NORTH EAST
SCOTLAND
COLLEGE

HR COMMITTEE MEETING

Meeting of 24 May 2023

HUMAN RESOURCES COMMITTEE

NOTICE
There will be a meeting of the Human Resources Committee of North East Scotland College on Wednesday 24 May 2023 at 1400 hours through the use of Microsoft Teams.

AGENDA		
Agenda Item		**Paper**
18-22	Apologies for Absence	
19-22	Declaration of any Potential Conflicts of Interest in relation to any Agenda Items	
20-22	Minute of Previous Meeting – 28 September 2022	x
21-22	Matters Arising from the Previous Meeting	x
	Matter for Decision	
22-22	Equal Pay Policy and Statement	x
23-22	Gender and Ethnicity Pay Gap Report (Elaine Reid)	x
	Matters for Discussion	
24-22	Equalities Report (Elaine Reid)	x
25-22	Equalities Action Plan Presentation (Elaine Reid)	x
26-22	Learning and Development Equalities Report	x
27-22	People Services Enhancement Plan – Progress Report	x
	Matters for Information	
28-22	Learning Technologies update	x
29-22	Staff Wellbeing update	x
	Reserved Items of Business for Information	
30-22	National Collective Bargaining update	x
31-22	Job Evaluation update & Presentation	x
32-22	Voluntary Severance update	x
33-22	Re-structure verbal update	
34-22	**Any Other Business**	
35-22	**Summation of Action and Date of Next Meeting**	

HUMAN RESOURCES COMMITTEE

Draft Minutes of the meeting of the Human Resource Committee held on 28 September 2022 at 1000 hours via Microsoft Teams.

Agenda Item	
	Present: Susan Elston – Chair Neil Cowie Jim Gifford John Henderson – Interim Regional Chair **In Attendance:** Kimra Donnelly, Director of People Services Susan Lawrance, Secretary to the Board Lorraine Garden, Minute Secretary
01-22	**Apologies for Absence** Apologies were received from G Watt; N McLennan and C Beaton.
02-22	**Declaration of any Potential Conflicts of Interest** There were no declarations of potential conflict given.
03-22	**Minute of Previous Meeting – 25 May 2022** The Minute was approved as an accurate record.
04-22	**Matters Arising from the Previous Meeting** Committee members noted the Matters Arising Report.
	Matter for Decision
05-22	**Committee Terms of Reference** Members adopted the Committee Terms of Reference as presented.
06-22	**Programme of Business for AY2022-23** The Programme of Business as presented was approved.
	Matters for Discussion
07-22	**People Services Annual Report - Management Information** Members noted the annual Report with K Donnelly highlighting some key points, including staff turnover which has increased to 7%, (still below the 15% UK average). K Donnelly gave additional information on the creative marketing now required to address the challenging recruitment market, including highlighting the College's excellent Terms and Conditions. The

	opinions of an economics expert shared at a recent AGCC Business Breakfast the Principal attended were shared. The lower than last year sickness and absence figures, which are being kept under review, were discussed, with K Donnelly advising wellbeing remaining a priority and focus, with ongoing workload management focus groups being conducted. The excellent trade union relationships were highlighted by the Principal who also advised the wellbeing initiatives are appreciated by colleagues. K Donnelly confirmed, in response to a query that Covid absences continues to be reported, under national conditions, as special leave. **Action: For next Committee details on Covid absences to be provided**
08-22	**People Services Enhancement Plan** K Donnelly summarised the presented Enhancement Plans, with Members noting the separate Agenda item regarding Learning and Development. Members noted the work being implemented to link workforce planning data and HR and Payroll systems with PowerBi; and the continuing embedding of wellbeing of staff and students. K Donnelly supplied additional information on the review of flexible workforce practices, noting that hybrid working for some lecturing staff is being introduced. A discussion on the challenges and benefits of offering a four day week took place. **Action: Investigate practicalities and business needs on trialling 4 day week.**
	Elaine Reid joined the meeting
	Note Agenda Item 09-22 is a reserved item of business
09-22	**Staff Equalities Survey Update**
10-22	**Staff Equalities Report (E Reid to present):** E Reid summarised the Report, and highlighted the 2021 changed categories used for equal opportunities monitoring question in line with advanced HE guidance. Members noted staff have been regularly reminded to update their information with improvements in non-declaration rates noted.

	E Reid summarised the statistics contained within the report and, given the findings, the next steps and actions to be picked up in the Action Plan, including addressing the concentration of women in part time work and a review of college recruitment practices.
	Agenda Item 14-22 was taken at this time.
14-22	**Equality, Diversity & Inclusion – Priority Actions 2022-23**: E Reid advised Members this has been updated in light of above agenda items and now includes People Services actions, including working with disability mentoring schemes, including disability workplace conference attendance.
	E Reid left the meeting
	Matters for Information
11-22	**National Collective Bargaining Update - verbal update:** K Donnelly gave a verbal update on the EIS pay claim submitted, and the support side staff engagement. A National Job Evaluation verbal update was also supplied by K Donnelly, with Members discussing next steps and the college sector financial challenges. Members agreed on the need to have greater appreciation of the College and its support and input to the regional economy.
12-22	**Learning and Development Update** K Donnelly summarised the report which outlines the significant work done within L&D Team over the last year. Members noted the pro-active ongoing GTCS Registration, which will be included in future annual reporting. N update on L&D staffing was provided by K Donnelly.
13-22	**Learning Technologies Update** K Donnelly summarised the excellent work done by the team to support enhanced delivery to students. Members' attention was drawn to the challenges faced in retaining current systems, such as Blackboard, in a cost effective way.
15-22	**Draft Health and Safety Policy** The Policy as presented was approved by the Committee.
16-22	**Any Other Business:** No other HR business was raised.
17-22	**Summation of Action and Date of Next Meeting**
	S Lawrance provided a summary of the Actions. The date of the next scheduled meeting was noted as Wednesday 24 May 2023.
	Reserved Item of Business
	Agenda item 09-22 taken earlier in the meeting.

Agenda Item	Actions from Human Resources Committee 28.09.22	Responsibility	Deadline
07-22	Details on Covid absences to be provided for next Committee Meeting.	K Donnelly	May 2023
08-22	Investigate practicalities and business needs on trialling 4 day week.	K Donnelly	May 2023

	HUMAN RESOURCES COMMITTEE

An update on matters arising from the meeting of the Human Resources Committee held on 28 September 2022.

Agenda Item	
07-22	**Action:** Details of Covid absences to be provided for next Meeting.
	Status: Complete – (see following details) During the pandemic, staff absences due to Covid were reported and paid as special leave as required by a National Agreement. The number of absences and days lost that were recorded this way are detailed below: • For AY 2020/21: 3 people off and 18 days lost. • For AY 2021/22: 55 people off and 262.5 days lost. • For AY2022/23 (to March 2023): 8 people off and 30 days lost. • From April 2023, absence due to Covid reported and paid as sick leave. Detailed absence statistics will be reported to the HR Committee in September as part of the People Services Annual Management Information Report.
29-21	**Action:** Investigate practicalities and business needs on trialling 4 day week.
	Status Complete – update provided under Agenda item 30-22

HUMAN RESOURCES COMMITTEE
Meeting of May 24 2023

Title: Equal Pay Statement & Policy	
Author: Kimra Donnelly, Director of People Services	**Contributor(s):** Elaine Reid, Senior HR Business Partner

Type of Agenda Item:

For Decision ☒

For Discussion ☐

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the HR Committee to review and approve the Equal Pay Statement & Policy.

Linked to Strategic Theme:

2. Empowering People

Linked to Strategic Risk(s) 2.1, 2.3

Executive Summary:

The College's Equal Pay Statement & Policy (Appendix 1) states that North East Scotland College is committed to the principle of equal pay for work of equal value for all its employees. The College believes that staff should receive equal pay for work that is rated as the same, similar, equivalent or of equal value regardless of: age; disability; ethnicity/race; gender reassignment; marital/civil partnership status; pregnancy; religion or belief (including no religion or belief); sex (gender); sexual orientation.

Minor changes have been made to the Equal Pay Statement & Policy presented to the HR Committee last year. These are detailed on page 4 and clarify the difference between support and lecturing staff in relation to salary determination. The Equality Impact Assessment has been reviewed and updated.

Recommendation: It is recommended that the Committee review and approve the Equal Pay Statement & Policy

Previous Committee Recommendation/Approval (if applicable)**:** The Equal Pay Statement & Policy is review annually by the HR Committee.

Equality Impact Assessment:

Positive   Impact   ☒

Negative   Impact   ☐

No Impact   ☐

Evidence: This Equal Pay Statement and Policy commits the Colleges to equal pay practices.

EQUAL PAY STATEMENT & POLICY

Version Date:	May 2023
Review Date:	May 2024

Introduction

North East Scotland College (the "College") is committed to the principle of equal pay for doing 'equal work' (work that equal pay law classes as the same, similar, equivalent or of equal value) for all its employees.

This policy does not form part of any employee's contract of employment and the College may amend it at any time.

Equal Pay Statement

North East Scotland College is committed to the principle of equal pay for work of equal value for all its employees. The College believes that staff should receive equal pay for work that is rated as the same, similar, equivalent or of equal value regardless of: age; disability; ethnicity/race; gender reassignment; marital/civil partnership status; pregnancy; religion or belief (including no religion or belief); sex (gender); sexual orientation.

Legislative Framework and Definitions

The law relating to equal pay is governed by the Equality Act 2010.

For Support Staff, the College has implemented a transparent pay and grading system and uses the FEDRA job evaluation system (specifically designed for the FE and HE sectors) to ensure that our grading and pay outcomes are equitable and free from bias:

- "Work rated as equivalent" is defined as work which has achieved the same/or similar number of points under the College job evaluation scheme.

- "Work of equivalent value" is defined as work which is not similar but is broadly of equal value under headings such as skills and decision-making when compared using an agreed job evaluation scheme.

Lecturing Staff pay and grades are determined by National Bargaining.

Objectives and Values

To ensure a fair system of pay, the College works in partnership with recognised staff representatives and consults with the Local Joint Negotiating Committees. In addition, the College has signed the National Recognition and Procedures Agreement and as such will abide by the outcome of National Collective Bargaining.

The College's objectives relating to equal pay are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay
- Operate fair and just remuneration practices for staff, across all protected characteristics
- Take appropriate remedial action should the need arise
- Review other College policies to ensure consistency with equal pay principles

To achieve these objectives the College will:

- Determine staff salaries through agreed national mechanisms
- Determine pay through National Bargaining
- Work in consultation with the Local Joint Negotiating Committee
- Provide training and guidance for staff involved in determining pay
- Inform staff of how these practices work and how their own pay is determined
- Respond to grievances on equal pay
- Monitor pay statistics and gather other relevant information to assess the impact of this Policy
- Ensure that any differential in pay is due to a "material factor" such as, skills and qualifications, and levels of responsibility
- Publish information on the gender pay gap in the College and on occupational segregation (in relation to gender, disability and race/ethnicity)

Complaints

The College commits to responding promptly to any grievances or complaints on Equal Pay.

Responsibilities

The College's Senior Management and Board have a responsibility to promote an ethos and culture that reflects the commitments in this statement and policy.

Monitoring and Review

This Equal Pay Statement and Policy will be reviewed and monitored by the Director of People Services to ensure that it remains effective.

EQUAL PAY STATEMENT & POLICY

Status:		Summary of changes
Approved by:	Executive Team January 2021 HR Committee April 2021	Clarified that FEDRA is used for Support Staff only
Date of version:	May 2023	Added in that Lecturing Staff Pay and Grades are determined by National Bargaining
Date of Consultation:	February 2021 (EIS & UNISON)	
Responsibility for Policy:	Director of People Services	
Responsibility for Review:	Director of People Services	
Review date:	May 2024	
DPIA date:	May 2022	
EIA date:	May 2022	

DATA PROTECTION IMPACT ASSESSMENT (DPIA)

1. **Does the activity that this policy or procedure relates to use personal data in any way?** (Use may refer to collecting and gathering; storing electronically; storing by paper; sharing with other parties (internal or external to college); use of images as well as written information; retaining and archiving; or erasing, deleting and destroying)	Yes
2. **Does the activity that this policy or procedure relates to use special category personal data in any way?** (Special category data is data about: race; ethnic origin; politics; religion; trade union membership; genetics; biometrics (where used for ID purposes); health; sex life; or sexual orientation)	No
3. **Does the activity that this policy or procedure relates to involve the use of social media or a third-party system?**	Yes

If the answer is 'yes' to one or more of the above questions, the Data Protection Officer must be consulted.

Date of DPO consultation:	03/05/2022
Description of outcome and actions required (if any): • Activity of Job Evaluation to be added to the People Services Register of Processing Activity (RoPA) • DPIA to be concluded for HR system	
DPIA screening/full DPIA required:	No –see above

EQUALITY IMPACT ASSESSEMENT (EIA)

Part 1. Background Information

Title of Policy:	Equal Pay Policy
Person Responsible:	Director of People Services
Date of Assessment:	May 2022
What are the aims of the Policy?	Please refer to the introduction, equal pay statement and objectives detailed in the Equal Pay Policy
Who will this Policy impact upon?	This policy will impact on all staff, in that it aims to eliminate bias from the pay that staff receive

Part 2. Public Sector Equality Duty Comparison

(Consider the proposed action against each element of the PSED and describe potential impact, which may be positive, neutral or negative. Provide details of evidence.)

Need	Impact	Evidence
Eliminating unlawful discrimination, harassment and victimisation	• This Policy applies to all staff, in that it aims to eliminate bias from pay and promote equality of opportunity between all staff. • The policy applies to staff who may be on maternity/paternity/shared parental leave or on sick leave. There is no age limit that applies to this policy • All information is on the Intranet – arrangements need to be in place for staff unable to use these mediums –e.g. visually impaired.	Consulted with LJNC.
Advancing Equality of Opportunity	• This Policy applies to all staff, in that it aims to eliminate bias from pay and promote equality of	Consulted with LJNC.

	opportunity between all staff. • The policy applies to staff who may be on maternity/paternity/shared parental leave or on sick leave. There is no age limit that applies to this policy	
Promoting good relations	• This Policy applies to all staff in that it aims to eliminate bias from pay and promote equality. This allows for all employees to gain equal pay for their work which promotes a respectful relationship between the college and its employees.	Consulted with LJNC.

Part 3. Action & Outcome (Following initial assessment, describe any action that will be taken to address impact detected)

People Services will monitor both the data and process to ensure compliance with this policy.

Assistance will be given by People Services and Management for any reasonable adjustments which may be required in applying this Policy

With regards to equal pay, some consideration may need to be given to comparators for non-binary staff or to staff who consider themselves not to have a gender. Further data will need to be analysed to determine whether this may be an issue.

Sign-off *	
Name:	Elaine Reid
Position:	HR Business Partner
Date of original EIA:	June 2016
Date EIA last reviewed:	May 2022

Please note that an electronic sign-off is sufficient

HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

Title: Gender & Ethnicity Pay Gap Report

Author: Elaine Reid, Senior HR Business Partner	**Contributor(s):** Kimra Donnelly, Director of People Services

Type of Agenda Item:

For Decision   ☒

For Discussion   ☐

For Information   ☐

Reserved Item of Business ☐

Purpose: To enable the HR Committee to review and approve the College's Gender & Ethnicity Pay Gap Report as required under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (as amended).

Linked to Strategic Theme:

2. Empowering People

Linked to Strategic Risk(s): 2,1 & 2.3

Executive Summary:

The Equality Act 2010 has a Public Sector Equality Duty (PSED), which is supported by Specific Duties for Scotland. The Specific Duties require the reporting of gender pay gap information. Appendix 1 presents an analysis of the gender pay gap at NESCol as at December 2022 compared with December 2020 and December 2018, and also provides wider benchmarking information. Although not required, the College also presents its ethnicity pay gap.

NESCol's overall mean gender pay gap (i.e. covering all staff) rose to 11.7% in December 2022, compared with 10.1% in December 2020 and 6.8% in December 2018, but its median overall gender pay gap was 9.4% in December 2022, compared with 9.7% in 2020 and 7.5% in 2018.

In addition to a detailed analysis, Appendix 1 provides details of the factors that contribute to NESCol's pay gap figures.

Once approved by the HR Committee, Appendix 1 will be published in accordance with PSED on NESCol's website.

Template Version: August 2021

Recommendation: It is recommended that the Committee review and approve NESCol's Gender & Ethnicity Pay Gap Report

Previous Committee Recommendation/Approval (if applicable)**:**

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence: This report if for information purposes only.

Pay Gap Report: Gender and Ethnicity: 2022

Executive summary

The Equality Act 2010 has a Public Sector Equality Duty (PSED), which is supported by Specific Duties for Scotland. The Specific Duties require the reporting of gender pay gap information. This report presents an analysis of the gender pay gap at NESCol as at December 2022 compared with December 2020 and December 2018 and also provides wider benchmarking information. Although not required, the College also presents its ethnicity pay gap.

NESCol's *overall* **mean** gender pay gap (i.e. covering all staff) rose to 11.7% in December 2022, compared with 10.1% in December 2020 and 6.8% in December 2018, but its **median** overall gender pay gap was 9.4% in December 2022, compared with 9.7% in 2020 and 7.5% in 2018.

According to the Office for National Statistics (ONS), the overall *median* gender pay gap was 14.9% in the UK in April 2022.

The overall *mean* gender pay gap in Scotland was 10.1% and the *median* 11.5% in Scotland in 2021, according to Close the Gap, March 2022, Gender Pay Gap Statistics.

NESCol's *full-time* gender **mean** pay gap rose to 9.7% in December 2022, compared with 7.1% in 2020 and 5.9% in 2018, and the **median** full-time pay gap rose to 0.5% in December 2022, compared with 0.0% in 2020 and 2018.

According to the ONS, among full-time employees the *median* gender pay gap in the UK in April 2022 was 8.3%.

The *mean* full-time gender pay gap was 6.6% and the *median* 3.6% in Scotland in 2021, according to Close the Gap, March 2022, Gender Pay Gap Statistics.

There are different ways of calculating the part-time gender pay gap:

- Comparing women's part-time average figure with the men's overall figure, as this number allows for comparability to the headline figure

- Comparing the women's part-time average figure with the men's part-time average figure for a like with like comparison. This figure reflects that a greater number of women work part-time than men

- 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* and is illustrative of the concentration of part-time work in lower grade jobs

The College details the mean and median for each of these different methods of calculation for the College in this report.

Focussing on the Close the Gap and EHRC methodology, the College's **mean** *part-time* gender pay gap was 21.5% in December 2022, compared with 22.9% in 2020 and 21.9% in 2018 and its **median** part-time gender gap was 16.0% in December 2022, compared with 22.8% in 2020 and 20.2% in 2018.

According to Close the Gap, March 2022, Gender Pay Gap Statistics, comparing women's part-time average hourly pay with men's full-time, the *median* part-time pay gap in Scotland in 2021, was 32.4% and the *mean* was 26.9%.

Reasons for the changes in the College's gender pay gap figures can be explained by changes in the number of male and female staff at different grades and levels, which are highlighted in the report.

Research indicates that a gender pay gap exists largely because women take on the bulk of caring and childcare responsibilities and many move to part-time work, which is less well paid, after the birth of a child. A lack of quality flexible working options and women undertaking a disproportionate share of unpaid household work also contribute to the pay gap.

In 2022, factors contributing to Nescol's gender pay gap figures, include:

There has been an increase in the number of female staff and a decrease in the number of male staff, but there continues to be a predominance of female staff in the lower paid support staff grades 1-5 (95 women; 20 men in 2022); a greater number of promoted lecturing staff continue to be male (30 men; 19 women in 2022, with the majority of promoted lecturers working full-time (28 out of 30 male promoted lecturing staff worked full-time in 2022; 15 out of 19 female staff); there are now more male staff (16) than female staff (15) in Grades 10-12 in 2022, with all the male staff in these grades working full-time; there are now a greater number of male staff at Professional Officer level (10 male; 8 women) in 2022, all of whom work full-time; the Executive Team is only male, with both working full-time. Overall, there has been an increase in the number of female staff in lower paid posts and an increase in the number of male staff in higher paid posts.

There also continues to be a predominance of female staff working part-time, which would be consistent with the wider statistics that are detailed in the report. In terms of the College, 179 female staff worked part-time in December 2022, compared with 171 in 2020 and 146 in 2018. This compares with 42 male staff working part-time in 2022; 53 in 2020 and 61 in 2018. There was a rise in the number of part-time female lecturing staff (65 in 2022; 61 in 2020; 52 in 2018) and in the number of part-time female support staff at Grades 10-12 (4 in 2022, compared with 3 in 2020 and 1 in 2018), but there continues to be a predominance of female staff working part-time at the lowest grades.
Of the 179 female staff working part-time in 2022, 62 were in the lowest support grades 1-5 (compared with 4 male staff); 14 were in grade 6 (compared with 6 male staff); 29 were in grades 7-9 (compared with 3 male staff). No staff at the most senior levels of Professional Officer/Executive Team work part-time.

With regards to next steps, the College had planned to set up focus groups to understand why there are such a number of women in lower graded support posts and in part-time posts and if there are any barriers to progression. These were postponed due to COVID, but will be picked up this academic year.

It should be noted that the College had a **median** *ethnicity* pay gap of 0.0% in December 2022 as well as in December 2020 and a **mean** ethnicity pay gap of -0.9% in December 2022, compared with -7.0% in 2020 (i.e. in favour of those in a "Black/Asian/Minority Ethnic/Mixed" (BAME) ethnicity category). This can be explained by the College having small numbers of staff in a BAME ethnicity category, the

majority of whom are at the top of the un-promoted lecturing scale (10 out of 19 staff in 2022 and 14 out of 18 staff in 2020).

Public Sector Equality Duty

The Equality Act 2010 has Public Sector Equality Duty (PSED) which consists of a general duty that is underpinned by Specific Duties that are set out in the secondary legislation which accompanies the act, namely the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 (as amended).

