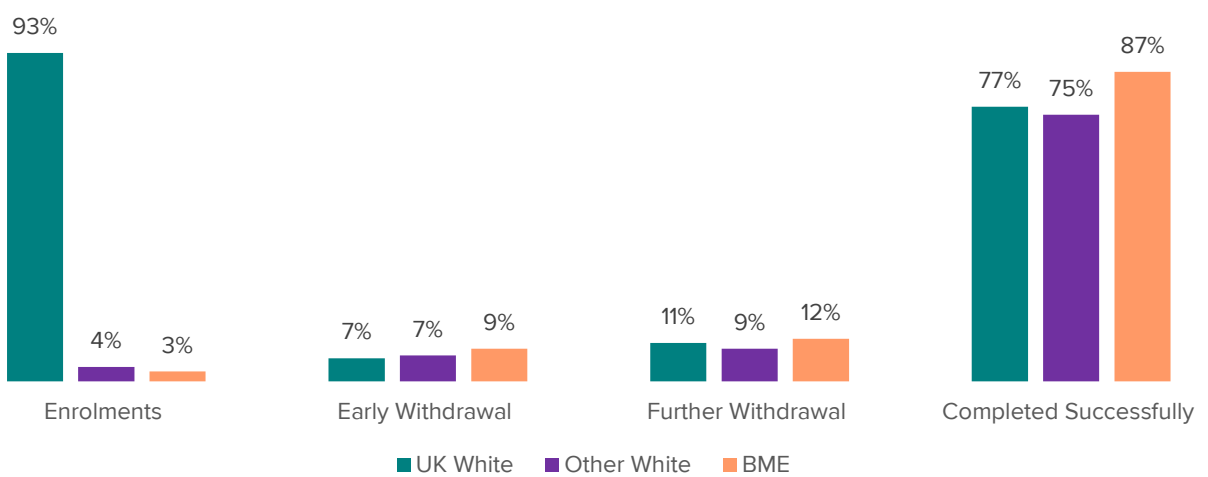
Student - Ethnicity 2013-2014



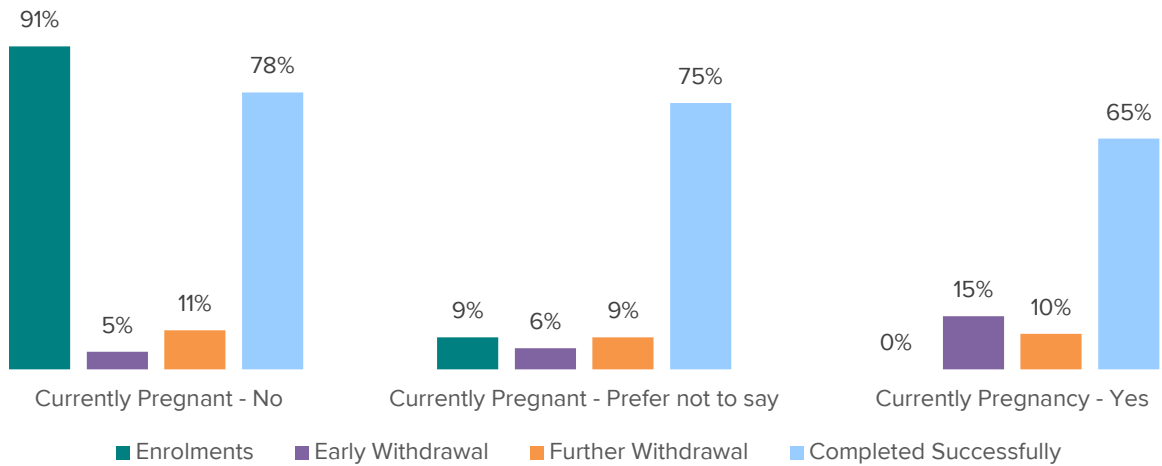
Student - Ethnicity 2014-2015



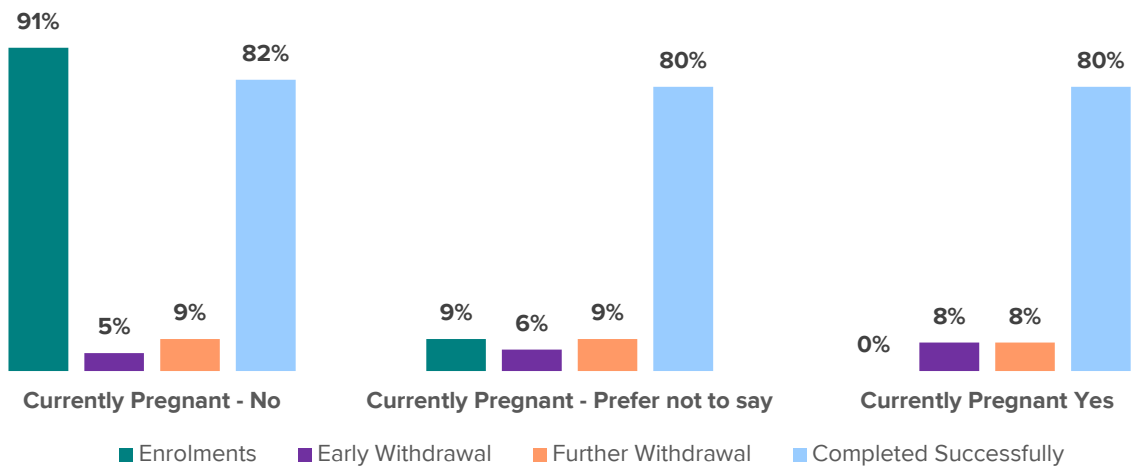
Student - Ethnicity 2015-2016



