



NORTH EAST
SCOTLAND
COLLEGE

The public sector equality duty:
specific duties for Scotland 2019 interim reporting

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GDPR

Contained within this report are case studies based on students whose identity is revealed. Full permission has been provided by the individuals for their data to be shared in this context.

1. INTRODUCTION

Legal Context and Scope

Under the [Equality Act 2010](#), all Scottish universities and the majority of colleges are required to demonstrate how they are advancing equality through the [Public Sector Equality Duty](#) (PSED).

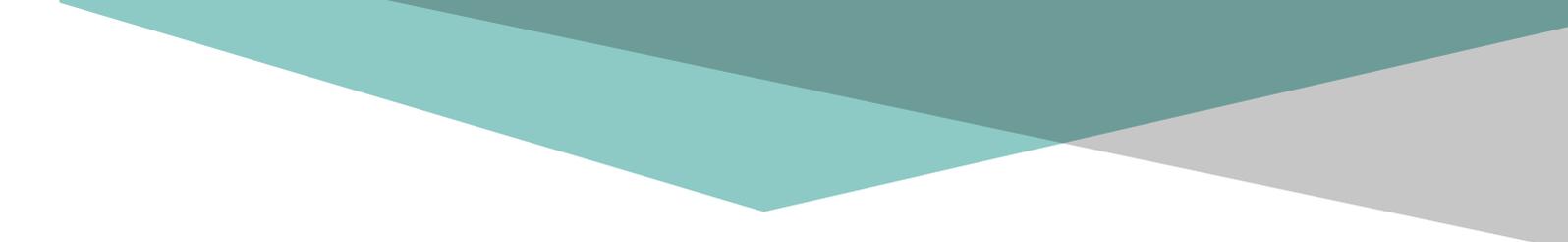
For the PSED the relevant protected characteristics are:

- *age*
- *disability*
- *gender reassignment*
- *pregnancy and maternity*
- *race*
- *religion or belief (including lack of belief)*
- *sex*
- *sexual orientation.*

The PSED also applies to marriage and civil partnership, but only with respect to the requirement to have due regard to the need to eliminate unlawful discrimination, harassment, victimisation or other prohibited conduct in employment.

In terms of the PSED's general duty, North East Scotland College (NESCol) has a responsibility to:

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equalities Act 2010.*
- *Advance equality of opportunity between people from different protected characteristics 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 protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.*



NESCol published its first Equality Mainstreaming Report in April 2017. In line with the requirements of the PSED, the College is required to report, by the end of April 2019, on how it is meeting the general duties; its progress in developing the equality outcomes identified in the 2017 report and its progress with specific duties relating to employee information.

Mainstreaming sets out to integrate consideration of equality into a college functions so that it is a routine part of its day-to-day workings. It means ensuring that equality sits at the heart of a college mission, strategy and operational delivery in order to create both a structure and a culture that embraces and advances equality and diversity.

The purpose of this report is to detail the progress the College is making towards meeting its general and specific duties under the PSED, and to explain how it is mainstreaming equality across its campuses to provide a learning and working environment which advances equality, diversity and inclusion and where everyone is respected, valued and supported.

About North East Scotland College

North East Scotland College (NESCol) is the only further-education college located within the North East of Scotland. The College provides a wide range of high quality education and training opportunities to meet the needs of individuals, communities and employers across the region in a flexible, engaging and accessible way.

The College serves an extensive geographical area: Aberdeen City: 186 sq km, Aberdeenshire: 6,313 sq km, with main centres of delivery, Aberdeen and Fraserburgh, located 41 miles apart. There is also provision in a number of the region's main centres of population outside these two main centres, including: Ellon, Inverurie, Banff and Peterhead.

In academic year 2017-18, the College enrolled 18,391 learners on SFC-funded programmes (6,704 studying full-time and 11,687 studying part-time). 44% of NESCol students reside in Aberdeen City and 39% in Aberdeenshire with the remainder coming from outside the area, relatively evenly spread from 16 other Scottish local authorities.

The College aims to deliver inspirational teaching from each of its modern and well-equipped campuses, across a range of different subject areas, including Business, Care, Computing, Construction, Creative Industries, Engineering, Leisure and Lifestyle, Maritime, Science, and Service Industries.

The College curriculum for the region is fully integrated, with clear progression and articulation pathways within and beyond the College. NESCol is committed to working with schools, universities and employers to secure seamless transition from school to College and on to university or employment.

NESCol is also committed to meeting the requirements of the Public Sector Equality Duty (PSED) and application of inclusive practice throughout the organisation. Its governance, policy and practice is designed to incorporate equality, not only for those with protected characteristics but also to include those from other groups such as those from care-experienced backgrounds or experiencing social deprivation. These values are reflected in its Vision and Values, Strategic Plan and other Supporting Strategies.

Vision and Values

North East Scotland College will, through the delivery of high quality education and training:

- *drive and support innovation and economic prosperity,*
- *raise aspiration,*
- *create success, and*
- *promote diversity, fairness and opportunity for all*

providing individuals, businesses and communities in the North East of Scotland with 21st century skills.

The College's Values shape our work, influence our behaviours and apply to everyone who comes to NESCol to learn or work. The College's Values relate to Commitment & Excellence, Empowerment & Engagement, and Respect & Diversity. Specifically the College's Values in relation to Respect & Diversity are as follows:

- *Valuing the experience and talent of all*
- *Treating others with dignity and respect*
- *Creating an accessible, inclusive learning and working environment*
- *Being fair, open and transparent to ensure a culture of mutual trust and integrity.*

Strategic Themes, Goals and Objectives

NESCol's commitment to equality and inclusion also feature in the College's [Strategic Plan 2018-2021](#). The College has identified five Strategic Themes with accompanying Strategic Goals:



The Strategic Plan has a clear commitment to promoting fairness and equality of opportunity. The following Strategic Objectives demonstrate this:

- 1.1 Build a portfolio of courses which:
 - *is accessible, inclusive and appropriate for individual need providing learners with the best chance of success*
 - *tackles gender imbalance and challenges stereotypes*
 - *supports inclusive growth, builds community capacity and reduces inequality*
 - *widens access to learning for under-represented groups, particularly those from areas of deprivation and those who are care experienced or disabled.*
- 2.4 Create a positive and supportive culture based on respect, trust, engagement and clarity of shared purpose.
- 3.6 Work with Robert Gordon University (RGU), University of Aberdeen and other university partners to widen access, improve articulation and increase the efficiency and effectiveness of the learner journey.
- 4.10 Create an approach to equality and diversity which ensures success for all learners regardless of background or experience and maintains a culture of respect and opportunity for all.

2. GOVERNANCE AND EQUALITY

Leadership

NESCol's Regional Board is committed to fostering a culture of equality, diversity and inclusion by providing leadership to the College whilst also ensuring that its own policies and practices reflect good practice and support diversity in its membership.

To demonstrate its commitment to equality and diversity the Board appointed its first Equality and Diversity Champion in June 2016. The key objectives of the role are to:

- *To help ensure that the Board observes good practice in regard to equality and diversity*
- *To further embed equality and diversity in the Board's strategic and decision-making processes*
- *To help ensure that the Board complies with its legal obligations in regard to equality and diversity and meets the requirements of the Equality Act 2010 and the Public Sector Equality Duty.*

In undertaking this role, the Champion participates in reviews of key College documentation relating to equality and diversity, such as the College's Equality Outcomes and Equality & Diversity Policy. The Champion also attends equality and diversity training and briefings, in addition to those provided to the Board as a whole, to disseminate knowledge gained to other Board Members and to advise if changes to Board practices should be considered.

All Board Members are aware of their responsibilities under the Equality Act 2010 and the Public Sector Equality Duty through both internal and external CPD opportunities. In February 2018, Board Members attended a workshop – Diversity in Governance – provided by Advance HE (formerly the Equality Challenge Unit (ECU)). Board Members have also undertaken a number of sessions in relation to 'Unconscious Bias' in recent years.

Programmes of Business

The annual Programmes of Business for the Regional Board and its Committee include the consideration of a number of equality related issues. The Board is consulted in relation to the College's Equality Outcomes and is responsible for approving the College's Equality Mainstreaming Reports. Through the Board's role in the Outcome Agreement process, it is responsible for setting strategy and targets in relation to a number of protected characteristics and specific student cohorts e.g. those from areas of multiple deprivation. In AY2017-18, the Board introduced an Equality, Diversity and Inclusion Report as part of its annual Programme of Business. Key Performance Indicator data, both internal and sector benchmarking, related to protected characteristics and specific student cohorts is also considered by the Board and its Curriculum & Quality Committee. The Board's Human Resources Committee considers the College's Equal Pay Statement, Gender Pay Gap Report, Occupational Segregation Reports and employee data in relation to protected characteristics.

The Board held its mid-year Strategy Event in April 2019 with a focus on equality, diversity and inclusion. The agenda for the Event included consideration of this Report and sessions focused on the College's "Respect" campaign and approach to a mentally healthy college.

Gender Balance and Diversity

In October 2017, the Regional Board signed up to the Scottish Government's [Partnership for Change](#). The Pledge asks public, private and third sector organisations to set a voluntary commitment for gender balance on their boards of 50/50 by 2020. In support of the Pledge, the Board reaffirmed its commitment to take positive action in recruitment. The most recent review of the Board's Recruitment & Selection Policy for Board Members saw the inclusion of the following:

*"In line with the Gender Representation on Public Boards (Scotland) Act 2018, the Board will **seek to improve the representation of women in non-executive positions** on public boards, noting the 'gender representation objective' – a target that women should make up 50% of non-executive board membership. The Board will take positive action in relation to Board Member recruitment to encourage applications from a **diverse cross-section of the region's population, striving for a 50/50 gender balance in terms of its membership** but also taking cognisance of all other **protected characteristics** as part of its recruitment and appointment process. The Board will however always, above all other considerations, appoint the person who has the skills required at that time.*

In addition, the Board established a Succession Planning Policy for Board Members in October 2018 which includes the following:

*"Strong, accountable governance requires Board Members who **reflect Scotland's diverse population** with the right skills, knowledge, experience and attributes to make a valuable contribution to an effective Board. It is therefore essential that the Regional Board takes a planned and considered approach to the appointment/re-appointment of Members."*

The Board's gender balance in April 2017 when the College's first Equality Mainstreaming Report was published was as follows:

Non-Executive Board Members <i>(including Regional Chair)</i>		Staff Board Members <i>(including Principal)</i>		Student Board Members	
Male	Female	Male	Female	Male	Female
8	4	1	1	1	1

Please note that at this time the Board had one Non-executive Board Member vacancy and Staff Board Member vacancy.

The Board's gender balance in April 2019 is as follows:

Non-Executive Board Members <i>(including Regional Chair)</i>		Staff Board Members <i>(including Principal)</i>		Student Board Members	
Male	Female	Male	Female	Male	Female
7	4	1	2	0	2

Please note that at the time of writing the Board has two Non-executive Board Member vacancies.

It should be highlighted in relation to the tables above that the recruitment and selection of the Regional Chair, Principal, Staff and Student Board Members is undertaken by other formal processes which are out with the control of the Regional Board.

Although the tables show an imbalance remains in terms of male and female non-executive Board Members it should be noted that for a period of time between April 2017 and April 2019 the number of female non-executive Members decreased following two resignations. It is however encouraging to report that following the recruitment of new Board Members, with terms of office commencing at the beginning of AY2018-19, the diversity of the membership of the Board in terms of a number of protected characteristics, including gender, has improved.

At the time of writing, the Regional Board is discussing the recruitment process to fill the two non-executive Board Member vacancies, with a key consideration being how to further improve its gender balance. As with past recruitment processes the Board will ensure that the shortlisting of applicants is undertaken with anonymised applications i.e. names and dates of birth will be removed, to help avoid any unconscious biases. The consideration of Board Member protected characteristics ahead of and during the recruitment and selection process will also be of key importance. Good practice to encourage a diverse range of applications will continue to be followed in terms of the language adopted for the advertising of the vacancies, alongside consideration of where the vacancies are published e.g. [Women on Boards](#).

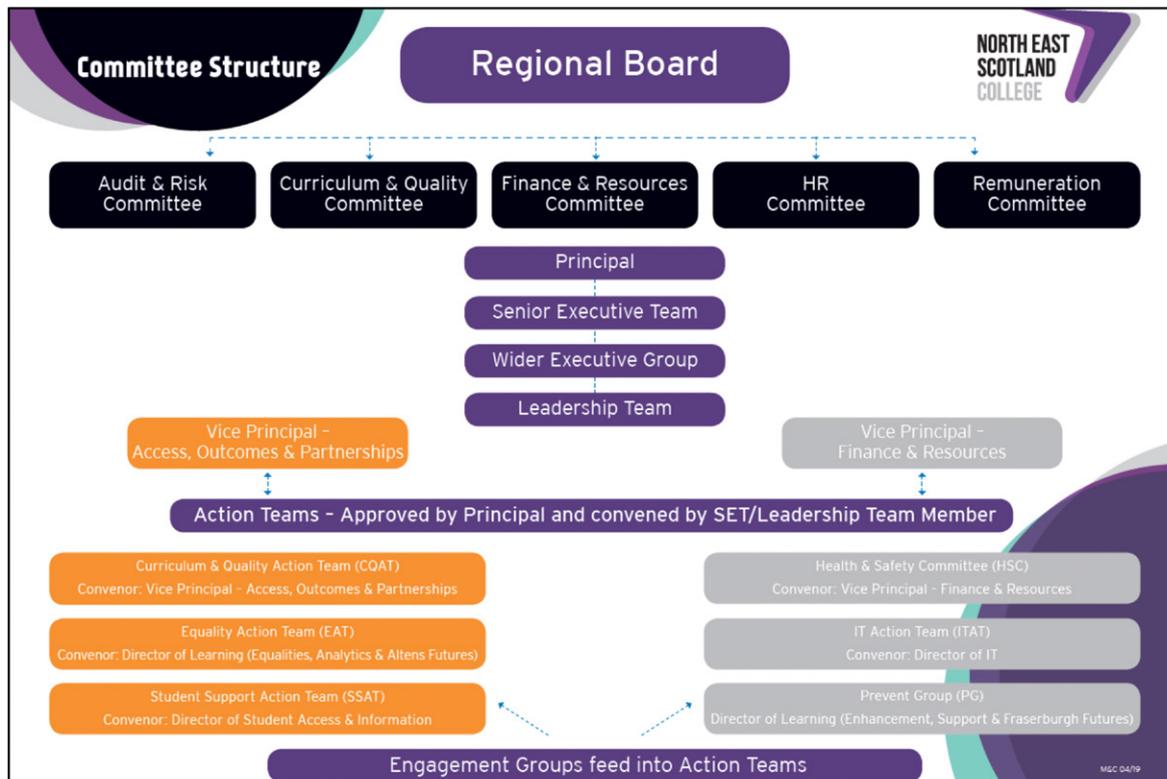
Other actions include communicating the intention of the Board to increase its diversity to key stakeholders in the region, especially to organisations with a focus relating to equality, diversity and inclusion. Work will also be undertaken to demystify the role of a Board Member and to publicise the benefits of being a Member. This will include engaging with local and regional employers to emphasise the professional development benefits of Board positions and engaging with communities to raise awareness of the regional role and impact of the College. The Board will also engage with relevant equalities organisations to seek their advice on outreach and addressing potential barriers to participation. Discussions will also be held with [Changing the Chemistry](#), an organisation which aims to increase diversity on all types of Boards, to see what support and access to networks could be provided to the Board for its next round of appointments.

3. EQUALITY MAINSTREAMING

Leadership

The Leadership Team at the College is committed to having inclusive committee structures and compositions so all views are represented. The Leadership Team, which comprises the heads of all departments - and so is linked to all College Teams - considers equalities in relation to all key functions, as well as discussing them in their own right. This helps to emphasise the combined responsibility for implementing responsibilities relating to the PSED. Key messages can be mainstreamed to all staff using this leadership forum and are followed up appropriately within departmental structures.

The College's Committee Structure (represented below) reflects the emphasis on equalities, with an Equality Action Team (EAT) charged with leading on key equalities activities. Key findings from the EAT are fed into the Leadership Team and to the Curriculum and Quality Action Team (CQAT) for decision-making on key practices and to ensure effective communication throughout the organisation.



The purpose of the EAT is to ensure that, in line with its ambitions, priorities and policies, the College advances equality and diversity through meaningful, inclusive student-, staff- and stakeholder-centred services and approaches. The EAT meets no less than 5 times per academic year with key aspects of its remit being to:

- *Oversee College adherence to its equality obligations as identified within related legislation, national guidance and recognised best practice*
- *Oversee and monitor the promotion and mainstreaming of equality across the College*
- *Oversee and monitor progress towards the achievement of the College's equality-related outcomes, targets, action plans and priorities*
- *Consult with other stakeholders, internal and external to the College in order to more fully inform and support its equality work and equality ambitions*
- *Work in partnership with the Students' Association in order to support enhanced services and inclusive approaches aimed at the wider student body*
- *Support, in conjunction with the College's Student Support Action Team, the development, implementation, monitoring and review of the College's Access and Inclusion Strategy.*

The Equality Committee acts as an engagement group and consultative body on matters relating to equality, access and inclusion. Through open and constructive engagement, members of the College's EAT, liaise with, and seek the views of, the Equality Committee's membership in order to ensure that the College's equality-related ambitions and priorities are met and that such ambitions are advanced through meaningful and inclusive collaboration with both students and staff. The Equality Committee meets twice during each academic year.

Membership of both the EAT and the Equality Committee is comprised of support staff, teaching staff and student representatives. In addition, the Regional Board's Equality & Diversity Champion is a member of the Equality Committee.

Policy and Procedure

As highlighted in this Report's Introduction, the College's Strategic Plan clearly reflects the organisational commitment to equalities and the PSED. The overall Strategic Goals established in the Plan are reflected in the College's [Supporting Strategies](#), ensuring that the theme of equality is built into all key organisational plans across the whole organisation. In particular, the theme is carried into the Learning & Teaching Strategy, where the first key theme is "the promotion of inclusion, equality and diversity."



College policies, strategies and significant decisions are all subject to Equality Impact Assessment (EIA) and are monitored in self-evaluation reviews and audits for impact. Staff are also guided not only by internal policies and procedures, but by external programme rules. For instance, mandatory "equality of access" forms are completed with all modern apprentices in accordance with Skills Development Scotland (SDS) requirements. This has the effect of reinforcing the equalities message and helps to propagate the information through employers and their apprentices.

A consistent message in relation to diversity and inclusiveness is provided throughout the student experience. Standards are set out prior to enrolment in the form of an online course designed to prepare applicants for College life which includes activities relating to respect and diversity. Teaching teams actively and explicitly promote equality, inclusion, respect and tolerance through College publications such as the Student Code of Conduct, which is issued at induction. In addition, Academic Tutoring sessions provide opportunities to discuss what can be perceived as discrimination, harassment or even victimisation, either online or in the classrooms. They can also include materials and activities relating to the promotion of good relations. The use of standard Programme Delivery Guidelines across all curriculum areas helps to ensure that teaching staff adopt a consistent approach to managing student behaviour and provides a framework for establishing the learning environment.

The Quality Team monitors application of inclusive practice across the teaching teams. Learning and assessment materials are checked and audited to look for any stereotypical gender references or language that could be perceived as discriminatory. Should any issues be identified, action plans are developed to ensure materials are updated. During the formal lesson observation process, observers have key themes relating to equalities which they must reflect on as part of their observation report, colluding the identification of recommendations or required actions. In the last two academic years, 10 recommendations/actions have been raised in this context.

All students have an opportunity to participate in surveys, questionnaires and feedback sessions that inform the development and delivery of the curriculum and support services. Questions on equality and relationship building are included and responses shown below for AY2017-18 indicate equality and diversity questions returned the highest levels of satisfaction of all categories, suggesting College processes are successful in providing an inclusive experience for students.

