



South
Lanarkshire
College
East Kilbride

Equality Mainstreaming Report and Equality Outcomes



Foreword by Principal and Chief Executive

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

We are committed to the aspirations set out in our Equality Mainstreaming Report and Equality Outcomes, and to supporting all Equality initiatives. The College has a clear vision and strategy to promote equality, access and inclusion, and this links with all aspects of our activity, as can be demonstrated by our strategic aim to promote equality and diversity.

Our Equality Mainstreaming Report and Equality Outcomes outline the continuing steps we as a College have taken and will continue to take to demonstrate our commitment to ensuring equalities remains an integral part of College life. We are also committed to regularly reviewing and refocusing our priorities to ensure that we continue to make progress in this key area.

We 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

Our Vision, Mission and Ethos

Our Vision:

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

Our Mission:

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

Our Ethos:

We believe in:

- continual improvement
- continuing professional development
- equality and diversity
- employment-focused activity
- high achievement
- listening
- productive partnerships
- sustainability
- supporting a strong local and national economy through effective skills training.

‘We Believe in Equality and Diversity’

Our ethos statement, ‘We believe in equality and diversity’ confirms our commitment to placing this key issue at the forefront of all that we do.

South Lanarkshire College is committed to mainstreaming equality. We aim to constantly promote equality in our work, and we strive to prevent discrimination of any kind. It is our aim to provide fair and equal opportunities to all our learners, staff, stakeholders and partners. We welcome learners and staff from all backgrounds and we actively seek to promote equality and eliminate discrimination harassment or victimisation.

We take full account of the protected characteristics as defined in the Equality Act 2010 of: religion, race, age, sex, gender identity, sexual orientation, pregnancy and maternity or disability.

Further details regarding the protected characteristics can be found in Appendix A.

This Equality Mainstreaming Report details what we do to meet our General Duty under the Equality Act 2010, and what we plan to do, taking account of our need to:

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

More information on The Equality Act can be found at Appendix B.

South Lanarkshire College is 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. This document brings together all of the actions from our previous equality schemes with our newly developed Equality Outcomes, to ensure that we continue with this positive focus.

Federation of Lanarkshire Colleges

Coatbridge, Cumbernauld, Motherwell and South Lanarkshire Colleges are located in the region defined as ‘Lanarkshire’ by the Scottish Funding Council.

The colleges have committed to working together in a Federation, to promote the best possible outcome for learners and a structured, cohesive, consistent and effective approach to managing the regionalisation of funding.

Through closer joint working, the colleges will deliver savings in accordance with the wider requirements of the Scottish Government, while keeping a focus on maintaining and improving the quality of outcomes for students, and minimising the impact on staff.

As part of this focus on working together, the colleges took an integrated and joint approach to consulting on and developing overarching Equality Outcomes for the Lanarkshire Collages which give us a common focus in mainstreaming equality.

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 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 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 our commitment to promoting equality.

Our Management Charter states that our managers are expected to lead by example, and 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.

All staff are responsible for ensuring that our obligations under the General Duty, Equality Act 2010 are met, in terms of acting to:

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

Mainstreaming, as described by the The Equality and Human Rights Commission means integrating equality into the day to day work of a public body, by means of taking equality into account in the way we work, and making equality a part of everything we do.

This is entirely consistent with our ethos, and ensures that equality remains an integral element of our behaviours and culture, allowing us to continually improve the service we deliver to our students.

Our Aims on Mainstreaming Equality

The aim of this Equality Mainstreaming Report and Equality Outcomes is to make sure that we take account of, respond to and promote the needs of all our students, staff and diverse communities within and beyond our College. We are committed to embedding and mainstreaming the promotion of equality in all of our work.

Our aim is to:

Eliminate discrimination, harassment and victimisation, by:

- Promoting and increasing the work and influence of our Equality group
- Ensuring that equality is mainstreamed, and seen as a whole college responsibility for all staff and students
- Including equalities as a periodic agenda item at meetings
- Including specific actions from this Scheme in operational plans
- Monitoring staff and student data for representation and progression
- Ensuring that procurement includes positive equality and diversity principles
- Monitoring and reviewing our equal pay policy and taking action as required
- Continuing to impact assess all College policies etc.