The general duty consists of 3 main needs (set out in section 149 of the Equality Act 2010) which require 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:
  o Remove or minimise disadvantages suffered by people due to their protected characteristics
  o Meet the needs of people with protected characteristics
  o 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 Specific Duties are intended to assist public bodies meet the general duty. This includes publishing gender pay gap information.
Sources:
The public sector equality duty: specific duties for Scotland (revised), David Bass, Equality Challenge Unit, February 2017, available online at:
https://www.advance-he.ac.uk/knowledge-hub/public-sector-equality-duty-specific-duties-scotland-revised
Accessed: 31 October 2022

Equality Act 2010 Public Sector Equality Duty (Section 149), available online at:
https://www.legislation.gov.uk/ukpga/2010/15/section/149
Accessed: 17 November 2022
Contains public sector information licensed under the Open Government Licence v3.0.

Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, available online at:
https://www.legislation.gov.uk/ssi/2012/162/contents/made
Accessed: 17 November 2022
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Notes to the Analysis

The Equality and Human Rights Commission (EHRC) defines the protected characteristic of "sex" as being a man or a woman.

Source:
Equality and Human Rights Commission, Protected Characteristics, last updated 6 July 2021, available online at:
https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#sex

Accessed: 14 November 2022

This is the definition that has been used as the basis for the gender pay gap analysis.

The data in this report are based on figures as at December 2022 and are compared with data from December 2020 and 2018, as well as national figures.

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. Student interns have also been included. In December 2022, the College had 611 employees, compared with 610 employees in 2020 and 608 in December 2018.

Please note that throughout this report, figures are rounded.

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, available online at:
https://www.closethegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf
Accessed: 31 October 2022

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)

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), available online at: https://www.closethegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf
Accessed: 31 October 2022

Nescol 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.closethegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf
Accessed: 31 October 2022

The College's overall pay gap figures (for both mean and median) includes all employees, including all full-time and part-time employees, and employees on permanent and fixed-term contracts. Student interns are also included. 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	22.99
All male median hourly rate	23.82
All female mean hourly rate	20.29
All female median hourly rate	21.57

The combined, or overall, gender pay gap figure for NESCol at December 2022 is as follows and is compared with previously reported gender pay gaps.

Overall gender pay gap (%)

	December 2022	December 2020	December 2018	July 2016
Mean	**11.7**	**10.1**	**6.8**	**14**
Median	**9.4**	**9.7**	**7.5**	**15**

Please note that throughout this report, figures are rounded.

Nescol 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	24.07
Male full-time median hourly rate	23.82
Female full-time mean hourly rate	21.73
Female full-time median hourly rate	23.69

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 2022 is as follows and is compared with the previously reported full-time gender pay gaps.

Full-time gender pay gap (%)

	December 2022	December 2020	December 2018	July 2016
Mean	9.7	7.1	5.9	11
Median	0.5	0.0	0.0	12

Nescol 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:

Close the Gap, Public Sector Equality Duty, Guidance for reporting on gender and employment, equal pay and occupational segregation, August 2016, available online at:
https://www.closethegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf
Accessed: 31 October 2022

Equality and Human Rights Commission, Briefing Paper 2, Gender pay gaps, David Perfect, 2011, available online at:
https://www.equalityhumanrights.com/sites/default/files/briefing-paper-2-gender-pay-gap_0.pdf
accessed: 31 October 2022

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

	£
Male full-time mean hourly rate	24.07
Male full-time median hourly rate	23.82
Female part-time mean hourly rate	18.89
Female part-time median hourly rate	20.02

This calculation gives a part-time gender pay gap figure for NESCol at December 2022 as follows and is compared with previously reported part-time gender pay gaps.

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

	December 2022	December 2020	December 2018	July 2016
Mean	21.5	22.9	21.9	23
Median	16.0	22.8	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.closethegap.org.uk/content/resources/Briefing17.pdf
Accessed: 31 October 2022

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	22.99
All male median hourly rate	23.82
Female part-time mean hourly rate	18.89
Female part-time median hourly rate	20.02

This calculation gives the College a part-time pay gap (women part-time compared with men overall, %) for NESCol at December 2022 as follows and is compared with previously reported part-time gender pay gaps. Please note that this figure was not available in 2016.

	December 2022	December 2020	December 2018
Mean	17.8	18.4	16.4
Median	16.0	22.8	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	17.46
Male part-time median hourly rate	18.93
Female part-time mean hourly rate	18.89
Female part-time median hourly rate	20.02

This calculation gives NESCol a part-time pay gap (women part-time compared with men part-time, %) at December 2022 as follows and is compared with previously reported part-time gender pay gaps. Please note that this figure was not available in 2016.

	December 2022	December 2020	December 2018
Mean	-8.2 (i.e. in favour of women)	-7.8% (i.e. in favour of women)	-11.4% (i.e. in favour of women)

Median	**-5.8 (i.e. in favour of women)**	**-6.4% (i.e. in favour of women)**	**-8.4% (i.e. in favour of women)**

Gender Pay Gap Comparisons

In order to put the College's figures into perspective, pay gap figures for Scotland and the UK are presented and then compared with NESCol's 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 2022	9.4	0.5	-5.8	16.0
UK, April 2022 (Source: ONS)	14.9	8.3	-2.8	-
Scotland, 2021 (Source: SPICe)	11.6	3.6	-	-
Scotland, 2021 (Source: Close the Gap)	11.5	3.6	-	32.4
Education sector, Scotland, 2021 (Source: SPICe)	17.4	-	-	-

Sources:

Office for National Statistics (ONS), released 26 October 2022, ONS website, statistical bulletin, Gender pay gap in the UK: 2022 available online at:

https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2022#:~:text=Image%20.csv%20.xls-,The%20gender%20pay%20gap%20has%20been%20declining%20slowly%20over%20time,up%20from%207.7%25%20in%202021

Accessed: 13 December 2022

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Scottish Parliament Information Centre (SPICe) Briefing, Fraser Murray, Gender Pay Gap – 2021, available online at:

https://sp-bpr-en-prod-cdnep.azureedge.net/published/2021/11/22/4c0daabd-bf9d-4d9f-8425-58cdbdcd7b8e/SB%2021-81i.pdf

Accessed: 13 December 2022

Close the Gap Working Paper, March 2022, Gender Pay Gap Statistics, p5, citing ONS Annual Survey of Hours and Earnings, available online at:

https://www.closethegap.org.uk/content/resources/Gender-pay-gap-statistics-paper-2022.pdf

Accessed: 13 December 2022

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 2022	11.7	9.7	-8.2	21.5
Scotland 2021 (Source: Close the Gap)	10.1	6.6	-	26.9

Sources:

Close the Gap, Working Paper, March 2022, Gender Pay Gap Statistics, p5, citing ONS Annual Survey of Hours and Earnings, available online at:

https://www.closethegap.org.uk/content/resources/Gender-pay-gap-statistics-paper-2022.pdf

Accessed: 13 December 2022

Reasons for the Gender Pay Gap

Literature indicates that there is a gender pay gap largely because women take on the bulk of caring and childcare responsibilities and many move to part-time work, which is less well paid, after the birth of a child. A lack of quality flexible working options and women undertaking a disproportionate share of unpaid household work also contribute to the pay gap.

Analysis from the Institute for Fiscal Studies (IFS), cited in the House of Commons Library Research Briefing "The Gender Pay Gap", p16-17, indicates that most of the gender pay gap is because women's earnings fall sharply when they become parents and stabilise at a lower level with little growth, whereas men's average earnings are largely unaffected by parenthood. Many mothers leave work for the time after the birth of a first child while many others move from full-time to part-time work.

Other factors contributing to the gender pay gap, as outlined in the House of Commons Library Research Briefing "The Gender Pay Gap" report, p17-18, include: women being more likely to enter family-friendly occupations over higher paying ones; caring responsibilities impacting on the length of time that people can spend travelling to work, with a gender commuting gap opening up after a first child is born; women needing more flexibility in their work.

Close the Gap, March 2022, p6, details that more women are employed in lower paid, part-time work, with the majority of part-time workers being women (75%). The report goes on to state, p6, that "Women's concentration in part-time work exacerbates women's concentration in low paid and insecure work, as most part-time work is found in the lowest paid jobs and sectors, making it difficult for women to combine their caring responsibility with a job that is commensurate with their skill level." The report, p25, highlights that "the lack of quality flexible working opportunities remains a key cause of the gender pay gap. The lack of flexibility sustains women's concentration in low-paid, low- skilled work and results in women's under-representation at management level and in senior grades."

According to the Office for National Statistics, EMP01 SA, Full-time, part-time and temporary workers (seasonally adjusted), published 13 December 2022:

Note figures are in thousands:
Of the 32,773 people in employment in August-October 2022, in the UK, 8,173 were working part-time, of which 2,271 were men working part-time and 5,902 were women working part-time.

This equates to 24.9% of those in employment working part-time. Of the 8,173 people working part-time, 72.2% were women.

According to the IFS, 2021, "Men and Women at Work", p2, "The gendered roles that mothers and fathers take on appear to be largely unrelated to their relative earnings potential. Even mothers who earn more than their male partners before childbirth are more likely than their partners to reduce hours of work in the years after childbirth." The report goes on to detail, p2, that: 'Two-fifths of both men and women in the UK agree that 'a woman should stay at home when she has children under school age'. The report then details, p2: 'However, these constructs are not immutable. An accumulation of policies consistently supporting a more equal sharing of responsibilities between parents (or large policy reforms challenging gender roles) may help build up a change in attitudes that leads to permanent change in norms.'

According to the IFS, 2021, "Men and Women at Work", p2, "Gender differences in time spent doing paid work are not completely balanced out by the differences in time doing unpaid domestic work. In the UK, working-age women on average do 1.5 fewer hours of paid work and 1.8 more hours of unpaid work per day than men." The report goes on to outline on p5 that "Men's disproportionate presence in, and reward for, paid work is counterbalanced by women's disproportionate share of unpaid household work, including childcare, cooking and cleaning."

Sources:
House of Commons Library Research Briefing, Brigid Francis-Devine, Lorna Booth, 7 April 2022, the gender pay gap, p16-18 available online at:

https://researchbriefings.files.parliament.uk/documents/SN07068/SN07068.pdf

Accessed: 9 November 2022

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Institute for Fiscal Studies, Alison Andrew, Oriana Bandiera, Monica Costa-Dias, Camille Landais, 6 December 2021, Men and Women at Work, available online at:

https://ifs.org.uk/sites/default/files/output_url_files/IFS-Inequality-Review-women-and-men-at-work.pdf

Accessed: 9 November 2022

Institute for Fiscal Studies, IFS Briefing note BN223, Monica Costa Dias, Robert Joyce, Francesca Parodi, 5 February 2018, Wage progression and the gender wage gap: the causal impact of hours of work, available online at:

https://ifs.org.uk/sites/default/files/output_url_files/BN223.pdf

Accessed: 9 November 2022

Institute for Fiscal Studies, Robert Joyce and Agnes Norris Keiller, 7 November 2018, the 'gender commuting gap' widens considerably in the first decade after childbirth, available online at:

https://ifs.org.uk/articles/gender-commuting-gap-widens-considerably-first-decade-after-childbirth

Accessed: 9 November 2022

Close the Gap, Working Paper, March 2022, Gender Pay Gap Statistics, available online at:

https://www.closethegap.org.uk/content/resources/Gender-pay-gap-statistics-paper-2022.pdf

Accessed: 10 November 2022

Office for National Statistics, EMP01 SA, Full-time, part-time and temporary workers (seasonally adjusted), published 13 December 2022, available online at:

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

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Accessed: 13 December 2022

Nescol's Gender Pay Gap

Analysis of Nescol Overall Staff Profile

In order to understand the reasons contributing to Nescol's gender pay gap, it is necessary to understand the number of male and female staff, full-time and part-time, by type of post held and by grade.

2022:

Category	Female			Male			Totals
	Full-time	Part-time	Total	Full-time	Part-time	Total	
Lecturer (promoted & un-promoted)	83	65	148	137	18	155	303
Support (inc. Interns & Executive Team	92	114	206	78	24	102	308
Total	175 (28.6%)	179 (29.3%)	354 (57.9%)	215 (35.2%)	42 (6.9%)	257 (42.1%)	611 (100.0%)

This compares with the overall staff profile by lecturing and support and including by full-time and part-time for 2020:

Category	Female			Male			Totals
	Full-time	Part-time	Total	Full-time	Part-time	Total	
Lecturer (promoted & un-promoted)	78	61	139	140	21	161	300
Support (inc. Interns & Executive Team	89	110	199	79	32	111	310
Total	167 (27.4%)	171 (28.0%)	338 (55.4%)	219 (35.9%)	53 (8.7%)	272 (44.6%)	610 (100.0%)

This compares with the overall staff profile by lecturing and support and including by full-time and part-time for 2018:

Category	Female			Male			Totals
	Full-time	Part-time	Total	Full-time	Part-time	Total	
Lecturer (promoted & un-promoted)	87	52	139	135	23	158	297
Support (inc. Interns & Executive Team	99	94	193	80	38	118	311
Total	186 (30.6%)	146 (24.0%)	332 (54.6%)	215 (35.4%)	61 (10.0%)	276 (45.4%)	608 (100.0%)

These tables illustrate that there has been a gradual increase in the total number and percentage of female staff (from 54.6% of headcount in 2018, to 55.4% in 2020 and 57.9% in 2022) and a gradual decrease in the total number of male staff (from 45.4% of headcount in 2018, to 44.6%% in 2020 and

42.1% in 2022). There are fluctuations in the total number and percentage of both male and female staff working full-time. However, there is an increase in the number and percentage of female staff working part-time and a decrease in the number and percentage of male staff working part-time.

The following table highlights the changes, over time, of the number of male and female staff working part-time and clearly shows an increase in the number of female part-time staff and decrease in the number of male part-time staff.

Part-time Staff

	Female part-time staff			Male part-time staff		
	2022	2020	2018	2022	2020	2018
Lecturing staff	65	61	52	18	21	23
Support Staff	114	110	94	24	32	38
Total	179	171	146	42	53	61

Analysis by Grade Grouping – Support Staff

Aside from the student Interns, who are paid the National Minimum Wage, the lowest support staff grade is grade 1 and the highest grades are in the Executive Team.

With the exception of Grade 6, which includes teaching staff who are Instructors/Assessors, it should be noted that information is not being published on a grade-by-grade basis - and within each grade there are a number of spinal points, which are also not being published - as a further breakdown could lead to members of staff being identified, due to small numbers. For this reason, staff grades have been grouped as follows, in line with the types of roles undertaken in these grades:

Student interns
Support staff grades 1-5
Support staff grade 6
Support staff grades 7-9
Support staff grades 10-12
Professional Officer grade
Executive Team grade

Student Interns
In 2022, there were 16 student interns (all part-time), with 11 being male and 5 being female. This compares with 17 student interns in 2020, of which 13 were male and 4 female.

Student interns are included for gender pay gap purposes, as they are paid as staff, although they work for short, limited periods of time. However, as gender pay gap report is at December 2020 and as they are paid by the College at student internship rates (National Minimum Wage) they have been included in this report.

As there are a small number of male part time staff (42 in 2022), it is of note that 11 of these are student interns on the minimum wage and so this will have an impact on the mean/median hourly rate of pay for male part-time staff.

Grades 1-5:

	Female			Male			Total
	Full-time	Part-time	Total	Full-time	Part-time	Total	
2022	33	62	95	16	4	20	115
2020	30	61	91	16	5	21	112
2018	34	55	89	18	9	27	116

This table shows the increase in the number of female staff in grades 1-5 since 2018 and the decrease in the number of male staff. It also illustrates the continued predominance of female staff in lower graded support posts in 2022 (95 out of 115 posts at these grades, 82.6%, are held by women) and the predominance of female staff in part-time posts, 62 out of the 95 female staff at these grades, 65.3%, compared with 4 out of 20 male staff (20.0%).

Grade 6:

	Female			Male			Totals
	Full-time	Part-time	Total	Full-time	Part-time	Total	
2022	12	14	26	10	6	16	42
2020	7	16	23	10	10	20	43
2018	14	11	25	9	11	20	45

In 2022, there was a greater number of female staff (26) than male staff (16) in Grade 6, whereas in previous years there was less of a gender differential (23 female and 20 male in 2020; 25 female and 20 male in 2018). The number of female staff working part-time has increased since 2018, whereas the number of male staff has decreased.

Grades 7-9:

	Female			Male			Totals
	Full-time	Part-time	Total	Full-time	Part-time	Total	
2022	28	29	57	24	3	27	84
2020	28	25	53	25	4	29	82
2018	25	23	48	26	4	30	78

At these grades, there are still more female staff (57 in 2022) than male staff (27 in 2022), with the number of women increasing since 2018 and the number of men decreasing. The number of female staff working part-time has also increased and the number of male staff slightly decreased.

Grades 10-12:

	Female			Male			Totals
	Full-time	Part-time	Total	Full-time	Part-time	Total	
2022	11	4	15	16	0	16	31
2020	13	3	16	14	0	14	30
2018	13	1	14	14	0	14	28

At these grades, in 2022, there was a change in that there were more male staff (16) than female staff (15). The number of female staff working part-time increased, although the number working part-time at this level is small. No male staff at these grades work part-time and this has not changed over time.

Professional Officer/Executive Team

In 2022, the Executive team was all male (2 members of staff).

At Professional Officer Level, in 2022, there were 8 female and 10 male members of staff, none of whom worked part-time.

In 2020, the College's Principal was male (previously, the Principal was female). The Executive Team has reduced in number since 2018 and in 2020 is all male.

At Professional Officer (PO) level there were 12 female staff and 11 male staff in 2020. This compares with 12 female staff and 10 male staff in 2018.

This illustrates the increasing number of male staff at the most senior levels.

Analysis by Grade - Lecturing Staff

The majority of the College's lecturing staff are on un-promoted lecturing grade 505/Scale point 5. Staff in Grades 501-504 (Scale points 1-4) will have been more recently appointed and the level at which they are appointed – and progress - is set by national bargaining. For this reason, this analysis concentrates on those on un-promoted lecturing terms & conditions and those on promoted lecturing terms & conditions.

December 2022:

Category	Female	Male	Total
LECTURER	129	125	254
PROMOTED LECTURER	19	30	49
Totals	148	155	303

Of the 148 female staff, 65 worked part-time, of which 4 were promoted lecturing staff.
Of the 155 male staff, 18 worked part-time, of which 2 were promoted lecturing staff.

December 2020:

Category	Female	Male	Total
LECTURER	125	139	264
PROMOTED LECTURER	14	22	36
Totals	139	161	300

Of the 139 female staff, 61 worked part-time, of which 3 were promoted lecturing staff.
Of the 161 male staff, 21 worked part-time, of which 1 was promoted lecturing staff.

December 2018:

Category	Female	Male	Total
LECTURER	125	134	259
PROMOTED LECTURER	14	24	38
Totals	139	158	297

Of the 139 female staff, 52 worked part-time, of which 3 were promoted lecturing staff.
Of the 158 male staff, 23 worked part-time, of which 3 were promoted lecturing staff.

In 2022, the College had more female lecturing staff (129) than male (125). However, at more senior levels, there is a trend for there to be more male promoted lecturing staff (30 in 2022; 22 in 2022; 24 in 2018) than female (19 in 2022; 14 in both 2020 and 2018), with few staff at a promoted level working part-time.

Reasons for - and factors contributing to - NESCol's gender pay gap figures

Reasons for the changes in the College's gender pay gap figures can be explained by changes in the number of male and female staff at different grades and levels, as illustrated in the previous tables.

In 2022, factors contributing to Nescol's gender pay gap figures, include:

- There has been an increase in the number and percentage of female staff (354; 57.9% of headcount in 2022, compared with 338; 55.4% in 2020 and 332; 54.6% in 2018) and a decrease in the number and percentage of male staff (257; 42.1% in 2022, compared with 272; 44.6% in 2020 and 276; 45.4% in 2018), but;
    - there has been an increase in the number of female staff in lower paid support grades 1-5 since 2018 (95 in 2022; 91 in 2020; 89 in 2018) and a decrease in the number of male staff in these grades (20 in 2022; 21 in 2020; 27 in 2018)
    - there continues to be a clear predominance of female staff in the lower paid support staff grades 1-5 (95 women compared with 20 men in 2022; 91 women compared with 21 men in 2020; 89 women compared with 27 men in 2028)
    - a greater number of promoted lecturing staff continue to be male (30 men; 19 women in 2022; 22 men and 14 women in 2020; 24 men and 14 women in 2018), with the majority working full-time (28 out of 30 male staff work full-time in 2022; 15 out of 19 female staff)
    - there are now more male staff (16) than female staff (15) in Grades 10-12 in 2022, with all the male staff working full-time
    - there are now a greater number of male staff at Professional Officer level (10 male; 8 women) in 2022, all of whom work full-time
    - the Executive Team continues to be only male, with both working full-time in 2022
- Overall, there has been an increase in the number of female staff in lower paid posts and an increase in the number of male staff in higher paid posts

In terms of part-time work:

- There continues to be a predominance of female staff working part-time, which would be consistent with the wider statistics outlined earlier in this report. 179 female staff worked part-time in 2022, compared with 171 in 2020 and 146 in 2018. This compares with 42 male staff working part-time in 2022; 53 in 2020 and 61 in 2018.
- Of the 179 female staff working part-time in 2022, 62 were in the lowest support grades 1-5 (compared with 4 male staff); 14 were in grade 6 (compared with 6 male staff); 29 were in grades 7-9 (compared with 3 male staff)
- No staff at Professional Officer/Executive Team level work part-time
- However, there was a rise in the number of part-time female lecturing staff (65 in 2022; 61 in 2020; 52 in 2018) and in the number of part-time female support staff at Grades 10-12 (4 in 2022, compared with 3 in 2020 and 1 in 2018). On the other hand, there has been a decrease in the number of male part-time lecturing staff (18 in 2022, 21 in 2020, and 23 in 2018) and at support staff grades 10-12, no male members of staff have ever worked part-time.
- As there are a small number of male part time staff (42 in 2022), it is of note that 11 of these are student interns on the minimum wage and so this will have an impact on the mean/median hourly rate of pay for male part-time staff

Next Steps

The College is committed to reducing the gender pay gap and had planned to set up focus groups to understand why there are such a number of women in lower graded support posts and in part-time posts and if there are any barriers to progression. These were postponed due to COVID, but will be picked up this academic year. The outcome from the focus groups will be used to determine if there are any actions the College should be taking.