School ID	Assessment and Feedback	Equality and Diversity	Equipment and Facilities	Guidance and Support	Learning and Teaching	Quality Improvement
AENC	90.25%	93.16%	92.97%	87.01%	89.37%	89.87%
BCD	100.00%	88.24%	89.38%	93.26%	96.57%	86.67%
FCSI	90.36%	92.06%	90.64%	84.49%	90.66%	83.58%
FENC	90.29%	93.97%	91.15%	83.87%	87.19%	86.21%
GBUS	88.25%	91.21%	92.94%	83.67%	87.89%	82.72%
GCAR	86.80%	91.67%	92.75%	81.51%	87.25%	77.33%
GCRI	92.01%	88.56%	90.93%	83.34%	90.14%	85.00%
GCTS	93.74%	93.81%	90.92%	84.33%	90.18%	85.77%
GSTH	90.26%	90.55%	90.65%	81.79%	89.34%	84.48%
GSVI	89.89%	92.68%	90.41%	84.21%	86.73%	81.00%
Total	90.35%	92.03%	91.45%	83.91%	88.72%	84.27%

Course Committee meetings and focus groups provide students with other regular opportunities to provide feedback on a range of themes (priority themes are established each year). During AY2018-19, students have also been involved in focus groups in relation to 'Campus Futures'. These have been held to gather feedback from students on how they would like their campuses to be developed and have provided some equality-related feedback as well as requests in relation to facilities. Students have provided indicators in relation to behaviours of both staff and students as well as how the campuses could be more welcoming. The feedback is being used to inform the College "Respect" campaign and facilities planning.

Staff Development

The College requires all new staff to undertake basic training in relation to equality and diversity. This is enhanced further in the induction training provided for teaching staff allowing staff to consider how equality is managed in practice within the classroom. Lesson observations form part of the probationary process so that the College can assess the extent to which professional standards are being applied within the classroom. Student feedback is sought during this process. New teaching staff then receive constructive feedback designed to support them in consolidating and developing their teaching skills.

Further training has been provided for managerial roles in topics such as unconscious bias and complaints handling. Relevant staff have also undergone training in undertaking equality impact assessments and how these should be applied.

Staff Development Days have provided opportunities to hold workshops on a range of equality topics including: A Leaders Role in Managing Inclusive Cultures, Managing the Diverse Classroom, Dignity and Respect, and Avoiding Gender Biased Language. In addition, workshops have been provided on Mental Health Awareness to ensure that all staff have a greater understanding of the signs to look out for and the action that should be taken when concerns are raised. By designing the programmes so that related team members attend different sessions, the College extends the reach of the training by having team members share their learning when they return to their departments.

Staff participation in mandatory CPD training and events helps maintain the high profile of equalities issues and encourages staff to actively embody and promote behaviours associated with the general duties of the PSED. Staff receive appropriate continuous professional development to support them in the design, development and delivery of inclusive teaching methods and materials. This has included recently the requirement to complete 10 hours of CPD per year on digital skills development which helps to facilitate the development of learning materials and methods to enhance inclusiveness.

Staff appraisal meetings (iCON) offer the opportunity for bespoke training needs to be identified and organised for teaching and support staff. For example, autism awareness training was provided for staff working in Drama.

An Organisational Development Equality Report is available as Appendix 1.

PROVIDING EQUALITY OF OPPORTUNITY

Reasonable Adjustments and Inclusive Practice

All staff are aware of the need to provide reasonable adjustments for students and staff following disclosure of information relating to protected characteristics. For example, arrangements are made to release students from timetables/work for attendance at religious events; to amend assessment practices to accommodate disabilities or provide assistive technologies to support learning and assessment.

The College has created a British Sign Language (BSL) plan. The [BSL Plan](#) sets out to establish clear guidance, objectives and actions relating to the support of BSL users setting out on their College journey; through their studies and transition to higher education or employment. The plan was developed in consultation with the local authorities, the local BSL community, the two local universities, North East Sensory Services (NESS), Sign Language Interpreters (SLIs), students and staff.

The College provides private and quiet space for staff and students to use for prayer, reflection and meditation. This helps to accommodate some needs for religious observance and practices.

The College has made provision in the curriculum to help to integrate students from ESOL and Learning Opportunities specialist programmes into mainstream courses and employment. These include "Travel and Tourism with ESOL" and SVQ programmes in Retail and Hospitality. These programmes are designed to provide students with the skills and confidence to move into these mainstream education and/or employment opportunities.

During AY2018-19, improvements were made to the College's curriculum planning process. Continuous review provides opportunities for discussion of the provision of new courses where there may be gaps in the present portfolio to assist the development of students with additional needs or those who have lacked a previous sound educational background.

CASE STUDY

Susanne McCafferty, HNC Social Sciences

Student with disability graduating from College

Susanne McCafferty received her HNC Social Sciences at the recent North East Scotland College (NESCol) Fraserburgh Awards Ceremony and was keen to share her story after having such a positive experience in the face of adversity.

Susanne (59) is blind and terminally ill with a chordoma of the spine. She also suffers from various other illnesses. Susanne previously enjoyed a career as a nurse but had to retire early due to her health issues. She decided to come to NESCol after realising that although she may not physically be able to work, that study and learning something different could provide her with a fresh outlook and the opportunity to meet new people.

After meeting with student support and lecturing staff at the Fraserburgh Campus, Susanne felt confident that she could become a full-time student with enough assistance for herself and her guide dog Gillan, whilst still retaining her independence and not feeling like a burden to others or the College.

Susanne said, *“My chosen course was Social Sciences as this covered several topics that I knew would stimulate my mind, keep me interested and allow me to develop my knowledge and understanding. With the support of my tutors and other students I was able to learn, socialise and develop at NESCol. I even became part of the Students Association and held the position of Health and Wellbeing Officer for two years. I took on the responsibility to show that despite disabilities if you have the determination, desire and focus – you can achieve what you want to.”*

In addition to receiving her HNC, Susanne has been announced as the winner of the Rotary's Endeavour Award which she will collect at the ceremony. Staff at teaching Suzanne said;

“Susanne has been an excellent student. She balanced the demands of her course while managing extreme personal issues. Returning to education later in life is never easy, however she rose to the challenges set before her, employing an impressive diligence and energy towards her work – despite her failing health towards the end of the year. She is enthusiastic about her subject area and always asked lots of questions. She became the unofficial spokesperson for her class and would often approach guidance on behalf of her fellow students to help resolve any emerging issues. Susanne has been an inspiration to us all.”

Sadly, a deterioration in Susanne's health has meant she is unable to continue to the HND but she is proud to have collected her new qualification at the ceremony and celebrate her positive College experience. *“What I enjoyed most about my time at NESCol was being able to interact and learn alongside a diverse group of classmates who accepted me for who I am and not the disability or illness I have.”*

Learning, Teaching and Supporting Students

College staff are well equipped and trained to deliver a wide range of learning activities that help to cater for diverse student groups. This means that a range of approaches can be taken to differentiate learning to meet the needs of individuals and specific groups. All lecturers complete the Teaching Qualification for Further Education (TQFE) and assessment/verification training which means all are well trained in the delivery of inclusive learning experiences and assessment practice.

The College encourages curriculum teams to design learning so that students are given opportunities to research areas of equality and resultant projects reflect the diversity of backgrounds, interests and experiences. For example, Drama students have to write a performance piece; legal services students have to construct debates of their own choosing and care students have to present case studies on anti-discriminatory practice in placement.

In AY2017-18 the College undertook two support-related internal reviews relating to support for learning and student access and on-course support. These resulted in a series of recommendations which were approved and implemented for the start of AY2018-19. These instigated significant change to both support and curriculum team processes, structures, roles and philosophies. Fundamentally, these changes have resulted in a new "Whole-College" support model being adopted, created and implemented to support prospective and existing learners in a more coherent and responsive manner.

The new model represents a fundamental redesign of the way in which NESCol students are supported both academically and pastorally during their studies and how student information, advice and support is provided. The refreshed approach is providing a framework for more integrated, targeted and impactful support to be provided to all students, but has been designed to particularly target Further Education cohorts, where early retention and attainment outcomes have remained relatively static in recent years.

The new model is one of inclusive practice where all students are to be provided with equality of opportunity, regardless of their background or circumstances i.e. those with protected characteristics and/or from areas of deprivation; care experienced; veterans; estranged students etc. All students are encouraged to self-declare and are monitored to ensure that the information, advice and support provided is effective. As well as ensuring that every student on a non-advanced course has an academic tutor to provide more immediate support if required, the College has also introduced Student Advice Centres (SACs) for all main campuses. These SACs contain dedicated support teams working collaboratively across many areas to offer more targeted support to both prospective and existing students on admissions and funding as well as careers and general study support.

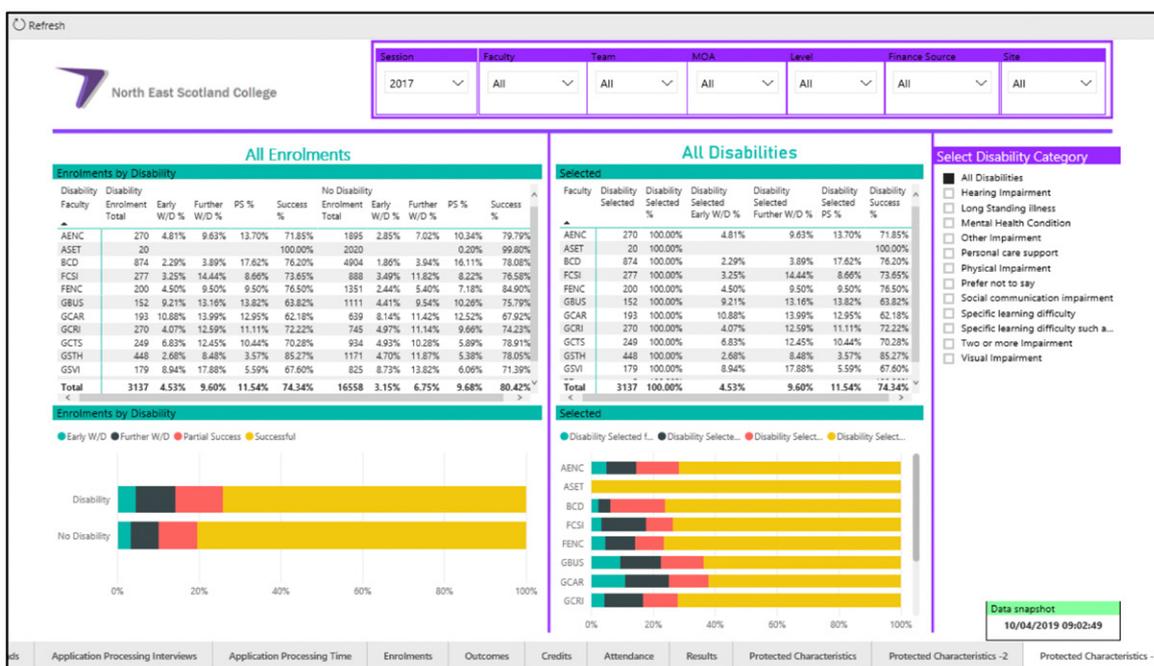
In recognition of the high numbers of students declaring a mental health difficulty, all staff received Mental Health Awareness Training at a recent Staff Development Day and several key staff have been trained as Mental Health First Aiders. The College has also set up a Mental Health Hotline that is monitored all day. This means staff can always contact the training colleagues for guidance and help if they have a student in crisis. Support and training is ongoing and provision will be tailored to meet the needs of each curriculum and student-facing support team.

The Student Advice and Support (SAS) Team, operating through the Campus SACs, works with curriculum staff, key external partners and students to provide learning support to ensure that that all students have the opportunity become more independent learners and successfully complete their chosen course - taking into account their protected characteristics and any other relevant considerations. The SAS staff are expert in providing and promoting inclusive practice and strive to support students to become independent learners and self-reliant in all aspects of their studies.

The College has recognised a need to collate and communicate information on student need more effectively in a single system with appropriate data protection measures. This is being developed for AY2019-20 in order that student needs can be more efficiently monitored and interventions be more effectively anticipated, actioned and recorded.

Monitoring Representation, Experience and Outcomes

Recently the College has developed a data management system which provides all staff with access to 'live' equalities data (see below for example). This enables curriculum teams to monitor representation and performance by protected characteristic. The data is formally evaluated within Faculty Review documents and appropriate actions derived to address areas of concern. In addition, as part of the annual self-evaluation process all curriculum and support teams are required to formally reflect on and evaluate how effective they are in meeting the general duties. This provides a formal mechanism for all teams to consider their impact on the respective elements of the equality duty, and to feed into both local and overall College enhancement plans.



As a Modern Apprentice training provider the College is contractually bound to actively monitor equality of opportunity and diversity procedures and take positive action where necessary to ensure equal access and treatment of all across the protected characteristics. Each year, the College's Modern Apprenticeship Team prepare a Provider Equality Action Plan (PEAP) which is approved and then monitored across the academic year.

Inclusion and Widening Access

The applications process has been recently redesigned to improve access and inclusion. Promotional materials feature a diverse range of people to emphasise the diverse nature of the college community and conscious effort is made in providing case studies to counteract stereotypes e.g. men in care or women in engineering. Marketing is targeted to appropriate groups or geographic areas using social media tools in order to try to encourage engagement of groups which are currently poorly represented e.g. older learners or those from certain geographical areas.

Equivalent qualifications are taken into account and applicants are asked to declare any additional needs so adjustments can be discussed, evaluated and applied to best effect as early as possible. For example, in AY2018-19 the Science Team enrolled a number of Syrian refugees for whom adjustments were made to standard entry requirements as these students were not always able to provide certification from their home country. Language ability is also assessed where appropriate. More than one member of staff is involved in the applications process to avoid any chance of individual prejudice affecting outcomes. The process also allows for those from under-represented or vulnerable groups to be offered guaranteed places e.g. Care Experienced, SIMD10.

The College is also working in partnership with Higher Education partners to improve access to degree programmes. For example, courses for adult returners specifically designed to enable access to degree programmes (SWAP programmes) have been introduced in Social Sciences and Care. More SWAP programmes are being offered for AY2019-20. The College has also been involved in partnership with the University of Aberdeen Medical School in running a Scottish Government supported programme designed to offer entry to the Medical Degree Programme for those who would otherwise not meet the entry criteria (Gateway to Medicine). This has been running successfully since AY2017-18.

CASE STUDY

Lisa Cockburn, HND Legal Services

Adult Returner

Banchory resident Lisa Cockburn has graduated with an HND in Legal Services from North East Scotland College (NESCol), but her journey towards the qualification has seen her travel abroad and work in several sectors, predominantly in supply chain.

Lisa (49) was born in Trinidad and Tobago, where she attended school and secretarial college. For a decade, she worked in supply chain for a construction company there and then spent time in the USA and the Middle East. In 1998 Lisa met her now-husband who is Scottish, when he came out to Trinidad to work for the same company.

She moved her life to Aberdeenshire in 2004, was married in 2005, and, for a further decade, Lisa again worked in supply chain within the oil and gas sector. During this time Lisa gained an NVQ Level 4 in Procurement & Supply Chain Management. When she was made redundant in 2015, her employer suggested that she look into retraining. So while taking on a job in the care sector, she also started looking into courses at NESCol.

She says, *"I started looking into college and spoke with one of their student support advisors. I was thinking of applying for an Administration and IT course as I'd always worked in the purchase and supply chain, so he arranged for me to sit in on a class."*

When it became apparent this wasn't the course for her, as she was already familiar with much of the subject material, Lisa was also given the opportunity to sit in on a Legal Services lecture.

"The lecturer was ... a legend. He was talking to a class about property law and I was hooked right away!"

And so began Lisa's time at North East Scotland College, where she enjoyed being in classes with people of all ages who shared a thirst for knowledge. It was the start of an entirely new journey for her.

"College gave me a renewed desire to learn new things and the confidence to continue learning. In moments of doubt, they would tell me 'you can do this – do not stop. Look at the progress you have made – go for it!'"

Lisa took this advice and ran with it, and she is now furthering her qualification at Robert Gordon University, where she gained direct entry into year three of a BA (Hons) Law and Management Degree. This step will make Lisa the only one of six sisters to attend university, and the first in her generation.

"My mum came to visit last year and I took her to see RGU – I told her I will be a student there in the very near future". I had been given the opportunity to realise one of my dreams, and make it happen. With a foundation in transferrable life skills and success in attaining my HND I decided I would use the two plus two route to go to RGU. It was my goal and I am so very proud of my achievement."

Students' Association

Equality and diversity is one of the Students' Association's (SA's) core values and this is reflected in their Strategic Plan, Executive Structure and Calendar of Events.

The SA works to the key principles outlined in the "Framework for Strong and Effective College Students' Associations in Scotland" and is affiliated to the NUS. Both ensure that the Association functions as a democratic and representative body working on behalf of all students.

Of the 10 posts available in the Association's Executive structure, two are assigned to equality and diversity. These Executive Officers are given the opportunity to attend the annual NUS Liberation Conferences which promote equality and diversity. The SA's Election Policy allows all students to apply for posts unless the post requires that the student self-defines and the applicants are determined on that basis. The class representative election process ensures that candidates are democratically elected from the whole student population and potentially includes representatives with a variety of protected characteristics. The SA ensures that election literature it uses promotes equality and diversity.

In delivering training, bespoke materials designed by Sparqs are adapted as necessary to cater for mainstream, additional support needs and ESOL groups. During AY2018-19, the SA conducted an exercise that enabled monitoring of the diversity of the class representative population. AY2018-19 also saw the SA working as part of the College's Mentally Healthy College Initiative Group, which undertakes a key role in relation to the College's "Respect" campaign, the NUS Think Positive campaign, and the identification and implementation of actions for the College to achieve Healthy Body, Healthy Mind Awards.

The SA holds three key annual events in the Calendar - Fresher's Fairs, Health and Well Being Fairs and Together: NES (College branded Equality and Diversity events). Invitations are extended to organisations who represent protected characteristics groups and promote gender equality. In addition, other calendar events are promoted such as LGBT History Month, International Women's Day, and Disability Awareness Month. Representatives also participate in community events such as the Torcher Parade, PRIDE and Celebrate the Difference, working with a variety of key regional stakeholders and organisations.

Staff Equality

The Human Resources/Organisational Development Team is committed to equality and diversity: to eliminate discrimination; advance equality of opportunity; and foster good relations between staff who have a protected characteristics and those who do not.

In the College's previous Mainstreaming Report, the College presented an analysis of staff data (including recruitment and retention data) and included some recommendations based on the findings of the analysis, in order to advance equality of opportunity.

Since then, and based on these recommendations, progress has been made in addressing the identified issues: unconscious bias training and staff training aimed at eliminating gendered wording in the recruitment process has been delivered. In addition, the College plans to introduce a flexible working hours' scheme in 2019.

However, based on the most recent staff data report, it is clear that further work is required and the Human Resources/Organisational Development Team has consequently put in place an action plan for 2019, which includes:

- *Taking further action in order to eliminate gendered wording in the recruitment process eg by using a gender bias decoder to check adverts for gender bias*
- *Undertaking a staff Equality, Diversity and Inclusion (ED&I) survey in order to:*
 - o *establish a baseline and determine what staff understand by ED&I*
 - o *identify how the College should advance staff equality-related matters*
 - o *identify the activities that staff need to eliminate discrimination, advance equality of opportunity and foster good relations*
- *The results of this survey will then be used to further mainstream and embed ED&I into all aspects affecting staff.*

Action will also be taken to further reduce non-declaration rates for protected characteristics. The College has made progress in introducing a new HR/Payroll system and once this has been fully implemented, the College will revise its Equal Opportunities questions and will include explanations as to why declaration of protected characteristics is important.

This will enable the College to have more comprehensive data which can then be used more accurately to identify any further actions that may be required in order to advance equality of opportunity.

A Staff Equality Profile providing detail by protected characteristic data is available as Appendix 2.

Promotion of Good Relations

Promotion of good relations among groups is mainstreamed in a number of ways. General promotion and awareness raising is undertaken by the Marketing and Communications Team. The Team promotes a suite of digital awareness presentations, distributed via the College's cross-campus information screen system and also on the student and staff portals, including: e.g. Anti-bullying, Race Awareness, Breathing Space Day, LGBT Awareness, Disability Awareness, World Sight Day, International Day, Rosh Hashanah, Deafblind Awareness Week. The Team is also very aware of promoting all protected characteristics whenever possible through representative photography, imagery and accessible promotional material. Where possible, case studies on a wide range of people including those with protected characteristics are created and promoted.