Advance equality of opportunity by:

- Acting to promote our ethos: 'We believe in Equality and Diversity'
- Providing significant and sustained staff development promoting equality
- Promoting our ethos via a range of means, to students, staff and stakeholders, on a regular basis
- Developing a fully mainstreamed and embedded approach to equality and diversity in the curriculum and in learning and teaching approaches

Foster good relations by:

- Providing opportunities for students and staff to work together, and with external stakeholders and partners on equality related activities
- Ensuring student and staff representation on equality and other groups across the college
- Ensuring visible and consistent promotion of the College's ethos, both internally and externally
- Encouraging interaction between students and staff from the different protected characteristics, and through the development of equality and diversity in the curriculum
- Developing a range of partnerships across all protected characteristics

Our plans for the achievement of these key aims, in order to ensure that we work in accordance with the General Duty, are further developed in our Equality Outcomes.

Listening and Productive Partnerships

It is a key element of our ethos that we believe 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.

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

- Feedback from students including questionnaires and focus groups
- An equality focussed survey for all staff
- Our Equality Group
- Our Academic Board
- Focus groups of stakeholders
- Sharing of information with our federal partners
- National statistical information and guidance
- Feedback from training sessions and workshops

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 outwith as well as within the College. We believe this is an important aspect of mainstreaming for South Lanarkshire College.

Equality Engagement

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.

Student feedback is sought throughout the year, with a broad range of methods employed to ensure that all students are given every opportunity to share their views. Staff feedback is obtained via a range of groups, Trade Union involvement, periodic surveys and on-going discussion.

Equality engagement initiatives include our annual equality week where staff and students work together on a week long promotion of equality across the College. Our international students share in this work, and actively contribute to the

mainstreaming of equality. It is important that all of our students, staff, stakeholders and the wider community are aware of our commitment to equality. We communicate this directly by promoting our Investors in Diversity status, through meetings with students, staff and others, and by a strategy to ensure our internal and external corporate images reflect our commitment to equality.

Data Gathering and Analysis

South Lanarkshire College currently gathers data relating to both students and staff. This information is analysed by specific staff, Course Teams, the Equality group and 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 our staff and student profile is provided in Appendix C.

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 do so, and we are actively working towards Leaders in Diversity status. We hold Investors in People Gold status. Our annual engagement with, and periodic reviews by Education Scotland also increasingly focus 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.

Equality Outcomes

We have developed Equality Outcomes we believe give a clear and constructive picture of the areas of our work which represent our key equality priorities for the coming period.

Our Equality Outcomes have been written to ensure that all protected characteristics are fully considered and all aspects of our work are linked to the mainstreaming of equality and furthering of the three key aspects of the General Equality Duty. We have specifically identified evidence bases, the actions which we need to take to achieve our aims, and the measures of success which we are aiming for.

Our Equality Outcomes, which will be subject to annual review, are attached at Appendix D.

Equality Impact Assessment

Equality impact assessment is well embedded across the College and a clear framework is in place allowing on-going assessment of impact. This will be further developed during the lifetime of this plan. We plan to meet our duty to mainstream equality by continuing to assess the impact of our policies, practices and plans. We will gather and consider evidence relating to different equality groups and ensure that through consultation and involvement we progress our plans based on evidence and impact.

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.

Fairness at Work

South Lanarkshire College aspires to have a workforce reflecting our area and the diverse communities within it. 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 General 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.

We have had an Equal Pay Statement in place for a number of years, and have updated this as part of our Equality Mainstreaming Report. This can be found at Appendix E.

Staff Development

Staff development activity centred around Equality is an ongoing priority and is a key element of successful and sustained mainstreaming. Annually, significant levels of equality training covering a range of equality related topics are delivered.

All staff are currently undertaking an equality training scheme, developed in partnership with 'DisabledGo' and all staff have undergone QELTM training. In addition to these all staff training initiatives, we deliver a significant amount of equality training covering protected characteristics. Our annual All Staff Conferences are additionally used to promote equality to staff.

Purchasing and Tendering

It is important to us that our purchasing and tendering activities link effectively with our commitments under the General Equality Duty. To this end, we have held meetings with a range of our suppliers, and other stakeholders, where we have emphasised our equality expectations of those who we do business with.

We have additionally updated our purchasing and tendering guidelines to ensure that our commitments and expectations of others are clear.