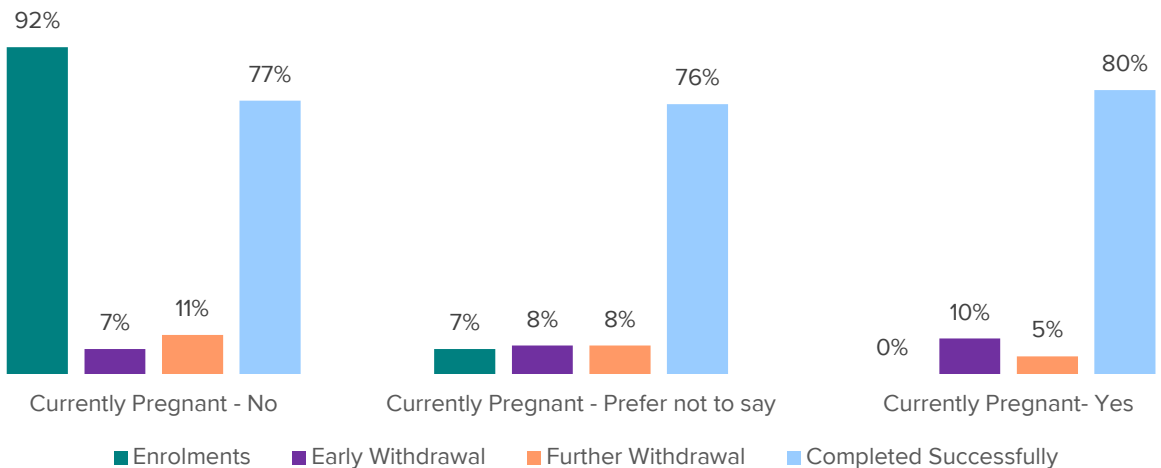
Student - Pregnant 2013-2014



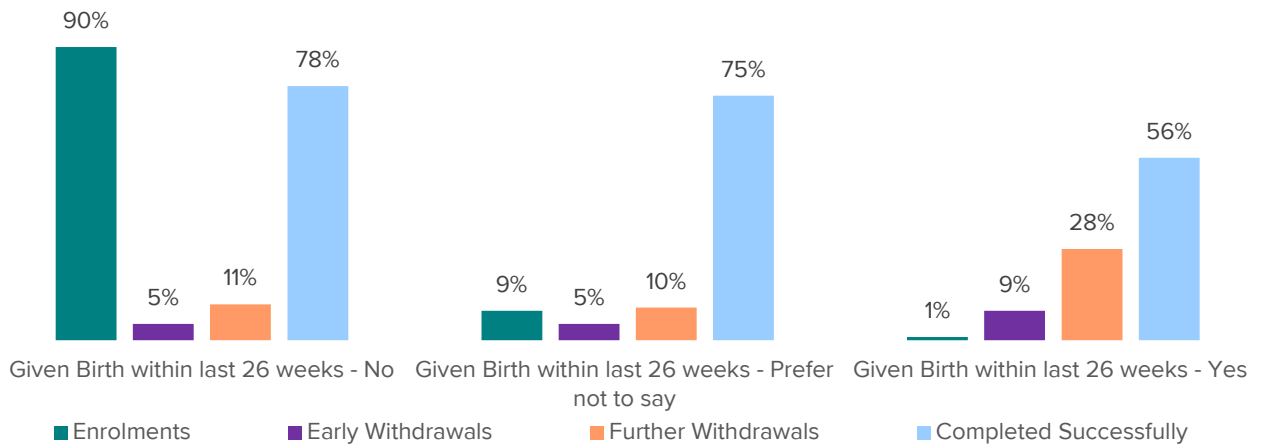
Student - Pregnant 2014-2015



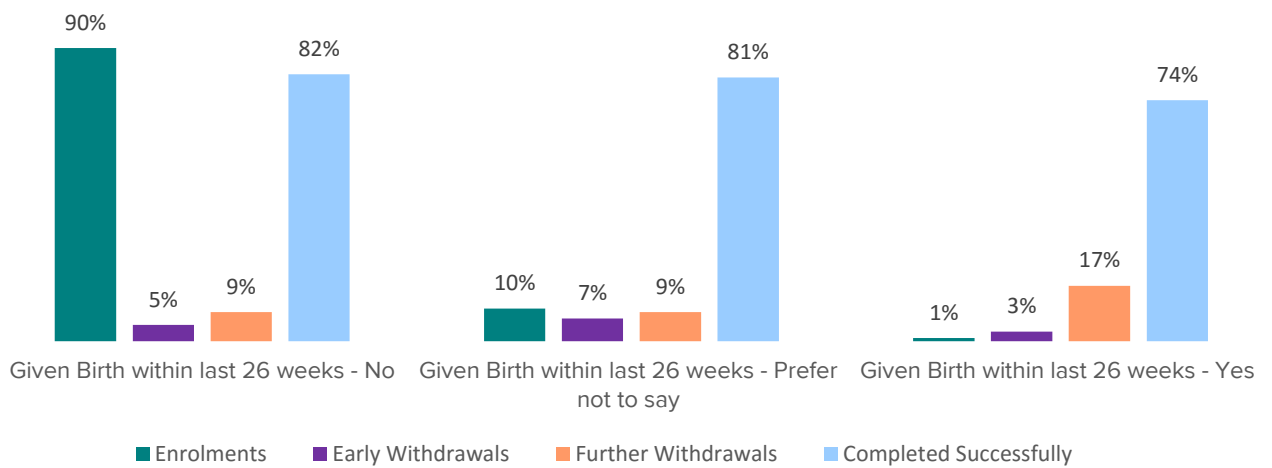