At the time of writing, the College is developing a "Respect" campaign as one of its Annual Priorities for AY2018-19. This will be launched as a pervading ethos and will outline clear expectations of staff and students in relation to behaviours towards others, their environment and their learning, with a specific focus on protected characteristics. Supporting materials will be provided for staff for use with their own teams as well as with students, using induction and tutor time to enable engagement with the key messages. Planning for the campaign has included consultation with staff and student groups to ensure the process is appropriately informed. Staff and student training is also being developed to support the campaign.

All students experience and contribute to learning and teaching methods and materials which are accessible and which promote and celebrate diversity. Academic Tutors are charged with undertaking activities to promote understanding of diversity. This begins with developing an appreciation of diversity within their own class groups where using ice-breakers, getting-to-know-you activities and exploring expectations from the learning experience are utilised. In this way students get to know one another, embrace differences and acknowledge similarities.

Learning activities will often involve students highlighting themes and ways of learning that appeal to their interests or experiences. This provides an opportunity for discussion, leading to greater understanding and acceptance. Co-operative working in the classroom provides opportunities for students and staff to share experiences and embrace difference. To mitigate against the potential of prejudicial views and conflict, colleagues establish ground rules in advance with students. Staff act as role models, thus demonstrating to students how to handle views and actions that conflict with their own views, ideas and experiences.

Guest speakers are also used to help promote good relations by highlighting diversity across their workplace and what benefits this brings to organisations. Often challenges are highlighted and students and staff are often interested in how the organisation has changed or modified to embrace understanding between people from different groups. For example, engineering staff were involved in a CPD event where an HR Manager from an Oil and Gas Company highlighted the challenges involved in working for a multi-national company where culture and language were potential barriers. Staff were advised of the importance of preparing students for such situations in the workplace and this is now being included in programme planning.

Awareness raising of key equalities themes are promoted by both curriculum teams and the Students' Association, often in partnership. Examples include themes such as LGBT History Month; International Women's Day; Holocaust Memorial Day; Autism Awareness; Improving Mental Health initiatives and World Aids Day. These are designed to raise awareness but also to encourage active participation among the student body with respect to promotion and understanding of issues.

CASE STUDY

International Women's Day




INTERNATIONAL WOMEN'S DAY
AT NESCOL

"NESCol has a commitment - not just today, but every day - to reduce gender imbalance across our curriculum, encouraging young women and men alike to pursue their passions in a safe and enjoyable environment, regardless of existing stereotypes."

-Principal Liz McIntyre



INTERNATIONAL WOMEN'S DAY
AT NESCOL

"I do not feel like me being a woman in this area has impacted my study or work environment at all. If any girls have an interest in computing then it is definitely something they should look into. The college is very inclusive and really encourages girls and everyone to pursue a career in computing as long as they have a genuine interest in it."

-Natasha Reilly, HND Software Development



INTERNATIONAL WOMEN'S DAY
AT NESCOL

"I'm the only female still in the engineering department, but it's never bothered me. The guys I work and study with think it's great that I'm doing engineering, and I'm starting to feel more confident in myself in my job role. I don't ever feel out of place being the only girl."

-Emma Craig, Electrical Engineering Apprentice, LNER



INTERNATIONAL WOMEN'S DAY
AT NESCOL

"Being the only girl in the class was awkward at the start of my Intro course, but as I progressed I felt more confident in myself and my surroundings. To any other girls who are thinking of a career in construction: stick with it. The college will give you skills for a lifelong career as well as the opportunity to explore creatively."

-Heidi Ward, Painting & Decorating apprentice, Aberdeen City Council

The College has worked hard with students to develop a Partnership Agreement which aims to directly involve students in development of positive student engagement. This includes identifying and supporting opportunities for all students to be involved in wider College experiences and encouraging collaboration on initiatives to address access, equality and inclusion.

Student Awards Ceremonies are held every year to celebrate success and opportunities which have been embraced by a diverse group of winners, each of whom has potentially overcome barriers to achieve. This helps to build positive relationships and provides opportunity to acknowledge difference. Award criteria do not just focus on achievement and performance at College but include Student Community Citizenship Awards.

Successful partnerships have been formed between the College and other agencies, providing access to Further Education for individuals via the Vulnerable Persons Resettlement Scheme (VPRS). The majority of individuals in this case move into English for Speakers of Other Languages (ESOL) programmes within the College. These bring a huge number of different nationalities, cultures and customs into the classroom and provides an ideal opportunity to explore with students an appreciation of each other's customs and backgrounds. Events are held to promote these more widely to other students e.g. International Day where students promote their national customs/food/festivals etc to all students.

CASE STUDY

Grampian Pride

Grampian Pride 2018 was a major project undertaken within the Faculty of Creative Industries. This involved approximately 80 students simultaneously collaborating to achieve unit outcomes within their respective fields.

The final goal of the exercise was to facilitate and coordinate live performances to diverse audiences across Aberdeen City during the Grampian Pride festival. Students did not just perform, they had to work out the city-wide schedule; how their equipment was going to be transported; how they would be marketed; sound engineering requirements and filming etc. Students and staff from Music; TV & Film; Media: Photography; Sound and Drama worked together, taking the opportunity to personalise their learning in the process.

For example, students had to decide on what to focus on first and how to problem solve. Reasonable adjustments had to be implemented so that all students could participate for example, venues were examined to assess if they could accommodate wheelchairs, for some performances, strobe lighting had to be eliminated. Students were provided with the assessment brief however, they were encouraged to make their own decisions regarding genre, dress image, style and instrumentation etc. The positives for projects like this are unquantifiable due to an intrinsic sense of community spirit and teamwork, and feeling of belonging. These experiences can have life-long, positive effects on those individuals involved. The Music Team won the Herald and GenAnalytics Diversity Awards for this and the Faculty aims to repeat their involvement in 2019.

4. UPDATE ON EQUALITY OUTCOMES 2017-2021

Equality Outcome 1

The College's gender pay gap will be reduced by addressing the causes of gender inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels in the organisation.

Equality Outcome 1 was identified to address the difference in average pay for men and women in the College and this remains its intention.

Progress made:

The College has reduced its overall mean gender pay gap from 14% to 6.8% and overall median gender pay gap from 15% to 7.5%.

The College's Equal Pay Report 2018 is available as Appendix 3.

Further actions:

Although the gender pay gap has reduced, further actions are planned in order to continue to tackle underlying contributors to the gender pay gap.

These actions include:

- *The introduction of a flexible working scheme, which is planned to be rolled out during 2019*
- *Focus groups to identify any underlying causes that may contribute to the gender pay gap, particularly with regards to the number of women in lower-paid part-time support posts. The focus groups are planned for 2019.*

Equality Outcome 2

The attainment gap for students with disabilities will be reduced by ensuring an inclusive and accessible learning environment which will enable them to maximise their chances of attaining the skills, knowledge and qualifications needed to achieve their full potential and progress to further/higher education or employment.

Equality Outcome 2 was designed to enhance equality of opportunity by minimising disadvantages suffered by people due to a disability. Baseline data collected for AY2015-16 showed evidence of an attainment gap of almost 10% for those full-time students with declared disabilities. The data represent students with a range of disabilities and apply to those who self-declared at enrolment. Other students with disabilities are identified subsequent to enrolment but are not captured in the data. The data is shown for a very wide spectrum of disabilities, including learning difficulties, mental health problems and a broad range of physical impairments.

Action taken:

Curriculum teams, in conjunction with student support services, identified shortfalls in how well information about students with disabilities was shared in order for support needs to be evaluated, applied and monitored.

The new “Whole-College” support model, implemented in AY2018-19, was designed to involve all staff in identification of needs and application of interventions where appropriate. Early identification of learning and or support needs is crucial if individuals are to be provided with equal opportunity to succeed. For example, information relating to students declaring a disability at enrolment is shared with relevant staff who are able to monitor and evaluate progress in order to arrange interventions as applicable. Students can identify a specific support need at the application stage, self-refer at any time during their programme of study or be referred to the department by teaching/guidance staff or by an external partner/agency.

Improved awareness and systems for early interventions such as increased in-class support have been put in place which has enabled teaching teams to facilitate interventions earlier and provide a more inclusive environment delivering more effective support at the point of need.

Difference and impact:

Measures adopted to date have impacted on attainment rates but work is continuing in AY2018-19 to improve how students are identified and information shared more effectively and appropriately. The introduction of the revised support model is expected to improve outcomes further as it becomes more established and effective.

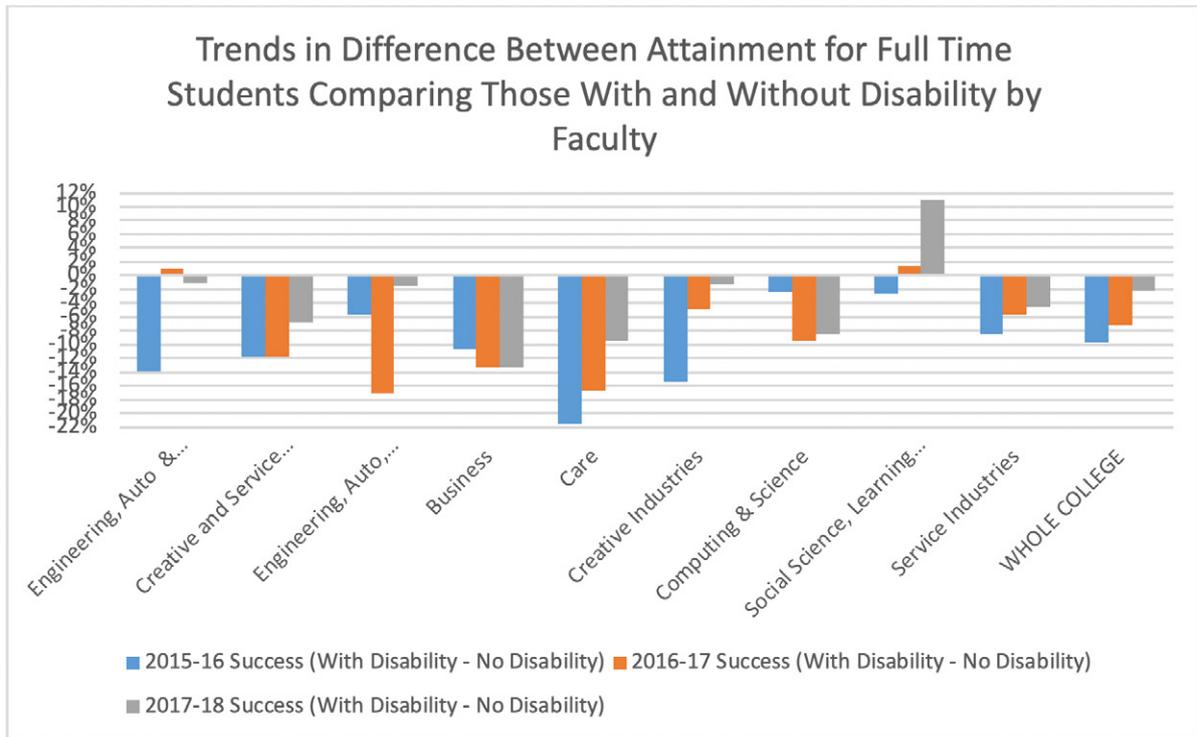
The data below shows how the attainment gap for full-time students with declared disabilities has been reduced over the period of study from 9.74% to 2.26%. Whilst an attainment gap remains, progress towards closing the gap has been significant. This means students with a declared disability are still less likely to succeed than those who do not declare a disability but the work being done has reduced the attainment gap.

Complete Success Rates Comparing Full-time Students with or Without a Declared Disability by Faculty and Whole College AY2015-16 to AY2017-18

	AY2015-16	AY2016-17	AY2017-18
	Success <i>(With Disability - No Disability)</i>	Success <i>(With Disability - No Disability)</i>	Success <i>(With Disability - No Disability)</i>
Engineering, Automotive & Construction (Altens)	-13.96%	0.95%	-1.15%
Creative & Service Industries (Fraserburgh)	-11.71%	-11.74%	-6.84%
Engineering, Automotive, Construction & Computing (Fraserburgh)	-5.66%	-17.12%	-1.42%
Business	-10.72%	-13.33%	-13.39%
Care	-21.46%	-16.73%	-9.42%
Creative Industries	-15.43%	-4.96%	-1.25%
Computing & Science	-2.44%	-9.46%	-8.47%
Social Science, Learning Opportunities & Hospitality	-2.54%	1.37%	10.94%
Service Industries	-8.55%	-5.65%	-4.60%
WHOLE COLLEGE	-9.74%	-7.14%	-2.26%

The attainment gap and associated trend is not consistent across Faculties, with some having a wider attainment gap than others. The positive outcome for Social Science, Learning Opportunities and Hospitality is due to the inclusion of specialist courses which enhance the outcomes for a range of students in supported programmes. Some of those areas with the biggest attainment gap in AY2015-16 have made most progress in closing the gap (e.g. Care), but there remains further work to be done in this area. Improved systems will enhance consistency and identification and sharing of good practice in future years.

Complete Success Rates Comparing Full-time Students with or Without a Declared Disability by Faculty and Whole College AY2015-16 to AY2017-18



Next steps:

The College will continue to work on the original intentions on closing the attainment gap for disabled learners. Embedding of the new “Whole-College” support model and the introduction of a new data handling system for student support information are intended to further improve awareness and communication in relation to support needs so that monitoring and interventions can be more quickly and effectively implemented.

The College is also working on a new “Mentally Healthy College” Initiative. This is intended to improve availability of support for students with mental health difficulties and also to raise the awareness and ability of staff in supporting these students. Plans are in place to implement this in AY2019-20 to further help in closing the attainment gap.

CASE STUDY

Lewis Fraser Henderson, HND Social Sciences

Lewis Fraser Henderson's Graduation day is certainly a day of celebration for him and his mum Arlene. Collecting his HND Social Sciences at the North East Scotland College Graduation Ceremony will be a proud moment for them both and the accumulation of years of hard work and determination.

Lewis (20) was diagnosed with Aspergers when he was at primary school. Reeling from the news, Lewis's mum Arlene educated herself in the condition to try and ensure that Lewis was supported emotionally to enjoy the same opportunities in school as his peers. Always trying his best, Lewis went on to win the Woodside Primary Dux in Primary 7 and even had his achievements featured in the local newspaper.

Arlene fought long and hard to secure Lewis a place at Bucksburn Academy where they had a Micas unit (Mainstream Integration for Children on the Autistic Spectrum), something he benefited greatly from as he initially struggled with the transition from primary to secondary and suffered from bullying and stress. Lewis got a lot of help and guidance from the staff there, helping him through his Highers and Advanced Highers and eventually applying to College.

Lewis said, *"I started NESCol, a little anxious at first but after a few weeks my nerves had gone as I built relationships with staff and other students. Just like at school I felt supported, guided and safe. Good, clear communication from staff kept me on track and I felt completely at ease asking anything I wasn't sure of."*

Lewis studied Social Sciences which he really enjoyed and after completing his first year felt confident progressing to the HND. He made friends who he met up with in College for group study sessions and to relax with socially.

Summing up his time at NESCol, Lewis said; *"I've left College having had a wonderful experience. The staff were brilliant and I've made some good friends. It has allowed me to achieve my ultimate goal that I've had since I was 11 years old and that is to go to university. I've been able to use my HND to enter the second year of an MA in History at The University of Aberdeen which is just fantastic. My graduation feels like the right time to thank all the teachers and lecturers who have helped me at primary school, secondary school and at NESCol and of course my mum, who has always done everything to support me."*

Equality Outcome 3

Opportunities will be created in targeted curriculum areas to address gender imbalance and stereotyping. The College will aim to eliminate the barriers to subject choice and thereby enable all students to maximise their education and employment opportunities.

Equality Outcome 3 was designed to enhance equality of opportunity by addressing the gender imbalance in selected courses so that minorities are encouraged to participate in subject areas where their participation is low and sections of the population are under-represented.

Action taken:

Gender imbalance is a complex, cultural issue and to truly make a difference it is important that gender stereotypes are addressed at as young an age as possible. Staff are actively working with primary and secondary schools and partners to promote opportunities, careers, skills in subject areas where there is a clear and sustained gender imbalance for example, in Care and Engineering. STEM and Coding Club groups for school age children have been set up to encourage more female participation in engineering and computing. Teams have also run Science Fairs with primary school teachers and hands-on Open Days for S1 to S3 pupils in an attempt to promote the idea of boys working in Care, Hair and Beauty, and girls getting involved in STEM based subjects. The Science Team have run activities to encourage more girls up to take up science e.g. evening laboratory events for guides groups.

The College delivers a range of initiatives aimed at promoting gender balance with the traditionally male dominated field of engineering. The Shell "Girls in Energy" programme is a one-year course that is designed to open young women's eyes to the energy industry's wealth of career opportunities. Delivered in partnership with oil-giant Shell, the programme delivers weekly lessons, workshops and field visits to young women aged 14–16 in secondary education. The students get to meet over one hundred people from the oil and gas sector, where they can hear first-hand about the various roles and challenges in support of our exploration, development and production activities.

Computing and IT is one of the areas with severe imbalance in gender. The teaching staff come from many different backgrounds and currently 50% of the Computing Technologies Team are female but issues remain in attracting female students.

Approaches adopted by the Team to tackle gender imbalance and stereotypes include:

- *At its Open Days, female students are encouraged to volunteer to assist*
- *One female member of staff is committed to promoting young women in gaming, social media and well known tech companies, as well as highlighting what paths are on offer from NESCol courses, and the difference that having balanced teams can make to product development and technology services*
- *Computing staff also participated in an Equalities Challenge Unit (ECU) project where the College looked at initiatives to address the gender imbalance. These included having IT based activity days for local primary school pupils; running female-only computer modelling for avatars and running a Saturday Coding Club (CodeCraft) for 8 -13 year olds*
- *The College's Student IT Helpdesks operate with 30% of the advisors being female students*
- *Students are involved with the Aberdeen Girl Geek Group which promotes women in IT*
- *Gender Stereotyping Workshops were offered to primary and secondary schools.*

Engineering and Care Teams have also held Gender Stereotyping Workshops. The Care Team also sought to encourage male staff members to attend careers events to positively promote men in care, and have successfully recruited additional male staff into the Team, helping to improve its own gender imbalance.

Difference and impact:

Baseline data collected for AY2015-16 showed evidence of significant gender imbalance for enrolments in particular subject areas: female predominance of over 80% in Care and Hair and Beauty whilst there was a male predominance of over 80% in Engineering, Construction, Automotive, and Computing. Trend data since then unfortunately shows no change in the gender balance in any of the subject areas. This shows the complexity and difficulty in addressing the attractiveness of these subject areas to the minority gender. Much of the work undertaken has been aimed at younger age-groups, to influence individuals before they have been influenced by social stereotypes. This will take some lead in time and so has not yielded results to date.

However, where females are in the minority, they are performing better than their male counterparts. This is not true of males where they are the minority. In fact they are, for the most part, doing significantly worse than the females, the attainment gap being wider than for the whole college, even though in these areas females are also attaining below whole College levels. Tables 1-6 show the balance of enrolments and attainment by biological sex for the identified subject areas.