Campus and Learning Accessibility

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 in to employment or further study.

Publishing, Monitoring and Review

Copies of our Equality Mainstreaming Report and Equality Outcomes will be made available via our 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 our induction materials, regulations, policies and statements.

The Report and Outcomes will be reviewed and updated annually to reflect progress and priorities.

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 old) or range of ages (e.g. 18 - 30 year olds).

Disability

A person has a disability if s/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 defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

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). Generally, 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.

The Legal Context

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. The Public Sector Equality Duty consists of a **General Duty** supported by **Specific Duties**.

The **General Duty** 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 General Duty and require us to:

- Report on progress on mainstreaming the general 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 general 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 our information in a manner that is accessible

Equality Monitoring

As at 30th April 2013, South Lanarkshire College employs 269 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. For the first time in late 2012, we collected staff data for the range of protected characteristics, and we were very encouraged by the levels of response and disclosure. However, we recognise that there can be a reluctance amongst some staff to provide this kind of information, which is something we aim to improve upon, by increasing confidence amongst staff about the importance of this kind of data for mainstreaming and benchmarking purposes. We 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. It is hoped that as people become increasingly accustomed to this, we will have a more complete picture in respect of staff data.

Staff Data

During the last year, there were no issues addressed through the disciplinary or grievance procedures which related to equality. The number of disciplinary and grievance cases we have dealt with over recent years is at a level where publishing equality data would likely identify individual members of staff. For this reason, no tabular reference is provided in this document in respect of discipline or grievances.

For similar reasons, in the tables of staff data given below, any element with fewer than five responses (so, 0-4) is indicted with *

AGE BANDS - STAFF	
Under 21	*
21 to 30	14
31 to 40	51
41 to 50	76
51 to 60	90
61 – 65	17
Over 65	*
Prefer not to say	*
Information not provided	*

SEXUAL ORIENTATION - STAFF	
Bisexual	*
Gay man	*
Gay woman	*
Heterosexual	184
Other	*
Prefer not to say	14
Information not provided	53

GENDER - STAFF	
Female	139
Male	62
Other	*
Prefer not to say	50
Information not provided	*

GENDER SAME AS AT BIRTH	
Yes	173
Prefer not to say	6
Information not provided	74

DEPENDANTS - STAFF	
Yes - under 16	62
Yes - other relatives/friends	10
Yes - both young people and other friends/relatives	39
No dependants	78
Prefer not to say	8
Information not provided	56

PREGNANT – STAFF	
Yes	*
No	171
Prefer not to say	7
Information not provided	73

GIVEN BIRTH IN LAST 26 WEEKS – STAFF	
Yes	*
No	168
Prefer not to say	6
Information not provided	78

ETHNIC ORIGIN – STAFF	
White Scottish	179
White English	5
White Welsh	*
White Irish	*
Any other background	5
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	*
Prefer not to say	5
Information not provided	50

RELIGION OR BELIEF - STAFF	
No religion	52
Buddhist	*
Christian - Church of Scotland	62
Christian - Roman Catholic	47
Christian - other denomination	16
Hindu	*
Jewish	*
Muslim	*
Sikh	*
Spiritual	*
Any other religion or belief	*
Prefer not to say	12
Information not provided	55

DISABILITY - STAFF	
No known disability	161
Dyslexia	*
Blind/partially sighted	*
Deaf/hearing impairment	*

Wheelchair user/mobility difficulties	*
Personal care support	*
Mental health difficulties	*
Unseen disability (e.g. diabetes, epilepsy)	6
Multiple disabilities	*
Disability not listed	*
Prefer not to say	11
Information not provided	59

Student Data

In the tables of student data given below, any element with fewer than five responses (so, 0-4) is indicated with *

AGE BANDS - STUDENTS	
Under 18	1113
18 - 24	1449
25 - 40	778
41 - 60	450
Over 60	33
Prefer not to say	*
Information not provided	*

SEXUAL ORIENTATION - STUDENTS	
Bisexual	33
Gay man	14
Gay woman	25
Heterosexual	2784
Other	101
Prefer not to say	387
Information not provided	417

GENDER – STUDENTS	
Female	1960
Male	1801
Other	*
Prefer not to say	*
Information not provided	*

GENDER SAME AS AT BIRTH	
Yes	3179
No	20
Prefer not to say	176
Information not provided	386