Student - Pregnant 2015-2016



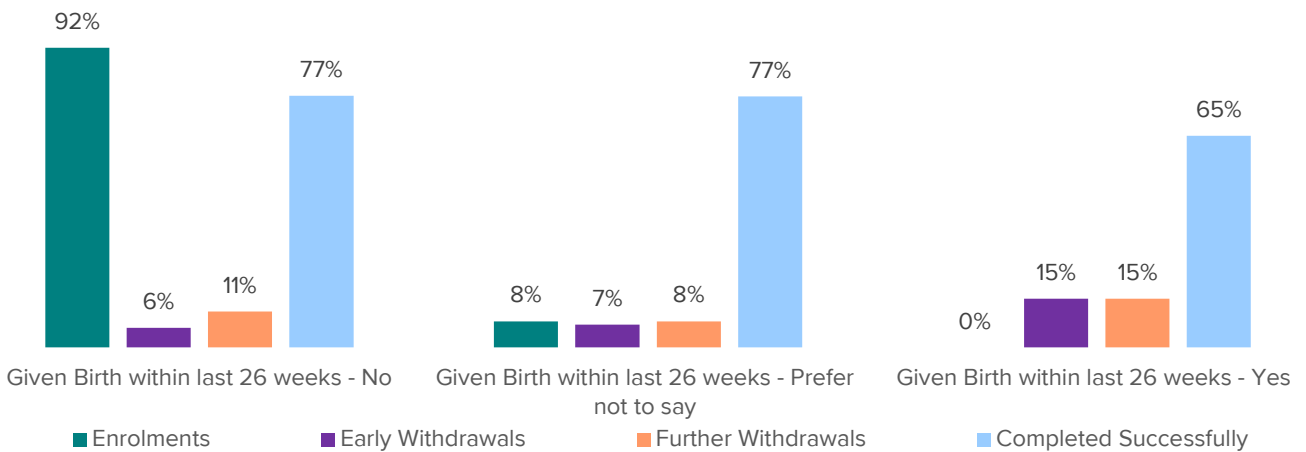
Student - Maternity 2013-2014



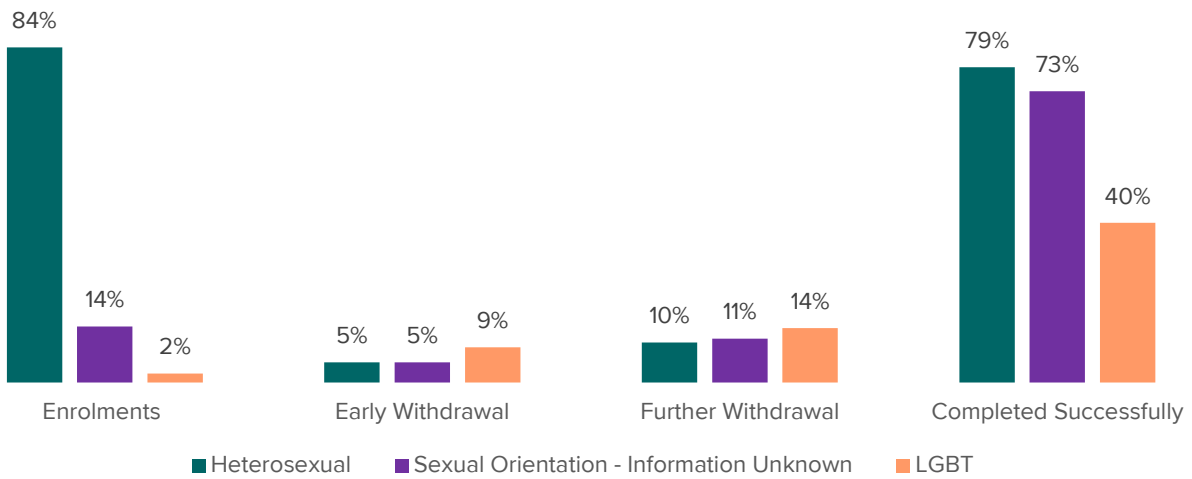
Student - Maternity 2014-2015



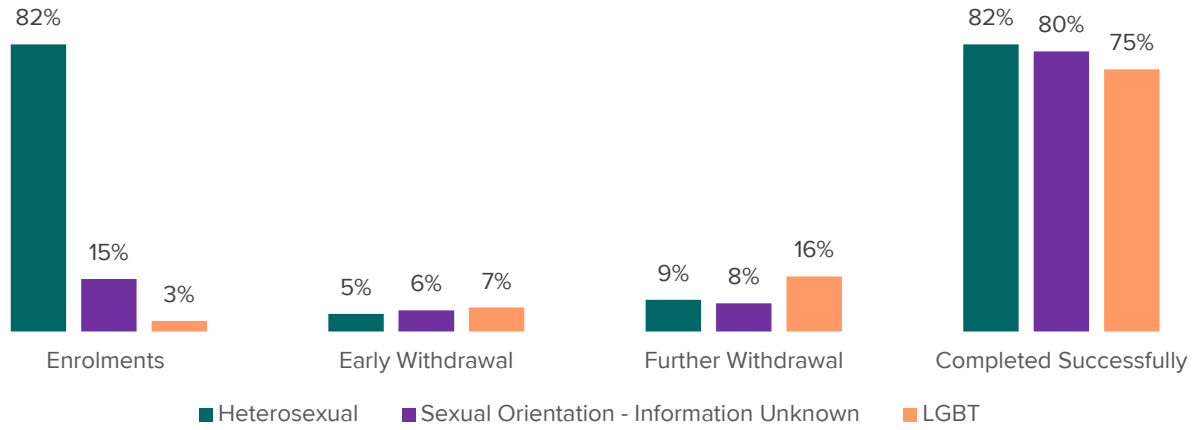