Table 1: Enrolment Balance and Complete Success by Biological Sex – All Subjects

	Female		Male	
	% Enrolments	Complete Success	% Enrolments	Complete Success
ALL SUBJECTS				
AY2017-18	46.0%	78%	54.0%	76%
AY2016-17	46.5%	79%	53.0%	76%
AY2015-16	46.1%	79%	54.0%	78%

Table 2: Enrolment Balance and Complete Success by Biological Sex – Care

	Female		Male	
	% Enrolments	Complete Success	% Enrolments	Complete Success
CARE				
AY2017-18	92.5%	69%	7.5%	47%
AY2016-17	93.3%	69%	6.7%	51%
AY2015-16	95.9%	71%	4.1%	61%

Table 3: Enrolment Balance and Complete Success by Biological Sex – Hair & Beauty

	Female		Male	
	% Enrolments	Complete Success	% Enrolments	Complete Success
HAIR & BEAUTY				
AY2017-18	97.4%	71%	2.6%	50%
AY2016-17	97.1%	73%	2.9%	71%
AY2015-16	98.2%	77%	1.8%	75%

Table 4: Enrolment Balance and Complete Success by Biological Sex – Engineering

	Female		Male	
	% Enrolments	Complete Success	% Enrolments	Complete Success
ENGINEERING				
AY2017-18	7.4%	86%	92.6%	78%
AY2016-17	9.8%	84%	90.2%	77%
AY2015-16	9.7%	80%	90.3%	80%

Table 5: Enrolment Balance and Complete Success by Biological Sex – Computing

	Female		Male	
	% Enrolments	Complete Success	% Enrolments	Complete Success
COMPUTING				
AY2017-18	15.1%	81%	84.9%	77%
AY2016-17	15.8%	88%	84.2%	74%
AY2015-16	15.3%	80%	84.7%	74%

Table 6: Enrolment Balance and Complete Success by Biological Sex – Construction

	Female		Male	
	% Enrolments	Complete Success	% Enrolments	Complete Success
CONSTRUCTION				
AY2017-18	3.3%	88%	96.7%	85%
AY2016-17	4.0%	69%	96.0%	83%
AY2015-16	4.4%	62%	95.6%	84%

Next steps:

The College will continue to work on the original intentions on closing the gender gap for identified subject areas. Further partnership work is being implemented to address gender inequality with schools e.g. through involvement with Lego League and by offering STEM and Coding Clubs for younger children. Through these, opportunities to break down stereotypes are being provided, although these are longer-term initiatives which may not yield short-term results.

The College is also now chairing and running the Regional STEM Hub. This offers further opportunity for partnership working in addressing gender inequality. By co-ordination of STEM activity and provision of support to teachers, activities to encourage more girls into STEM subjects can be more evenly distributed to widen participation and good practice can be shared by education, industry and third sector partners.

CASE STUDY

Rebecca Thoris

Female training in maritime industry

Rebecca Thoirs, originally from Aberdeen, recently completed the Efficient Deckhand Course at the Scottish Maritime Academy. For the last two years, Rebecca has worked as a deckhand / dive master on super yachts travelling the globe. She has ambitions to gain her Officer of the Watch qualification in the future.

“This isn’t a career path that many young people in Scotland know much about,” she says, “but it can offer a lot of great opportunities for those who want to combine travel with a career at sea. I’ve worked with a lot of people from Australia, South Africa and New Zealand but not many British and I think that’s because people just don’t know where to start or how to get into this kind of career.”

She continues, *“If you have some experience on a boat and you have your STCW qualifications and ENG1 then it is fairly easy to pick up a job at the main ports where these super yachts berth – Palma, Fort Lauderdale and Miami. That’s how I started – at the beginning of each season there are plenty of boats looking to take on new crew and the majority of training is on board.”*

Rebecca originally studied International Relations at Edinburgh University. She then taught skiing in Switzerland followed by diving in the Caribbean. Here she met people who worked on yachts and she found a position as dive master on board a privately owned yacht, where she picked up deck crew skills.

“It’s hard work but good fun – a huge amount of the job is the daily upkeep of the yacht as well as anchoring, mooring and driving the yacht’s tender. You don’t get a lot of time off but when you do you find yourself in some amazing places.”

CASE STUDY

Cesar Santos

Male training in care industry

Cesar Santos, a qualified teacher from Tenerife, came to Aberdeen to work and study in 2014. Cesar initially studied ESOL (English for Speakers of Other Languages) for a year at North East Scotland College before joining an Introduction to Health and Social Care Level 4 course.

He said, "Attending North East Scotland College has been a great experience for me. It is such a supportive environment and I've always felt really welcome. The lecturers are very knowledgeable and approachable." Cesar works part-time alongside his full-time studies. He said, "I work 25 hours a week as a support worker for people with learning disabilities. I really enjoy it because I find helping people very rewarding and no two days are the same. Being able to give the individuals I support the chance to have the same choices as others is a really positive thing to be able to do."

In the future, Cesar hopes to become a social worker and recommends the care sector as a career path to others, especially men. He said, *"Working in health and social care is a great opportunity for anyone who wants to get involved in his or her community and create something positive. Helping people is so rewarding and you have the ability to change lives. There are so many different potential career paths and you will always be in demand."*

Equality Outcome 4

The College and its Regional partners will work together to reduce inequality and remove barriers to attainment and employment across all protected characteristics to meet the aspirations of community planning regionally.

Action taken:

In originally establishing this long-term Equality Outcome the College sought to ensure that it could enhance its role, its approaches and its activities in relation to community planning across the North East of Scotland. In particular, the College has aimed to play an increasingly central role in reducing disadvantage in both Aberdeen City and Aberdeenshire by building its role within community planning partnerships and building the capacity to reduce social, economic and educational disadvantage within the region. Fundamentally, this Equality Outcome, when written, sought to demonstrate our commitment to working regionally, and with our community planning partners, to deliver a curriculum offer and educational services which would make a positive difference and meet the needs of local people and local communities.

To date the College's work within the region's Community Planning Partnerships (CPPs) continues to evolve positively and far stronger relationships have been established, by NESCol representatives, within the two CPPs.

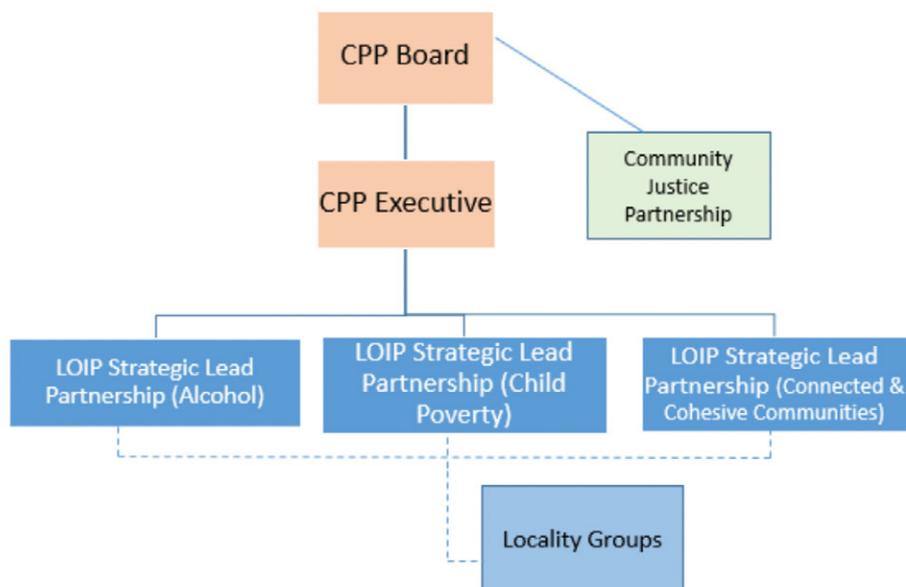
Within Community Planning Aberdeen (CPA), the College has ensured that it has grown in stature as a lead partner and, consequently, is now represented on CPA's Board (Regional Chair) and Management Group (VP Access, Outcomes and Partnerships); Integrated Children Services Board (VP Access, Outcomes and Partnerships); Innovation and Improvement Faculty (VP Access, Outcomes and Partnerships) and Aberdeen Prospers Group (Director of Business Development).

Community Planning Aberdeen Structure



Although the work of Aberdeenshire Community Planning (ACP) is not as advanced as that of its Aberdeen City contemporary, it progresses, as does the College's involvement in it, steadily. The College is represented on ACP's Board (Regional Chair) and on two of the three Local Outcome Improvement Plan (LOIP) groups, namely Tackling Poverty and Inequality and Connected and Cohesive Communities (both VP Access, Outcomes and Partnerships).

Aberdeenshire Community Planning Partnership Structure



The College's representation and activity on both the Regional Economic Strategy Group (RESG) and the Regional Learning and Skills Partnership (RLSP) has also assisted NESCol to consolidate its position as the 'Region's College' and has helped build a coherence around community planning, particularly within Aberdeen City. Specifically, NESCol representatives have contributed to discussions, evaluations and activities which have promoted greater 'bridge-building' between the work of the groups whose activities concern both economic development and community planning and include improving outcomes for those experiencing social and economic disadvantage.

On an annual basis the College negotiates with the Scottish Funding Council its Outcome Agreement (OA) within which ambitions and metrics are set to improve outcomes for learners with disabilities, learners who are care experienced and learners from areas of multiple deprivation. As a consequence, the College has now in place arrangements which allow it to share and consult on its Outcome Agreement through the CPA Board and Management Group. During 2018 the College shared with all CPA Board and Management partners its OA (2018-19) and Strategic Plan (2018-21), the latter of which was developed after extensive consultation with community planning partners and other stakeholders.

The College has extended an invitation to CPA partners to comment on its current OA with a view to considering partner feedback on how best to improve outcomes for those categories of learners noted previously. Discussion papers relating to the College's revised OA are now scheduled, as a matter of course, for delivery and discussion within the CPA Board and Management Group's annual programme of business.

The College has, to varying degrees of success, also sought partners in both CPA and ACP to work more collaboratively towards improving attainment rates regionally, particularly for those learning in schools synonymous with low attainment. As a consequence of its commitment to enhancing regional partnership working the College has been actively seeking to develop its activities with partner schools on a campus-by-campus basis. Whilst such enhancements are in their infancy, further work is to be undertaken on this and is likely to gain more traction. In addition, the College and its community partners' activities on the narrowing of attainment gaps and the improving of success outcomes for learners from areas of multiple deprivation, e.g. Torry, Peterhead and Fraserburgh, is likely to become increasingly collaborative through projects currently under consideration through the ICSB of CPA and the Connected and Cohesive Communities Group of ACP.

Difference and impact:

Whilst significant efforts have been made by the College and its partners to enhance community planning approaches the vast majority of work undertaken to date has centred on building the infrastructure for improvement. Consequently, it remains too early to truly measure the impacts of these relatively newly formed community planning arrangements.

This said, the College and its CPA partners have developed an improvement methodology which aims to measure the impact of an evolving suite of improvement projects which relate to the key themes identified within the CPA's Local Outcome Improvement Plan (LOIP). In addition, the College has also been involved in the formulation of CPA Locality Plans which aim to target improvements for those in communities experiencing considerable challenge. Again, the creation and implementation of these Plans remains relatively recent and accordingly it remains too early to fully realise any impact from them. The following links provide access to the CPA LOIP and its three Locality Plans (full and easy read versions):

- CPA LOIP: <https://communityplanningaberdeen.org.uk/wp-content/uploads/2019/02/Final-Draft-LOIP-2016-26-web-version.pdf>
- CPA Torry Locality Plan (Draft): <https://communityplanningaberdeen.org.uk/wp-content/uploads/2017/09/Torry-Draft-Locality-Plan-2017-27.pdf>
- CPA Woodside, Tillydrone and Seaton Locality Plan (Draft): <https://communityplanningaberdeen.org.uk/wp-content/uploads/2017/09/Woodside-Tillydrone-and-Seaton.pdf>
- CPA Cummings Park etc. Locality Plan (Draft): <https://committees.aberdeencity.gov.uk/documents/s67721/Locality%20Plan%20-%20wider%20Northfield.pdf>

Easy Read Versions of Locality Plans:

- https://communityplanningaberdeen.org.uk/wp-content/uploads/2017/09/Aberdeen-City-Locality-Plan-Cummings-Park_180917.pdf
- <https://communityplanningaberdeen.org.uk/wp-content/uploads/2018/04/Easy-Read-Locality-Plan-Tillydrone-Woodside-and-Seaton.pdf>
- <https://communityplanningaberdeen.org.uk/wp-content/uploads/2018/03/Aberdeen-City-Locality-Plan-Torry-060318.pdf>

The progress to date of the CPA is monitored via an improvement tracker, again something in its infancy. The Tracker highlights the various on-going improvement projects and the thus somewhat limited progress of them:

- CPA LOIP Improvement Tracker: <https://communityplanningaberdeen.org.uk/improvement-projects/>
- [In addition, the CPA has published its first annual Improvement Report which summarise the initial work of CPA and the progress it has made to date across the various Improvement Projects.](#)
- CPA LOIP Improvement Report (2017-18): <https://communityplanningaberdeen.org.uk/wp-content/uploads/2018/12/3.1a-Annual-Outcome-Improvement-Report-17-18.pdf>

In addition to this work, the College has become a member of Aberdeen City Council's Care Experienced Champions Board, and Aberdeenshire Council's Corporate Parenting Steering Board. Both of these groups comprise senior members from all key public bodies including the Local Authority, the Scottish Fire and Rescue Service, Police Scotland, RGU and the University of Aberdeen, and a range of Young Ambassadors who have direct experience of living in care or caring for others.

The College's Student Advice and Support Team works closely with the Local Authority Social Care teams and Who Cares? Scotland to ensure that all care experienced and young carers are effectively supported to transition to the College so that their journey is a positive and successful one. The Team also work with a number of external agencies to support and signpost students to the support services available to them. The Team is also represented on all key College Leadership Teams and Action Teams/Groups where staff are able to collaborate with partners from other departments. Such activity has contributed towards the improvement of success outcomes for the College's Care Experienced Learners who as a discrete cohort, have witnessed an 11% attainment rate improvement for AY2017-18 in comparison to the previous year (39.3% in AY2016-17 to 50.6% in AY2017-18).

The College's work is also evolving in line with partnership aspirations to improve outcomes for vulnerable learners. Within Aberdeen City presently the Third Sector organisation, Aberdeen Foyer, has identified a high number of young people experiencing complex challenges; young people who are not in school and therefore not achieving their full potential. Whilst there are measures to support young people who are in mainstream settings; who have recognised needs or who are in crisis situations, there is very limited support available for those who are not in school.

In January 2019, Aberdeen Foyer received four years funding (£824,567) through the BIG Lottery's Early Action System Change Fund. This fund aims to enable stakeholders, including young people and their families, to work together to understand what needs to change in order to allow improved outcomes for young people who currently have unmet needs. The key components of the work currently being led and scoped out by the Foyer, and inclusive of NESCol, include:

- *Establishing a shared community vision across a diverse collaborative that focuses on improving health, learning, economic and social equality for young people currently falling through the gaps*
- *Bringing young people's voice, experience and ideas into partnership discussions so the system is around the young person and starts with their strengths*
- *Developing a culture of continuous improvement through focus on data-driven decision making*
- *Levering existing assets and investments sustainably in order to generate the change required towards early action.*

By developing a systematic approach to challenge and change the dynamics of this complex situation, it is anticipated that the College and other partners will be able to develop a common approach to engage with young people and their families in order to understand more deeply their experiences. Further, it is anticipated that this work will allow partners to address disadvantage and support young people to improve their opportunities to succeed and progress in life, learning and work.

Next steps:

Whilst regional local outcome improvement planning and activity is still at an early stage, the College will continue to develop its role and involvement as a lead partner within the two Community Planning Partnerships. Further, the College remains committed to ensuring that its activities within these Community Planning Partnerships help to build collaboration and capacity to improve experiences and outcomes for those encountering disadvantage within Aberdeen City and Aberdeenshire.

SUMMARY OF PROGRESS ACHIEVED 2017 TO 2019

Action	Intended Impact	Progress to Date	Next Steps
OUTCOME 1			
Develop action plan to tackle the causes of gender inequality in order to create a more equal and balanced workforce, with men and women being more equally represented at all levels in the organisation	Reduce the gender pay gap	Pay gap is reducing but a gap still remains	Progress further actions to address the gender pay gap
OUTCOMES 2&3			
Distribute data to allow review at Curriculum and Course level	Identification of specific areas of strength/concern for action	Data is now available for scrutiny and evaluation is being monitored	Extend the data availability and evaluation to include more categories and collate to identify any systemic or thematic issues
Develop Gender Action Plan to tackle areas of significant gender bias	Reduce the gender imbalance in targeted subject areas	Gender action plan has been developed and actions in progress	Continue work with partners to address gender inequality in subject areas, with a view to a longer term impact
Review how students with a declared disability are identified, monitored and supported	Reduce attainment gap for students with disability	Reduction in attainment gap has been achieved but gap still exists	Embed some of the changes already made and extend the systems and resources to facilitate better monitoring and support of students with disability
OUTCOME 4			
Work with the Community Planning Partnership to develop common outcomes	Reduce inequality across the region in terms of access to education and employment	College is working with Community partners and is two years into a 10 year plan	Continue work with community partners to influence outcomes for disadvantaged groups in regional communities

5. CONCLUSION

North East Scotland College remains committed to promote diversity, fairness and opportunity for all, and to meet its Public Sector Equality Duties.

The College has made good progress with its 2017-21 Equality Outcomes, with measurable gains in Outcomes 1 and 2. Whilst there has been no measurable gain for Outcome 3 to date, this is a complex issue and much of the action in relation to this Outcome has been focussed on younger people with a view to a longer-term change so measurable progress at this stage was not anticipated. Similarly, for Outcome 4, the College is currently 2 years into a 10 year plan and so still in early stages. No amendments or additions are planned to the 2017 Equality Outcomes at this interim stage.

The College is also satisfied with its progress with mainstreaming equalities, and the commitment to develop this to the next level is reflected in the College's [Strategic Plan 2018-2021](#), Annual Priorities and plans for its "Respect" Campaign.

Governance and staffing data also demonstrate positive change, and actions are identified for further improvements.

The College will continue to work towards mainstreaming equalities and the achievement of its Equality Outcomes. Evidence will be continuously monitored to identify areas for improvement which will enhance the achievement of its vision and values to provide an accessible, inclusive learning environment where all individuals are treated with dignity and respect.



Appendix 1
Organisational Development Equality Report

Appendix 1 - Organisational Development Equality Report

North East Scotland College continues in its commitment to provide training and development for all College staff. Our aim is to provide a service which is accessible to all colleagues and we continue to monitor attendance and seek feedback in order to meet this aim.

This report will focus on attendance, by protected characteristic on both internal and external training courses. Our last report also isolated data in relation to staff undertaking qualifications. However, attendance at taught sessions for certificated qualifications (for example TQFE) is already embedded in the external and internal course information and therefore will not be replicated in this report.

The report will look at data from AY2016-17 and AY2017-18 and compare this with data produced in our last report which covered AY2015-16.

Throughout the report we refer to baseline data. For Organisational Development purposes this covers the protected characteristics of all staff employed over the course of an academic year. The initial data is generated early in an academic year and saved as an excel file. The file is then expanded as new staff commence. Leavers remain on the file as they may have attended training at some point in the year. However, this means that our data differs slightly from the data referred to in the Human Resources report which is generated at a single point in the year.

External and Internal Training Courses

External Training Courses are those events that are:

- Designed and run by an external training provider at a location outwith the College. (Typically, this includes short courses but may also include qualifications undertaken over a period of several months – for example some Leadership Qualifications)
- Designed and run by an external training provider and take place online (for example distance learning courses and webinars)
- Courses which are taught by another department within the College such as Higher National Qualifications.

Staff are required to apply to attend external training programmes as these incur expenditure from the Organisational Development Budget. The majority of applications received by Organisational Development are approved. However, those which are very costly (either in terms of fees or high travel / accommodation costs), may not be approved if they are not felt to be essential for someone's role within the College.

Internal Training events include:

- All training courses which form part of the induction programme
- Taught sessions for certificated awards such as TQFE and assessor and verifier awards
- Workshops and training sessions that form part of the College Development Days
- Internal training courses designed to improve knowledge and or skills on a range of work-related topics – for example to improve digital literacy.

There is no Organisational Development approval process for internal courses, although in some circumstances staff may be unable to attend, for example where managers are unable to release staff for operational reasons.

Because of the application and approval processes required for external training courses, these require particular scrutiny when considering the equality data to ensure there are no factors which might be preventing or discouraging certain groups from attending.

Data is now considered by each protected characteristic. Percentages are rounded to one decimal point.

Gender

Over the course of AY2016-17 there were more female staff employed compared to male staff with the relevant percentages being 56.8% : 43.2%

Over the course of AY2017-18 there continued to be more female staff than male staff employed 55.8% : 44.2%. These figures are fairly consistent with AY2015-16.