These actions are included in the People Services Equalities Action Plan and progress is monitored by the Board's Human Resources Committee.

Use of Pay Gap Information

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

Ethnicity Pay Gap

Although not required, the College also reports its ethnicity pay gap as at December 2022 and is compared with December 2020.

The College has used the same methodology as detailed in the gender pay gap report to calculate its ethnicity pay gap:

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

(Note: figures are rounded)

In this case,

A = (mean) hourly rate of pay of employees in a "White" ethnicity category
B = (mean) hourly rate of pay of employees in a "Black/Asian/Minority Ethnic/Mixed" (BAME) ethnicity category

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

	£
White ethnicity mean hourly rate	£21.83
White ethnicity median hourly rate	£23.82
BAME mean hourly rate	£22.02
BAME median hourly rate	£23.82

This calculation gives NESCol the following ethnicity pay gap:

	December 2022	December 2020
Mean	**-0.9% (i.e. in favour of BAME ethnicity)**	**-7.0% (i.e. in favour of BAME ethnicity)**
Median	**0.0%**	**0.0%**

The 2022 figures can be explained by the College having small numbers of staff who declared they were in a "Black/Asian/Minority Ethnic/Mixed" (BAME) ethnicity category, with 10 of the 19 staff in a Black/Asian/Minority Ethnic/Mixed ethnicity category being at the top of the un-promoted lecturing scale. Due to small numbers, no further breakdown is detailed for other grades. In 2020, the higher differential in favour of staff in a Black/Asian/Minority Ethnic/Mixed ethnicity category can be explained by 14 out of the 18 staff in these ethnicity categories being at the top of the un-promoted lecturing scale.

By way of comparison, according to the Office for National Statistics, the median ethnicity pay gap in Scotland in 2019 was 10.3%.

Source:
Office for National Statistics (ONS), Release date 12 October 2020, Ethnicity Pay Gaps: 2019, available online at:

https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/articles/ethnicitypaygapsingreatbritain/2019

Accessed: 13 December 2022

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HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

Title: Staff Equalities Report

Author: Elaine Reid, Senior HR Business Partner	**Contributor(s):** Kimra Donnelly, Director of People Services

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☐

Reserved Item of Business ☐

Purpose: To enable the Committee to consider and discuss the findings of the College's staff equality profile - 2022 compared with 2021.

Linked to Strategic Theme:

2. Empowering People

Linked to Strategic Risk(s): 2,1 & 2.3

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 in relation to protected characteristics. This report is produced annually by the College and in line with the Specific Duties is published every 2 years (covering annual information).

Appendix 1 covers employee information (including recruitment and retention) by protected characteristics for the years 2022 and 2021.

Recommendation: It is recommended that the Committee note the information provided.

Previous Committee Recommendation/Approval (if applicable)**:**

Equality Impact Assessment:

Positive Impact ☐

Template Version: August 2021

Negative Impact ☐

No Impact ☒

Evidence: This report is for information only.

North East Scotland College Staff Equality Profile: 2022 compared with 2021

Executive Summary and Commentary

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 in relation to protected characteristics. This report is *produced* annually by the College and in line with the Specific Duties is *published* every 2 years (covering annual information).

This report covers employee information (including recruitment and retention) by protected characteristics for the years 2022 and 2021.

Staff development is covered in a separate report.

In 2021, within the limitations of its HR/Payroll system, the College updated its Equal Opportunities Monitoring questionnaire/protected characteristics categories. In both 2021 and 2022, staff were asked to update their protected characteristics information and it was explained why it was important to do so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic. Although these actions initially resulted in a decrease in non-declaration rates in 2021, in 2022 for some protected characteristics, the non-declaration rates have risen, although the reasons for this are unclear.

Having low non-declaration rates enables the College to have a more accurate picture of the protected characteristics of its staff, which in turn enable the College to determine if there are any actions it should be taking to advance equality of opportunity. Consequently, the College should continue to take action to address non-declaration rates.

That having been said, from the staff who did declare their protected characteristics, the College has produced a profile of its staff's protected characteristics, which will be used to inform how the College moves forward.

As at 31 December 2022 the College had a headcount of 588, compared with a headcount of 562 in 2021.

In terms of the protected characteristic of sex, unlike national statistics which show that there are more men in work than women, the College continues to employ more female staff, with the percentage rising to 57.0% of headcount in 2022 (55.7% in 2021). The percentage of male staff fell to 43.0% of headcount in 2022, compared with 44.3% in 2021.

The percentage of female staff working part-time also rose to 24.7% in 2022, compared with 23.7% in 2021, with the percentage of male staff working part-time also rising to 5.3% in 2022, compared with 4.1% in 2021. However, it is of note that is still predominately female staff who work part-time in the College and this would be consistent with wider statistics.

In 2021, the College, after having worked with its HR/Payroll provider, became able to report on gender identity for the first time. In 2022, 46.1% of headcount declared they were female, compared with 45.9% in 2021 and 30.8% declared they were male in 2022, compared with 32.2% in 2021. The percentage in a "Blank/not provided" category rose to 21.6% in 2022, compared with 20.1% in 2021.

The College has an aging workforce with 15.6% of its staff in the 60-75+ age group in 2022 (15.8% in 2021) with the largest age category being 45-59 years, accounting for 44.6% of staff in 2022 (45.9% in 2021). Overall, these figures illustrate the concentration of College staff in the 45 years plus categories.

In terms of race/ethnicity, the majority of staff (90.8% in 2022; 92.5% in 2021) are in a White ethnicity category, with 69.0% in 2022 (71.2% in 2021) being in a White: Scottish category. 1.2% of staff in 2022 are in Asian, Asian Scottish/British category (1.6% in 2021); 1.0% in 2022 are in a Black, African, Caribbean category (1.1% in 2021); and 0.9% in 2022 are in a Mixed or Multiple Ethnic Group category (the figure was not published in 2021). The percentage in a "Not provided/blank" category rose to 5.4% in 2022, compared with 3.0% in 2021.

At the time of writing, benchmark figures from the 2022 Scottish census information were not available, so indicative comparisons have been made with older statistics.

The Scottish Government's Equality Evidence Finder details that the largest ethnic group in 2018 was White Scottish at 76.6%, with 95.4 of the adult population in Scotland being in a White ethnicity category. These are also the categories in the College which have the greatest percentage of staff. However, in Scotland, minority ethnic adults represented 4.6% in 2018.

In 2011, Scotland's cities had the highest proportions of ethnic minorities, with 4.7% of Aberdeen City's population being in an African, Indian or Asian: Other ethnicity category.

With regards to the Grampian area – which is relevant for the College as it covers both Aberdeen City and Aberdeenshire – the largest ethnic group was White Scottish (79% in 2011) and this is also the case in the College (69.0% in 2022).

Figures for Grampian also detail that in 2011, 1.2% of the population was in an African, African Scottish/British or Caribbean, Black or Caribbean/Black Scottish/British ethnicity category (1.0% in the College in 2022) and 2% of the population was in an Asian, Asian Scottish/British category (1.2% in the College in 2022). When added together, non-white ethnicity categories in Grampian accounted for 3.9% of the population in 2011 (compared with 3.1% in the College in 2022).

In view of these figures, the College could do more to ensure it is fully representative of the geography in which it is based.

In 2022, the percentage of staff declaring they had a disability rose to 11.4% of headcount, compared with 10.0% in 2021, which could perhaps be attributed to the College making staff aware of what constitutes a disability (see appendix). 60.4% of staff declared they did not have a disability in 2022, compared with 69.8% in 2021. However, the percentage in the "Unaware/blank" category rose to 27.2% in 2022, compared with 19.8% in 2021, although the reasons for this are unclear.

Although the number of staff declaring a disability has risen, the College figures are below UK levels (22% of the population; 21% of working age adults) and Scottish levels (21% of the population) in 2020/21. However, Nescol has more people declaring a disability when compared with the Scottish Funding Council figures for staff in the College sector in Scotland (6.7% in 2020-21).

Overall, these figures indicate that the College needs to continue to address the disability non declaration rates and also identify why its figures are below national levels.

In terms of the Sexual Orientation protected characteristic, the percentage of staff in a "heterosexual or straight" category fell to 85.0% in 2022, compared with 87.7% in 2021, with the percentage of staff in a "bisexual" category rising to 1.7% in 2022, compared with 1.1% in 2021 and the percentage of staff in a "gay or lesbian" category rising to 2.2% in 2022, compared with 2.1% in 2021. However, the percentage of staff in a "not disclosed/blank" category rose to 7.1% in 2022, compared with 5.2% in 2021, for reasons which are unclear.

In Scotland, in 2020, 95.4% were in a "heterosexual or straight" category, 2.0% were in a "gay or lesbian" category, but only 0.9% were a "don't know or refuse" category.

In terms of wider UK statistics, there has been a decreasing trend in the proportion of the UK population that identifies as "heterosexual or straight" and this also seems to be the case in the College, although it is difficult to determine this categorically, given the increase in the number of staff in a "not disclosed/blank" category.

For the protected characteristic of gender reassignment, the College changed the question in its equal opportunities monitoring questionnaire in 2021 to: "Does your gender match your sex as registered at birth?"

In 2022, 75.3% of headcount said "yes", compared with 76.5% in 2021 and 1.4% said "no" in 2022, compared 2.1% in 2021. The number of "no" responses may possibly reflect where staff did not update this protected characteristic (in line with the new question) and where the "no" answer, given the limitations of the HR/Payroll system, was a legacy response to the previously asked question: transgender: yes/no/prefer not to say. However, the percentage of staff in a "blank/not indicated category" rose to 22.1% in 2022, compared with 20.1% in 2021, for reasons which are unclear.

With regards benchmarking the College data for this protected characteristic, it should be noted that is currently difficult to obtain accurate figures on the size of the trans community.

For the protected characteristic of religion/belief, the College is very broadly in line with wider statistics, although more updated benchmark figures will be available when the 2022 Scottish census is published. The largest percentage of staff are in a "no religion" category (45.6% in 2022; 45.4% in 2021), which was also the case in Scotland in 2018, where just over half the population reported not belonging to a religion, although the College has fewer staff in a "Christian" category (36.1% in 2022; 36.8% in 2021) compared with 46% of the Scottish adult population in 2018.
It should also be noted that the percentage of College staff in the "undisclosed/blank" category rose to 8.7% in 2022, compared with 7.5% in 2021, although the reasons for this are unclear.

With regards to the protected characteristic of marriage/civil partnership, the largest category in the College was "married" (53.9% in 2002; 57.5 in 2021). However, the percentage in an "unknown/blank" category rose to 9.4% in 2022, compared with 2.7% in 2021, although the reasons for this are unclear.

The staff leavers profile is largely in line with the wider staff profile, with the exception of the protected characteristics of sex/gender and age.

Although the College continues to employ more female than male staff, more male staff left during 2022 (40 leavers) than female (37 leavers). However, in 2021 the leaver profile was more in line with the staff profile in that more females left (25) than males (15).

Similarly, although the age category with the fewest staff in 2022 was age 16-29, this was the category that had, proportionately, the greatest number of leavers (21). However, again in 2021, the leaver profile was more in line with staff profile in that this age category had the lowest number of leavers (3).

With regards to the recruitment of staff, in 2022, the College received 442 applications for its job vacancies, with 244 being shortlisted, resulting in 60 appointments. This compares with 2021, where the College received 440 applications for its job vacancies, with 181 being shortlisted, resulting in 43 appointments. Given the small numbers involved, particularly at the appointment stage, care must be taken when interpreting the numbers. However, they can be used indicatively.

The recruitment figures that follow illustrate that the College needs to examine and improve its recruitment processes and to these ends a Recruitment Working Group has been set up.

The College continues to attract more applications from – and appoint – more females than males. 56.6% of applications in 2022 were from females, resulting in 66.7% of appointments, showing an increase from 2021 where females accounted for 53.4% of applications and 53.5% of appointments. Males accounted for 38.9% of applications in 2022 and 31.7% of appointments, showing a decrease from 2021, where males accounted for 44.1% of applications and 46.5% of appointments.

With regards to disability, in 2022, 79.0% of applications were from those with no disability but 88.2% of those appointed did not have a disability. However, 13.6% of applications were from people with a disability, but this resulted 5.0% of appointments.

For the protected characteristic of sexual orientation, in 2022, 79.0% of applications were from people in a "heterosexual/straight" category, but 91.7% of those appointed were in this category. However, in 2021, it is worth noting that 1.8% of applications were from people in a "Lesbian/gay female" category, but 7.0% of those appointed were in this category.

In terms of the protected characteristic of religion/belief, in 2022, 49.6% of applications were from people in a "no religion/belief" category, but this category accounted for 65.0% of appointments. In 2021, 53.0% of applicants were in a "no religion/belief" category, but accounted for 60.5% of appointments.

The College continues to appoint proportionately fewer people from a Black, Asian, and Ethnic Minority ethnicity category. In 2022, 12.9% of applications were from people in this ethnicity category, but only 1.7% of those appointed were in this category and in 2021, 10.7% of applicants were of Black, Asian, Ethnic Minority ethnicity, and 2.3% of those appointed applicants were in this ethnicity category. This compares with those in a White ethnicity category, where in 2022, 79.4% of applications were in this category as were 93.3% of those appointed. In 2021, 82.1% of applicants were of a White ethnicity and 97.7% of those appointed were of a White ethnicity). However, in 2022, 1.8% of applications were from those in a "mixed" ethnicity category an accounted for 3.3% of the people appointed (compared with 2.1% of applications in 2021 and 0.0% of those appointed).

The report identifies next steps to address the points identified and also provides an update on progress against the actions identified in the previously published Staff Equality Report.

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: 2 November 2022

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: 2 November 2022

Equality Act 2010 Public Sector Equality Duty (Section 149), available online at:
https://www.legislation.gov.uk/ukpga/2010/15/section/149
Accessed: 2 November 2022
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Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, available online at:
https://www.legislation.gov.uk/ssi/2012/162/contents/made
Accessed: 2 November 2022
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Introduction

The College is required to publish protected characteristics data for its staff every 2 years (covering annual information) and use this data to meet the general equality duty.

This report provides staff data for 2022 compared with 2021.

In 2021, within the limitations of its HR/Payroll system, the College updated its Equal Opportunities Monitoring Questionnaire (via MyView – which is part of the HR/Payroll system where staff can update their protected characteristics information themselves). The equality monitoring questions/protected characteristics categories were revised, as far as possible, in line with the guidance from Advance HE, March 2018, available online at:
https://www.ecu.ac.uk/publications/guidance-gathering-staff-equality-data-colleges/
Accessed: 2 November 2022

Staff were asked to update their protected characteristics information and it was explained why it was important to do so (see Appendix for the email that was sent to all staff). Staff were also sent reminders, in 2021 and 2022, asking them to update their information if they had not already done so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic (see Appendix).

Notes regarding the analysis

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 outlined earlier, the College has updated its equal opportunities monitoring questionnaire/protected characteristics categories. However, if staff did not update their protected characteristics, their information would remain in the legacy categories.

Previously, the College's HR/Payroll system only allowed for sex/gender to be reported as male or female in line with HMRC requirements, so all gender analysis was done on the basis of sex/gender defined as male/female. However, in 2021, the College worked with its HR/Payroll provider to enable the College to report on gender identity. Consequently, the College can now report on sex and gender identity.

In previous reports, the various blank/unknown/not indicated/prefer not to say categories were grouped together under the heading "Prefer Not to Say/Not indicated". However, from 2021, "Prefer Not to Say" has been split out into a separate category and the other categories of "Blank", "Unaware", "Undisclosed, "Not disclosed", "Not provided" are presented as they are reported by the HR/Payroll system.

It should be noted that throughout this report, Nescol figures are rounded to one decimal place, so percentage figures may not total 100, due to rounding.

Generally, where there are fewer than 5 staff in a particular protected characteristic category, the actual number is not reported in case individual staff may be identifiable.

Staff Equality Overview by Protected Characteristics: 2022 and 2021

All figures relate to 31 December 2022 and are compared with figures as at 31 December 2021.

As at 31 December 2022, the College had a headcount of 588, compared with a headcount of 562 as at 31 December 2021.

Sex/Gender

Previously, the College's HR/Payroll system only allowed for sex/gender to be reported as male or female in line with HMRC requirements, so all analysis was done on the basis of sex/gender defined as male/female. However, in 2021, the College worked with its HR/Payroll provider to enable the College to report on gender identity. Consequently, the College can now report on sex and gender identity.

Sex

The Equality and Human Rights Commission (EHRC) defines the protected characteristic of "sex" as being a man or a woman.

Source:
Equality and Human Rights Commission, Protected Characteristics, last updated 6 July 2021, available online at:
https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#sex
Accessed: 14 November 2022

As at 31 December 2022, the profile for the College was:

Position status	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
Full-time	190	222	412	32.3	37.8	70.1
Part-time	145	31	176	24.7	5.3	29.9
Total	335	253	588	57.0	43.0	100.0

Note: % figures rounded to one decimal place

As at 31 December 2021, the profile for the College was:

Headcount	% of total headcount

Position status	Female	Male	Total	Female	Male	Total
Full-time	180	226	406	32.0	40.2	72.2
Part-time	133	23	156	23.7	4.1	27.8
Total	313	249	562	55.7	44.3	100.0

Note: % figures rounded to one decimal place

According to the National Records of Scotland, "in 2020, there were more females (50.2%) than males (49.8%) living in Aberdeen City. There were also more females (51.2%) than males (48.8%) living in Scotland overall."

Source:
National Records of Scotland, Aberdeen City Council Area Profile, Updated June 2021, available online at:

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

Accessed: 14 November 2022
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According to the National Records of Scotland, Aberdeenshire Council Area Profile, updated June 2021, "in 2020, there were more females (50.3%) than males (49.7%) living in Aberdeenshire."

Source: National Records of Scotland, Aberdeenshire Council Area Profile, Updated June 2021, available online at:

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

Accessed: 7 November 2022

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The College also employs more females than males. The percentage of women employed by the College is higher than the percentage of women in the Aberdeen/shire population, with the percentage of women employed at the College rising in 2022. However, when comparing the College figures with wider statistics, it should be noted that the Aberdeen City/Aberdeenshire statistics cover people of all ages (from 0 years to over 75+), whereas this is obviously not the case for the College.

Part-time work, by male/female

According to the Office for National Statistics, EMP01 SA, Full-time, part-time and temporary workers (seasonally adjusted), Release date: 14 February 2023. ***Note figures are in thousands:***

Of the 32,813 in employment in October – December 2022 in the UK, 8,277 were working part-time, of which 2,353 were men working part-time and 5,924 were women working part-time.

This equates to 25.2 % of those in employment working part-time. Of the 8,277 people working part-time, 71.6% were women.

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

Accessed: 14 February 2023

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According to the House of Commons Library Research Briefing, 11 October 2022, p6, citing ONS figures, in June-August 2022, 24.61 million people were employed in the UK on a full-time basis while 8.14 million were employed on a part-time basis.

	Full-time	Part-time
All workers (millions)	24.61	8.14
Men (millions)	14.84	2.27
Women (millions)	9.77	5.87

Source:
House of Commons Library Research Briefing, Andrew Powell, Brigid Francis-Devine, 11 October 2022, UK Labour Market Statistics, available online at:

https://researchbriefings.files.parliament.uk/documents/CBP-9366/CBP-9366.pdf

Accessed: 14 November 2022

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These UK figures clearly illustrate that there are fewer women in work than men and that a considerably higher proportion of women in work, work part-time, when compared with men.

With regards to part-time work, this is also the case in the College. However, although national statistics show that there are more men in work than women, as outlined earlier, the College employs more women than men.

Gender identity

Since 2021, the College has also been able to report on gender identity.

As at 31 December 2022, the profile for the College was:

Gender Identity	Headcount	% of Headcount
Female	271	46.1
Male	181	30.8
Prefer not to say/Prefer to Self describe	9	1.5
Blank/Not provided	127	21.6
Total	588	100.0

As at 31 December 2021, the profile for the College was:

Gender Identity	Headcount	% of Headcount
Female	258	45.9
Male	181	32.2
Prefer not to say/Prefer to Self describe	10	1.8
Blank/Not provided	113	20.1
Total	562	100.0

Age

The age profile for the College as at 31 December 2022 was:

Age Band	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
16-29	26	23	49	4.4	3.9	8.3
30-44	116	69	185	19.7	11.7	31.5
45-59	150	112	262	25.5	19.0	44.6
60-75+	43	49	92	7.3	8.3	15.6
Total	335	253	588	57.0	43.0	100.0

Note: % figures rounded to one decimal place

The age profile for the College as at 31 December 2021 was:

Age Band	Headcount			% of total headcount		
	Female	Male	Total	Female	Male	Total
16-29	24	12	36	4.3	2.1	6.4
30-44	105	74	179	18.7	13.2	31.9
45-59	145	113	258	25.8	20.1	45.9
60-75+	39	50	89	6.9	8.9	15.8
Total	313	249	562	55.7	44.3	100.0

Note: % figures rounded to one decimal place

According to National Records of Scotland, the population of Aberdeen City, by age, in 2020, was as follows:

"Population by age group by sex, Aberdeen City, 2020

Age group	Male	Female	All people	% of population	Scotland % of population
All people	114,004	115,056	229,060	100.0	100.0
0 to 15	18,323	17,466	35,789	15.6	16.8
16 to 24	12,353	13,990	26,343	11.5	10.4
25 to 44	39,634	35,948	75,582	33.0	26.2
45 to 64	27,285	27,450	54,735	23.9	27.3
65 to 74	9,950	10,420	20,370	8.9	10.7
75 and over	6,459	9,782	16,241	7.1	8.6

Source: Population Estimates Time Series Data" cited in

National Records of Scotland, Aberdeen City Council Area Profile, Updated June 2021, available online at:

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

Accessed: 14 November 2022

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For Aberdeenshire, according to the National Records of Scotland, the age profile in 2020 was as follows:

"Population by age group by sex, Aberdeenshire, 2020

Age group	Male	Female	All people	% of population	Scotland % of population
All people	129,617	131,163	260,780	100.0	100.0
0 to 15	24,959	23,715	48,674	18.7	16.8
16 to 24	12,180	10,240	22,420	8.6	10.4
25 to 44	30,602	30,934	61,536	23.6	26.2
45 to 64	37,511	38,533	76,044	29.2	27.3
65 to 74	14,792	15,285	30,077	11.5	10.7
75 and over	9,573	12,456	22,029	8.4	8.6

Source: Population Estimates Time Series Data" cited in

National Records of Scotland, Aberdeenshire Council Area Profile, Updated June 2021, available online at:

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

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The College figures show that the largest age category for College staff is the 45-59 age group (44.6% in 2022; 45.9% in 2021). When the 45-59 and 60-75+ age categories are added together, 60.2% of College staff in 2022 were aged 45 years+ and in 2021, this figure was 61.7%, illustrating that the College has an older staff profile.