Student - Maternity 2015-2016



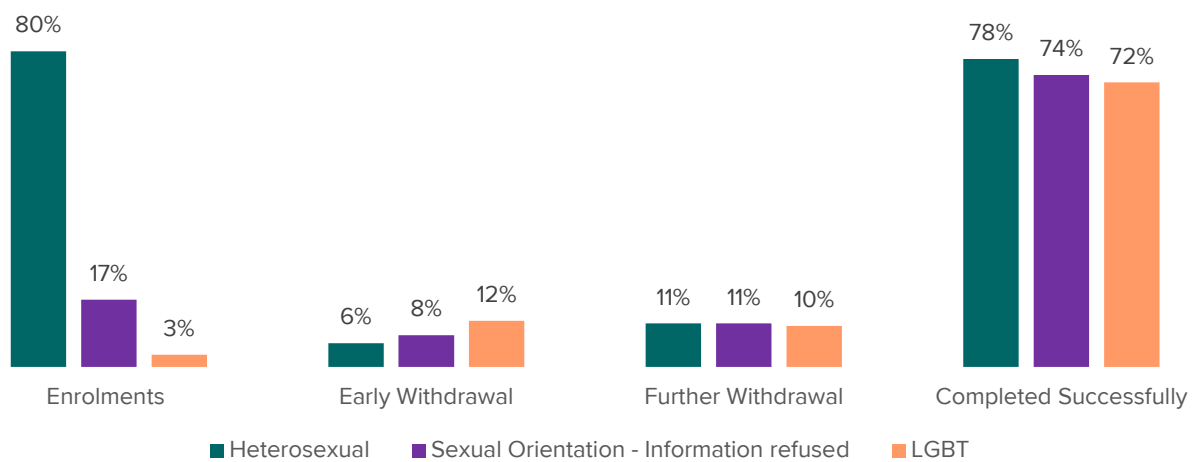
Student - Sexual Orientation 2013-2014



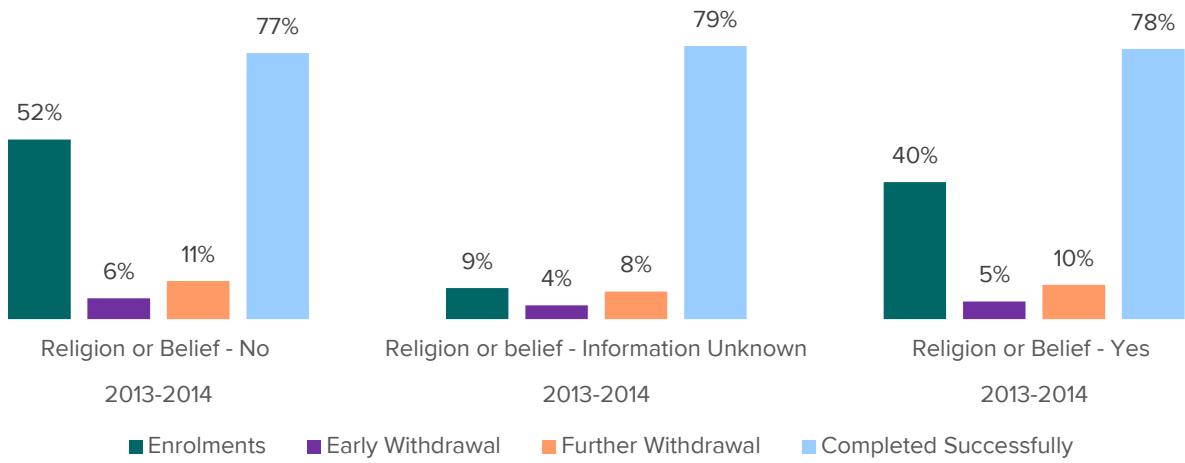
Student - Sexual Orientation 2014-2015