DEPENDANTS – STUDENTS	
Yes - under 16	614
Yes - other relatives/friends	97
Yes - both young people and other friends/relatives	16
No dependants	2275
Prefer not to say	144
Information not provided	615

PREGNANT - STUDENTS	
Yes	11
No	3184
Prefer not to say	52
Information not provided	514

GIVEN BIRTH IN LAST 26 WEEKS - STUDENTS	
Yes	11
No	3171
Prefer not to say	52
Information not provided	527

ETHNIC ORIGIN - STUDENTS	
White Scottish	3377
White English	72
White Welsh	*
White Irish	13
Any other white background	45
Any mixed background	13
Indian	109
Pakistani	41
Bangladeshi	6
Chinese	7
Any other Asian background	10

Caribbean	*
Black African	7
Any other black background	5
Any other background	7
Northern Irish	*
British	13
Gypsy/Traveler	*
Polish	27
Arab	*
Prefer not to say	*
Information not provided	*

RELIGION OR BELIEF - STUDENTS	
No Religion	1772
Buddhist	10
Christian - Church of Scotland	*
Christian - Roman Catholic	435
Christian - other denomination	747
Hindu	109
Jewish	31
Muslim	*
Sikh	48
Spiritual	26
Any other religion or belief	10
Prefer not to say	17
Information not provided	552

DISABILITY – STUDENTS	
No known disability	3248
Dyslexia	207
Blind/partially sighted	16
Deaf/hearing impairment	14
Wheelchair user/mobility difficulties	30
Personal care support	*
Mental health difficulties	27
Unseen disability (e.g. diabetes, epilepsy)	65
Multiple disabilities	50
Disability not listed	82
Prefer not to say	*
Information not provided	14

Regional Equality Outcomes – Federation of Lanarkshire

As a Federation of Lanarkshire Colleges comprising Coatbridge College, Cumbernauld College, Motherwell College and South Lanarkshire College, we wish to combine our efforts to define, consult upon and publish the Lanarkshire Federal Equality Outcomes.

These regional Equality Outcomes set out our common purpose and aspirations for the Federation of Lanarkshire Colleges, in relation to The Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

As a Federation, we are committed to working together to advance equality so that all people who study, work or visit our colleges can enjoy their experience in an inclusive environment, free from discrimination.

Regionalisation will bring change and resultant adaptation. It is therefore anticipated that these overarching Equality Outcomes will become the subject of annual review and refinement to ensure continued progress with our equality agenda.

1. Colleges demonstrate leadership and commitment to eliminate discrimination, advance equality and foster good relations.

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

3. All learners have an equal opportunity to come to College and achieve positive outcomes.

4.1 Learners have increased opportunity for progression into organisations that value equality and diversity.

4.2 Increased engagement with stakeholders to enhance awareness of equality of opportunity for a developed workforce.

5. Colleges within the Federation ensure that equality and diversity is embedded in all that we do and is supported by the appropriate allocation of Federal resources.

South Lanarkshire College Equality Outcomes

Appendix D

South Lanarkshire College Equality Group will review and progress our equality outcomes annually in line with our responsibilities under the Public Sector Equality Duty (PSED).

Public Sector Equality Duty (PSED)	South Lanarkshire Equality Outcomes (by PC covered)	Actions	Measure of success (with evidence sources)
<p>1. Eliminate unlawful discrimination</p>	<p>Outcome 1.1: 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>Outcome 1.2: All students and staff are fully informed of the benefits of full disclosure of</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 an 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"> 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 students specifically undertaking DisabledGo on-line equalities training. <p>Responsibility of: Student Services; Faculty Associate Principles (APs).</p> <ul style="list-style-type: none"> Review pre-entry guidance documentation/pre-employment 	<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). Numbers of students and staff disclosing PCs (Evidence