Although the age categories for Aberdeen City and Aberdeenshire are different to the ones used by the College – and cover all ages from 0 – 75+ years, thus covering people who are not just of working age – it can be seen that in Aberdeen City, the greatest number of people are in the 24-55 age category (33.0%), followed by 23.9% being in the 45-64 age group whereas in Aberdeenshire, the greatest number of people are in the 45-64 age category (29.2%), followed by 23.6% being in the 25-44 age

group. This would indicate that the College is more in line with the Aberdeenshire age profile than the Aberdeen City age profile.

Race/Ethnicity

The following table outlines the race/ethnicity profile for the College, as at 31 December 2022 compared with 31 December 2021.

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

Ethnicity	Total Number 2022	Total % of overall headcount 2022 (headcount = 588)	Total Number 2021	Total % of overall headcount 2021 (headcount = 562)
White: Scottish	406	69.0	400	71.2
White: British	66	11.2	62	11.0
White: English	23	3.9	25	4.4
White: Welsh	N/P	N/P	-	-
White: Irish	N/P	N/P	-	-
White: Polish	7	1.2	N/P	N/P
White: Other	32	5.4	31	5.5
All White ethnicity categories	534	90.8	520	92.5
Mixed or Multiple Ethnic Groups	5	0.9	N/P	N/P
Asian, Asian Scottish/British: Bangladeshi	N/P	N/P	N/P	N/P
Asian, Asian Scottish/British: Chinese	N/P	N/P	N/P	N/P
Asian, Asian Scottish/British: Indian	N/P	N/P	5	0.9
Asian, Asian Scottish/British: Other	N/P	N/P	N/P	N/P
All Asian, Asian Scottish/British ethnicity categories	7	1.2	9	1.6
Black/African/ Caribbean/British-African	N/P	N/P	N/P	N/P

Black, Black Scottish/British	N/P	N/P	N/P	N/P
Black or Caribbean background: Other	N/P	N/P	N/P	N/P
African, African Scottish/British	N/P	N/P	N/P	N/P
All Black, African, Caribbean ethnicity categories	6	1.0	6	1.1
Other Ethnic: Arab, Arab Scottish/British	N/P	N/P	N/P	N/P
Prefer not to say	N/P	N/P	5	0.9
Not provided/Blank	32	5.4	17	3.0

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

In 2021, the College revised its ethnicity categories to be more in line with those used by Advance HE, as follows:

Asian,Asian Scottish/British:Bangladeshi
Asian, Asian Scottish/British:Chinese
Asian, Asian Scottish/British:Indian
Asian, Asian Scottish/British:Pakistani
Asian, Asian Scottish/ British:Other
African, African Scottish/British
African background: Other
Caribbean, Caribbean Scottish/British
Black, Black Scottish/British
Black or Caribbean background: Other
Other Ethnic: Arab,Arab Scottish/British
Other Ethnic: Other
Mixed or Multiple Ethnic Groups
White: British
White: English
White: Gypsy or Traveller
White: Scottish
White: Welsh
White: Northern Irish
White: Irish

White: Polish
White: Other
Prefer Not To Say

According to the Scottish Government Equality Evidence Finder:

"In 2018, the largest ethnic group was 'White Scottish' at 76.7%

Minority ethnic adults represented 4.6% in 2018

Source: Scottish Surveys Core Questions 2019 (Last updated: January 2021)" cited in

Scottish Government, Equality Evidence Finder, available online at: https://scotland.shinyapps.io/sg-equality-evidence-finder/

(Data was found by clicking on the intersection of "Ethnicity" and "Demographics" and then "Population Estimates" and downloading the chart data)

Accessed: 14 November 2022
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According to the Equality Evidence Finder, ethnicity figures in Scotland in 2018 were as follows:

Ethnicity in Scotland, 2018

Indicator	Disaggregation	Breakdown	DateCode	Figure
% of Adult Population	% of Adult Population	White: Scottish	2018	76.7
% of Adult Population	% of Adult Population	White: Other British	2018	12.1
% of Adult Population	% of Adult Population	White: Polish	2018	1.6
% of Adult Population	% of Adult Population	White: Other	2018	5
% of Adult Population	% of Adult Population	Asian	2018	2.8
% of Adult Population	% of Adult Population	All other ethnic groups	2018	1.7
% of Adult Population	% of Adult Population	Unknown	2018	0.1

Source: Scottish Government, Equality Evidence Finder, available online at:
https://scotland.shinyapps.io/sg-equality-evidence-finder/

(Data was found by clicking on the intersection of "Ethnicity" and "Demographics" and then "Population Estimates" and downloading the chart data)

Accessed: 14 November 2022
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According to the Scottish Funding Council, whose statistics provide summary information on staff employed in the college education sector in Scotland, Black and minority ethnic staff made up 2.3% (318) of all headcounts in 2020-21.

Source: Scottish Funding Council, SFC Statistics, 29 March 2022, College Staffing data 2020-21, available online at:

https://www.sfc.ac.uk/publications-statistics/statistical-publications/2022/SFCST022022.aspx

Accessed: 14 November 2022

Other information is still largely based on the 2011 census and more up-to-date information will not be available until the 2022 census data becomes available. However, to give some perspective, Grampian Racial Equality Council, December 2021, has produced a table, p4, that outlines Grampian's Population Ethnicity, as follows:

Grampian Population Ethnicity Data, 2011

Ethnic Group	Number	%
All people	569,061	100%
White: Scottish	448,133	79%
White: Other British	64,891	11%
White: Irish	3,805	1%
White: Gypsy/Traveller	533	0.1%
White: Polish	11,036	2%
White: Other White	17,692	3%
Mixed or multiple ethnic groups	2,491	0.4%
Asian, Asian Scottish/British	12,155	2%
African, African Scottish/British	5,620	1%

Caribbean, Black, or Caribbean/Black Scottish/British	914	0.2%
Other ethnic groups	1,791	0.3%

Source: Grampian Regional Equality Council (GREC), December 2021, How Fair is North East Scotland, available online at:

https://grec.co.uk/wp-content/uploads/HFINES_dec2021.pdf

Accessed: 14 November 2022

According to the Scottish Census, 2011:

The 2011 census found that:
- Scotland's population was 96.0% white
- 91.8% of people identified as 'White: Scottish' or 'White: Other British'
- 4.2% of people identified as Polish, Irish, Gypsy/Traveller or 'White: Other'

2.7% of Scotland's population identified as Asian, Asian Scottish or Asian British

African Caribbean or Black groups made up just over 1% of Scotland's population

Under 1% of Scotland's population identified as having a Mixed, Multiple or Other ethnicity

Scotland's cities had the highest proportions of ethnic minorities.

In Aberdeen city:

- 2.2% identified their ethnicity as African
- 1.5% identified their ethnicity as Indian
- 1.0% identified their ethnicity as Asian: Other

Source: Scotland's Census, last updated 3 August 2021, Ethnicity, available online at:

 https://www.scotlandscensus.gov.uk/census-results/at-a-glance/ethnicity/

Accessed: 14 November 2022

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The College figures illustrate that the majority of staff (90.8% in 2022; 92.5% in 2021) are in a White ethnicity category, with a 69.0% in 2022 (71.2% in 2021) of staff being in a White: Scottish category. 1.2% of staff in 2022 are in Asian, Asian Scottish/British category (1.6% in 2021); 1.0% in 2022 are in a Black, African, Caribbean category (1.1% in 2021); and 0.9% in 2022 are in a Mixed or Multiple Ethnic Group category (the figure was not published in 2021).

Until the information from the 2022 Scottish Census is available, at the time of writing it is only possible to provide older comparative information as a benchmark.

As outlined earlier, the Scottish Government's Equality Evidence Finder detailed that the largest ethnic group in 2018 was White Scottish at 76.6% with 95.4 of the adult population in Scotland being in a White ethnicity category. Minority ethnic adults represented 4.6% in 2018.

It should be noted that in 2011, Scotland's cities had the highest proportions of ethnic minorities, with 4.7% of Aberdeen City's population being in an African, Indian or Asian: Other ethnicity category.

Information in relation to Grampian – which is relevant for the College as it covers both Aberdeen City and Aberdeenshire – details that the largest ethnic group in Grampian was White Scottish (79% in 2011) and this is also the case in the College (69.0% in 2022).

The Grampian figures also detail that in 2011, 1.2% of the Grampian population was in an African, African Scottish/British or Caribbean, Black or Caribbean/Black Scottish/British ethnicity category (1.0% in the College in 2022) and 2% of the population was in an Asian, Asian Scottish/British category (1.2% in the College in 2022). When added together, non-white ethnicity categories in Grampian accounted for 3.9% in 2011 (compared with 3.1% in the College in 2022).

In view of these figures, the College could do more to ensure it is fully representative of the geography in which it is based.

Disability

The College disability profile as at 31 December 2022 was:

	Total Number	Total % of overall headcount	Male (Number)	Female (Number)
Disability	67	11.4	23	44
No disability	355	60.4	149	206
Prefer not to say	6	1.0	4	2
Unaware/Blank	160	27.2	77	83
Total	588	100.0	253	335

Note: % Figures have been rounded to one decimal place

The College disability profile as at 31 December 2021 was:

	Total Number	Total % of overall headcount	Male (Number)	Female (Number)
Disability	56	10.0	21	35
No disability	392	69.8	168	224
Prefer not to say	3	0.5	3	0
Unaware/Blank	111	19.8	57	54
Total	562	100.0	249	313

Note: % Figures have been rounded to one decimal place

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 and also provides support to staff via the College's Employee Assistance Programme.

According to the House of Commons Library Research Briefing, 29 July 2022, p5, "an estimated 14.6 million people in the UK had a disability in 2020/21. This represents 22% of the total population. The prevalence of disability rises with age: in 2020/21 9% of children were disabled, compared to 21% of working age adults and 42% of adults over State Pension age." The report, p11, goes on to highlight that "Disability prevalence tended to be higher among female respondents (24%) than male respondents (20%)" and on p16, the report details that "the prevalence of disability varies across the UK. In Wales, 28% of people reported a disability in 2020/21, six percentage points higher than the UK national average (22%). Scotland was the only UK country to fall below the national average, with 21% of people reporting a disability."

Source: House of Commons Library Research Briefing, Esme Kirk-Wade, 29 July 2022, UK disability statistics: Prevalence and life experiences, available online at:

https://researchbriefings.files.parliament.uk/documents/CBP-9602/CBP-9602.pdf

Accessed: 15 November 2022

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According to the Department for Work and Pensions, National Statistics, Family Resources Survey: financial year 2020 to 2021, published 31 March 2022, one in five people reported a disability.

Percentage of people
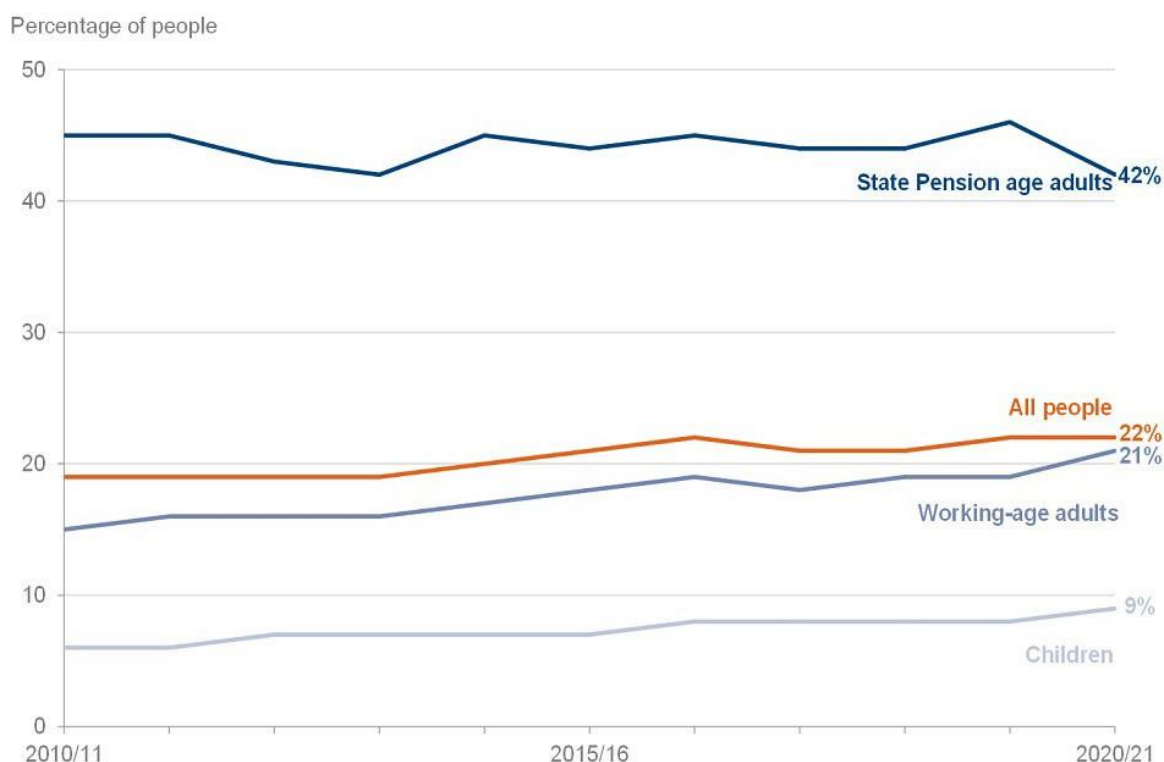
"In 2020 to 2021 the number of people who reported a disability was 14.6 million, an increase of 3 million since 2010 to 2011, where disability was reported by 11.6 million people. The percentage of people who reported a disability in 2020 to 2021 has increased to 22%, a change of three percentage points over the period since 2010 to 2011, when the percentage was 19%.

- the main drivers of this change were increases in the percentage of working-age adults (15% to 21%) and children (six to nine per cent) reporting a disability
- for those of State Pension age, the percentage reporting a disability has been between 42% and 46% in every year of the past decade, with the percentage estimated at 42% this year
- for working-age adults, the percentage reporting a disability has increased from 2019 to 2020 to 2020 to 2021, from 19% to 21%."

"Twenty-four per cent of females (8.0 million) reported a disability in 2020 to 2021, an increase from 20% (6.2 million) in 2010 to 2011. In comparison, reporting a disability amongst males increased from 18% (5.5 million) in 2010 to 2011 to 20% (6.6 million) in the most recent survey year."

Source: Department for Work and Pensions, National Statistics, published 31 March 2022, Family Resources Survey: financial year 2020 to 2021, available online at:

https://www.gov.uk/government/statistics/family-resources-survey-financial-year-2020-to-2021/family-resources-survey-financial-year-2020-to-2021#disability-1

Accessed: 15 November 2022

According to the Scottish Funding Council, whose statistics provide summary information on staff employed in the college education sector in Scotland, those with declared disability made up 6.7% (950) of all headcounts in 2020- 21.

Source: Scottish Funding Council, SFC Statistics, 29 March 2022, College Staffing data 2020-21, available online at:

https://www.sfc.ac.uk/publications-statistics/statistical-publications/2022/SFCST022022.aspx

Accessed: 14 November 2022

In 2021, the College updated its Equal Opportunities Monitoring questionnaire/protected characteristics categories and also provided addition information on what constitutes a disability (see appendix). These actions have resulted in an increase in the number of staff declaring that they have a disability (11.4% in 2022; 10.0% in 2020). However, there are still a considerable number of staff who have not declared/left their disability category blank (27.2% in 2022; 19.8% in 2021), with the reasons for this being unclear.

Although the number of staff declaring a disability has risen, the College figures (11.4% in 2022) are below UK levels (22% of the population; 21% of working age adults) and Scottish levels (21% of the population) in 2020/21. However, Nescol has more people declaring a disability when compared with the Scottish Funding Council figures for staff in the College sector in Scotland (6.7% in 2020-21).

Overall, these figures indicate that the College needs to continue to address the disability non declaration rates and also identify why its figures are below national levels.

Religion or belief (including no belief)

The following table outlines the religion or belief (including no belief) profile for the College at 31 December 2022 and 31 December 2021.

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

Religion	Total Number 2022	Total % of overall headcount 2022 (headcount = 588)	Total Number 2021	Total % of overall headcount 2021 (headcount = 562)
Christian: Church of Scotland	34	5.8	29	5.2
Christian: Protestant	11	1.9	10	1.8

Christian: Roman Catholic	8	1.4	6	1.1
Christian: Other	159	27.0	162	28.8
All Christian religion categories	212	36.1	207	36.8
Buddhist	N/P	N/P	N/P	N/P
Hindu	N/P	N/P	N/P	N/P
Jewish	N/P	N/P	N/P	N/P
Muslim	N/P	N/P	N/P	N/P
No Religion (inc agnostic or atheist)	268	45.6	255	45.4
Other religion	N/P	N/P	N/P	N/P
Other belief (e.g. veganism)	N/P	N/P	N/P	N/P
Prefer not to say	43	7.3	42	7.5
Undisclosed/Blank	51	8.7	42	7.5

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

In 2021, the religion/belief categories were revised to be more in line with Advance HE, as follows:

No religion (inc agnostic or atheist)
Buddhist
Christian: Church of Scotland
Christian: Protestant
Christian: Roman Catholic
Christian: Other
Hindu

Muslim
Jewish
Sikh
Other religion
Other belief (e.g. veganism)
Prefer not to say

According to Scotland's Census, Religion, last updated 2 August 2021:

Census recorded a rise in people with no religion between 2001 and 2011, while Church of Scotland numbers dropped.

Religion was an optional question. In 2011, 7% of people did not state their religion.

No religion
36.7% of people said they had no religion.

That's an increase from 27.5% who said they had no religion in 2001.

39.4% of males and 34.1% of females said they had no religion.

Church of Scotland
The number of people identifying with the Church of Scotland dropped to 32.4%.

This was a decrease of 10 percentage points from 42.4% in 2001.

Other religions
Muslims, Buddhists, Hindus and Sikhs all increased in number from 2001.

1.4% of people said they were Muslim. That's an increase of 0.6 percentage points since 2001.

Buddhists, Hindus and Sikhs made up 0.7% of the population. Each of these also increased between 2001 and 2011.

The number of Jewish people declined slightly to just under 6,000.

Source: Scotland's Census, Religion, last updated 2 August 2021, available online at:
https://www.scotlandscensus.gov.uk/census-results/at-a-glance/religion/
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According to the Equality Evidence Finder, figures for religion in Scotland in 2018 were as follows:

About half of adults belong to no religion

- In 2018, Christian (Church of Scotland, Roman Catholic and Other Christian) represented 46% of the adult population.
- Over the past decade there has been an increase in the proportion of adults reporting not belonging to a religion, from 40% in 2009 to just over a half of adults (50%) in 2018.
- There has also been a corresponding decrease in the proportion reporting belonging to 'Church of Scotland', from 32% to 23%.

Source: Scottish Surveys Core Questions 2019 (Last updated: January 2021) cited in

Scottish Government, Equality Evidence Finder, available online at: https://scotland.shinyapps.io/sg-equality-evidence-finder/

(Data was found by clicking on the intersection of "Religion" and "Demographics" and then "Population Estimates")

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The College figures show that the largest religion/belief category is "No religion" (45.6% in 2022; 45.4% in 2021), followed by "Christian" (36.1% in 2022; 36.8% in 2021).

Given that, at the time of writing, the 2022 Scottish census figures are not available and that there are differing older benchmark statistics, it is not possible make direct comparisons with the College figures. However, in broad terms, it would appear that the College is in line with wider 2018 statistics in that "no religion" is the largest religion category, although the College has fewer staff in a "Christian" category (36.1% in 2022; 36.8% in 2021) compared with 46% of the Scottish adult population in 2018.

Marriage and Civil Partnership

The following table details the Marriage and Civil Partnership profile for the College at 31 December 2022 and 31 December 2021:

Marital Status	Total Number of Staff 2022	Total % of overall headcount 2022 (headcount =588)	Total Number of Staff 2021	Total % of overall headcount 2021 (headcount = 562)
Married	317	53.9	323	57.5
Civil Partnership	6	1.0	6	1.1
Single	151	25.7	155	27.6
Other	44	7.5	47	8.4
Prefer not to say	15	2.6	16	2.8
Unknown/Blank	55	9.4	15	2.7

Note: % figures are rounded to one decimal place

In 2021, the College revised its Marriage and Civil Partnership categories to be more in line with those used by Advance HE, as follows:

Married
Civil Partnership
Single
Other
Prefer not to say

According to Scotland's Census, in 2011, "45.2% of people aged 16 and over were married: a decrease of 5 percentage points since 2001.