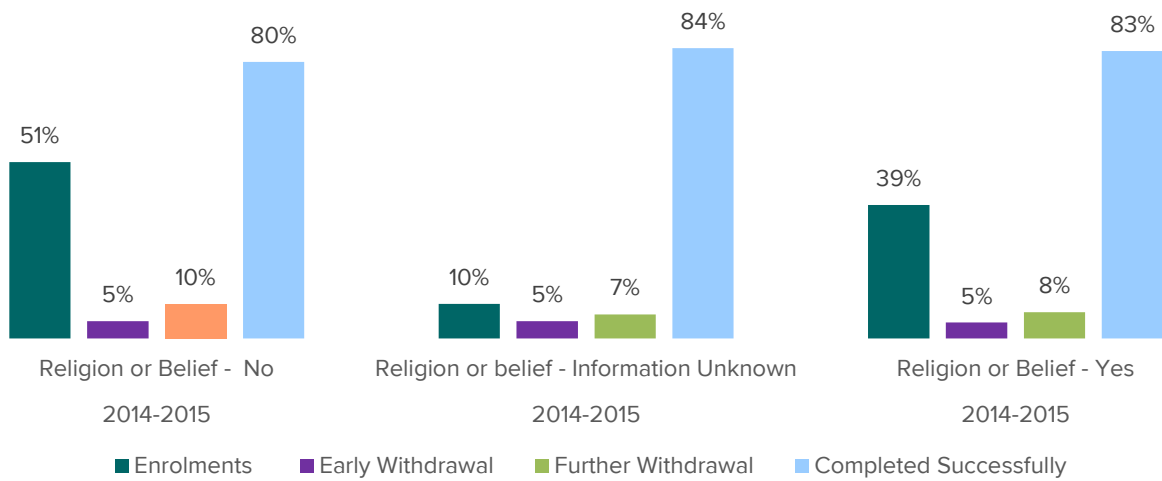
Student - Sexual Orientation 2015-2016



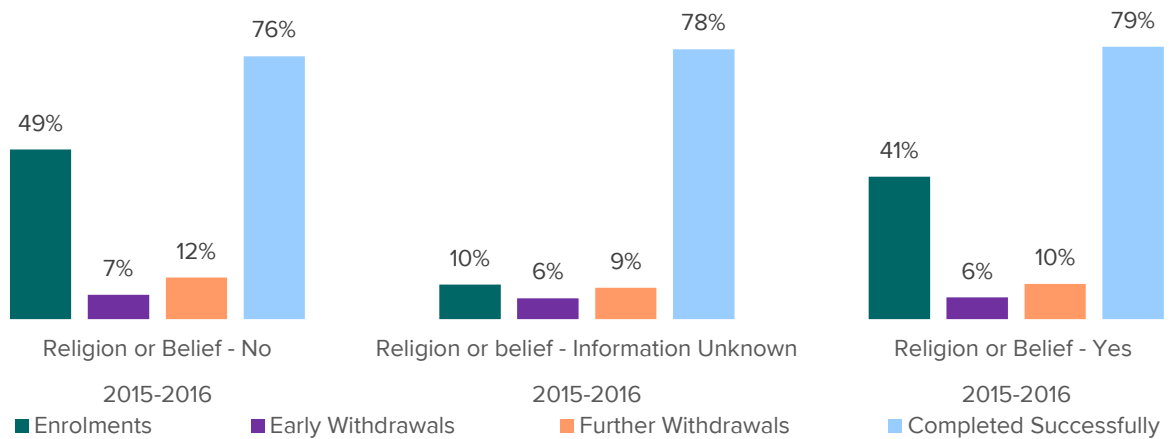
Student - Religion and Belief



Student - Religion and Belief



Student - Religion or Belief



The South Lanarkshire College Equality Group will review and progress the equality outcomes annually in line with the College’s responsibilities under the Public Sector Equality Duty.