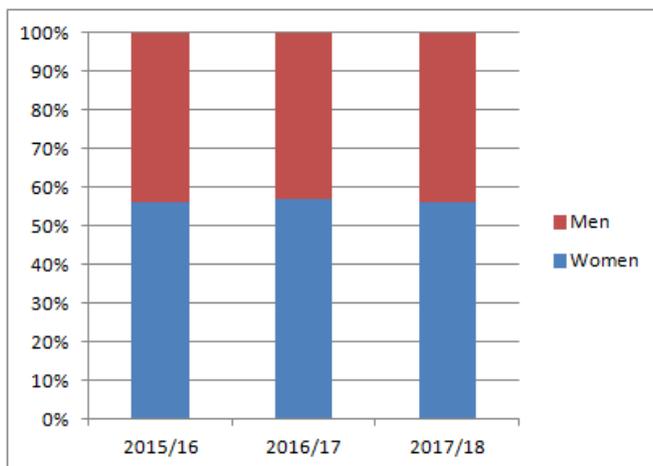
External Training Courses

In our previous report it was highlighted that the percentage of female staff attending external training events was much higher than the percentage of male staff (75% female : 25% male). In AY2016-17, the percentage of female staff attending external training was still proportionately higher than that of male staff (69.1% female : 30.9 male).

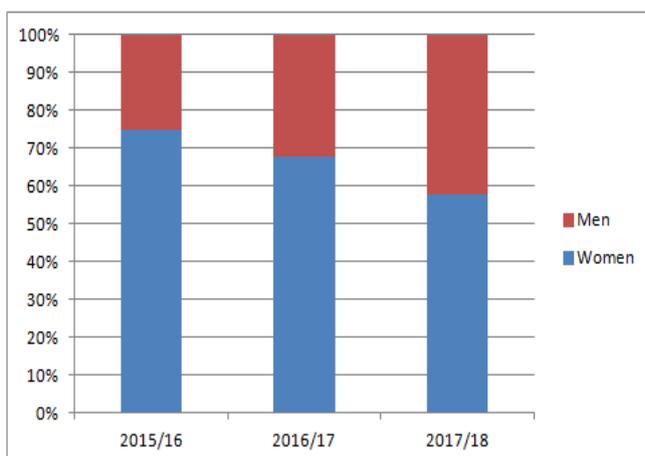
In AY2017-18 whilst the figures indicate that female staff are still proportionately more likely to attend external training courses (57.8 female : 42.2% male), the percentages of staff from each gender attending training courses has started to become much closer to the percentages of each gender employed.

This trend is illustrated in the following graphs:

Graph 1: Percentage of staff by gender 2015 - 2018



Graph 2: Applications and Attendance at external training courses by gender 2015 – 2018



Internal Training Courses

In AY2016-17 the percentages of male and female staff attending internal training courses was roughly in line with baseline data. In AY2017-18, the percentage of female staff attending internal training courses was marginally higher, although not sufficiently to cause any concern.

Ethnicity

In AY2016-17 the largest group of staff were white Scottish (59.7%). 20.5% of staff did not disclose their ethnic origin. 9.0% of staff were white Other and 7.7% of staff were white English. The numbers of staff in other categories (Asian Chinese, Asian Indian, Asian Pakistani, Asian other, Black African, Other, Mixed, white Irish and white Welsh) are extremely small (total 3.2%) and figures are not included for each group as there is the potential for staff to be identified.

Figures for AY2017-18 are generally similar although a larger proportion of staff have disclosed their ethnicity. 72.1% were white Scottish; 8.6% white other; 7.8% white English; 7.3% not indicated. 4.3% of staff fall into one of the other ethnic categories.

External Training

In AY2016-17 the percentage of white Scottish staff attending external training courses was proportionately higher than the baseline data. (64.5% staff attending external courses are white Scottish compared to baseline figure of 59.7%) The percentages of staff in the white Other and white English groups attending courses was also slightly higher than the baseline data. Conversely, the percentage of staff who had not disclosed their ethnic origin attending courses was proportionately lower than the baseline data (11.8% of staff attending external courses have not disclosed their ethnicity compared to baseline figure of 20.5%). The proportion of staff in the other categories attending external training courses was very slightly lower than baseline data (2.7%) and did not include all groups.

In AY2017-18 the percentage of white Scottish staff attending external training courses was again higher than baseline data. (82.6% compared to 72.1% baseline). The percentage of all but one of the other groups attending external training events was lower than the baseline figure for each group. Again, not all groups attended external training courses. The reasons for this are not entirely clear and will continue to be monitored.

Internal Training

In both AY2016-17 and AY2017-18 the percentage of white Scottish staff attending internal training courses is proportionately higher than the baseline data. The percentage of staff who had not declared their ethnic origin attending internal courses is proportionately lower. Otherwise all ethnic groups engaged in internal training with the percentage attending being roughly equivalent to the baseline data in most cases.

Disability

In AY2016-17 3.7% of staff had declared that they had a disability. In AY2017-18 this had risen to 6.8%.

External training

In AY2016-17 2.7% of the staff attending external training had declared a disability whilst in AY2017-18 3.7% of staff attending external training had declared a disability. This suggests that staff who have declared a disability appear to be less likely to attend external training. This was not something picked up in our 15/16 report and requires further monitoring to ensure there are no factors preventing staff with disabilities from attending external training.

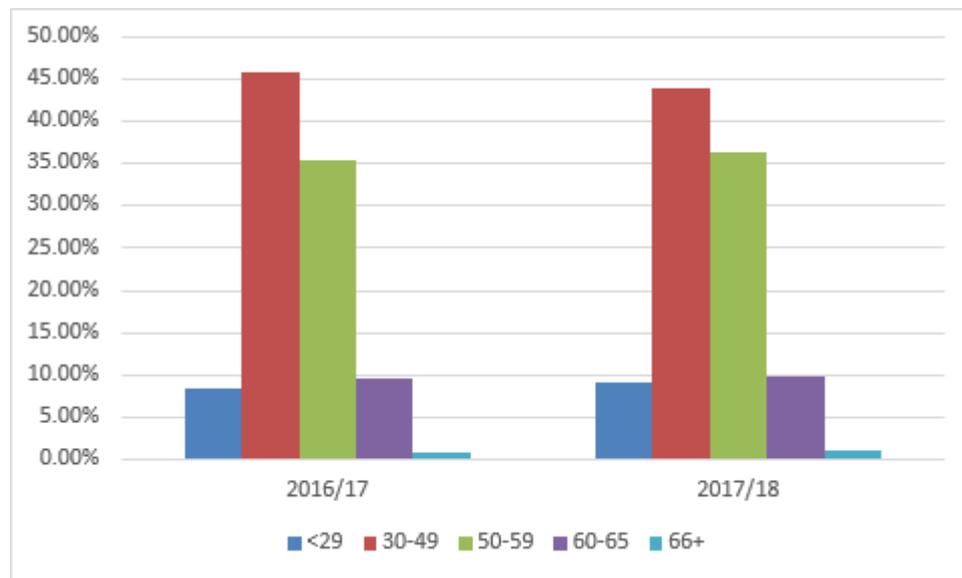
Internal Training

Statistics in relation to staff with disabilities attending internal training is more positive. In AY2016-17 5.8% of staff attending internal training courses had disclosed a disability, whilst in AY2017-18 6.6% of the staff attending internal training courses had disclosed a disability.

Age

The age profile of the College is very interesting. We clearly have an ageing population with the number of staff under 30 roughly balancing staff in the 60-65 age group. This is illustrated in the table below.

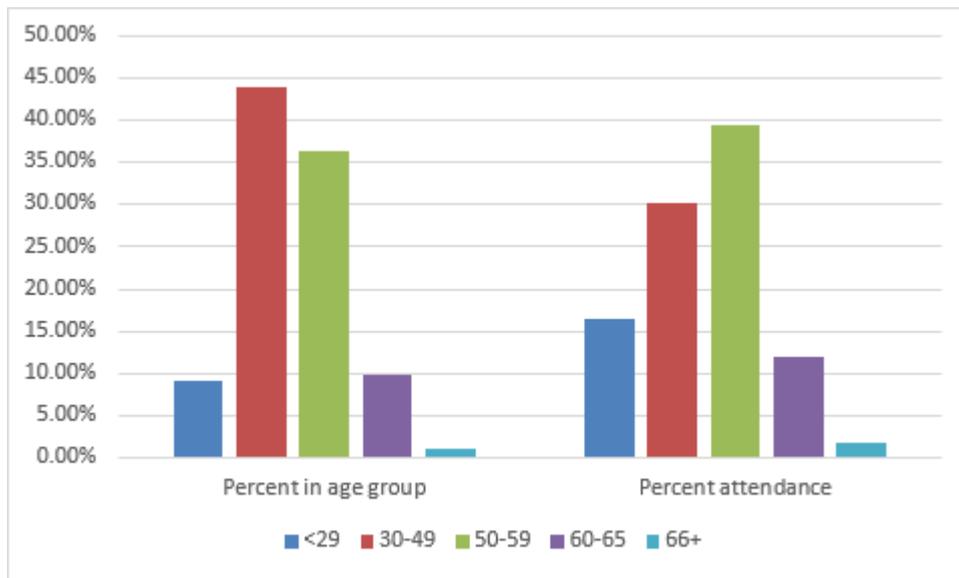
Graph3 Percentage of staff in the different age groups AY2016-17 and AY2017-18



External Training

Staff in the 50 – 59 age group are the most likely to engage in external training as can be seen in the table below. Staff under 30 are also proportionately more likely to attend external training. Staff in the 30 – 49 age group appear to be proportionately less likely to attend external training courses. This was also identified in our previous report and it was felt that the distances involved in travelling to certain training courses may deter some staff with caring responsibilities. However, there is no clear evidence to explain this differential.

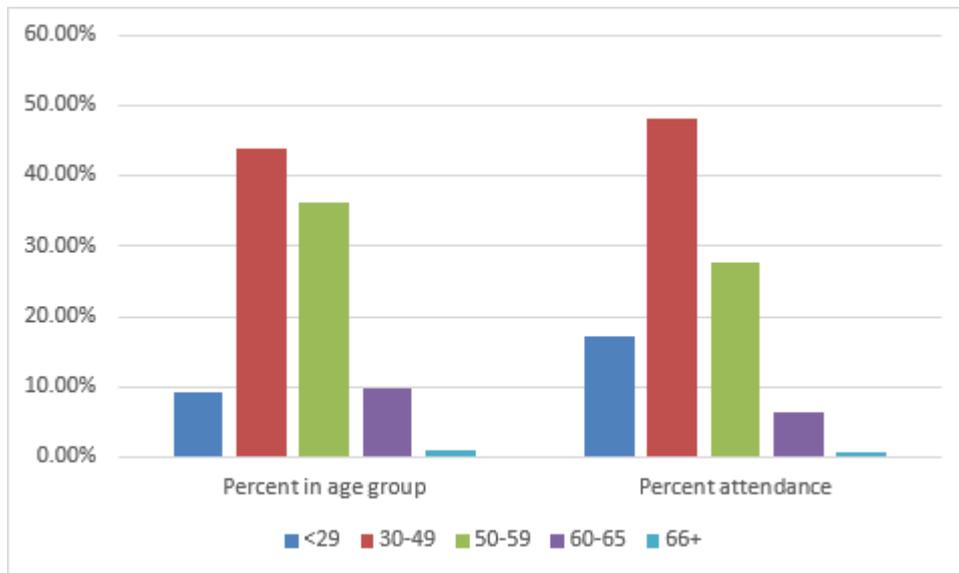
Graph 4 Percent of staff by age group compared with percent attending external training events.
Data for AY2017-18



Figures for AY2016-17 show a similar pattern.

Figures for internal training courses indicate that it is staff in the 30 – 49 age group who are most likely to attend. Again, the younger group of staff are also proportionately more likely to attend.

Graph 5 Percent of staff by age group compared with percent attending internal training events.
Data for AY2017-18



Again, figures for AY2016-17 show a similar pattern.

A possible explanation for these patterns is that young staff, earlier in their careers are the ones most likely to engage with training as they develop their knowledge and skill set. Staff in the 50 - 59 age group are generally (although not exclusively) longer serving and therefore more likely to ask to attend external conferences than internal training sessions.

All age groups appear to be engaging in both internal and external training. Our previous data had suggested that staff in the 60+ age groups were less likely to engage in training. This no longer appears to be the case.

Marital Status

In AY2016-17 27.0% staff were single, 53.3% were married, 14.2% had not disclosed their marital status and 5.0% of staff were divorced. In AY2017-18 The percentage of staff who had not disclosed their marital status had fallen to 4.5%. The percentage of single staff had increased by nearly 4% and married staff by 3%. The percentage of divorced and widowed staff had increased by 1%.

External Training Courses

In AY2016-17 married staff were the most likely to attend external training courses. In AY2017-18, they still accounted for 48.6% of attendances (the largest group) but this was proportionately lower than baseline figures. Staff in the not disclosed category were proportionately the least likely to attend external training courses in AY2016-17.

Internal Training Courses

In AY2016-17 attendance at internal training courses for most groups was broadly comparable with baseline figures. However, the proportion of staff who have not disclosed their marital status was proportionately lower. By AY2017-18 the percentage of single staff attending internal training events is proportionately higher than baseline figures and the percentage of married staff attending internal training courses is proportionately lower. This is not a particular cause for concern. Data indicates that single staff are more likely to be younger, and at an earlier stage in their career. Therefore, they will be more engaged in training. The longer serving, married staff will have already completed much of the mandatory internal training.

Religion / Belief

In AY2016-17 40.8% of staff had not disclosed their religion / belief. 31.8% of staff were Christian, 26.1% of staff had no religion / belief. We have a very small number (1.4%) of staff from other religious categories. (Figures include Buddhist, Hindu, Muslim, Jewish and "Other" groups.)

In AY2017-18 the proportion of staff who have chosen not to disclose their religion / belief has reduced to 20.3%. 40.9% were Christian, 36.1% had no religion / belief and 2.7% are from another religious category.

External Training

In AY2016-17 the proportion of staff in the Christian and no religion / belief categories attending external training courses are both higher than baseline figures. The proportion of staff who had not declared their religion / belief was proportionately lower. Not all religious categories are represented in figures attending external training events.

In AY2017-18 the proportion of staff with no religion / belief attending external training courses continued to be higher than baseline figures. The proportion of Christian staff and staff who had not disclosed their religion / belief attending training courses was proportionately lower. Attendance by staff in one of the other religious categories had risen but again not all categories were represented.

Internal Training

In AY2016-17 staff from all religious categories represented in the College engaged with internal training. The percentage of staff who had not disclosed their religion attending internal training was low compared to the non-religious and Christian groups.

In AY2017-18 more staff had disclosed their religious category and attendance at internal training was roughly proportionate across all categories.

The numbers of staff from categories other than no religion / belief and Christian attending external training courses is low. However, attendance on internal courses is proportionate with baseline figures. The number of staff in these religious categories is very low across College so it is difficult to draw any real conclusions from this. However, the situation will continue to be monitored to ensure that there is nothing discouraging staff from the different religious categories from attending external training events.

Sexual Orientation

In AY2016-17 57.4% staff across the year had identified themselves as heterosexual. 41.4% of staff had not disclosed their sexual orientation and 1.1% were either gay, bisexual or lesbian. By AY2017-18 The number of staff disclosing their sexual orientation had risen to 81.2%. (78.6 were heterosexual and 2.7% either gay, lesbian or bisexual.

External Training

In AY2016-17 heterosexual staff were far more likely to attend external training events than those who had not disclosed their sexual orientation.

In AY2017-18 the staff who had not disclosed their sexual orientation were still proportionately less likely to attend external training courses. However, all groups were actively engaging in external training.

Internal Training

In both AY2016-17 and AY2018-19 heterosexual staff are proportionately more likely to attend internal training courses and staff who have not disclosed their sexual orientation are less likely to attend. However, all groups are actively engaging in training.

Pregnancy & Maternity

Figures on pregnancy and maternity have not been collated in relation to attendance at training events. Although a small number of staff on maternity leave will come in to attend training sessions as part of their "keeping in touch" days, this isn't a mandatory requirement. Completion of certificated qualifications require considerable commitment over the course of a year and also a certain degree of attendance at work during that period. Therefore, staff, when pregnant, generally elect to defer these qualifications until after they have returned from maternity leave.

In conclusion, any data produced in relation to pregnancy and maternity would inevitably be skewed.

Gender Reassignment

This was not monitored as data suggests that the number of staff who have undergone gender reassignment is extremely low and any figures produced would not be meaningful.

Conclusions and recommendations.

There seems to be a tendency for staff who have not provided information on their protected characteristics to engage in training to a much lesser extent than those who have provided their data. This would be a concern if staff are not providing information because of concerns about discrimination AND are not engaging in training because factors are preventing them from doing so. Anecdotal evidence, together with the comparison of data from AY2016-17

and AY2017-18 (during which period more staff have disclosed their protected characteristics) would suggest that this is not the case.

Human Resources continue to encourage staff to share data and the information that we have is improving all the time. This will allow us to monitor the situation more effectively in the future.

At the present moment there are three areas that require some attention. Whilst staff in all groups are actively engaging in internal training, some groups are less well represented at external training events. These include staff from some ethnic groups, staff in certain religious categories, and staff with disabilities.

It is important that we encourage all staff to engage in training that will help them fully develop their skillset and which will help them in both their current and future careers. We also need to identify why some groups / individuals may be discouraged from taking advantage of external training opportunities. No information has come to light through staff surveys or anecdotally that would suggest why these groups may be under represented at external training events.

One option we could pursue would be to undertake a survey specifically exploring reasons for staff not engaging in external training. Alternatively, further information might be obtained through the College Performance Management system, iCon, where managers and staff reporting to them have the opportunity to discuss training needs. This latter would also enable managers to identify and remove barriers to training, although we must recognise that not all staff would be willing to discuss such issues with their line manager. A combined approach is therefore recommended.



Appendix 2
Staff Equality Profile

Appendix 2 - Staff Equality Profile

Executive Summary

The Equality Act 2010 has a Public Sector Equality Duty (PSED), which is underpinned by Specific Duties for Scotland. The Specific Duties require the College to gather, use and publish employee information.

This report provides employee information (including recruitment and retention), by protected characteristic, for 2018 and 2017. Wider statistics are also included for comparative purposes and to give some perspective to the College figures.

The College continues to employ more female (314; 55.7% in 2018) than male staff (250; 44.3% in 2018) with more females (128; 22.7 %) working part-time, compared with males (38; 6.7%). Although the number of women working part-time is a wider issue (with the Office for National Statistics identifying that considerably more females (6.2 million) than males (2.3 million) work part-time), the College has been looking at how this could contribute to its Gender Pay Gap (see Gender Pay Gap Report: 2018) and has identified actions which it is implementing during 2019 to help address the issue. These actions include focus groups to understand the issues involved and the introduction of a flexible working hours' scheme.

In general, the College appears to be broadly in line with wider statistics in Scotland. The College figures for 2018 when compared with 2017 also portray a broadly similar picture: the majority of the College staff (who disclosed a protected characteristic) are in the age ranges of 30-59 years (with the highest proportion being in the 45-59 age group: 49.1% in 2018; 50.8% in 2017); are in a "white" ethnic category; are in a "heterosexual" sexual orientation category; and are married (59.4% in 2017 and 60.5% in 2018).

As regards the religion/belief protected characteristics, in 2017, 40.6% of staff were in a Christian category (the largest category), followed by 35.9% being in a "no religion/belief" category. In 2018 there was a change: 38.8% were in a "no religion/belief" category (the largest category), followed by 37.8% being in a Christian category, although care needs to be taken with these figures given the non-declaration rates detailed below.

The College data shows there are certain protected characteristics in particular where the non-declaration rate could be further reduced. For example, non-declaration rates (i.e. Prefer not to say/Not indicated) for religion/belief were 20.0% in both 2018 and 2017; and for sexual orientation were 18.6% in 2018 and 18.7% in 2017.

Since its previous Staff Equality Report, the College has made a decision to implement a new HR/Payroll system and once this has been completed, it will revise its Equal Opportunities Monitoring form questions in line with published guidance from Advance HE. At the same time, the College will also aim to further reduce its non-declaration rates by explaining why it is important to have information across all protected characteristics from all staff. This is because the College data will not otherwise be valid – but rather, merely indicative – where there are large non-declaration rates and this may ultimately impact on the value of activities undertaken by the College to advance equality of opportunity.