35.4% of people aged 16 and over were single: either never married, or never registered a same-sex civil partnership.

7,000 people (0.2% of adults) were in registered same-sex civil partnerships.

The remaining 19.2% of people aged 16 and over were either:
- divorced or had been in a dissolved civil partnership
- widowed or had a civil partner who has died"

Source: Scotland's Census, Population, last updated 30 July 2021, available online at:

https://www.scotlandscensus.gov.uk/census-results/at-a-glance/population/

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According to National Records of Scotland, "in 2020, 3 civil partnerships were registered in *Aberdeen City*, of which 1 was female and 2 were male. In Scotland overall, there were 72 civil partnerships in 2020, which is a decrease of 13.3% from 2019."
"In 2020, 2 civil partnerships were registered in *Aberdeenshire*, of which 0 were female and 2 were male."

Sources:

National Records of Scotland, Aberdeen City Council Area Profile, Updated June 2021, available online at:

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

Accessed: 15 November 2022

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National Records of Scotland, Aberdeenshire Council Area Profile, Updated June 2021, available online at:

The College figures show that there has been a decrease in the percentage of staff in a "married" category (53.9% in 2022, compared with 57.5% in 2021) as well as a decrease in the percentage of staff in a "single" category (25.7% in 2022, compared with 27.6% in 2021). However, there has been an increase in the percentage of staff in an "unknown/blank" category (9.4% in 2022; 2.7% in 2021), although the reasons for this are unclear.

As the 2022 census figures were not available at the time of writing, comparisons have been made with older statistics, where in 2011 in Scotland 42.5% of those aged 16 or over were married and 34.4% of those aged 16 or over were single, with 0.2% of adults being in same-sex civil partnerships (compared with 1.0% of headcount in the College in 2022).

Pregnancy and Maternity

This section details the number of pregnancies/maternity leaves for 2022 and 2021. However, where there are fewer than 5 staff, 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 October 2022, they would be less likely to return to work before the end of 2022. The figures below should, therefore, be interpreted in this light.

There were 18 pregnancies/maternity leaves at various points during 2022.

5 returned to work in 2022

The number of flexible working requests after maternity leave was fewer than 5, so the number is not reported. However all requests were granted.

There were 15 pregnancies/maternity leaves at various points during 2021.

The number of staff that came back to work in 2021 after maternity leave was fewer than 5 so the exact number is not reported. In addition, the number of staff not returning to work after maternity leave was fewer than 5 so the exact number is not reported.

The number of flexible working requests after maternity leave was also fewer than 5, so the number is not reported. However all requests were granted.

Sexual orientation

The sexual orientation profile of the College as at 31 December 2022 and 2021 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, no further breakout is given of this protected characteristic, as individual staff could otherwise be identified.

Sexual Orientation	Total number of staff 2022	Total % of overall headcount 2022 (headcount =)	Total number of staff 2021	Total % of overall headcount 2021 (headcount = 562)
Heterosexual or Straight	500	85.0	493	87.7
Bisexual	10	1.7	6	1.1
Gay or Lesbian	13	2.2	12	2.1
Prefer to Self-Describe	N/P	N/P	N/P	N/P
Other	N/P	N/P	N/P	N/P
Prefer not to say	21	3.6	21	3.7
Not disclosed/Blank	42	7.1	29	5.2

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

In 2021, the College revised its Sexual Orientation categories to be more in line with those used by Advance HE, as follows:

Bisexual
Gay or Lesbian
Heterosexual or Straight
Other
Prefer to Self-Describe
Prefer not to say

The College figures compare with figures for Scotland from the Office for National Statistics:

Scotland, 2020 (%)

Heterosexual or straight	95.4
Gay or lesbian	2.0
Bisexual	1.0
Other	0.6
Don't know or refuse	0.9

Source:

Dataset: Sexual orientation, UK. Release date 25 May 2022, Sexual orientation in the UK from 2012 to 2020 by region, sex, age, marital or legal partnership status, ethnic group and National Statistics Socio-economic Classification, available online at:
https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/datasets/sexual identityuk

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According to the Office for National Statistics: "the proportion of the UK population aged 16 years and over identifying as heterosexual or straight was 93.6% in 2020; there has been a decreasing trend since the series began in 2014.

An estimated 3.1% of the UK population aged 16 years and over identified as lesbian, gay or bisexual (LGB) in 2020, an increase from 2.7% in 2019 and almost double the percentage from 2014 (1.6%).

The proportion of men in the UK identifying as LGB increased from 1.9% to 3.4% between 2014 and 2020; the proportion of women identifying as LGB has risen from 1.4% to 2.8% over the same period."

Source: Office for National Statistics, Sexual Orientation, UK: 2020, release date 25 May 2022, available online at:

https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexua lidentityuk/2020

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According to the Equality Evidence Finder, figures for sexual orientation in Scotland in 2018 were as follows:

Around 95% of adults identified as straight

- Around 3% of adults self-identified as lesbian, gay, bisexual or other.
- 95% of adults self-identified as straight or heterosexual

Source: Scottish Surveys Core Questions 2019 (Last updated: January 2021) cited in

Scottish Government, Equality Evidence Finder, available online at: https://scotland.shinyapps.io/sg-equality-evidence-finder/

(Data was found by clicking on the intersection of "Sexual Orientation" and "Demographics" and then "Population Estimates")

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The College figures for this protected characteristic are broadly in line with wider statistics in that the largest category is "heterosexual" (85.0% in 2022 in the College; 87.7% in 2021) with 2.2% being in a "gay or lesbian" category in 2022 (2.1% in 2021). However, there has been an increase in the number of staff in a "not disclosed/blank" category (7.1% in 2022; 5.2% in 2021), with the reason for this being unclear.

In Scotland, in 2020, 95.4% were in a "heterosexual or straight" category, 2.0% were in a "gay or lesbian" category, but only 0.9% were a "don't know or refuse" category.

In terms of wider UK statistics, there has been a decreasing trend in the proportion of the UK population that identifies as "heterosexual or straight" and this is also the case in the College, although it is difficult to determine this categorically, given the increase in the number of staff in a "not disclosed/blank" category.

Gender reassignment/Transgender

In 2021, the College updated the question it asked with regards to this protected characteristic, to be more in line with the one asked by Advance HE. The College now asks the question: Does your gender match your sex as registered at birth.

In 2022, the College profile was:

"Does your gender match your sex as registered at birth?"

	Number	% of total headcount (headcount = 588)
Yes	443	75.3%
No	8	1.4%
Prefer Not to Say	7	1.2%
Blank/Not indicated	130	22.1%

In 2021, the College profile was:

"Does your gender match your sex as registered at birth?"

	Number	% of total headcount (headcount = 562)
Yes	430	76.5
No	12	2.1
Prefer Not to Say	7	1.2
Blank/Not indicated	113	20.1

The number of "no" responses may possibly also reflect where staff did not update this protected characteristic (in line with the new question) and where the "no" answer, given the limitations of the HR/Payroll system, was a legacy response to the previously asked question: transgender: yes/no/prefer not to say.

According to a report by Scottish Public Health Network, May 2018, p100:

In relation to Scotland, no single figure for the prevalence of people with trans identities exists. However, there is some literature that can be used to provide crude estimates of the number of trans people in Scotland. Given an estimated 2016 Scottish population of 5,404,700 people (918,799 under 16 years old, 4,485,901 aged 16 years and over) the following estimates could be derived:

Estimates of the size of the trans population in Scotland derived from literature Source	Prevalence estimate	Estimated size of trans population in Scotland
Reed *et al** (32)	20 per 100,000	Approx. 900 adults
Collin *et al* (33)	9.2 per 100,000	Approx. 400 adults
US estimates (Crissman et al and Flores *et al* (28, 35)	0.53% of adults (95% CI 0.46, 0.61)	Approx. 23,775 adults (95% CI 20,635-27,364 adults)
Clark *et al* (29)	1.2% of young people	Approx. 11,000 young people

* *This paper also provided higher estimates of prevalence.*

The report goes on to say, p101**:** Given that over 1,800 adults have been referred to Scottish GICs (gender identity clinics) between 2014 and 2017 (41 per 100,000 adults in 4 years) the former two estimates appear extremely low, and can probably be disregarded. True prevalence may be more in line with the findings from the US, which was calculated from self-reported gender identity and is the most often quoted likely prevalence i.e. 0.5% of the population, but this is considerably higher than the numbers referred to services.

Source: Scottish Public Health Network "Healthcare Needs Assessment of Gender Identity Services, R. Thomson, J. Baker and J. Arnot, May 2018
Available online at:

https://www.scotphn.net/wp-content/uploads/2017/04/2018_05_16-HCNA-of-Gender-Identity-Services-1.pdf
Accessed: 15 November 2022

According to Stonewall, which asks the question: "How many trans people are there in Britain at the moment?

We don't know. There isn't an accurate figure for how big the trans community is. There were no questions about trans identity in the census until this year, and we're awaiting those results. There also isn't any existing research that covers enough people to be statistically significant.

The best estimate at the moment is that around 1% of the population might identify as trans, including people who identify as <u>non-binary</u>. That would mean about 600,000 trans and non-binary people in Britain, out of a population of over 60 million."

Source: Stonewall, The truth about trans, how many trans people are there in Britain at the moment, available online at:

https://www.stonewall.org.uk/help-advice/information-and-resources/truth-about-trans#trans-people-britain

Accessed: 15 November 2022

It is difficult to benchmark College figures, as it is difficult to obtain accurate figures for how big the trans community is. However, the College figures show a decrease in the percentage of staff who indicated that their gender matches their sex at birth (75.3% in 2022; 76.5% in 2021) and an increase in the percentage of staff in a "blank/not indicated" category (22.1% in 2022; 20.1% in 2021), although the reasons for this are not clear.

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.

In 2022, 77 staff left the College, compared with 40 staff leaving the College in 2021

Sex/Gender profile:

<u>Sex:</u>

In 2022, the profile of leavers was:

Female	37
Male	40

The 2022 would not be in line with the wider staff profile, as the College employs more female staff than male. However, the 2021 figures are more in line with the staff profile.

In 2021, the profile of leavers was:

Female	25
Male	15

Gender Identity:

In 2022, the profile of leavers was:

Female	19
Male	15
Not Indicated/Blank	43
Total	77

In 2021, the profile of leavers was:

Female	N/P
Male	N/P
Not Indicated/Blank	36
Total	40

N/P = not published, as staff could otherwise be identified

Age profile:

The table below details the age profile of staff, compared with age profile of staff who left the College during 2022 and is compared with 2021.

The age profile for 2022 was:

Age group	Number of staff (at Dec 2022)	Number of leavers during 2022
16-29	49	21
30-44	185	19
45-59	262	21
60-75+	92	16

This indicates that proportionately more staff in the 16-29 age group left the College and the reasons for this should be investigated

The age profile for 2021 was:

Age group	Number of staff (at Dec 2021)	Number of leavers during 2021
16-29	36	3
30-44	179	10
45-59	258	12
60-75+	89	15

Marriage and Civil Partnership status:

In 2022, this was as follows:

Single	15
Married	33
Divorced	N/P
Other	N/P
Unknown/Blank	24
Total	77

Note: N/P = not published, due to small numbers

This would be in line with the wider staff profile, in that the greatest number of staff in 2022 were in a "married" category.

This compares with 2021, where the greatest number of leavers (out of a total of 40) were in the "married" category (24 leavers), followed by the "single" category (7 leavers). Other categories were not reported due to small numbers.

Sexual Orientation:

In 2022, the sexual orientation of leavers was consistent with the wider staff profile in that the majority (47) were in a "Heterosexual or Straight" category. However, more leavers were in a "prefer not to say/not disclosed" category (28), compared with the overall staff profile.

In 2021, the sexual orientation profile of leavers was consistent with the wider staff profile in that the majority were in the "heterosexual or straight" category (34 leavers).

Other categories are not reported due to small numbers.

Gender reassignment/Transgender:

In both 2022 and 2021, the greatest number of leavers was in the "Not indicated/Blank" category (43 out of 77 in 2022 and 33 out of 40 in 2021).

Race/Ethnicity:

In 2022, the ethnicity profile of leavers was as follows, with the largest category of leavers being in line with the wider staff profile (i.e. White - Scottish):

White - Scottish	35
White - Other	N/P
White - English	N/P
White - British	9
Other Ethnic: Arab,Arab Scottish/British	N/P
Mixed or Multiple Ethnic Groups	N/P
Black/African/Caribbean/British- African/Other	N/P
Asian,Asian Scottish/British:Indian	N/P
Not Provided/Blank	23
Total	77

Note: N/P = Not published

In 2021, the ethnicity profile of leavers was in line with the wider staff profile in that the majority of leavers were in a White: Scottish category (24). Other categories are not reported due to small numbers.

Religion/Belief (including no belief):

In 2022, the profile of leavers was as follows, with the greatest number of leavers (other than those in a "prefer not to say/undisclosed/blank" category) being in a "no religion" category, followed by "Christian", in line with the wider staff profile:

Christian	18
Muslim	N/P
No Religion	24
Other Belief	N/P
Prefer not to say/undisclosed/blank	31
Total	77

Note: N/P = Not published

In 2021, the greatest number of leavers were in the "Christian: Other" category (17), followed by the "No Religion (inc agnostic or atheist)" category (16), which would indicate that the leaver profile is

different to the wider staff profile, where the greatest number of staff are in the No Religion (inc agnostic or atheist) category. Other categories were not reported due to small numbers.

Disability:

In 2022, the disability profile of leavers was in line with the wider staff profile in the majority did not have a disability, as follows:

Disability	N/P
No Disability	34
Unaware/Blank	N/P
Not Indicated	38
Total	77

In 2021, 32 leavers (out of 40) were in an "Unaware/Blank" category. Other categories are not detailed due to small numbers.

Reasons for leaving

In 2022, the main reasons for leaving, where there are 5 or more leavers in a category were:

Resigned	46
End of contract	7
Retired	11

In 2021, the main reasons for leaving, where there are 5 or more leavers in a category were:

Resigned	21
Retired	11

Flexible Working Requests

In 2022, there were 17 flexible working requests. As fewer than 5 were rejected, the precise number is not detailed. However, the rejections were for business reasons:

- negative impact on the leadership/management capacity of the College
- detrimental effect on the College's ability to meet student/customer needs

In 2021, there were 15 flexible working requests, all of which were approved.

Shared Parental leave

In 2022, no members of staff took shared parental leave.

In 2021, the number of staff taking shared parental leave was less than 5, so the exact number is not detailed.

Recruitment

In 2022, the College received 442 applications for it job vacancies, with 244 of those being shortlisted, resulting in 60 appointments.

In 2021, the College received 440 applications for its job vacancies, with 181 of those being shortlisted, resulting in 43 appointments.

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 reported numbers in the "different gender to the one assigned at birth" category, numbers are only reported at the application stage.

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.

It should be noted that 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: Sex/Gender

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Gender category	Number of applications	% of applications	Number shortlisted	% of shortlisted	Number appointed	% of appointments
Male	172	38.9	91	37.3	19	31.7
Female	250	56.6	148	60.7	40	66.7
Other	2	0.5	0	0.0	0	0.0
Prefer not say	3	0.7	2	0.8	0	0.0
Blank/Not indicated	15	3.4	3	1.2	1	1.7

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Gender category	Number of applications	% of applications	Number shortlisted	% of shortlisted	Number appointed	% of appointments
Male	194	44.1	79	43.7	20	46.5
Female	235	53.4	97	53.6	23	53.5
Other	0	0.0	0	0.0	0	0.0
Prefer not say	5	1.1	3	1.7	0	0.0
Blank/Not indicated	6	1.4	2	1.1	0	0.0

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

Recruitment: Race/Ethnicity

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Ethnicity category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
White	351	79.4	207	84.8	56	93.3
Black, Asian & Ethnic Minority	57	12.9	22	9.0	1	1.7
Mixed	8	1.8	4	1.6	2	3.3
Other	9	2.0	4	1.6	0	0.0
Prefer not say	1	0.2	1	0.4	0	0.0
Blank/Not indicated	16	3.6	6	2.5	1	1.7

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Ethnicity category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
White	361	82.1	163	90.1	42	97.7
Black, Asian & Ethnic Minority	47	10.7	11	6.1	1	2.3
Mixed	9	2.1	3	1.7	0	0.0
Other	14	3.2	1	0.6	0	0.0
Prefer not say	1	0.2	1	0.6	0	0.0
Blank/Not indicated	8	1.8	2	1.1	0	0.0

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

Recruitment: Disability

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Disability category	Number of applications	% applications	Number shortlisted	% shortlisted	Number appointed	% appointed
No disability	351	79.4	195	79.9	53	88.2
Disability	60	13.6	35	14.3	3	5.0
Prefer not to say	7	1.6	4	1.6	1	1.7
Blank/Not indicated	24	5.4	10	4.1	3	5.0

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Disability category	Number of applications	% applications	Number shortlisted	% shortlisted	Number appointed	% appointed
No disability	345	78.4	139	76.8	37	86.1
Disability	53	12.1	32	17.7	5	11.6
Prefer not to say	7	1.6	0	0.0	0	0.0
Blank/Not indicated	35	8.0	10	5.5	1	2.3

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

Recruitment: Sexual Orientation

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Sexual orientation category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Heterosexual/straight	349	79.0	213	87.3	55	91.7
Lesbian/Gay female	7	1.6	3	1.2	1	1.7
Gay male	24	5.4	2	0.8	0	0.0
Bisexual	21	4.6	10	4.1	3	5.0
Other	7	1.6	1	0.4	0	0.0
Prefer Not to say	16	3.6	10	4.1	0	0.0
Blank/Not indicated	18	4.1	5	2.1	1	1.7

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Sexual orientation category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Heterosexual/straight	376	85.5	156	86.2	36	83.7
Lesbian/Gay female	8	1.8	4	2.2	3	7.0
Gay male	12	2.7	6	3.3	1	2.3
Bisexual	13	3.0	7	3.9	3	7.0
Other	1	0.2	0	0.0	0	0.0
Prefer Not to say	23	5.2	6	3.3	0	0.0
Blank/Not indicated	7	1.6	2	1.1	0	0.0

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

Recruitment: Gender Reassignment/Transgender

Is your gender the same gender as the one you were assigned at birth?

Due to small numbers in the "different gender to the one assigned at birth" category, transgender/gender reassignment figures are only reported at the application stage, to ensure anonymity.

2022

	Number	% (of applications)
Same gender assigned at birth	416	94.1%
Different gender to the one assigned at birth	3	0.7%
Prefer not to say	2	0.5%
Blank/Not indicated	21	4.8%

2021

	Number	% of applications
Same gender assigned at birth	424	96.4%
Different gender to the one assigned at birth	0	0.0%
Prefer not to say	8	1.8%
Blank/Not indicated	8	1.8%

Recruitment: Religion or belief (including no belief)

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Religion/belief category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Christian	132	29.9	72	29.5	17	28.3
Muslim	16	3.6	5	2.1	0	0.0
Hindu	8	1.8	4	1.6	0	0.0
No religion/belief	219	49.6	136	55.7	39	65.0
Other	12	2.7	2	0.8	0	0.0
Prefer Not to Say	36	8.1	19	7.8	3	5.0
Blank/Not indicated	19	4.3	6	2.5	1	1.7

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Religion/belief category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Christian	128	29.1	56	30.9	13	30.2
Muslim	17	3.9	4	2.2	0	0.0
Hindu	13	3.0	4	2.2	0	0.0
No religion/belief	233	53.0	100	55.3	26	60.5
Other	6	1.7	0	0.0	0	0.0
Prefer Not to Say	34	7.7	13	7.2	3	7.0
Blank/Not indicated	9	2.1	4	2.2	1	2.3

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

Recruitment: Marriage/Civil Partnership/Marital status

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Marital status category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Married/Civil Partnership	189	42.8	111	45.5	29	48.3
Single/Never married	160	36.2	92	37.7	23	38.3
Divorced	27	6.1	19	7.8	3	5.0
Separated	9	2.0	1	0.4	1	1.7
Widow/er	6	1.4	2	0.8	0	0.0
Prefer Not to Say	31	7.0	14	5.7	2	3.3
Blank/Not indicated	20	4.5	5	2.1	2	3.3

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Marital status category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
Married/Civil Partnership	211	48.0	88	48.6	24	55.8
Single/Never married	157	35.7	64	35.4	16	37.2
Divorced	23	5.2	7	3.9	1	2.3
Separated	7	1.6	3	1.7	0	0.0
Widow/er	3	0.7	3	1.7	0	0.0
Prefer Not to Say	25	5.7	12	6.6	2	4.7
Blank/Not indicated	14	3.2	4	2.2	0	0.0

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

Recruitment: Age

2022

There were a total of 442 applications; 244 shortlisted; 60 appointments

Age category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
16-24	36	8.1	12	4.9	5	8.3
25-34	132	29.9	70	28.7	12	20.0
35-44	134	30.3	75	30.7	18	30.0
45-54	90	20.4	60	24.6	17	28.3
55-64	35	7.9	24	9.8	7	11.7
65+	2	0.5	0	0.0	0	0.0
Prefer not to say	0	0.0	0	0.0	0	0.0
Blank/Not indicated	13	2.9	3	1.2	1	1.7

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

2021

There were a total of 440 applications; 181 shortlisted; 43 appointments

Age category	Number of applications	% of applications	Number shortlisted	% shortlisted	Number appointed	% appointed
16-24	25	5.7	7	3.9	3	7.0
25-34	123	28.0	41	22.7	12	27.9
35-44	118	26.8	41	22.7	11	25.6
45-54	105	23.9	56	30.9	10	23.3
55-64	54	12.3	29	16.0	6	14.0
65+	4	0.9	3	1.7	0	0.0
Prefer Not to Say	1	0.2	0	0.0	0	0.0
Blank/Not indicated	10	2.3	4	2.2	1	2.3

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

Progress on actions since the previously *published* Staff Equality Report (Mainstreaming and Equality Outcomes Report: Appendix 2, published in April 2021)

This previous report identified areas to be addressed and that were that taken forward via a People Services Equalities Action Plan. These areas were:

Concentration of women in part-time work

The previously published report stated that People Services would be taking a 2-pronged approach to looking at this matter: firstly, there would be an all-staff equality, diversity and inclusion survey; and secondly, the information from this will be used to structure focus groups to understand why there is such a predominance of women working part-time, if there are any barriers to progression and to determine if there are any actions the College should be taking.