South Lanarkshire Equality Outcomes (by PC covered)	Public Sector Equality Duty (PSED)	Actions	Measure of success (with evidence sources)
<p>Outcome 2B: All South Lanarkshire College students and staff fully understand and comply with the College policy in relation to equalities.</p> <ul style="list-style-type: none"> Covers all PCs 	<p>1. Eliminate unlawful discrimination</p>	<p>Enhance student and staff understanding and application of the college equality culture and expectations by:</p> <ul style="list-style-type: none"> 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. <p>Responsibility of: HR; Student Services</p> <ul style="list-style-type: none"> Continue to internally benchmark and increase the numbers of students and staff attending annually available equality training and events <p>Responsibility of: HR; Student Services.</p> <ul style="list-style-type: none"> Annually increase the numbers of staff and students specifically undertaking on-line equalities training. <p>Responsibility of: Student Services; Faculty Associate Principles (APs).</p>	<ul style="list-style-type: none"> Annual increase in positive comments related to equalities survey questions (Evidence source: Student in-course questionnaires results; staff equality survey results; course team reports (CTRs); and self- evaluation (SE) reports. (Quality Unit; HR; Faculty SE; Student Services; Student Association). Numbers of students and staff attending equality training and events (Evidence source: HR; Student services; student association; and marketing) Positive post training evaluations (Evidence source: HR/SD, Faculties) Low numbers of equality related complaints (Evidence source: Student services; student association; results and comments from bi-annual student in-course questionnaires; International Unit; Learning support; and annual staff equality survey results).

South Lanarkshire Equality Outcomes (by PC covered)	Public Sector Equality Duty (PSED)	Actions	Measure of success (with evidence sources)
<p>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.</p> <ul style="list-style-type: none"> Covers all PC's 	<p>1. Eliminate unlawful discrimination</p>	<ul style="list-style-type: none"> 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 of: HR; Student Services. Develop a booklet on protected characteristics to provide to students at induction during 2017/18. Responsibility of: HR; Student Services; Marketing Review student and staff equalities/discipline/complaints policies and procedures to include the consequences of non-compliance with College expectations during 2017-18. Responsibility of: HR; Student Services, Quality. 	<ul style="list-style-type: none"> Numbers of students and staff disclosing PCs (Evidence source: Student application data; and staff equality data).
<p>Outcome 1B: All College strategic and operational decisions, associated policies, procedures and business processes are impact assessed in line with the three needs of the PSED.</p> <ul style="list-style-type: none"> Covers all PCs 	<p>1. Eliminate unlawful discrimination</p>	<ul style="list-style-type: none"> 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 of: HR. 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 of: HR. Annual review of pay, staff turnover, disciplinary and grievance, by PC. Responsibility of: HR 	<ul style="list-style-type: none"> Evidence source: College policies and procedures. Progress made in line with annual schedule (Evidence source: Impact assessment schedule). Decreased occupational segregation and gender pay gap. (Evidence source: HR and staff development statistics by PC)

South Lanarkshire Equality Outcomes (by PC covered)	Public Sector Equality Duty (PSED)	Actions	Measure of success (with evidence sources)
<p>Outcome 5A: Staff knowledge of Equality and Diversity is continually developed and positively influences employment experiences and development.</p> <ul style="list-style-type: none"> Covers all PCs <p>Outcome 3A: Curriculum choice, design and delivery models offers students access to qualifications that meet their needs and ensure equality of outcomes.</p> <ul style="list-style-type: none"> Covers all PCs <p>Outcome 4B: PI 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.</p> <p>Covers all PCs</p>	<p>1. Eliminate unlawful discrimination</p> <p>2. Advance equality of opportunity</p> <p>2. Advance equality of opportunity</p>	<ul style="list-style-type: none"> 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. <p>Responsibility of: HR.</p> <ul style="list-style-type: none"> 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 CT meetings and reports and SE meetings and reports showing analysis and action planning using available equalities data. <p>Responsibility of: Senior Management Team (SMT).</p> <ul style="list-style-type: none"> Continue to annually review and refine available data to Faculty, Curriculum and Course Teams for self-evaluation analysis and action planning purposes. <p>Responsibility: Head of Information Systems.</p>	<ul style="list-style-type: none"> Additional staff working flexibly (Evidence source: HR statistics by PC) Numbers of 16-24 year olds enrolling, progressing and attaining qualifications (Evidence source: Faculty curriculum plans; enrolment statistics; success and partial success PIs). Curriculum opportunities for gender under representation, part-time and flexible provision, (Evidence source: Faculty curriculum plans; and enrolment statistics). Evidence source: CTRs and SE Reports. Increase in available PI stats against national averages (is the national PI data presented at PC level?) available to faculty, curriculum and course teams (Evidence source: PI data available on Portal; CTRs; and SE reports).