In terms of recruitment, the College has identified that it had proportionately more applications than appointments in 2018 with regards to certain protected characteristic categories including ethnicity, sexual orientation and disability which could indicate that there is unconscious bias in the recruitment process. Some progress has been made since the College's previous Staff Equality Report, which identified that the College needed to take action in this area, as unconscious bias training has taken place in 2019. However, it is clear from the data that more needs to be done.

The previous Staff Equality Report also identified that the College should focus on recruiting staff into non-traditional roles and improve staff diversity. Actions identified to deal with this included: revising wording in job adverts to become more gender neutral; revising job titles to address occupational segregation; only including essential qualifications (e.g. is a degree really necessary for a post – or would it put off people who would otherwise be capable).

Since then, progress has been made in that action to address gendered wording in the recruitment process has taken place. During its January 2019 staff development day, the College ran training for staff – including HR staff involved in recruitment – on gendered vocabulary in recruitment. HR also has an action plan for 2019, which includes the use of gender bias decoders to check adverts for gendered wording before adverts are posted, and which includes working with recruiting managers to ensure that only essential qualifications are included as “essential”. Action on revising job titles will come at a later point in time, in view of current National Bargaining and Job Evaluation for support posts.

The actions outlined in this report are based on evidence from the staff data analysis, in order to address identified issues and advance equality of opportunity.

Background

The Equality Act 2010 has a Public Sector Equality Duty (PSED) under section 149. This includes a general equality duty which requires listed authorities, including 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 protected characteristic 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 protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

The Equality Act 2010 (Specific Duties) (Scotland) regulations 2012 (as amended), requires listed authorities to gather, use and publish employee information. The purpose of the specific duties is to assist public bodies, including the College, to meet the general equality duty.

The Specific Duties require the College to gather information on the composition of its employees and information on the recruitment, development and retention of employees with respect to, in each year, the number and relevant protected characteristics of such people. This information must be published every two years.

The information gathered must be used to improve the College's performance in terms of the general equality duty.

Sources:

Equality and Human Rights Commission, “Employee Information and the Public Sector Equality Duty: A guide for public authorities in Scotland”, July 2016, available online at:

<https://www.equalityhumanrights.com/en/publication-download/employee-information-and-public-sector-equality-duty-guide-public-authorities>

Accessed: 21 January 2019

Equality Challenge Unit (now called Advance HE), "The public sector equality duty: specific duties for Scotland (revised)", February 2017, available online at:

<https://www.ecu.ac.uk/publications/the-public-sector-equality-duty-specific-duties-for-scotland-revised/>

Accessed: 21 January 2019

The public sector equality duty: specific duties for Scotland 2019 interim reporting, Advance HE, 2019.

Introduction

This report provides staff data – including the recruitment and retention of employees - for 2018 compared with 2017. In addition, wider benchmark data are detailed to put College figures into perspective. A commentary at the end of the report also looks at progress since the last published report.

Staff development is covered separately.

To give some wider context to the College figures, statistics from the Scottish Government's Scottish Household Survey are provided. The survey was published in September 2018 and provides data for 2017. It should be noted that the survey provides representative estimates for Scotland.

North East Scotland College covers Aberdeen City and Aberdeenshire so benchmark figures for both geographies are included, where possible.

Since its last Staff Equality Profile (Appendix 5 to the Mainstreaming Report, published in April 2017), the College has introduced a new HR system, which is currently being implemented. When this has been fully implemented, the College will introduce a revised Equal Opportunities Monitoring form, in line with standardised equality monitoring questions, as per the guidance from Advance HE, March 2018, available online at:

<https://www.ecu.ac.uk/publications/guidance-gathering-staff-equality-data-colleges/>

Accessed: 21 January 2019

The revised equal opportunities questions (where staff will be able to directly input the information themselves) will be accompanied by further information on the reasons for collecting this information, in order to further reduce non-declaration rates – as identified as an action in the previously published Staff Equalities Report. This will enable the College to better use the information to advance equality of opportunity between people from different protected characteristics groups.

Staff Equality Overview by Protected Characteristics: 2018 and 2017

All figures relate to 31 December 2018 and are compared with figures as at December 2017.

As at 31 December 2018, the College had a headcount of 564, compared with a headcount of 571 in December 2017.

Gender

The College's Equal Opportunities Form, under the heading of gender, includes the options of: male; female; other, but no staff indicated they were in the "other" category.

The College continues to employ more women (55.7% in 2018; 56.2% in 2017) than men (44.3% in 2018; 43.8% in 2017).

The percentage of staff working part-time has remained at a relatively similar level, with considerably more women working part-time (22.7% in 2018; 21.9% in 2017) than men (6.7% in 2018; 5.4% in 2017). Given the small percentage of men who do work part-time time, it is interesting to note the small increase in 2018, compared with 2017.

As at 31 December 2018, the gender profile for the College was:

Position Status	Headcount			% of total headcount		
	Female	Male	Totals	Female	Male	Totals
Full-time	186	212	398	33.0	37.6	70.6
Part-time	128	38	166	22.7	6.7	29.4
Totals	314	250	564	55.7	44.3	100.0

Note: % figures rounded to one decimal place

It should be noted that, for the purposes of this document, student interns on zero-hours contracts have not been included. This is due to the short-term, College course-related nature of the internship, and the inclusion of their numbers would not give a representative staff picture.

As this reports looks at the number of employees by protected characteristic, staff who have 2 posts have only been counted once, under the category of their main post.

As at December 2017, the gender profile for the College was as follows:

	Male – headcount	Male – % of overall Headcount	Female number	Female – % of overall Headcount	Overall Headcount	Overall Staff %
Full-time	219	38.4%	196	34.3%	415	72.7%
Part-time	31	5.4%	125	21.9%	156	27.3%
Total	250	43.8%	321	56.2%	571	100%

Note: % figures are rounded to one decimal place

According to National Records of Scotland, April 2018, there were more females (50.2%) than males (49.8%) living in both the Aberdeen City council area and Aberdeenshire council area in 2017. There were also more females (51.3%) than males (48.7%) living in Scotland in 2017.

Sources:

<https://www.nrscotland.gov.uk/files//statistics/council-area-data-sheets/aberdeen-city-council-profile.html>

<https://www.nrscotland.gov.uk/files//statistics/council-area-data-sheets/aberdeenshire-council-profile.html>

Accessed: 17 January 2019

Colleges Scotland, Keyfacts 2018, identifies that of the staff in Colleges, men accounted for 39% and women for 69% in AY 16/17.

Source: <https://collegesscotland.ac.uk/briefings-and-publications/publications/1229-colleges-scotland-keyfacts-2018-final-design/file>

Accessed: 11 March 2019

In terms of the gender balance in Higher Education in 2016/17, 54.2% of staff working in UK higher education (HE) were women and 45.8% were men. A further breakdown is given for full-time/part-time work:

	Female			Male			All staff	
	No	%*	%**	No	%*	%**	No	%*
Full-time	136085	59.8	47.9	147975	77.1	52.1	284060	67.7
Part-time	91585	40.2	67.5	44065	22.9	32.5	135650	32.3
All modes	227670	100.0	54.2	192040	100.0	45.8	419710	100.0

%* - percentage figures should be read vertically

%** percentage figures should be read horizontally

Source: Advance HE "Equality + higher education, Staff statistical report 2018, published 06/09/2018, p199 and p204

Available online at:

<https://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2018/>

Accessed 17 January 2019

In order to give some perspective to the College's - and HE's - full-time/part-time gender profile, it is helpful to look at the number of people in employment in the UK, by full-time/part-time work, from the Office for National Statistics:

United Kingdom: Full-time/part-time workers August-October 2018 (Seasonally adjusted, 16 years+), (thousands)

	Full-time	Part-time
Male	14,944	2,292
Female	9,025	6,216

Source:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/datasets/fulltimeparttimeandtemporaryworkersseasonallyadjustedemp01sa>

Accessed 14/1/2019

From this, it is clear that considerably more women in the UK – and not just in the College/HE - work part-time than men.

Age

The age profile for the College as at 31 December 2018 was:

Age Band	Headcount			Headcount (%)		
	Female	Male	Totals	Female	Male	Totals
16 - 29	29	11	40	5.1	2.0	7.1
30 - 44	101	80	181	17.9	14.2	32.1
45 - 59	162	115	277	28.7	20.4	49.1
60 - 74	22	44	66	3.9	7.8	11.7
75+	0	0	0	0	0	0.0
Totals	314	250	564	55.7	44.3	100.0

*Note: % figures are rounded to one decimal place

The age profile as at December 2017 was:

Age	Male Total	Female Total	Total Number	Total % of overall headcount
16-29	14	35	49	8.6%
30-44	70	103	173	30.3%
45-59	128	162	290	50.8%
60-74	38	21	59	10.3%
75+	0	0	0	0.0%
Total	250	321	571	100.0%

*Note: % figures are rounded to one decimal place

In terms of the Aberdeenshire age profile,

Population by age group by sex, Aberdeenshire, 2017

Age group	Male	Female	All people	% of population	Scotland % of population
All people	130,330	131,470	261,800	100.0	100.0
0 to 15	25,148	23,740	48,888	18.7	16.9
16 to 24	13,066	11,250	24,316	9.3	10.9
25 to 44	31,694	32,020	63,714	24.3	25.8
45 to 64	37,537	38,539	76,076	29.1	27.7
65 to 74	14,078	14,285	28,363	10.8	10.4
75 and over	8,807	11,636	20,443	7.8	8.3

Source: <https://www.nrscotland.gov.uk/files//statistics/council-area-data-sheets/aberdeenshire-council-profile.html>

Accessed: 17 January 2019

Population by age group by sex, Aberdeen City, 2017

Age group	Male	Female	All people	% of population	Scotland % of population
All people	113,852	114,948	228,800	100.0	100.0
0 to 15	17,604	16,891	34,495	15.1	16.9
16 to 24	13,592	15,229	28,821	12.6	10.9
25 to 44	39,731	35,765	75,496	33.0	25.8
45 to 64	27,337	27,359	54,696	23.9	27.7
65 to 74	9,211	9,871	19,082	8.3	10.4
75 and over	6,377	9,833	16,210	7.1	8.3

Source: <https://www.nrscotland.gov.uk/files//statistics/council-area-data-sheets/aberdeen-city-council-profile.html>

Accessed: 17 January 2019

The College's 2018 and 2017 data show a similar picture, with the majority of staff being in the 30-59 age range, which would not be unexpected given the qualifications and experience required for many of the College's posts. The category with the greatest percentage of staff is the 45-59 age range (49.1% in 2018; 50.8% in 2017).

In terms of wider Scottish and Aberdeen/shire figures, the largest age range categories (although they are not the same age range categories used by the College) cover the ages 25-64 years. These wider statistics cover a broader age range than is found at the College, given that the College focusses on people of employable age and thus excludes, for example, the very young and retirees.

It is interesting to note that in both 2018 (11.7%) and 2017 (10.3%), the College had more staff in the 60-74 age range than in the 16-29 age range (7.1% in 2018 and 8.6% in 2017). This is also likely to be because of the qualifications and experience required for many of the College posts. It is also likely to reflect the fact that people are now working for longer.

Ethnicity

The following table outlines the ethnicity profile for the College, December 2018 compared with December 2017.

Note that where there are fewer than 5 staff in any category, the figures are not published as staff could otherwise be identified.

It should be noted that a new category of “White British” was used in 2018, which would explain why there are fewer numbers in some of the other white ethnicity categories in 2018

Ethnicity	Total Number 2018	Total % of overall headcount 2018	Total Number 2017	Total % of overall headcount 2017
White: Scottish	359	63.7%	411	72.0%
White: British (used from 2018)	51	9.0%	N/A	N/A
White: English	38	6.7%	47	8.2%
White: Welsh	N/P	N/P	N/P	N/P
White: Irish	N/P	N/P	N/P	N/P
White: Other	40	7.1%	46	8.1%
Mixed	N/P	N/P	N/P	N/P
Asian/Asian British: Indian	5	0.9%	6	1.1%
Asian/Asian British: Chinese	N/P	N/P	N/P	N/P
Asian/Asian British: Other	N/P	N/P	N/P	N/P
Black/Black British: African/Caribbean	6	1.1%	5	0.9%
Other	N/P	N/P	N/P	N/P
Prefer not to say/Not indicated	50	8.9%	40	7.0%

Note: % figures are rounded to one decimal place; N/P = not published; N/A = not available

According to Colleges Scotland, Keyfacts 2018, 2% of College staff were from BME backgrounds in AY 16/17.

Source: <https://collegesscotland.ac.uk/briefings-and-publications/publications/1229-colleges-scotland-keyfacts-2018-final-design/file>

Accessed: 11 March 2019

The Scottish Household Survey: Scotland's People Annual Report 2017, published by the Scottish Government, September 2018, p31, available online at:

<https://www.gov.scot/publications/scotlands-people-annual-report-results-2017-scottish-household-survey/>

Accessed: 16 January 2019

details the following:

Characteristics of adults – ethnicity

Column percentages, Adults dataset

Ethnicity	2017
White	95.6
Scottish	78.3
Other British	11.6
Irish	0.9
Gypsy / Traveller	-
Polish	2.0
Other white ethnic group	2.9
Any mixed or multiple ethnic groups	0.2
Asian, Asian Scottish or Asian British	2.6
Pakistani, Pakistani Scottish or Pakistani British	0.8
Indian, Indian Scottish or Indian British	0.8
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0.1
Chinese, Chinese Scottish or Chinese British	0.6
Other Asian ethnic group	0.3
African	0.5
African, African Scottish or African British	0.4
Other African ethnic group	0.1
Caribbean or Black	0.1
Caribbean, Caribbean Scottish or Caribbean British	0.0
Black, Black Scottish or Black British	0.0
Other Caribbean or Black ethnic group	0.0
Other Ethnic Group	0.9
Arab, Arab Scottish or Arab British	0.2
Any other ethnic group	0.8
Don't know	-
Refused	0.1
Total	100
<i>Base</i>	<i>9,810</i>

The vast majority of staff at the College, who declared their ethnicity, are in a white ethnic category, which would be in line with the wider Scottish population, as outlined in the Scottish Household Survey.

Disability

The new HR/payroll system records data in a different way to the old system and is not comparable for this protected characteristic. In view of this, the figures have not been reported for 2018 as they would otherwise be misleading. This issue will be resolved once the new Equal Opportunities Monitoring questionnaire is rolled out during 2019.

The disability profile for the College as at December 2017 (out of a headcount of 571) was:

	Total Number	Total % of overall headcount	Male	Female
Disability	38	6.7%	18	20
No disability	482	84.4%	207	275
Prefer not to say/ Not indicated	51	8.9%	25	26

Note: % Figures have been rounded to one decimal place and may not add up to 100

It should be noted the College continues to work closely with occupational health to provide support for any member of staff who has or who develops a health condition/disability which may impact on their ability to do their job.

According to Colleges Scotland, Keyfacts 2018, 5% of College staff declared a disability in AY 2016-17.

Source: <https://collegesscotland.ac.uk/briefings-and-publications/publications/1229-colleges-scotland-keyfacts-2018-final-design/file>

Accessed: 11 March 2019

In terms of the wider Scottish profile, in 2017, 28% of adults reported a long-term physical or mental health condition, according to the Scottish Household Survey: Scotland's People Annual Report 2017, published by the Scottish Government, September 2018, p30, available online at:

<https://www.gov.scot/publications/scotlands-people-annual-report-results-2017-scottish-household-survey/>

Accessed: 16 January 2019

However, it should be noted that the terminology used (to describe disability) in the Scottish Household Survey is different to that currently used by the College, which could account for the difference in the figures.

Religion or belief (including no belief)

The following table outlines the religion or belief (including no belief) profile for the College at December 2018 and December 2017.

Where there are fewer than 5 staff in a category, the actual number of staff is not published.

Religion	Total Number 2018	Total % of overall headcount 2018	Total Number 2017	Total % of overall headcount 2017
Christian	213	37.8%	232	40.6%
Buddhist	N/P	N/P	N/P	N/P
Hindu	5	0.9%	5	0.9%
Jewish	N/P	N/P	N/P	N/P
Muslim	N/P	N/P	N/P	N/P
Atheist	N/P	N/P	N/P	N/P
Other	N/P	N/P	6	1.1%
No Religion/Belief	219	38.8%	205	35.9%
Prefer not to say/ Not indicated	113	20.0%	114	20.0%

Note: % figures are rounded to one decimal place; N/P = Not published

According to the Scottish Household Survey: Scotland's People Annual Report 2017, published by the Scottish Government, September 2018, p34, available online at:

<https://www.gov.scot/publications/scotlands-people-annual-report-results-2017-scottish-household-survey/>

Accessed: 16 January 2019

The religious profile of adults in 2017 was:

None 52%

Church of Scotland 23%

Roman Catholic 14%

Other Christian 8%

Another religion 4%

In line with the wider Scottish population, the largest religion/belief category in the College in 2018 is "no religion or belief", followed by "Christian". This is a change from 2017, where the largest category in the College was Christian, followed by "no religion/belief". However, it should be noted that the College had a 20.0% non-declaration rate in 2018 (and also 20.0% in 2017) and so care should be taken when interpreting the figures.

Marital Status

The following table details the marital status profile for the College at December 2018 and December 2017:

Marital Status	Total Number of Staff 2018	Total % of overall headcount 2018	Total Number of Staff 2017	Total % of overall headcount 2017
Married/Civil Partnership	341	60.5%	339	59.4%
Single/Cohabiting	166	29.4%	170	29.8%
Separated/Divorced	35	6.2%	39	6.8%
Prefer not to say/ Not indicated	15	2.7%	16	2.8%
Widow/er	7	1.2%	7	1.2%

Note: % figures are rounded to one decimal place and may not total to 100%

The Scottish Household Survey: Scotland's People Annual Report 2017, published by the Scottish Government, September 2018, p35, available online at:

<https://www.gov.scot/publications/scotlands-people-annual-report-results-2017-scottish-household-survey/>

Accessed: 17 January 2019

details the following marital status profile:

Characteristics of adults – marital status

Column percentages, Adults dataset

Marital status	2017
Never married and never registered a same-sex civil partnership	36
Married	47
In a registered same-sex civil partnership	0
Separated, but still legally married	2
Separated, but still legally in a same-sex civil partnership	0
Divorced	7
Formerly in a same-sex civil partnership which is now legally dissolved	0
Widowed	7
Surviving partner from a same-sex civil partnership	0
Refused	0
Total	100
Base	9,810

The College statistics show that there has been little change from 2017 to 2018, with the “married” category being the largest (59.4% in 2017 and 60.5% in 2018), followed by “single” (29.8% in 2017 and 29.4% in 2018). These statistics would indicate that the College has a higher proportion of married employees – and fewer single employees – when compared with wider statistics, although could perhaps be explained by the age profile of the College, where the majority of staff are in the 30-59 age categories.

Pregnancy and Maternity-

The following section details the number of pregnancies/maternity leaves for 2018 and 2017. However, where there are fewer than 5 staff, the information is not published as staff could otherwise be identified.

It should be noted that the timing of maternity leave has an impact on when the member of staff returns to work e.g. if a member of staff's maternity leave *begins* in e.g. October 2018, they would be less likely to return to work before the end of 2018. The figures below should, therefore, be interpreted in this light.

There were 8 pregnancies/maternity leaves at various points during 2018. Fewer than 5 came back to work during 2018, so the actual numbers are not reported.

There were 10 pregnancies/maternity leaves at various points during 2017.

Fewer than 5 women who went on maternity leave at some point during 2017 came back to work in 2017, so the actual numbers are not reported.

Given this, no further information or breakdown (e.g. regarding flexible working, returning to the same post) is published.

Sexual orientation

The sexual orientation profile of the College for 2018 and 2017 is detailed in the following table:

Where there are fewer than 5 staff in a category, the number of staff is not published. Given the small numbers in some categories – and for consistency purposes – no further breakout is given of this protected characteristic, as individual staff could otherwise be identified.