Progress:
The Staff Equality, Diversity and Inclusion Survey has been completed and the results analysed. The results from the overall analysis were used to inform the sessions for the All Staff Development day in February 2022, where the focus was on the equality, diversity and inclusion matters raised as important in the survey.

Address non-declaration rates

The previously published report identified that there were still several protected characteristics where a considerable number of staff had either "not indicated" their protected characteristic or have stated they "prefer not to say".

Progress:
The College has since revised its equal opportunities monitoring questionnaire, as per Advance HE's guidance and asked staff to update their protected characteristics information. The College explained why this was important and also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic (see Appendix).

These actions have resulted in a reduction in non-declaration rates in 2021. However, there has been a rise in non-declaration rates in 2022, so the College should continue to address this.

Disability and gender reporting in the HR/Payroll system

When the protected characteristics data were migrated from the College's previous HR/payroll system, there was an issue with the data for the disability protected characteristic, due to it being recorded in a different way. This resulted in most staff being in a "not indicated/prefer not to say category" which meant that nothing could be inferred from the data.

The sex/gender reporting issue was previously limited to "male" or "female" in line with HMRC reporting requirements.

Progress:
Both of these issues have now been addressed, as outlined earlier in this report.

Examine recruitment practices

The previously published report identified that, with the exception of the age protected characteristic, it appeared that College was largely recruiting in the image of its current staff profile, although it should be noted that the staff protected characteristic profile was largely in line with its wider geography.

Progress:

The College has added in a statement to its job adverts that it welcomes applicants from diverse backgrounds and is examining how it can use the Scottish Government's minority ethnic toolkit.

The College has also carried out an analysis of its 2020 job adverts to see if there was anything in the adverts that could be contributing to this, but the job adverts concentrated largely on the skills and qualifications needed for the vacancy.

In addition, The College has established a Recruitment Working Group to improve its recruitment processes, including its adverts – and accessibility of its adverts – as well as its interview processes. Actions will be followed up via the People Services Equalities Action Plan, where progress is monitored by the Human Resources Committee of the Board

Examine reasons for leaving for those in the 30-44 age group and in the "Christian" religion/belief category to identify why the leaver profile was different to the staff profile

Update:
An analysis was undertaken, but the reason for leaving were not related to protected characteristics.

Next steps

To address the matters identified in this report, the College will be focusing on the following:

Concentration of women in part-time work

It is still predominately female staff who work part-time in the College (24.7% of headcount in 2022; 23.7% in 2021), with 5.3% of headcount in 2022 being male (4.1% in 2021).

In view of these figures, the College should continue with its plan to use the information from the staff equality, diversity and inclusion survey to structure focus groups, this academic year,

to understand why there is such a predominance of women working part-time, if there are any barriers to progression and to determine if there are any actions the College should be taking. This action is highlighted in the People Services Equalities Action Plan.

Address non-declaration rates

There was a rise in non-declaration rates for a number of protected characteristics in 2022, so the College should continue to address this, by reminding staff regularly to update their protected characteristics and by emphasising the importance of doing this. This action is highlighted in the People Services Equalities Action Plan.

Examine recruitment practices

Although the College has been examining its recruitment processes, the recruitment figures in this report illustrate that more still needs to be done, in particular with regards to: disability, race/ethnicity, religion/belief and sexual orientation. The College also needs identify why it continues to employ more females than males and why this figure increased in 2022.

To these ends, the College has set up a Recruitment Working Group.

The College has also been working with a Disability Scheme Mentor to identify the steps the College can take with regards to disability in the recruitment process as well as addressing ableism in the College.

A Strategy and Outcomes document has been produced as a result of working with the Disability Scheme Mentor, which outlines how the College will address ableism by focusing on changing organisational culture through language and communication as well as highlighting how we could gain a greater understanding of hidden impairments and disabilities
- in order to create a more inclusive College environment. The College is also looking to introduce a Wellbeing & Disability Agreement for staff, which would be made available from the induction stage.

Further actions with regards to recruitment are detailed in the People Services Equalities Action Plan and progress is monitored by the HR Committee of the Board.

The People Services Equalities Action Plan also includes wider training for managers on recruitment, to avoid any inadvertent bias in the process, working with external race equality organisations and ensuring that the College uses the Scottish Government's minority ethnic recruitment toolkit.

These actions have been put in place so that the College's staff profile can become more representative of its wider geography and more in line with wider statistics, in addition to ensuring that the College becomes more inclusive.

Appendix

The following email was sent out to staff in the period July – December 2021 and a further reminder was sent out in December 2022

Dear Colleague

Could you please take a minute to update your equal opportunities/protected characteristics information on MyView?

You can access your MyView dashboard by logging into COLin and clicking on the My View button on the home page. You will then be prompted for your usual NESCol login and password. Select the "My Details" tab on the left and then "Equal Opportunities Info" (please also see the attached instructions).

Please then check - and update your information where necessary (remembering to *SUBMIT* once you have made any changes). Please note that the system will only allow you to select one option for each protected characteristic.

Additional information on what constitutes a disability under the Equality Act is attached for your information.

What are the protected characteristics?

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation.

Pregnancy and maternity is also a protected characteristic, but this information is gathered differently.

Why are we asking you to do this?

The College's new HR/Payroll system has been updated and we want to ensure that your equal opportunities/protected characteristics information on the system is accurate and up-to-date.

The purpose of this is to help the College to meet its obligations under the Equality Act to:

- eliminate discrimination
- advance equality of opportunity between people from different protected characteristics groups
- foster good relations between people from different protected characteristics groups

What will the College do with equal opportunities/protected characteristics information?

Firstly, we want to reassure you that your information will be treated confidentially and will be used anonymously.

It is collated data that we will analyse and <u>not</u> information about individuals. Information will only be used in a statistical way e.g. out of a headcount of XYZ staff, 44% (256 staff) are male; 67% (388 staff) staff are in a White: Scottish ethnicity category. This will give a picture of equality and diversity across all protected characteristics in the College.

For example, an analysis of the data may show that the College does not e.g. employ very many part-time male staff. If we know this from our statistics, we can then look into the reasons why. Similarly, if the data showed that e.g. that we did not have many staff in certain ethnicity categories, we would try to understand why that was the case, so that we could take action to address this.

This is why it is important for all staff to check and update their information – otherwise the statistics will not give an accurate picture of equality and diversity across all protected characteristics in the College.

The College values respect and diversity and wants you to share in these values. Checking and updating your information helps us to have the data that we need in order to eliminate discrimination, advance equality of opportunity and foster good relation between people from different protected characteristics groups.

If you have any questions, please do not hesitate to contact People Services at humanresources@nescol.ac.uk

Kind regards

Your People Services Team

The following information was attached to the all staff email.

Additional Information: Disability

Sometimes people are unsure whether they have an impairment which would come under the category of "disability". These definitions may help:

Definition of disability (under the Equality Act 2010)
A disability is a physical or mental impairment which has a *long-term* and *substantial* adverse effect on a person's *ability to carry out normal day-to-day activities.*

Substantial is defined as being more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task, e.g., getting dressed.

Long-term means an impairment:
- which has lasted at least 12 months; or
- where the total period for which it lasts, from the time of the first onset, is likely to be at least 12 months; or
- which is likely to last for the rest of the life of the person affected

Conditions which are *treated as a disability* under the Equality Act:
- Cancer
- HIV infection
- Multiple Sclerosis
- If you are certified blind, severely sight impaired, sight impaired or partially sighted by a consultant ophthalmologist

There are some physical and mental conditions which **might** be treated as a disability under the Equality Act, **depending on whether they have long-term and substantial effect on your daily life**:
- Problems with your sight or hearing
- Conditions where the effects vary over time or come in episodes, such as osteoarthritis, rheumatoid arthritis, fibromyalgia and ME
- Progressive conditions such as motor neuron disease, muscular dystrophy and forms of dementia
- Conditions which affect certain organs such as heart disease, asthma and strokes
- Learning difficulties such as dyslexia and dyspraxia
- Autistic spectrum disorders
- Mental health conditions e.g. depression, schizophrenia, bipolar affective disorders, eating disorders, obsessive compulsive disorder
- Impairment due to injury to the body or brain

Further information relating to the definition of disability under the Equality Act 2010 is available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf

If you have a disability, the College would work with Occupational Health, where appropriate, to see if it could make any reasonable adjustments to support you. Please contact People Services at humanresources@nescol.ac.uk if you would like to have a confidential discussion about any disability-related adjustments.

HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

Title: People Services Equality, Diversity & Inclusion – Priority Actions 2022-2024

Author: Elaine Reid, Senior HR Business Partner	**Contributor(s):** Kimra Donnelly, Director of People Services

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To provide the HR Committee with an update on People Services Equality, Diversity & Inclusion – Priority Actions 2022/23 and 2023/24.

Linked to Strategic Theme:

2. Empowering People

Linked to Strategic Risk(s): 2.1 & 2.3

Executive Summary:

The College continues to seek to ensure that as an organisation it creates a more equal, diverse and inclusive learning and working environment for both students and staff. The College's approach is to:
- Ensure equality and diversity is embedded in all areas of College activity.
- Use data gathered to eliminate unlawful discrimination and promote equality.
- Ensure all College staff undertake mandatory equality & diversity training to raise awareness of the need to promote equality within their work areas.

Appendix 1, People Service Equality, Diversity & Inclusion – Priority Actions 2022-23 and 2023-24 outlines the actions that People Services will be taking to address identified equalities "hotspots". This aims to eliminate discrimination, advance equality opportunities for staff, and foster good relations.

A brief presentation will provide highlights of the progress made in some of the identified actions.

Recommendation: It is recommended that the Committee note the content and progress of the People Services Equality Action Plan.

Template Version: August 2021

Previous Committee Recommendation/Approval (if applicable)**:** It was agreed at the HR Committee in May 2021 that the People Service Equality, Diversity & Inclusion – Priority Actions would be added as a standing item to the HR Committee agenda.

Equality Impact Assessment:

Positive   Impact   ☒

Negative   Impact   ☐

No Impact   ☐

Evidence: This report is for information purposes only.

People Services Equality, Diversity & Inclusion – Action Plan AY 2022/23 & 2023/24

The College continues to seek to ensure that as an organisation it creates a more equal, diverse and inclusive learning and working environment for students and staff alike. The College's approach is to:

- Ensure equality and diversity is embedded in all areas of College activity
- Use data gathered to eliminate unlawful discrimination and promote equality
- Ensure all College staff undertake mandatory equality & diversity training to raise awareness of the need to promote equality within their work areas

A key priority for People Services is to deliver on the actions identified in its various reports, including gender pay gap, occupational segregation, staff equality data, learning & development reports as well as the Staff Equality, Diversity & Inclusion survey.

This documents outlines the actions that People Services will be taking to address identified matters and to eliminate discrimination, advance equality opportunities for staff and foster good relations.

The main areas that People Services will be focusing on in 2022/23 and 2023/24 are:

Area	Action required	Timescale	Notes	Completed/Outcomes/Status
Recruitment Processes:	Examine BAME applications/shortlisting/interview panels for all posts where there were BAME applicants in 2020 to identify if/where there are any issues Examine the policy regarding shortlisting/interview panels	AY 2022-23	BAME analysis and number of internal appointments still being analysed	

	Improve recruitment processes for staff, in particular with regards to the protected characteristics of: disability; race/ethnicity; religion/belief; sexual orientation.	AY 2022-23	Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward.	
	Provide wider information about what the College has to offer and what we are looking for people to bring to the role		Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: ..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx	Recruitment Working Group - Katrina Coull has adapted the text used for VP-Finance Recruitment and drafted a section re College benefits, which is now available on MyJobScotland (April 2023). Katrina Coull is now liaising with Marketing for a more professional-looking version (April 2023)
	Make the recruitment & interview process more transparent - Particularly for neurodivergent people, let them know what to expect throughout the process Avoid ambiguous language – be clear – this is particularly important for neurodivergent people (Staff Equality Profile 2021; Disability Mentoring Scheme/Disability in the Workplace Conference)	AY 2022-23	Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward. Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at:	Recruitment Working Group - Katrina Coull working with People Services Assistants on this – summer 2023

			..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx	
	Improve recruitment adverts: Provide adverts in accessible formats, including braille, audio, BSL (with correct captions), bigger fonts (Disability Mentoring Scheme)	AY 2022-23	Disability Mentoring Scheme/Disability in the Workplace Conference are informing the way forward Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: ..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx	Recruitment Working Group - Iain Henderson has provided training to People Services Assistants – March 2023. Adverts now made available in different formats, as far as possible on MyJobScotland Recruitment Working Group - Katrina Coull now looking at making link to adverts with audio & subtitles on our website (this is not possible on MyJobScotland). Also exploring Medial.
	Add in expanded statement to all adverts:	AY22-23	Further details are in the HR Shared area in the	The following wording was added to all recruitment adverts effective from 10/4/23:

	The College is an inclusive employer that takes equality and diversity seriously. We have an Equalities Committee and a Respect group to drive forward our agenda and embed equality, diversity, inclusion and sustainability in our day-to-day business. The College is a disability confident employer. We offer a variety of working options, including part-time, flexible and hybrid working. The College also places great importance on staff wellbeing. We welcome and encourage applicants from diverse backgrounds. (Staff Equality Profile 2021 and 2022; Disability Mentoring Scheme)		Disability Mentoring Scheme folder, at: ..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx	*"NESCol is a disability confident employer. We offer a variety of working options in line with business requirements and place great importance on staff wellbeing. We welcome and encourage applicants from diverse backgrounds."* Recruitment Working Group has been set (January 2023) up to improve inclusivity in the recruitment process.
	Improve the variety of places in which vacancies are advertised e.g. GREC, disability organisation websites. Assess the costs in advertising more widely. (Staff Equality Profile 2021)	AY 2022-23		GREC contacted 19/4/2023. Meeting set up for 23/5/2023 MyJobScotland (for Nescol adverts) is accessible via GREC website
	Improve the interview process Ensure requested reasonable adjustments for interviews are put in place.	AY 2022-23	Disability Mentoring Scheme/Disability in the Workplace	Recruitment Working Group - Katrina Coull working with

		Pull together details of the types of adjustments that could be made and suggest these to the candidates being invited to interview. Consider giving all interview candidates, the interview questions before the interview (e.g. 30 minutes) to accommodate those with disabilities, in particular neurodiverse conditions Consider the impact of Assessment Centres and All-day interview/testing format as these can disadvantage certain groups of people (Disability Mentoring Scheme/Disability in Workplace conference)		Conference are informing the way forward Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: ..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx	People Services Assistants on this (summer 2023)
		Improve on-boarding/retention: - Develop a pack – in accessible formats - about what a lecturing role really involves - Cover what's involved with TQFE/Assessor/Verifier awards etc. - Cover what support is available to new staff - Speak with staff who joined Nescol over the past couple of years and get their input on what could be improved	AY2022-23		Elaine Reid/Lynn Laing/Jill Leishman met 21/4/2023. Jill taking this forward with Lorna Doyle, including: Developing a handbook with key information; having videos etc. available (linking in with Iain Henderson) – summer 2023 Jill/Lorna (24 April 2024) have contacted staff on Curriculum & Quality essentials teams for

				volunteers to get ideas on what to include. Jill will create GTCS video Other videos will be hosted in a Wakelet and will contain links to useful sites/reading
	Implement recruitment & selection training for managers (Staff Equality profile 2021)	AY 2022-23		
	Examine why the College continues to recruit and employ more females than males	AY 2022-23		
	Work with external race equality organisations to encourage a more diverse workforce and to foster better relations with regards to race equality between the College and the wider community in order to position the College as a BAME employer of choice Contact GREC to discuss how best to achieve this	AY 2022-23 & 2023-24		GREC contacted 19/4/2023 – Teams meeting set up for 23/5/2023
	Examine how the College could use the Scottish Government's minority ethnic recruitment toolkit, available online at: https://www.gov.scot/publications/minority-ethnic-recruitment-toolkit/	AY 2022-23 & 2023-24	Paper drafted: ..\Ministerial Response - Ethnicity\Minority Ethnic Toolkit - Nescol Actions.docx	

	Review Government document with the People Services Team and identify any further actions that need to be taken			
Identify why there are so few – and in particular, women – from BAME backgrounds at College & address any issues	Use outcomes from the Staff Equality, Diversity & Inclusion Survey in the first instance to determine potential actions	AY 2022-23 & 2023-24	Survey completed August 2022 – actions identified in the report and in the HR Shared Area: ..\Equality & Diversity Survey and Focus Groups\Staff ED & I Survey\Survey analysis & report\Report\Staff ED&I Survey - Report.docx Survey & outcomes referred to the Equalities Committee in AY22/23 and full report also published on COLin	
Conduct focus groups to understand why there is a predominance of women in lower graded support posts and part-time posts	Using outcomes from staff ED&I survey, formulate questions to be used as basis for focus groups	AY 2022-23		

• To help address any underlying causes that contribute to occupational segregation and the gender pay gap • To understand if there are any issues around progression • To explore issues around flexible working, in particular in light of COVID				
Address Equal Opportunities protected characteristics non-declaration rates	In 2022, the non-declaration rates for a number of protected rose (when compared with 2021) This should be addressed by People Services sending out regular reminders to staff that they should update their protected characteristics information – and the reasons why this is important	Ongoing		
Use iCon2 system to identify training/barriers to training		AY 2022-23 & 2023-24		
Carry out equalities training for People Services staff	Ensure the whole People Services Team is aware of the importance and impact of equality-related matters	AY 2022-23		
Implement staff and manager training on what is unacceptable/how to challenge		AY 2022-23 & 2023-24		

unacceptable behaviours on the basis of a protected characteristic (ED&I survey)				
Implement training & provide guidance for all staff about how to handle/report harassment/discrimination and how to access support in relation to violence/abuse and harassment/discrimination (ED&I survey; National Equality Outcomes)		AY 2022-23 & 2023-24		
Make more information available to staff about the support that is available from Occupational Health and about reasonable adjustments Consider introducing "workplace passports" for reasonable adjustments (ED&I survey)		AY 2022-23 & 2023-24		Staff Wellbeing & Disability Agreement has been drafted by Elaine Reid & Lynn Laing with input from EIS Equalities Representative. Taken to Leadership Team & Equalities Committee in April 2023
Create a more inclusive environment	All videos to have captioning, plus BSL	AY 2022-23 & 2023-24	Disability Mentoring Scheme/Disability in the Workplace	

With regards to disability, embed actions automatically, so that staff do not have to keep on asking for things. (ED&I survey; Disability Mentoring Scheme/Disability in Workplace Conference)	Live captioning for meetings/events/virtual events – Introduce hearing loops Link in with what College is already doing for students re Deaf/deaf – and see how this could apply to staff Consider adapting mandatory online training to accommodate those with disabilities Consider the impact of office lighting/noise – neurodivergent people can be particularly sensitive to these		Conference are informing the way forward. Further details are in the HR Shared area in the Disability Mentoring Scheme folder, at: ..\Disability Mentoring Scheme\Outcomes and Strategy\Disability mentoring scheme - outcomes and strategy - final.docx	

HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

Title: Learning & Development (L&D) Equalities Report	
Author: Elaine Reid, Senior HR Business Partner	**Contributor(s):** Kimra Donnelly, Director of People Services

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To provide the Committee with a detailed analysis of L&D equalities data.

Linked to Strategic Theme:

2. Empowering People

Linked to Strategic Risk(s): 2,1 & 2.3

Executive Summary:

Appendix 1 reports on academic years 2020-21 and 2021-22 and is focused on external training. In summary, the external training profile for the College is broadly in line with the wider staff profile. However, in both AY 2020-21 and AY 2021-22, it is notable that significantly more female staff (73.3% in AY 20/21; 64.8% in AY 21/22) attended external training when compared with the wider staff profile (55.7% in December 2021).

It should be noted that this report covers external training only at a time when there was a global pandemic and COVID-19 may have impacted on people with certain protected characteristics more than others.

Recommendation: It is recommended that the Committee note the information provided.

Previous Committee Recommendation/Approval (if applicable)**:**

Equality Impact Assessment:

Positive Impact ☐

Template Version: August 2021

Negative Impact	☐
No Impact	☒
Evidence: This report is for information only.	

Learning & Development (L&D) Equalities Report

North East Scotland College continues in its commitment to provide training and development for all its staff.

This report covers academic years 2020-21 and 2021-2022 and is focused on external training. This is because internal training is available to all staff, with the exception of induction training, which by its nature only applies to new staff.

Many of the College's internal courses are available e.g. via in-house online resources and do not need to be applied for. Internal training also includes Staff Development Day and Wellbeing Day, which are again available to all staff.

In view of these factors, only protected characteristics for external training have been analysed.

The figures for external training are then compared with the wider staff profile, as per the College's Staff Equality Report (which is part of the College's Mainstreaming Report).

It should be noted that Learning and Development covers the protected characteristics of all staff employed over the course of an academic year. This means that the L&D data differs slightly from the data referred to in the People Services' Staff Equality Report, which is generated at a single point in the year.

In addition, during 2021, the College updated its Equal Opportunities Monitoring questionnaire/protected characteristics categories. Staff were asked to update their protected characteristics information and it was explained why it was important to do so. The College also provided additional information on what constitutes a disability to encourage staff to declare this protected characteristic. These actions contribute to the L&D protected characteristics data not always being comparable with the wider staff data.

Please note that throughout this report, percentages have been rounded to one decimal place.

Academic Year 2020-21

There were 548 applications to attend external training courses in AY 2020-21 58.8% coming from non-teaching staff. 525 external courses were attended, with 58.5% being non-teaching staff.

The differential between the number of applications and the number of courses attended is mainly due to people not turning up at a course, for various reasons.