	<p>protected characteristics to advancing equality at South Lanarkshire College.</p> <p>Outcome 1.3: 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>Outcome 1.4: Staff knowledge of Equality and Diversity is continually developed and positively influences employment experiences and development.</p>	<p>documentation and student/staff induction procedures to encourage the disclosure of Protected Characteristics (PCs) during 2013-14.</p> <p>Responsibility of: HR; Student Services.</p> <ul style="list-style-type: none"> Review student and staff equalities/discipline/complaints policies and procedures to include the consequences of non-compliance with College expectations during 2013-14. <p>Responsibility of: HR; Student Services.</p> <ul style="list-style-type: none"> Produce an 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 2013-14 <p>Responsibility of: Quality.</p> <ul style="list-style-type: none"> The College will impact assess all current, revised and new strategic development planning, business planning processes, resulting documentation, policies , procedures and practices against the 3 needs of the PSED over a 3 year cycle 2013 – 2016. <p>Responsibility of: HR.</p> <ul style="list-style-type: none"> Annual review of pay, staff turnover, disciplinary and grievance, by PC. <p>Responsibility of: HR.</p>	<p>source: Student application data; and staff equality data).</p> <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)
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		<ul style="list-style-type: none"> Increase availability of opportunities for flexible working for those with caring responsibilities or long term health conditions. <p>Responsibility of: HR.</p>	<ul style="list-style-type: none"> Additional staff working flexibly (Evidence source: HR statistics by PC)
<p>2. Advance equality of opportunity</p>	<p>Outcome 2.1: 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 2.2: 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> <ul style="list-style-type: none"> Covers all PCs 	<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. 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>All 2.1 Actions are the Responsibility of: Senior Management Team (SMT).</p> <ul style="list-style-type: none"> Annually review and continue to refine available data to Faculty, Curriculum and Course Teams for self-evaluation analysis and action planning purposes. <p>Responsibility: Head of Information</p>	<ul style="list-style-type: none"> 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

	<p>Outcome 2.3: 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>Systems.</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. <p>Responsibility: Quality Enhancement Group (QEG); Academic Board (AB).</p> <ul style="list-style-type: none"> Systematic in-year analysis of early withdrawal, further withdrawal, success and partial success across all students. <p>Responsibility: Academic Board.</p> <ul style="list-style-type: none"> Annually increase numbers of students and staff fully disclosing PCs to enable better monitoring and suitable adjustments to be made. <p>Responsibility: HR; Student Services.</p> <ul style="list-style-type: none"> 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 2013-14. <p>Responsibility: HR; Student Services.</p> <ul style="list-style-type: none"> Annual increase in the recruitment of students from specific under-represented PC 	<p>data available on Portal; CTRs; and SE reports).</p> <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).
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	<p>Outcome 2.6: South Lanarkshire College's procurement policy will ensure the elimination of discrimination (only include this if not already covered in the procurement policy)</p> <ul style="list-style-type: none"> Covers all pcs 	<ul style="list-style-type: none"> Review College procurement policies to include checks for the elimination of discrimination during 2013-14. Responsibility: Head of Finance. Offer events for current and potential suppliers to share the revised procurement policy with an emphasis on our commitment to Equality and Diversity. Responsibility: Head of Finance. 	<p>academic board 3 x year; and action plans from Academic board).</p> <ul style="list-style-type: none"> Evidence source: Procurement Policy and procedures.
<p>3. Foster good relations</p>	<p>Outcome 3.1: South Lanarkshire College engages with national, regional and local equality forums and contributes to wider discussions on equality issues with its stakeholder organisations.</p> <ul style="list-style-type: none"> Covers all PCs 	<ul style="list-style-type: none"> Annually review, promote and enhance positive relationships to advance equalities for all PCs through our partnerships with College stakeholders and equalities groups at national, regional and local levels. Responsibility: SMT. 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: SMT; HR. Provide training for staff and students in advancing equalities with partner organisations during years 2013-2016. 	<ul style="list-style-type: none"> Promotion of equalities beyond the College environment (Evidence source: Leaders in Diversity; records of student and staff involvement in national, regional and local events and forums). Records of student and staff training (Evidence source: training offered; uptake; and evaluations).