Sexual Orientation	Total number of staff 2018	Total % of overall headcount 2018	Total number of staff 2017	Total % of overall headcount 2017
Heterosexual	446	79.1%	448	78.5%
Bisexual	N/P	N/P	6	1.1%
Lesbian	N/P	N/P	N/P	N/P
Gay	7	1.2%	8	1.4%
Prefer not to say/ Not Indicated	105	18.6%	107	18.7%

Note: % figures are rounded; N/P = not published

The Scottish Government's "Sexual Orientation in Scotland 2017: A Summary of the Evidence Base", published 24 January 2017, p12, available online at:

<https://www.gov.scot/publications/sexual-orientation-scotland-2017-summary-evidence-base/>

Accessed: 16 January 2019

Provides the following sexual orientation breakdown for Scotland and the UK:

Category	Scotland (%)	UK (%)
Heterosexual/straight	95	94
Gay or lesbian	1.0	1.1
Bisexual	0.6	0.6
Other	0.4	0.4
Don't know/refuse	2.9	4.1

According to the Scottish Government website, sexual orientation in Scotland in 2016 was:

Heterosexual: 95.3%

LGB and other: 2.2%

Don't know: 2.5%

Source:

<https://www2.gov.scot/Topics/People/Equality/Equalities/DataGrid/SexualOrientation>

Accessed: 16 January 2019

The Scottish Household Survey: Scotland's People Annual Report 2017, published by the Scottish Government, September 2018, p33, available online at:

<https://www.gov.scot/publications/scotlands-people-annual-report-results-2017-scottish-household-survey/>

Accessed: 16 January 2019

details the following with regard to sexual orientation:

Around two per cent of all adults self-identified as lesbian, gay or bisexual (see table below). However, it should be noted that estimates on self-identified sexual orientation from the SHS are likely to under-represent the lesbian, gay and bisexual population.

Characteristics of adults – sexual orientation

Column percentages, 2017, Adults dataset

Sexual orientation	Male	Female	All
Heterosexual/Straight	97.8	98.0	97.9
Gay/Lesbian	1.3	1.0	1.2
Bisexual	0.3	0.5	0.4
Other	0.0	0.1	0.1
Refused	0.6	0.4	0.5
Total	100	100	100
Base	4,540	5,270	9,810

These figures would indicate that the College sexual orientation profile is broadly in line with the wider Scottish profile in that the largest category is "heterosexual". However, it should be noted that the College had a non-declaration rate of 18.6% in 2018 and 18.7% in 2017, and so care should be taken when interpreting the figures.

Transgender/Gender reassignment

There are the same number of staff in 2018 and 2017 who disclosed that they are transgender. However, as there are fewer than 5 staff in the transgender category, actual numbers are not reported, as individual staff could otherwise be identified.

In 2018, the College was not able to report on the "did not indicate/preferred not to say" category for transgender/gender reassignment because this category was not captured in the new HR/Payroll system.

In 2017, 357 staff "did not indicate/preferred not to say" out of a headcount of 571 (62.5%)

The College will address the non-declaration category in its new HR system as well as non-declaration rates when it revises its Equal Opportunities Monitoring form questions in line with the guidance from Advance HE.

According to the Government Equalities Office factsheet, "Trans People in the UK" 2018, available online at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721642/GEO-LGBT-factsheet.pdf

Accessed: 16 January 2019

there is no robust data on the UK trans population, although it is estimated that there are approximately 200,000-500,00 trans people in the UK.

Retention of Staff

This section includes data on leavers, by protected characteristic, as well as information that can have an impact on retention, such as flexible working requests.

During 2018, 73 staff left the College, compared with 55 staff who left the College during 2017.

Gender profile:

In 2018, the gender profile of leavers was:

39 leavers – female

34 leavers - male

In 2017, the age profile of leavers was:

35 leavers – female

20 leavers - male

This would be consistent with the fact that the College employs more women than men.

Age profile:

The table below details the age profile of staff, compared with age profile of staff who left the College during 2018 and is compared with 2017:

The age profile for 2018 is:

Age group	Number of staff (at Dec 2018)	Number of leavers during 2018
16-29	40	11
30-44	181	22
45-59	277	16
60-75	66	24

The age profile for 2017 was:

Age group	Number of staff (at Dec 2017)	Number of leavers during 2017
16-29	49	6
30-44	173	19
45-59	290	20
60-75	59	10

The leaver profile is broadly in line with the wider staff profile, although the number of leavers in the 60-75 age group increased in 2018, this would not necessarily be unexpected as many people within this age category would be of retirement age.

Marital status:

In 2018, the marital status profile of leavers was largely consistent with the wider staff profile in that the largest category of leavers was "married" (33; 45.2% leavers), followed by "single" (28; 38.4% leavers), then "divorced" (8; 11.0% leavers).

The marital status profile of leavers in 2017 was also consistent with the wider staff profile, in that the majority of leavers were in the "married" category (32) and the majority of staff were also in the married category (339 as at December 2017). The next largest category was the "single" category (17 leavers; 170 staff as at December 2017). Other categories had fewer than 5 staff and so are not reported, but are in line with the wider staff marital status profile.

Sexual Orientation

In 2018, the sexual orientation profile of leavers was consistent with the wider staff profile in that the majority were in the "heterosexual" category (50 leavers; 446 staff). The next largest category was "prefer not to say/not indicated" (20 leavers; 105 staff)

The sexual orientation profile of leavers in 2017 was consistent with the wider staff profile in that the majority of leavers were in the "heterosexual" category (41) as were the majority of staff (448 as at December 2017). The next largest category was "not indicated" (13 leavers; 107 staff). Other categories are not reported due to small numbers but are in line with wider staff statistics.

Transgender

In 2018, the College was not able to report on this protected characteristic due to the way in which data are captured in the new HR/Payroll system. This will be remedied when the College revises its Equal Opportunities Monitoring questions.

The Transgender profile of leavers was as follows in 2017:

The majority of leavers (35 leavers) were in the did not indicate/prefer not to say category and;

20 leavers indicated they did not change gender/did not have a different gender to the one they were assigned at birth.

Ethnicity

In 2018, the ethnicity of leavers was in line with the wider staff profile, in that the majority were in a "white" ethnic category (59; 80.8% leavers). The next largest category was "prefer not to say/not indicated" (12; 16.4% leavers).

The ethnicity of leavers in 2017 was in line with the wider staff profile, in that the majority were in a white ethnic category (49 leavers). Other categories are not reported due to small numbers but are in line with wider staff statistics.

Religion/Belief (including no belief)

In 2018, the religion/belief profile of leavers, where there 5 or more leavers in a given category, was as follows:

29 – Christian (39.7%)

23 – No religion (31.5%)

18 – Not indicated (24.7%)

This follows a slightly different pattern to the 2018 staff profile, where largest category of staff was no religion/belief (219 staff; 38.8%) followed closely by Christian (213 staff; 37.8%).

In 2017, the religion/belief profile of leavers, where there are 5 or more people in a given category, is as follows:

26- Christian (47.3%)

15- No Religion (27.3%)

13- Prefer not to say/not indicated (23.6%)

The 2017 pattern was broadly consistent with the wider staff profile in that the largest staff religion/belief category was Christian (232; 40.6%) followed by no religion/belief (205; 35.9%).

Disability:

In 2018, the College was not able to report on this protected characteristic due to the way in which data are captured in the new HR/Payroll system. This will be remedied when the College revises its Equal Opportunities Monitoring questions.

The disability profile of leavers in 2017 was consistent with the wider staff profile in that the overwhelming majority did not report a disability (44 out of 55 leavers; 482 staff with no declared disability as at December 2017). 5 leavers preferred not to say/did not indicate if they had a disability (51 staff) and 6 had a disability (38 staff at December 2017).

Reasons for leaving

In 2018, the main reasons for staff leaving, where there are 5 or more leavers in a category are as follows:

Reason	Total
Voluntary severance	22
Resignation	12
End of contract	10
Retirement	10

In 2017, the main reasons for staff leaving were as follows:

Reason	Total
New job	14
Voluntary severance	12
Retirement	9

There were fewer than 5 staff in other categories of reason for leaving, so no further information is detailed.

It should be noted that some staff who took voluntary severance, retired at the same time – but have just been included in the voluntary severance figures.

Flexible Working Requests

In 2018, there were 20 formal flexible working requests, of which 19 were approved. Alternative arrangements were made to support the one request that was not approved.

In 2017, there were 16 flexible working requests that came to HR and all were approved and put in place.

Discipline/Grievance

The number of disciplinaries/grievances in 2017 and 2018 (that went beyond the investigation stage) is too small to report as staff could otherwise be identified.

Shared Parental leave

The College has had no request for shared parental leave in 2017 and 2018.

Recruitment of Staff

In 2018, the College had 75 vacancies for which there were 739 applications, with 301 of those being shortlisted, resulting in 71 appointments (4 jobs were on hold).

During 2017, the College had 54 vacant posts, resulting in 61 appointments (as in some cases, more than one person was required for a post). This came from 1134 applications, with 284 of those being shortlisted.

Unlike for staff data where, if there were fewer than 5 members of staff in a category, numbers were not published as staff could otherwise be identified, at the recruitment stage, all numbers are reported so that the data can highlight any potential – and otherwise unseen - bias within the recruitment process. The one exception to this is for transgender/gender reassignment figures, where due to very small numbers overall, they are only reported at the application stage.

It should be noted that there were some anomalies in the applications by protected characteristics data for 2017. In such circumstances, the affected figures (n=17) were included in the “not indicated” category.

However, there were no anomalies in the data for the shortlisted and appointed categories, so the figures are not directly comparable, but will give a broadly indicative picture (for 2017).

The tables in the following pages detail the applications, shortlisting and appointment numbers and percentages by protected characteristic category.

This should enable trends to be identified e.g. if 30% of applications are in a given category, proportionately, one would expect around 30% of those shortlisted and around 30% of those appointed also to be in that category.

Pregnancy/maternity

Pregnancy/maternity data are not collected during the recruitment process. These data are only collected for staff and are reported in the staff section of this report.

Recruitment: Gender

2018

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Gender - Male	329	44.5	150	49.8	36	50.7
Gender - Female	386	52.2	141	46.8	33	46.5
Gender - Other	5	0.7	4	1.3	0	0.0
Gender - Prefer not to say	1	0.1	1	0.3	0	0.0
Gender – Blank/not indicated	18	2.4	5	1.7	2	2.8

Note: % figures are rounded

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Gender category	Number of applications	% of applications	Number shortlisted	% of shortlisted	Number appointed	% of appointments
Male	427	37.7%	123	43.3%	19	31.1%
Female	662	58.4%	159	56.0%	42	68.9%
Other	1	0.1%	0	0.0%	0	0.0%
Prefer not say	3	0.3%	0	0.0%	0	0.0%
Not indicated	41	3.6%	2	0.7%	0	0.0%

Note: % figures are rounded

Recruitment: Ethnicity

2018

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Ethnicity – White	632	85.5	269	89.4	66	93.0
Ethnicity – BME	60	8.1	18	6.0	4	5.6
Ethnicity – Mixed	8	1.1	1	0.3	0	0.0
Ethnicity – Other	20	2.7	7	2.3	0	0.0
Ethnicity - Prefer not to say	0	0.0	0	0.0	0	0.0
Ethnicity – Blank/Not indicated	19	2.6	6	2.0	1	1.4

Note: % figures are rounded

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Ethnicity category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
White	954	84.1%	256	90.1%	57	93.4%
Black & Ethnic Minority (BME)	107	9.4%	21	7.4%	3	4.9%
Mixed	15	1.3%	2	0.7%	1	1.6%
Other	17	1.5%	3	1.1%	0	0.0%
Prefer not say	0	0.0%	0	0.0%	0	0.0%
Not indicated	41	3.6%	2	0.7%	0	0.0%

Note: % figures are rounded;

Recruitment: Disability

2018

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Disability - No	590	79.8	247	82.1	62	87.3
Disability- Yes	95	12.9	37	12.3	4	5.6
Disability - Prefer not to say	15	2.0	4	1.3	0	0.0
Disability – Blank/Not indicated	39	5.3	13	4.3	5	7.0

Note: % figures are rounded

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Disability category	Number of applications	% applications	Number shortlisted	% shortlisted	Number appointed	% appointed
No disability	811	71.5%	208	73.2%	48	78.7%
Disability	105	9.3%	29	10.2%	7	11.5%
Prefer not to say	17	1.5%	8	2.8%	1	1.6%
Not indicated	201	17.7%	39	13.7%	5	8.2%

Note: % figures are rounded

**Recruitment: Sexual Orientation
2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Sexual Orientation – Heterosexual/straight	657	88.9	272	90.4	67	94.4
Sexual Orientation - Gay Women	4	0.5	2	0.7	0	0.0
Sexual Orientation - Gay Man	11	1.5	2	0.7	1	1.4
Sexual Orientation - Bisexual	9	1.2	1	0.3	0	0.0
Sexual Orientation - Prefer not to say	34	4.6	15	5.0	1	1.4
Sexual Orientation - Other	5	0.7	4	1.3	1	1.4
Sexual Orientation – Blank/Not indicated	19	2.6	5	1.7	1	1.4

Note: % figures are rounded

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Sexual orientation category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Heterosexual/straight	1000	88.2%	262	92.3%	55	90.2%
Lesbian/Gay female	10	0.9%	4	1.4%	2	3.3%
Gay male	18	1.6%	4	1.4%	1	1.6%
Bisexual	18	1.6%	5	1.8%	1	1.6%
Other	2	0.2%	1	0.4%	0	0.0%
Prefer Not To Say	40	3.5%	6	2.1%	1	1.6%
Not indicated	46	4.1%	2	0.7%	1	1.6%

Note: % figures are rounded

Recruitment: Transgender

Due to very small numbers, transgender/gender reassignment figures are only reported at the application stage.

2018

In 2018, 4 declared that their gender was different to the one assigned at birth, 6 "preferred not to say", 15 did not indicate, and the remaining 714 declared that their gender was the same gender they were assigned at birth.

2017

In 2017, 3 declared their gender was not the same gender they were assigned at birth; 6 "preferred not to say"; the remaining 1125 indicated that their birth gender had not changed.

**Recruitment: Religion or belief (including no belief)
2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Religion - Christian	248	33.6	91	30.2	21	29.6
Religion - Muslim	22	3.0	9	3.0	1	1.4
Religion - Hindu	10	1.4	3	1.0	1	1.4
Religion - No Religion	376	50.9	167	55.5	44	62.0
Religion - Prefer not to say	58	7.8	24	8.0	3	4.2
Religion - Other	3	0.4	2	0.7	0	0.0
Religion – Blank/Not indicated	22	3.0	5	1.7	1	1.4

Note: % figures are rounded

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Religion/belief category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Christian	379	33.4%	95	33.5%	21	34.4%
Muslim	40	3.5%	6	2.1%	0	0.0%
Hindu	15	1.3%	2	0.7%	0	0.0%
No religion/belief	573	50.5%	158	55.6%	35	57.4%
Other	6	0.5%	1	0.4%	0	0.0%
Prefer Not to Say	60	5.3%	18	6.3%	5	8.2%
Not indicated	61	5.4%	4	1.4%	0	0.0%

Note: % figures are rounded

**Recruitment: Marital status
2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Relationship Status – Married/Civil Partnership	315	42.6	147	48.8	44	62.0
Relationship Status - Never Married/Single	268	36.3	95	31.6	19	26.8
Relationship Status - Divorced	46	6.2	22	7.3	2	2.8
Relationship Status - Separated	16	2.2	4	1.3	0	0.0
Relationship Status - Widowed	7	0.9	1	0.3	0	0.0
Relationship Status - Prefer not to say	51	6.9	18	6.0	3	4.2
Blank/Not indicated	36	4.9	14	4.7	3	4.2

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Marital status category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Married/Civil Partnership	433	38.2%	123	43.3%	24	39.3%
Single	470	41.4%	115	40.5%	28	45.9%
Divorced	74	6.5%	16	5.6%	2	3.3%
Separated	27	2.4%	12	4.2%	3	4.9%
Widowed	4	0.4%	0	0.0%	0	0.0%
Prefer Not to Say	44	3.9%	10	3.5%	2	3.3%
Not indicated	82	7.2%	8	2.8%	2	3.3%

Note: % figures are rounded and so may not total 100%

**Recruitment: Age
2018**

	Applied No.	Applied %	Shortlisted No.	Shortlisted %	Appointed No.	Appointed %
Total	739	100	301	40.7	71	9.6
Age - 16-24	72	9.7	18	6.0	3	4.2
Age - 25-34	221	29.9	87	28.9	25	35.2
Age - 35-44	197	26.7	75	24.9	17	23.9
Age - 45-54	154	20.8	70	23.3	16	22.5
Age - 55-64	74	10.0	44	14.6	9	12.7
Age - 65+	0	0.0	0	0.0	0	0.0
Age - Not Stated	21	2.8	7	2.3	1	1.4

Note: % figures are rounded

2017

There were a total of 1134 applications; 284 shortlisted; 61 appointments

Age category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
16-24	168	14.8%	43	15.1%	8	13.1%
25-34	388	34.2%	89	31.3%	17	27.9%
35-44	246	21.7%	64	22.5%	16	26.2%
45-54	196	17.3%	53	18.7%	13	21.3%
55-64	89	7.8%	30	10.6%	5	8.2%
65+	0	0.0%	0	0.0%	0	0.0%
Not indicated	47	4.1%	5	1.8%	2	3.3%

Note: % figures are rounded

Commentary on Staff Equality Profile Data

In general, the College's staff equality profile appears to be broadly in line with wider Scottish statistics, with there also being a broadly similar College staff picture from 2017 to 2018.

This Staff Equality Report, as well as the previous report (Appendix 5 of the Mainstreaming Report, published in April 2017), shows that the College has considerably more part-time female staff (128; 22.7% of overall headcount in 2018) than male staff (38; 6.7% of overall headcount in 2018). Although the number of women working part-time is a wider issue (with the Office for National Statistics also identifying that considerably more females (6.2million) than males (2.3 million) work part-time), the College has been looking at how this could contribute to its Gender Pay Gap (see Pay Gap Report: 2018). Consequently the College is taking action to address this by holding focus groups during 2019 in order to understand the issues involved. These actions also feed into the College's Equality Outcomes (Equality Outcome 1 – to reduce the gender pay gap by addressing the causes of inequality).

The previous Staff Equality Profile (Appendix 5 of the Mainstreaming Report, published in April 2017) identified that the College should take actions to increase the declaration rates of employee protected characteristics. This is in progress, as the College is currently implementing a new HR system, which will allow for revised equalities monitoring, in line with standardised equality monitoring questions as per Advance HE's guidance. The revised equal opportunities questions (where staff will be able to check and input their own data themselves) will be accompanied by further information on the reasons for - and importance of - collecting this information, to enable staff to feel more comfortable with declaring their protected characteristics. These actions should help to reduce non-declaration rates further.

The revised equality monitoring form will also address the issue – identified in the previous Staff Equality Report – of low response rates to the transgender equal opportunities question (and in 2017, 62.5% of staff “did not indicate/preferred not to say” their transgender/gender reassignment status). The low response rate could have been attributed to the unclear design of the Equal Opportunities Monitoring form.

In 2018, the College was not able to report on the “did not indicate/preferred not to say” category for transgender/gender reassignment because this category was not captured in the new HR/Payroll system. Similarly, for the protected characteristic of disability, it should be noted that the new HR/payroll records data in a different way to the old system and in view of this, the figures were not reported for 2018 as they would otherwise be misleading.

The revised Equal Opportunities Monitoring form questions will also address these issues.

These actions will enable the College to have better data across all protected characteristics and consequently be able, more accurately, to identify where appropriate measures need to be taken in order to advance equality of opportunity.

As regards the retention of staff, the leaver profile is largely consistent with the wider staff profile.

In terms of recruitment data, the number and percentages of applications, shortlisting and appointment are detailed by protected characteristic category, to enable trends to be identified e.g. if 30% of applications are in a given category, proportionately, one would expect around 30% of those shortlisted and around 30% of those appointed also to be in that category.

From the data detailed, it can be seen that, in 2018, 44.5% of applicants were male (52.2% were female), with 50.7% of those appointed being male (46.5% were female), indicating that more males were appointed than proportionately applied.

However, this compares with 37.7% of applicants being male in 2017, with 58.4% being female and 31.1% of those appointed being male, with 68.9% being female, indicating that proportionately more females were appointed than applied.