It should also be noted that some people may have applied for/attended a number of courses and the statistics reflect their numerous applications/attendances.

% of applications (548) for external courses, by work status

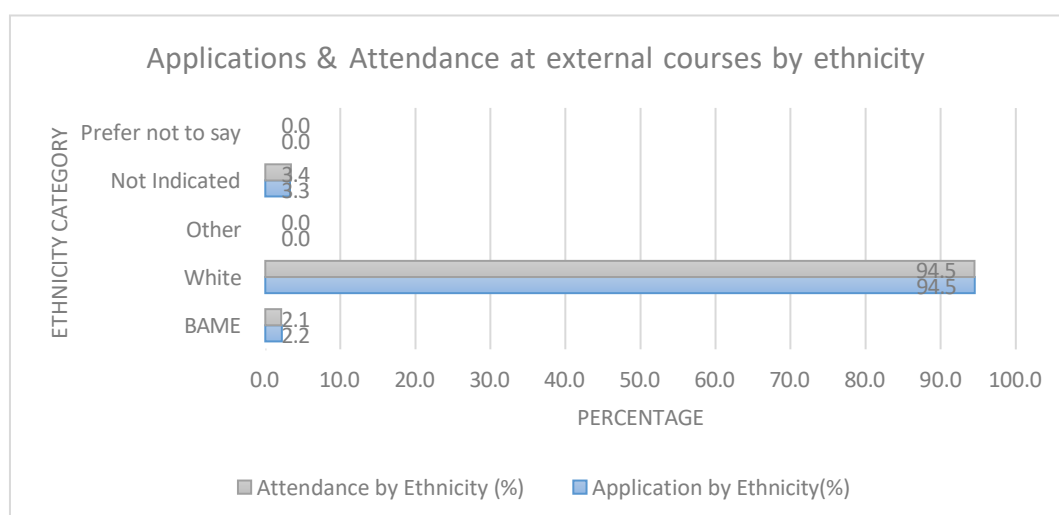**% of external courses attended (525), by work status**
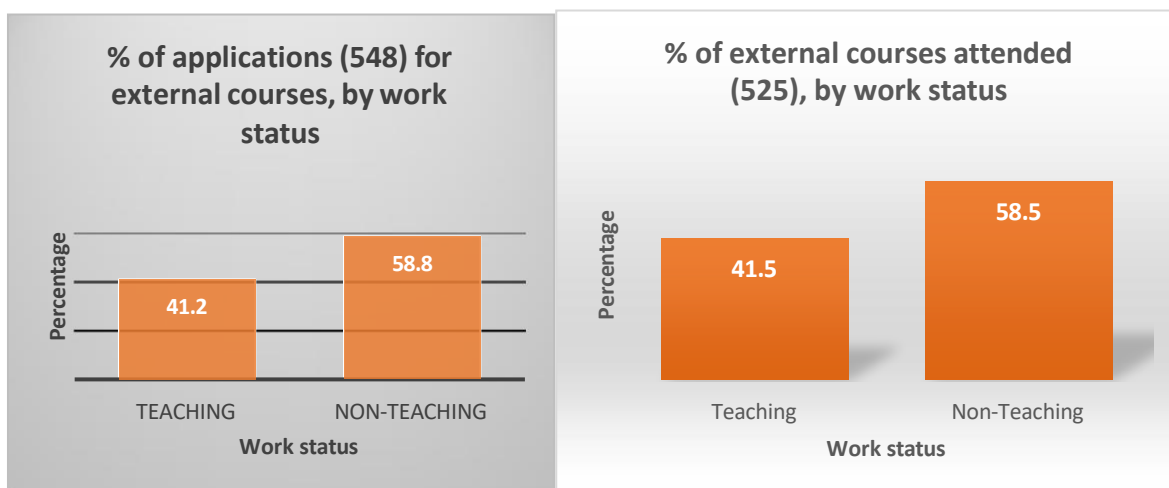
Gender

Of the 548 applications for external training, 27.9% were male and 72.1% were female and of the 525 courses attended, 73.3% were female and 26.7% were male.

Applications & attendance by gender
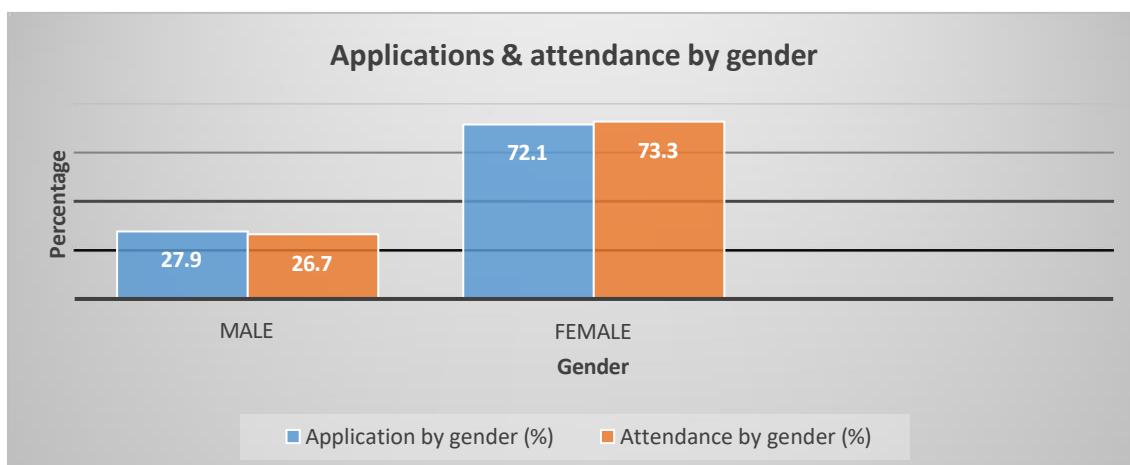
Although the College employs more female staff (55.7% as at December 2021; 55.8% as at December 2020) than male staff (44.3% as at December 2021; 44.2% as at December 2020), these figures would indicate that there is an issue with male staff applying for and attending external training.

Race/Ethnicity

Of the 548 applications for external training, the overwhelming majority were in a White ethnicity category (94.5%), and of the 525 external training courses attended, 94.5% were also in a White ethnicity category.

Applications & Attendance at external courses by ethnicity

Prefer not to say: 0.0 / 0.0
Not Indicated: 3.4 / 3.3
Other: 0.0 / 0.0
White: 94.5 / 94.5
BAME: 2.1 / 2.2

ETHNICITY CATEGORY — PERCENTAGE

■ Attendance by Ethnicity (%) ■ Application by Ethnicity(%)

As at December 2021, 92.5% of College staff declared that they were in a White ethnicity category, 1.6% of staff declared they were in an Asian, Asian Scottish/British ethnicity category and 1.1% of staff declared they were in a Black/African/Caribbean ethnicity category. This would indicate that the staff training profile is broadly in line with the overall staff profile.

Disability

Of the 548 applications for external training, the overwhelming majority were in a Prefer not to say/Not indicated category (78.3%) and of the 525 external training courses attended, 76.4% were in this category. This is in line with the wider staff data, where as at December 2020, 78.4% of staff were in a "prefer not to say/Not indicated category. This was because there had been an issue with the migration of data in relation to this protected characteristics from the previous HR/payroll system to the new one.

Applications & Attendance at external courses, by disability
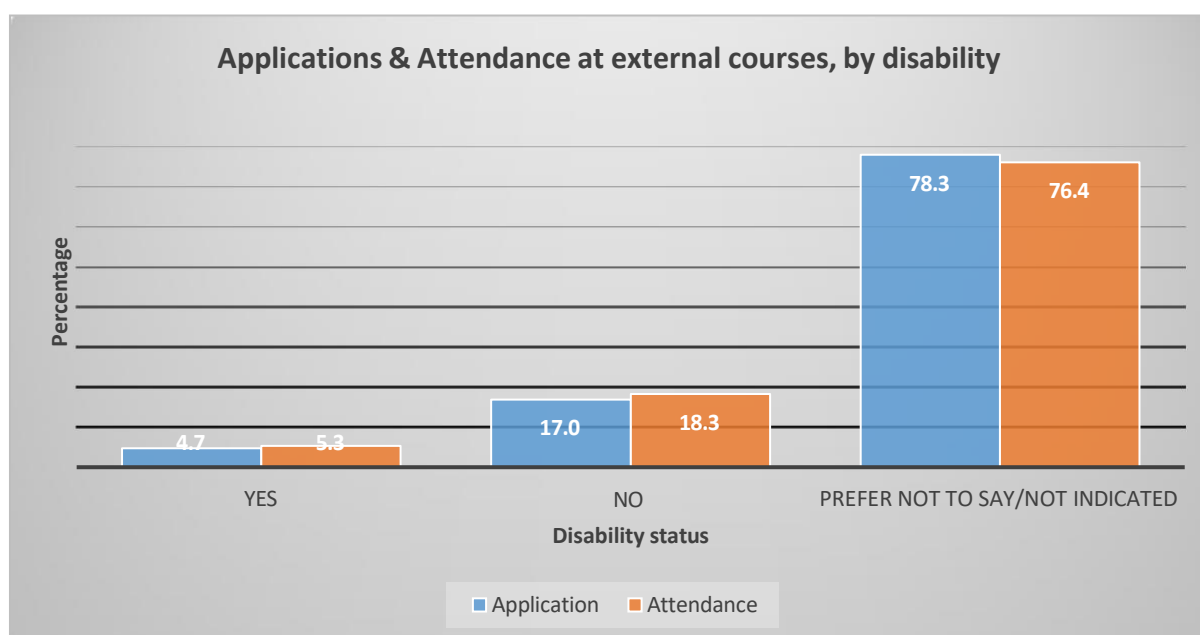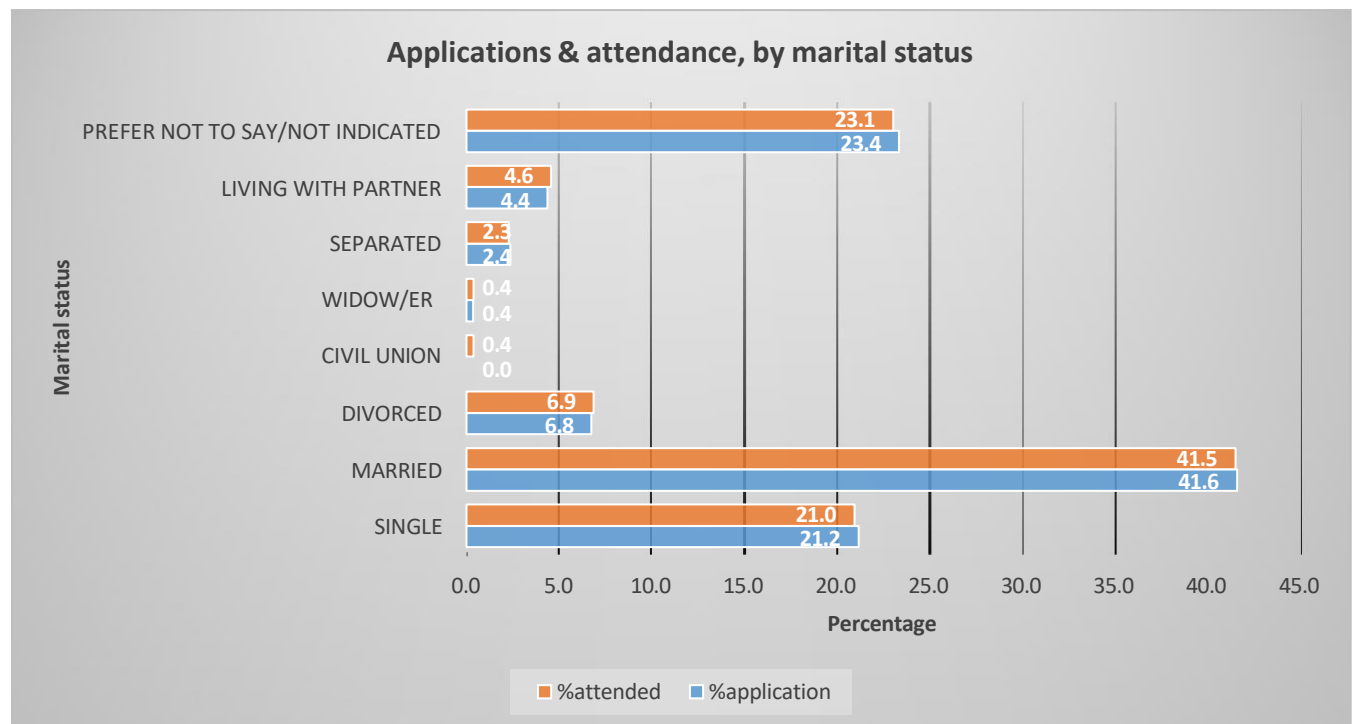

Age

Of the 548 applications for external training, the majority were in the age ranges 30-49 and 50-59 category and this was also the case for the 525 external training courses attended.

Applications & attendance, by age range
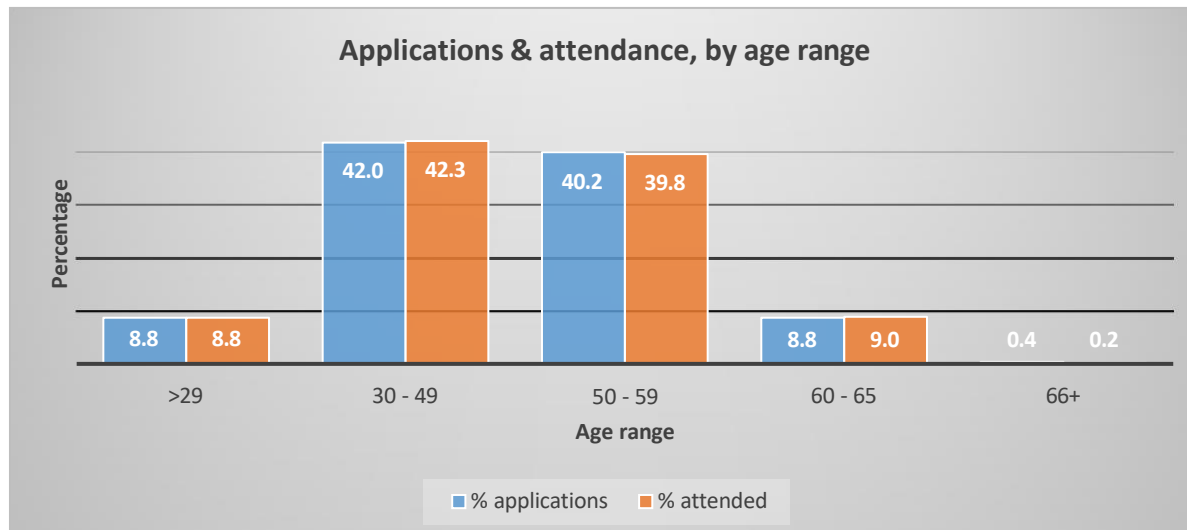
The age ranges of College staff, as per the College's Staff Equality Report, are grouped slightly differently. In December 2021, 31.9% of staff were in the 30-44 age range (31.8% in December 2020) and 45.9% were in the 45-59 age range (47.8% in December 2020). However, the training figures would be broadly in line with the wider staff profile.
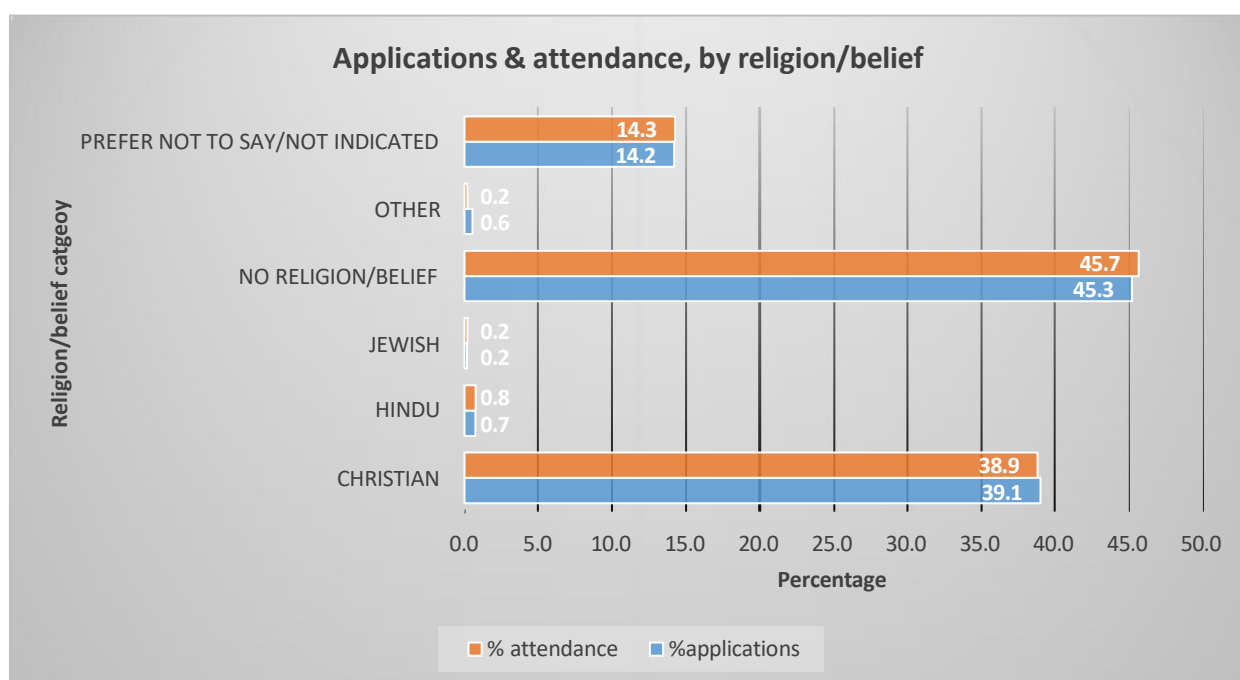
Marital Status

Of the 548 applications for external training, the majority were in the married category (41.6%) and this was also the case for the 525 external training courses attended (41.5%). This compares with 57.5% of staff being in a married category in December 2021 and 56.0% being in a Married/Civil Partnership category in December 2020. In terms of the wider staff profile, this was also the category with the largest number of staff
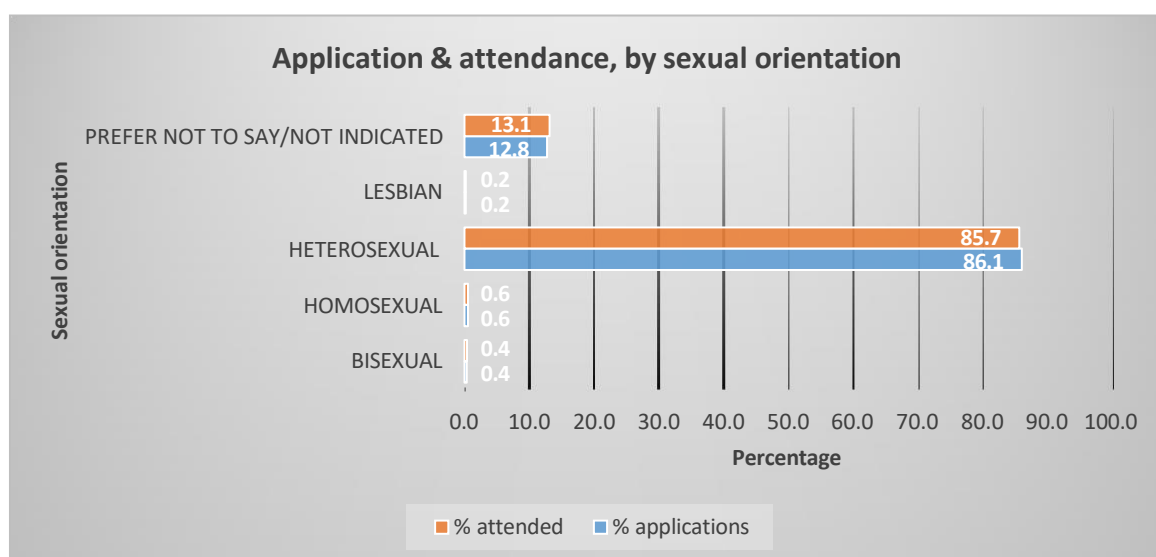

Religion/belief

Of the 548 applications for external training, the majority were in the No religion/belief category and this was also the case for the 525 external training courses attended. In terms of the wider staff profile, in December 2021, 45.4% were in a No religion/belief category and 36.8% were in a Christian category indicating that the training profile is broadly in line with the wider staff profile.

Applications & attendance, by religion/belief

Religion/belief category	% attendance	%applications
PREFER NOT TO SAY/NOT INDICATED	14.3	14.2
OTHER	0.2	0.6
NO RELIGION/BELIEF	45.7	45.3
JEWISH	0.2	0.2
HINDU	0.8	0.7
CHRISTIAN	38.9	39.1

Sexual orientation

Of the 548 applications for external training, the majority were in a Heterosexual category and this was also the case for the 525 external training courses attended.

Application & attendance, by sexual orientation

Sexual orientation	% attended	% applications
PREFER NOT TO SAY/NOT INDICATED	13.1	12.8
LESBIAN	0.2	0.2
HETEROSEXUAL	85.7	86.1
HOMOSEXUAL	0.6	0.6
BISEXUAL	0.4	0.4

The training profile is in line with the wider staff profile, in that in December 2021 87.7% of staff declared they were in a heterosexual/straight category (81.7% in December 2020).

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.

Pregnancy/Maternity

This protected characteristic is not monitored for the purposes of external training.

Academic Year 2021-22

There were 564 applications to attend external training courses in Academic Year 2021-22 and 562 external courses were attended. The non-attendances were in relation to Covid. Given these reasons and the fact that there is such a small discrepancy between applications and attendance, only the attendance figures are analysed for AY 2021-22, by protected characteristics.