South Lanarkshire Equality Outcomes (by PC covered)	Public Sector Equality Duty (PSED)	Actions	Measure of success (with evidence sources)
<p>Outcome 3B: South Lanarkshire College proactively engages with students to ensure understanding of needs, aspirations and potential barriers to success.</p> <ul style="list-style-type: none"> Covers all PCs <p>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.</p> <ul style="list-style-type: none"> Covers all PCs <p>Outcome 4A: South Lanarkshire College provides equality of opportunity to prospective and current students, in relation to entry, retention and achievement.</p> <ul style="list-style-type: none"> Covers all PCs 	<p>2. Advance equality of opportunity</p> <p>2. Advance equality of opportunity</p> <p>2. Advance equality of opportunity</p>	<ul style="list-style-type: none"> 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 (QEG); Academic Board (AB). Systematic in-year analysis of early withdrawal, further withdrawal, success and partial success across all students. Responsibility: Academic Board. Annually increase numbers of students and staff fully disclosing PCs to enable better monitoring and suitable adjustments to be made. Responsibility: HR; Student Services. Identify PC 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 PCs during 2014-15. Responsibility: HR; Student Services. Annual increase in the recruitment of students from specific under-represented PC groups in line with national priorities. Responsibility: SMT. 	<ul style="list-style-type: none"> Focus on learning and teaching and the student experience (Evidence source: PIs reporting and action plans in CTRs; and SE reports). Use of early withdrawal, further withdrawal, success and partial success PIs (Evidence source: CTRs; SE reports; and Academic Board reports). Benchmark disclosure data by PCs (Evidence source: Application and enrolment data; and data from staff equality disclosure forms).

South Lanarkshire Equality Outcomes (by PC covered)	Public Sector Equality Duty (PSED)	Actions	Measure of success (with evidence sources)
<p>Outcome 1A: South Lanarkshire College provides equality of opportunity in recruitment, promotion and professional development of staff.</p> <ul style="list-style-type: none"> Covers all PC's <p>Outcome 2A: South Lanarkshire College provides excellent facilities and resources to meet the needs of students and staff.</p> <ul style="list-style-type: none"> Covers all PCs 	<p>2. Advance equality of opportunity</p> <p>2. Advance equality of opportunity</p>	<ul style="list-style-type: none"> Review recruitment and induction practices to facilitate increased proportion of College employees from under- represented groups in relation to both recruitment and promotion. Responsibility: HR. Provide appropriate and constructive staff development opportunities for all staff, with a range of delivery options and methods. Responsibility: HR. Provide regular recruitment equality training to all those involved in recruitment or promotion decisions. Responsibility: HR. Maintain excellent facilities and resources to meet the needs of students and staff by means of annual review and operational planning. Responsibility: SMT; Facilities. 	<ul style="list-style-type: none"> Increased numbers of staff and of promoted staff from under- represented groups (Evidence source: recruitment and promotion statistics by PC) Increased range of recruitment sources (Evidence source: HR records) in support of under- represented groups. Delivery of broad range of appropriate staff development (Evidence source staff development statistics by topic and PC) Benchmark numbers of comments/complaints from students and staff relating to facilities (Evidence source: Analysis of bi-annual student in-course questionnaire results; TELL US@SLC comments; student focus group comments; complaints analysis; analysis presented to academic board 3 x year; and action plans from Academic board).

South Lanarkshire College Equality Outcomes - Matrix - PSED – Regional Equality Outcomes and Protected Characteristics

Appendix D

SLC Equality Outcomes	Public Sector equality duty			Lanarkshire Regional Equality Outcomes						Protected Characteristics *see table 2								
	Eliminate unlawful discriminatio	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 2}								
	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

SLC Equality Outcomes	Public Sector equality duty			Lanarkshire Regional Equality Outcomes						Protected Characteristics *see table 6								
	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
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

Table 2 – Protected Characteristics

- | |
|---|
| <ul style="list-style-type: none"> 1 Age 2 Disability 3 Gender reassignment 4 Pregnancy and maternity 5 Race 6 Religion and belief 7 Sex 8 Sexual orientation 9 Marriage and civil partnership |
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