In 2018, 55.4% of College staff were female (56.2% in 2017) and 44.6% were male (43.8% in 2017). Consequently, the 2018 recruitment data would indicate that there has been some redress in the female gender imbalance at the College.

Regarding ethnicity in the recruitment process, in 2018, 85.5% of applicants were of a white ethnicity (84.1% in 2017) with 93.0% of those appointed being of white ethnicity (93.4%). 8.1% of applicants were of a Black Minority Ethnic (BME) ethnicity in 2018 (9.4% in 2017), with 5.6% being appointed in 2018 (4.9% in 2017).

In terms of sexual orientation, 88.9% of applicants were in a heterosexual/straight category in 2018 (88.2% in 2017), with 94.4% of those appointed being in this sexual orientation category (90.2% in 2017)

Where disability is concerned, 79.8% of applicants in 2018 had no declared disability (71.5% in 2017), with 87.3% of those appointed not having a disability (78.7% in 2017). This compares with 12.9% of applicants having a declared disability in 2018 (9.3% in 2017), with 5.6% of those with a disability being appointed (11.5% in 2017).

These figures indicate that there could be unconscious bias in the recruitment process. In its previous Staff Equality report, the College identified that it needed to take action, as the analysis of the recruitment data, showed that there was potentially unconscious bias in the recruitment process. Since then (in 2019), unconscious bias training has taken place. However, given the figures outlined above, it is clear that further actions need to be taken.

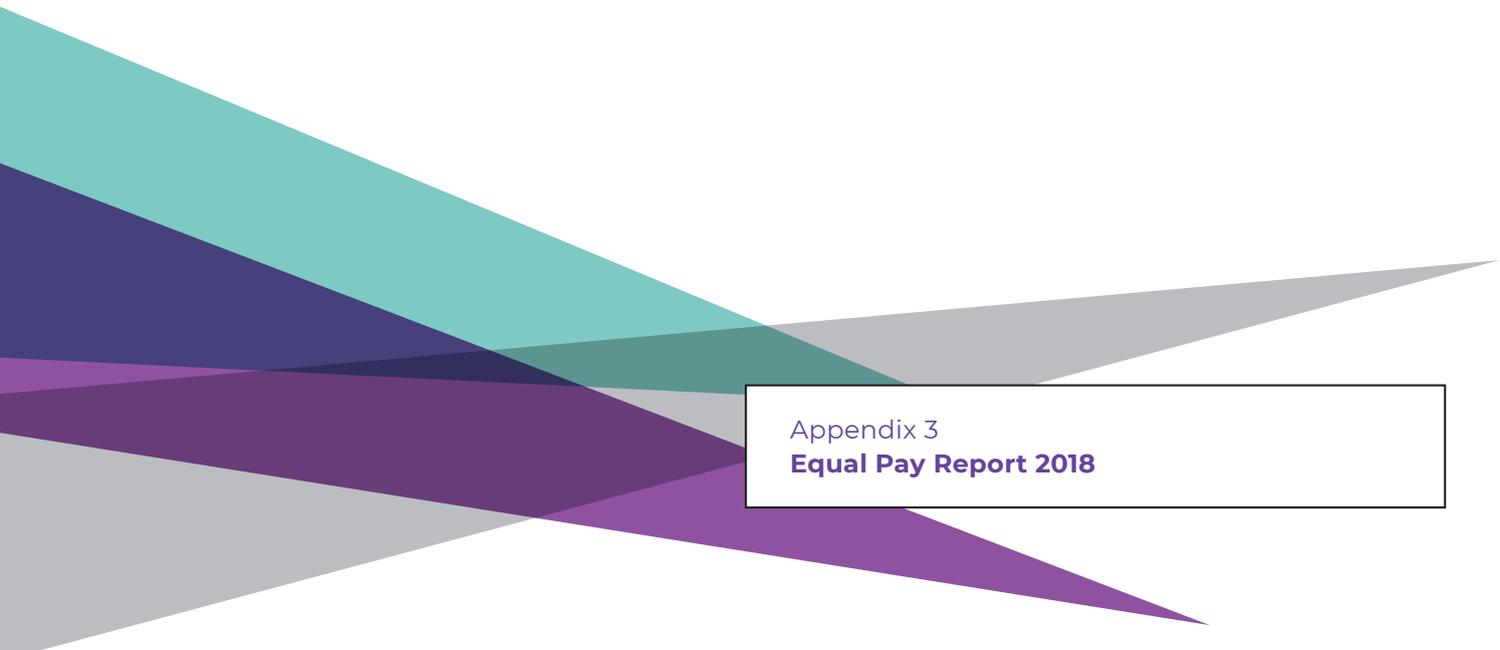
The previous Staff Equality Report also identified that the College should focus on recruiting staff into non-traditional roles and improve staff diversity:

- Making jobs more appealing to all protected characteristics (revise wording to be more gender-neutral etc)
- Revising job titles to address occupational stereotyping
- Highlighting flexible working/disability confident employer
- Assessing qualification levels (e.g. is a degree really necessary for a post – or would it put people off, who would otherwise be capable)

As a consequence of this, the College has taken action to address gendered wording in the recruitment process. During its January 2019 staff development day, the College ran training for staff – including HR staff involved in recruitment – on gendered vocabulary in recruitment. HR also has an action plan for 2019, which includes the use of gender bias decoders to check adverts for gendered wording before adverts are posted, and which includes working with recruiting managers to ensure that only essential qualifications are included as “essential”. Action on revising job titles will come at a later point in time, in view of current National Bargaining and Job Evaluation for support posts.

As identified earlier in this report, a flexible working hours' scheme will be introduced into the College and this will be detailed in the College's terms and conditions that are made available alongside job adverts.

All of the actions identified in this report are based on the analysis of staff data, in order to address identified issues and, consequently, to advance equality of opportunity.



Appendix 3
Equal Pay Report 2018

Appendix 3 - Equal Pay Report 2018

Executive Summary

NESCol's overall mean gender pay gap reduced to 6.8% (median = 7.5%) in December 2018, compared with 14% (median = 15%) in July 2016. The full-time mean gender pay gap fell to 5.9% (median = 0.0%) in December 2018, compared with 11% (median = 12%) in July 2016.

The College's figures are lower than national figures: the overall mean gender pay gap in Scotland in 2017 was 15.2% (median=16.1%) and the overall mean gender pay gap in the UK in 2017 was 17.4% (median = 18.4%). Median figures (used by the Office for National Statistics) for the UK in 2018 show an overall gender pay gap of 17.9% and a full-time gender pay gap of 8.6%.

In terms of the part-time gender pay gap (where women's part-time earnings are compared with men's full-time earnings, as this is illustrative of the concentration of part-time work in lower paid jobs, source: Close the Gap 2016), NESCol had a mean pay gap of 21.9% in December 2018, compared with 23% in July 2016. The median pay gap was 20.2%, compared with 22%. The fact that there is little change is likely to be due to the number of women working part-time (and the grades at which they work) remaining relatively constant. The median pay gap for Scotland in 2017 was 33.8% and for the UK in 2017 was 36.4%.

As most analyses provide a figure that compares like with like, the part-time gender pay gap is also calculated by comparing women's part-time earnings with men's part-time earnings.

When the part-time gender pay gap is calculated in this way, NESCol's mean part-time gender pay gap is -11.4% (in favour of women), compared with a median of -8.4% (in favour of women). This is likely to be because the College has more women working part-time than men, across both lecturing and support posts.

In order to tackle underlying contributors to the gender pay gap – particularly around the number of women in lower paid part-time support posts – the College will be undertaking focus groups during 2019 in order to identify any underlying causes that may be contributing to the pay gap. The College is also looking to introduce a flexible working scheme.

Introduction

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (as amended), the College is required to publish gender pay gap information.

The data in this report are based on figures as at December 2018 and are compared with data from the College's previous gender pay gap report as well as national figures.

The December 2018 date was used in order for there to be appropriate time to analyse the information, prior to publishing.

Pay Gap Calculations

In order to calculate the gender pay gap, the following methodology was used (Source: Close the Gap, Public Sector Equality Duty: Guidance for Reporting on Gender and Employment, Equal pay, and Occupational Segregation, August 2016 p32-33):

A = (mean) hourly rate of pay of male employees

B = (mean) hourly rate of pay of female employees

$$\frac{A - B}{A} \times 100$$

(note: % figures are rounded to the nearest whole number)

The same formula was used to calculate the median pay gap.

The College has presented both the mean and median figures for the following reasons:

“The mean average is calculated by adding all individual employees’ hourly rate of pay and dividing by the total number of employees. The mean is a useful measure as it includes the highest and lowest rates of pay, and because those on the highest rates of pay tend to be men, and those on the lowest are more likely to be women, it captures a more complete picture of the pay gap.

The median average is calculated by listing all employees’ hourly rate of pay, and finding the midpoint. The median is not skewed by very low hourly rates of pay or very high hourly rates of pay, and gives a more accurate representation of the ‘typical’ difference. However, because of this, it can obscure gendered pay differences”

(Source: Close the Gap, Public Sector Equality Duty: Guidance for Reporting on Gender and Employment, Equal pay, and Occupational Segregation, August 2016 p31).

Overall Gender Pay Gap

The combined, or overall, pay gap figure provides the most complete picture in relation to gendered pay inequalities (Source: Close the Gap, Public Sector Equality Duty: Guidance for Reporting on Gender and Employment, Equal pay, and Occupational Segregation, August 2016 p31), available online at:

<https://www.closesthegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf>

The College overall pay gap figure (for both mean and median) includes all employees, including all full-time and part-time employees, and employees on permanent and fixed-term contracts. Employees with 2 posts at the College have been counted twice (i.e. once for each post) to allow for the posts being at different grades and different rates of pay.

The pay gap percentage figures were calculated on the basis of the following hourly rates:

	£
All male mean hourly rate	20.51
All male median hourly rate	21.99
All female mean hourly rate	19.11
All female median hourly rate	20.34

The combined, or overall, gender pay gap figure for NESCol at December 2018 is as follows and is compared with the previously reported gender pay gap as at July 2016:

Overall gender pay gap (%)

	December 2018	July 2016
Mean	6.8	14
Median	7.5	15

Full-time Gender Pay Gap

The full-time pay gap is calculated by comparing women's full-time average hourly pay with men's full-time average hourly pay (Source: Close the Gap, August 2016).

The pay gap percentage figures were calculated on the basis of the following hourly rates:

	£
Male full-time mean hourly rate	21.96
Male full-time median hourly rate	21.99
Female full-time mean hourly rate	20.66
Female full-time median hourly rate	21.99

The same formula as outlined earlier, was used to calculate the full-time pay gap.

The full-time gender pay gap figure for NESCol at December 2018 is as follows and is compared with the previously reported full-time gender pay gap as at July 2016:

Full-time gender pay gap (%)

	December 2018	July 2016
Mean	5.9	11
Median	0.0	12

Part-time Gender Pay Gap

The part-time gender pay gap can be calculated in different ways:

According to Close the Gap, August 2016 and the Equality and Human Rights Commission (EHRC), 2011, the part-time pay gap is calculated by **comparing women's part-time average hourly pay with men's full-time**. This is usually much higher than the combined figure and illustrative of the concentration of part-time work in lower grade jobs (source: Close the Gap, 2016).

Sources:

<https://www.closethegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf>

accessed: December 2018

https://www.equalityhumanrights.com/sites/default/files/briefing-paper-2-gender-pay-gap_0.pdf

accessed: December 2018

This was the methodology used by NESCol to calculate the part-time gender pay gap in its previous gender pay gap report and consequently, the same methodology is used below for comparative purposes.

The pay gap percentage figures were calculated on the basis of the following hourly rates:

	£
Male full-time mean hourly rate	21.96
Male full-time median hourly rate	21.99
Female part-time mean hourly rate	17.14
Female part-time median hourly rate	17.55

This calculation gives a part-time gender pay gap figure for NESCol at December 2018 as follows and is compared with the previously reported part-time gender pay gap as at July 2016.

Part-time gender pay gap, women part-time compared with men full-time (%)

	December 2018	July 2016
Mean	21.9	23
Median	20.2	22

A more recent document from Close the Gap states that "The denominator used to calculate the gender pay gap is normally either the men's full-time or overall figure" (Source: Close the Gap, Working Paper 17, Gender Pay Gap Statistics, March 2017) available online at: <https://www.closesthegap.org.uk/content/resources/Briefing17.pdf> accessed: December 2017

The document goes on to state that "It can be useful to provide an analysis of the part-time pay gap using the *men's overall figure*, as this number allows for comparability to the headline figure. The men's overall figure captures both full and part-time male workers, so is a useful way to measure women's part-time earnings against an average of all male earnings which has taken into consideration part-time male workers, but which is still balanced for women's lower earnings (Source: Close the Gap, Working Paper 17, Gender Pay Gap Statistics, March 2017).

For this reason, NESCol also details the **part-time gender pay gap compared with the men's overall figure**:

	£
All male mean hourly rate	20.51
All male median hourly rate	21.99
Female part-time mean hourly rate	17.14
Female part-time median hourly rate	17.55

This calculation gives the College a part-time pay gap (women part-time compared with men overall) of:

Mean: 16.4%
Median: 20.2%

The Close the Gap document goes on to state that "Most analyses provide a figure that uses a like with like comparison for example men's full-time earnings as the denominator for the full-time figure and part-time compared to part-time for the part-time pay gap." (Source: Close the Gap, Working Paper 17, Gender Pay Gap Statistics, March 2017.

For this reason, NESCol details the **part-time gender pay gap when compared with the part-time men's figure**:

	£
Male part-time mean hourly rate	15.38
Male part-time median hourly rate	16.19
Female part-time mean hourly rate	17.14
Female part-time median hourly rate	17.55

This calculation gives NESCol a part-time pay gap (women part-time compared with men part-time) of:

Mean: -11.4% (i.e. in favour of women)

Median: -8.4% (i.e. in favour of women)

Gender Pay Gap Comparisons

In order to put the College's figures into perspective, the pay gap figures for Scotland and the UK are presented and then compared with NESCol's figures.

Scottish gender pay gap figures compared with the UK, 2017.

According to the Scottish Parliament's SPICe Briefing "The gender pay gap: facts and figures – 2017", Andrew Aiton, 7 March 2018, available online at:

<https://sp-bpr-en-prod-cdneq.azureedge.net/published/2018/3/7/The-gender-pay-gap--facts-and-figures---2017/SB%2018-19.pdf>

Accessed: 18 December 2018

Overall pay gap

The (median) overall pay gap in 2017 was 16.1% in Scotland and 18.4% in the UK (p10)

The (mean) overall pay gap in 2017 was 15.2% in Scotland and 17.4% in the UK (p13)

Full-time pay gap

The (median) full-time gender pay gap in 2017 was 6.6% in Scotland and 9.1% in the UK (p8)

The (mean) full-time gender pay gap in 2017 was 11.1% in Scotland and 14.1% in the UK (p13)

Part-time pay gap

The (median) part-time pay gap (women's part-time pay compared with men's part-time pay) in 2017 was -5.3% (in favour of women) in Scotland and -5.1% in the UK (p12)

The (mean) part-time pay gap (women's part-time pay compared with men's part-time pay) in 2017 was 3.8% in Scotland and 5.2% in the UK (p13)

The (median) part-time pay gap (women's part-time pay compared with men's full-time pay) in 2017 was 33.8% in Scotland and 36.4% in the UK (p12)

UK gender pay gap figures, April 2018

The Office for National Statistics' Statistical Bulletin "Gender pay gap in the UK: 2018", published 25 October 2018, available online at:

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2018>

Accessed: 18 December 2018

details that the median full-time gender pay gap was 8.6% in 2018 and the overall gender pay gap was 17.9%.

The House of Commons Library Briefing Paper, Number 7068, "The Gender Pay Gap", 8 November 2018 available online at:

<http://researchbriefings.files.parliament.uk/documents/SN07068/SN07068.pdf>

Accessed: 18 December 2018

also cites these figures and details that the part-time gender pay gap is -4.4% (ie in favour of women).

National figures compared with NESCol figures

The following tables, based on the figures outlined earlier in this report, make it easier to compare NESCol's gender pay gap figures with national gender pay gap figures.

Gender pay gap: median figures (%):

	Overall	Full-time	Part-time (women p/t & men p/t)	Part-time (women p/t and men f/t)
NESCol 2018	7.5	0.0	-8.4	20.2
Scotland 2017	16.1	6.6	-5.3	33.8
UK 2017	18.4	9.1	-5.1	36.4
UK 2018	17.9	8.6	-4.4	-

Gender pay gap: mean figures (%):

	Overall	Full-time	Part-time (women p/t & men p/t)	Part-time (women p/t and men f/t)
NESCol 2018	6.8	5.9	-11.4	21.9
Scotland 2017	15.2	11.1	3.8	-
UK 2017	17.4	14.1	5.2	-
UK 2018	-	-	-	-

Commentary on NESCol's gender pay gap figures

There has been a reduction in NESCol's overall and full-time gender pay figures since its last gender pay gap report was published.

One of the College's Equality Outcomes (Outcome 1) is to reduce the gender pay gap by addressing the causes of inequality to create a more equal and balanced workforce with men and women being more equally represented at all levels in the organisation.

Since the College's last gender pay gap report was published, the College has undergone a number of changes. Following a rigorous recruitment process, NESCol now has a Principal who is female. In addition, the College has undertaken significant restructuring, which has resulted in the re-categorisation of many posts.

As a proxy to try to understand the change in the figures, the College looked at the number of staff – male and female, full-time and part-time, by grade, as per its Occupational Segregation Report: Gender as at March 2016. It should be noted that the analysis was conducted at a different point in time to the previous gender pay gap report (July 2016) and the staff numbers used for each report were different. However, by using the occupational segregation report as a proxy, the College has been able to identify a change in the male/female, full-time/part-time make-up of its staff.

The gender balance at SMT/Professional Officer is now very slightly in favour of women, whereas previously, it was very slightly in favour of men. In addition, overall, there are now fewer women in lower grade support posts Grades 1-5 – as well as in Grades 6-9 - than there were previously (although the numbers working part-time have remained relatively constant). The College now employs a number of student interns – paid at internship rates - on zero hours, fixed-term contracts, the majority of whom are male.

However, although the College's overall and full-time gender pay gaps figures have fallen, and are lower than both the Scottish and UK figures, more comment is required around the part-time gender pay gap figures.

When NESCol's part-time gender pay gap was calculated against *men's full-time*, there was little change: the mean figure was 21.9% (compared with the College's last gender pay gap report of 23%), with the median being 20.2%, compared with 22% previously. This is likely to be the case because the number of women working part-time – and the grades at which they work - has remained relatively constant.

Although the College's 20.2% median part-time gender gap (i.e. women's part-time pay compared with men's full-time pay) is lower than the both the Scottish (33.8%) and UK (36.4%), this figure would still indicate that this is an area where the College needs to focus its attention. This would also be borne out by the College's gender pay gap figures of 16.4% mean and 20.2% median for part-time women when compared with the *men's overall* rate.

In terms of the part-time gender pay gap (women's part-time pay when compared with men's part-time pay) NESCol's mean part-time gender pay gap is -11.4% (in favour of women), compared with a median of -8.4% (in favour of women). Although the number of males working part-time has increased (most likely due to interns being included in the part-time figures and an increase in phased retirements leading to part-time work), the pay gap in favour of women is likely to be because the College still has considerably more women working part-time than men.

The College is committed to reducing the gender pay gap and to these ends will be holding focus groups during 2019 to understand why there are such a number of women in lower graded support posts, in particular in part-time posts. The College is also looking to introduce a flexible working scheme, as it is recognised that a lack of flexible working can contribute to a gender pay gap (source: Close the Gap: August 2016)

Notes to the commentary

It should be noted that since the last gender pay gap report was produced, the College has introduced a new HR/Payroll system. This means that the College can now report on the data in different ways and undertake more detailed analysis on a grade-by-grade basis. Given that the number of people in certain grades (and in particular in part-time posts in certain grades) is below 5, the College has not published the raw data in case individual staff could be identified.

Use of Pay Gap Information

The College's commitment to deal with the gender pay gap is acknowledged in its Equal Pay Statement and in its Equality Outcomes.