	<p>Outcome 3.2: The College actively identifies, adopts and shares good practice in relation to equalities.</p> <ul style="list-style-type: none"> Covers all PCs 	<p>Responsibility: HR; Student Services.</p> <ul style="list-style-type: none"> Review and evaluate the induction processes for students to better integrate international and UK students during 2013-14. <p>Responsibility: International Unit.</p>	<ul style="list-style-type: none"> Induction procedures (Evidence source: Revised induction procedures; student comments from bi-annual in-course questionnaires; student focus groups; College events.
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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 discrimination	Advance equality of opportunity	Foster good relations	1	2	3	4	5	1	2	3	4	5	6	7	8	9
1.1 All South Lanarkshire College students and staff fully understand and comply with the College policy in relation to equalities.	X						X	X	X	X	X	X	X	X	X	X	X
1.2 All students and staff are fully 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	X
1.3 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
1.4 Staff knowledge of Equality and Diversity is continually developed and positively influences employment experiences and development.	X			X			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	1	2	3	4	5	6	7	8	9
2.1 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		
2.2 PI data relating to recruitment, retention and success will be collected by PC areas, analysed and action plans put into place to ensure reasonable adjustments are made to support equality of outcomes for all students.		X				X			X	X	X	X	X	X	X	X	X
2.3 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	
2.4 South Lanarkshire College provides equality of opportunity in recruitment, promotion and professional development of staff.		X		X	X						X	X				X	
2.5 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
2.6 South Lanarkshire College's procurement policy will ensure the elimination of discrimination (only include this if not already covered in the procurement policy)		X					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	1	2	3	4	5	6	7	8	9
3.1 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
3.2 The College actively identifies, adopts and shares good practice in relation to equalities.			X				X		X	X	X	X	X	X	X	X	X

Protected Characteristics

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

Table 2

Equal Pay Statement

1. Equal Pay

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

We recognise 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 we have fair and just pay systems. We value diversity and are committed to mainstreaming equality. We aim to publicise these values to our staff, students and stakeholders. It is important that staff are aware of our commitment to ensuring that there is no bias in our pay systems. We 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.

We believe that in eliminating bias in our pay systems we are sending a positive message to our 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.

1.1 Equal Pay Objectives

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

Our 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.

2. Gender Pay Gap

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.

2.1 Pay Structures

South Lanarkshire College staff are paid as either Lecturing or Support staff, with particular conditions attached to each category. Pay for the College is determined via negotiations at a single table Joint Negotiating Committee.

2.2 Lecturing Staff

All Lecturing staff are paid on the basis of a five 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.

The posts of Associate Principal, Depute Head of Faculty and Curriculum Manager are paid on the basis of fixed scale points.

2.3 Support Staff

There are standard fixed point salaries relative to each support staff post, although many posts are paid at the same scale point(s).

These fixed points relate to particular agreed posts, which have previously been the subject of an appropriate agreed job evaluation exercise. The purchase of a new job evaluation system is planned, to support continuing assessment as appropriate.

Whilst not all salary points are in use, all staff employed in the same post will receive the same salary.

3 Progress to Date

3.1 College Gender Profile

The gender profile of staff employed by South Lanarkshire College has remained stable in the three years since the last Equal Pay Statement was published, and was stable prior to that time.

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

<i>% Staff</i>	<i>2007</i>	<i>2010</i>	<i>2013</i>
Female	56	58	67
Male	44	42	33

Our College Management Team staffing profile, in gender terms, is as follows:

<i>% CMT</i>	<i>2007</i>	<i>2010</i>	<i>2013</i>
Female	67	64	60
Male	33	36	40

These figures demonstrate clearly that there is strong female representation at all levels of the organisation, however it is also clear that there remains a significantly higher proportion of male than female staff working in the Faculty of Construction and the opposite is true for the Faculty of Care.

As part of our focus on equality, we continually develop our promotion and mainstreaming of equality at all times, to ensure that no historic segregation is perpetuated.

3.2 Gender Pay Gap

The basic gender pay gap figure for South Lanarkshire College is currently 18. However this is not representative of the organisation as a whole. For managers, there is a gender pay gap of 4.121. For middle managers, the gender pay gap is 9.94. For support staff, the gender pay gap is 7.84. For lecturing staff, the gender pay gap is 0.32.

3.3 Occupational Segregation

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

South Lanarkshire College is committed to ensuring that the all our staff have equality of opportunity and that stereotypes or perceptions are not allowed to prevent anyone reaching their potential.

We currently monitor occupational segregation in terms of the figures detailed in 3.1 above. We intend to increase the level of monitoring we undertake.

Having reviewed staff pay across gender and roles, no current areas of concern have been identified. This process of review is on-going and comparative figures will be reviewed annually.

4 Next Steps

South Lanarkshire College will review and report annually on progress in respect of Equal Pay.