It should also be noted that some people may have applied for/attended a number of courses and the statistics reflect their numerous applications/attendances.
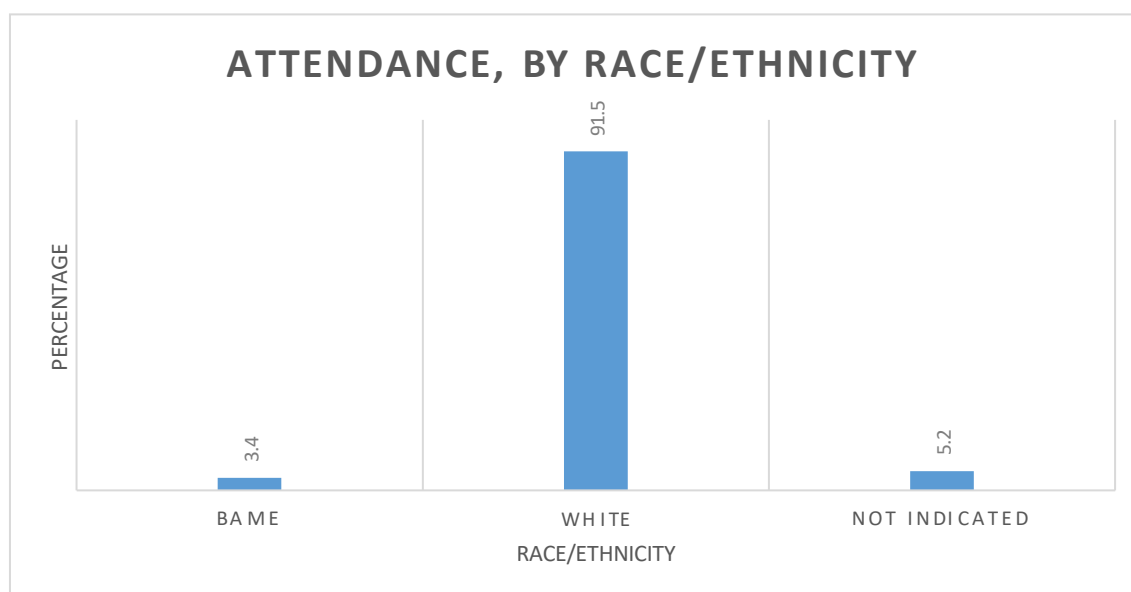
Gender

Of the 562 courses attended, 64.8% were female and 35.2% were male.
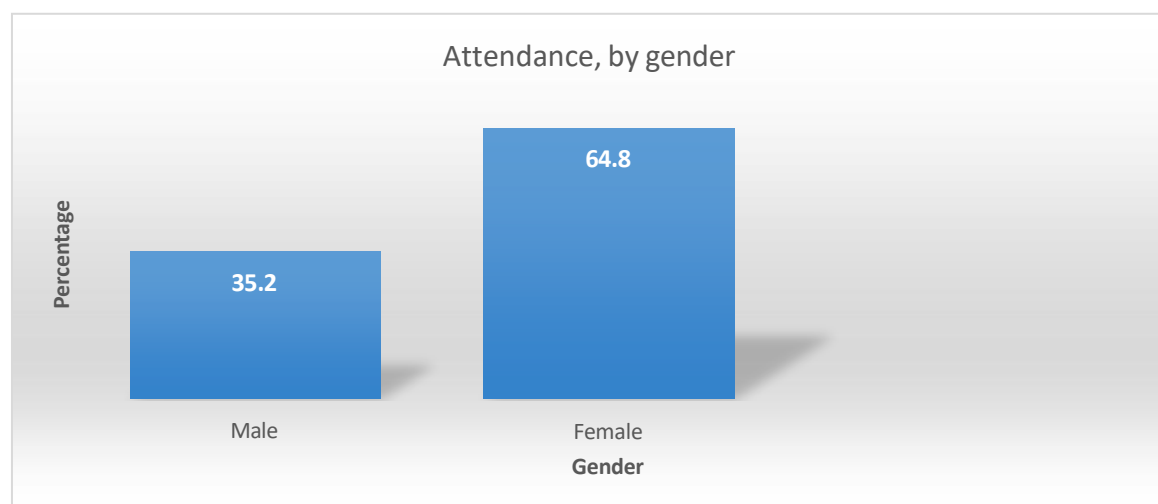
Although the College employs more female staff (55.7% as at December 2021) than male staff (44.3% as at December 2021), these figure would indicate that there is a problem with male staff attending external training courses.
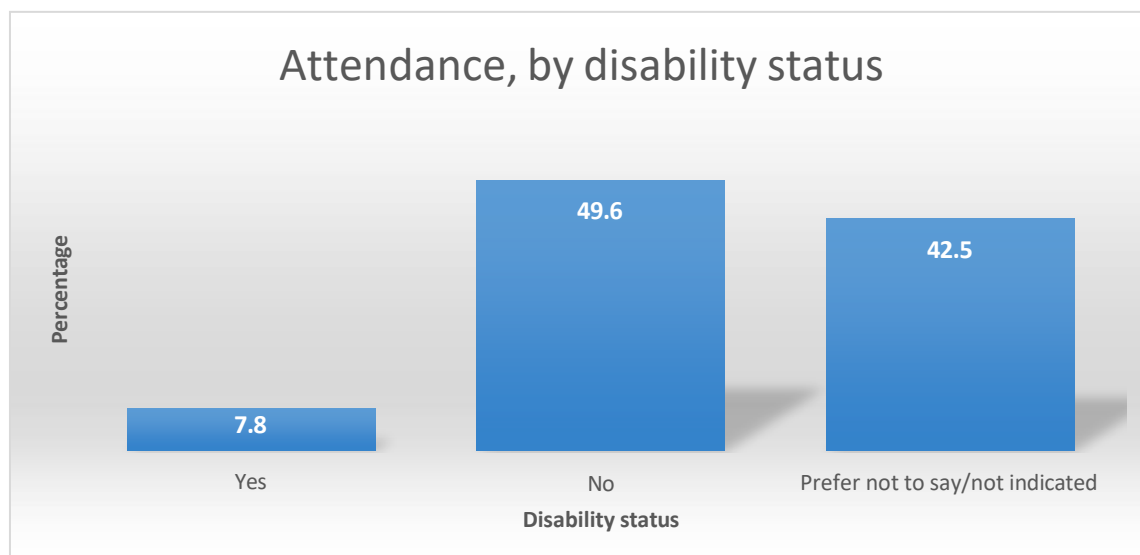
Race/Ethnicity

Of the 562 external training courses attended, 91.5% were attended by those of White ethnicity.

ATTENDANCE, BY RACE/ETHNICITY

(bar chart)

Percentage (y-axis)

BAME: 3.4
WHITE: 91.5
NOT INDICATED: 5.2

RACE/ETHNICITY (x-axis)

As at December 2021, 92.5% of College staff declared they were of White ethnicity, 1.6% of staff declared they were in an Asian, Asian Scottish/British ethnicity category and 1.1% of staff declared they were in a Black/African/Caribbean ethnicity category. This would indicate that the staff external training profile is broadly in line with the overall staff profile.

Disability

Of the 562 external training courses attended, 49.6% declared they did not have a disability, 7.8% declared that they did and 42.5% were in a "prefer not to say/not indicated" category.

Attendance, by disability status

(bar chart)

Percentage (y-axis)

Yes: 7.8
No: 49.6
Prefer not to say/not indicated: 42.5

Disability status (x-axis)

As at December 2021, 69.8% of staff declared they did not have a disability, 10.0% declared they did have a disability and 20.3% were in "Unaware/Blank/Prefer Not to say" categories.

The difference in the figures is due to the College updating its Equal Opportunities Monitoring Questionnaire in 2021 and providing further information on what constituted a disability (please refer to the College's Staff Equality Report for further details) and People Services reporting its figures at one point in time, in December 2021.
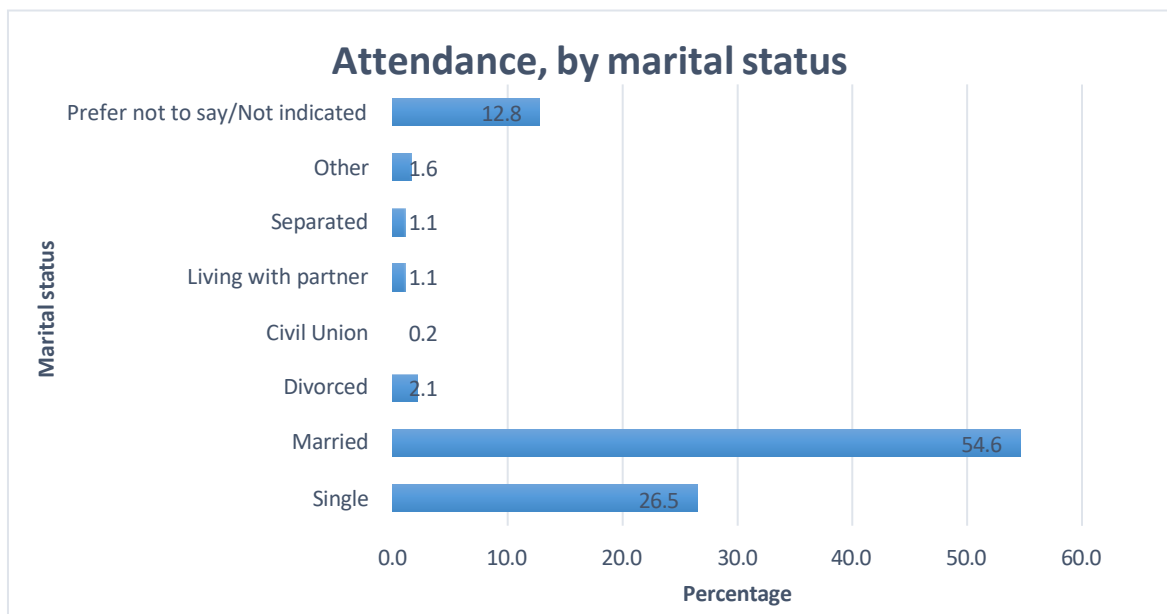
Age

Of the 562 courses attended, the majority were in the 30-49 and 50-59 age ranges. These figures have changes slightly from AY 2020-21, where 42.3% were in the age range 30-49 years and 39.8% were in the 50-59 age range.
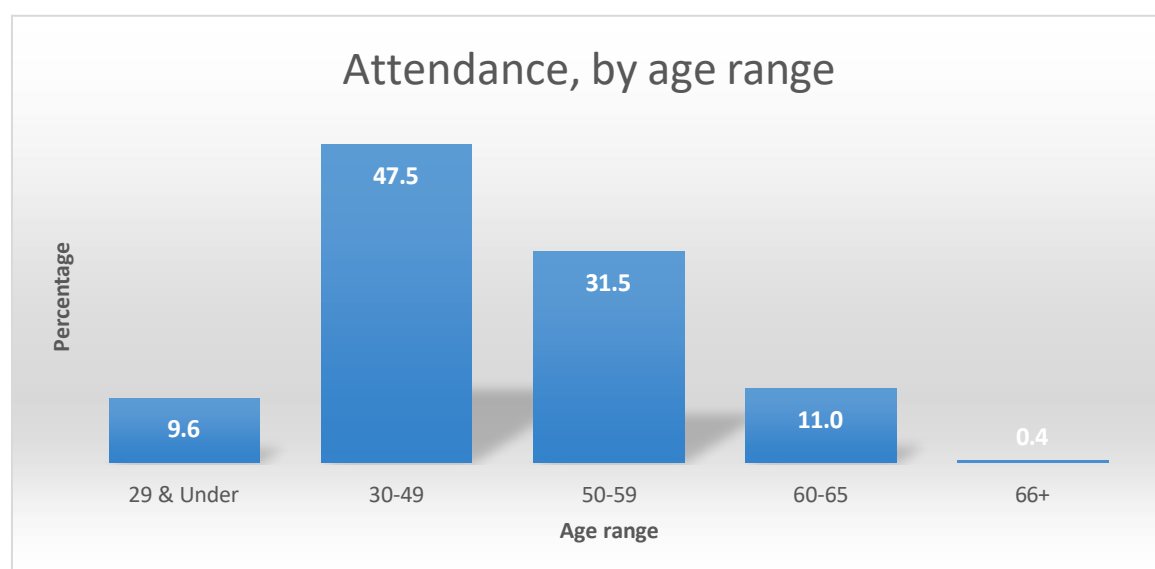
The age ranges of College staff, as per the College's Staff Equality Profile, are grouped slightly differently. In December 2021, 31.9% of staff were in the 30-44 age group and 45.9% were in the 45-59 age group. However, the external training figures would still be broadly in line with the wider staff profile.
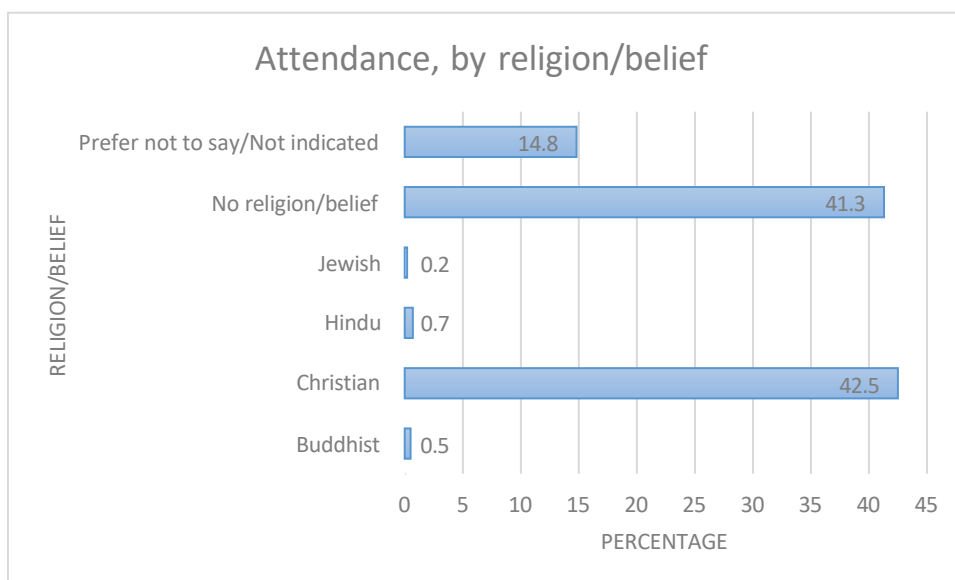
Marital Status

Of the 562 courses attended, 54.6% were in a Married category.

Attendance, by marital status

Marital status	Percentage
Prefer not to say/Not indicated	12.8
Other	1.6
Separated	1.1
Living with partner	1.1
Civil Union	0.2
Divorced	2.1
Married	54.6
Single	26.5

This compares with 57.5% of staff being in a married category in December 2021. In terms of the wider staff profile, this was also the category with the largest number of staff and would indicate that the external training profile is in line with the wider staff profile.

Religion/belief

Of the 562 courses attended, the largest percentage was 42.5% were in a Christian category, followed by 41.3% in a No religion/belief category.

Attendance, by religion/belief

RELIGION/BELIEF	PERCENTAGE
Prefer not to say/Not indicated	14.8
No religion/belief	41.3
Jewish	0.2
Hindu	0.7
Christian	42.5
Buddhist	0.5

This is a slightly different profile to the wider staff profile, where in December 2021, 45.4% were in a No religion/belief category and 36.8% were in a Christian category.

Sexual orientation

Of the 562 courses attended, the overwhelming majority, 82.2%, were in a heterosexual category.
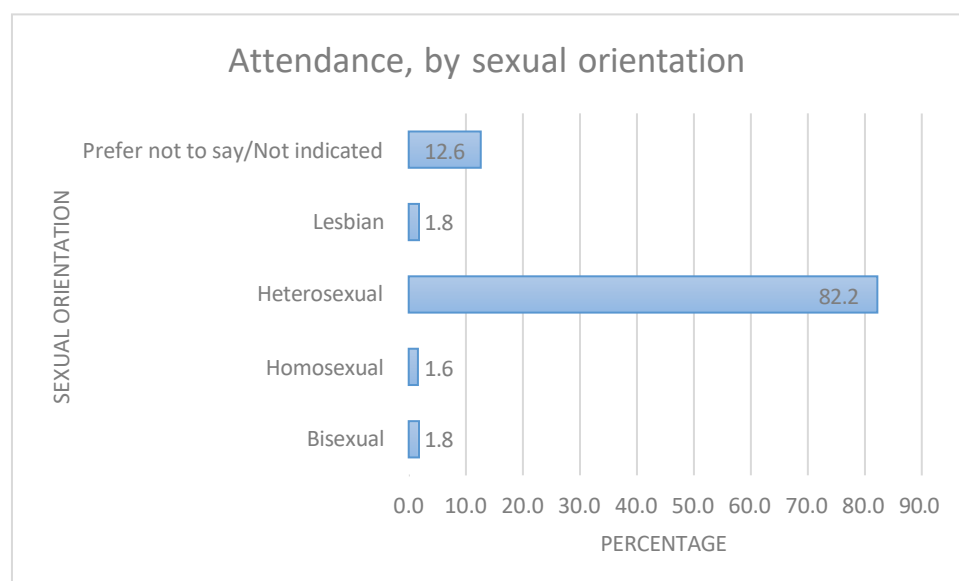
Attendance, by sexual orientation

This would indicate that the external training profile is broadly in line with the wider staff profile, in that in December 2021 87.7% of staff declared they were in a heterosexual/straight category

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.

Pregnancy/Maternity

This protected characteristic is not monitored for the purposes of external training.

Conclusions: Academic Years 2020-21 and 2021-22

It should be noted that this report covers external training only at a time when there was a global pandemic and COVID-19 may have impacted on people with certain protected characteristics more than others.

In general, the external training profile for the College is broadly in line with the wider staff profile. However, in both AY 2020-21 and AY 2021-22, it is notable that significantly more female staff (73.3% in AY 20/21; 64.8% in AY 21/22) attended external training when compared with the wider staff profile (55.7% in December 2021). This would then indicate that there is an issue with male staff attending external training and the reason for this should be investigated.

Staff Development Day 2022

Although this L&D Equalities report has focused on external training, on a broader note, it is worth highlighting that in 2021, the College carried out a Staff Equality, Diversity & Inclusion (ED&I) Survey.

The analysis and feedback from this survey were used to inform the February 2022 Staff Development Day, which on this occasion focused on ED&I matters (where the sessions were provided by a combination of both members of staff and external organisations/facilitators).

The activities on the day included a series of workshops and webinars which were held in the morning. All staff were encouraged to attend at least one session. In the afternoon there were a series of Q&A sessions which were held by members of staff/external facilitators where staff could put questions to those people on the protected characteristics they held. To finish off the day, all members of staff were to get together in their teams to discuss what they had learned throughout the day and to create an action plan of how they would integrate this in to their daily work.

The theme tied in to the work of the College's RESPECT group and the hope for the day was to allow staff the time to learn about the different protected characteristics and how learning about them can help the College to be a more diverse and inclusive environment for both staff and students.

On the day there were 23 workshops available to staff to attend. These were:

• ADHD Awareness

• Advance HE/SFC – Tackling Racism on Campus: Raising Awareness and Creating Conditions for Confident Conversations

• Age Inclusion

• Autism Awareness

• Deaf Awareness

• Disability Awareness: Inclusion and Equality

• Dyslexia Awareness

• Equality Act and Public Sector Equality Duty

• Equality Impact Assessments

• Gender and Sexuality Diversity

• Gender Identity

• Hidden Disabilities

• Introduction to Intersectionality

• LGBT+ Awareness

• Men's Mental Health

• Mental Health Awareness

• Mental Health Conversations

• Supporting Care Experienced Students

• Transgender Awareness

• Working with People from Diverse Religious Backgrounds

- Unconscious Bias

- Understanding the downside of stress

- Visual Impairment Awareness

This was followed by the Q&A sessions where the topics covered were:

- ADHD

- Anti-Racism

- Deafness

- Disability (with a focus on invisible disabilities)

- LGBTQIA+

- Men's mental health

- Gender pronouns

Staff feedback indicated that the Staff Development Day had been a great success.

HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

Title: **People Services AY 2022-23 Enhancement Plan Update**

Author: Kimra Donnelly, Director of People Services	**Contributor(s):** People Services Teams

Type of Agenda Item:

For Decision ☐

For Discussion ☒

For Information ☒

Reserved Item of Business ☐

Purpose: To enable the Committee to consider the update on the People Service Enhancement Plan for AY2022-23.

Linked to Strategic Theme:

1. Being Agile and Responsive

Linked to Strategic Risk(s):

2.1, 2.3, 2.4

Executive Summary:

Appendix 1 provides a progress update on the 8 strategic areas identified in the People Services Enhancement Plan AY2022-23 that are detailed below.

- Workforce Planning
- System Reviews, Upgrades, and Implementation
- One Stop Shop for Learning & Development
- Embedding Wellbeing
- Review flexible working practices to support both social and environmental sustainability
- Enhance staff and student engagement
- People Services Equalities Action Plan
- Structure Review of the Learning Development, Learning Technology and Library Teams

In addition to the update provided in Appendix 1, more detailed information about each of these areas is included in other reports presented to the HR Committee.

Template Version: August 2021

During the next few months People Services will review the progress on this academic year's Enhancement Plan, along with the information from Our Evaluation to inform next year's People Services Enhancement Plan. This will be reported to the first HR Committee in Academic Year 2023-24.

Recommendation: It is recommended that the Committee consider the information provided in this report.

Previous Committee Recommendation/Approval (if applicable)**:** People Services AY2022-23 Enhancement Plan was approved by the HR Committee on 28 September 2022.

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence:

This report is for information only.

Support Area
Enhancement Plan
AY 2022-23

Department/Team: People Services

1

Support Area AY 2022-23

SECTION 2 - ENHANCEMENT PLAN

In identifying the actions, it is important to **ensure that they address a specific area for improvement and are designed to positively impact on service delivery.** The actions should be SMART - specific, measurable, achievable, realistic and time bound – and should seek to address any areas for improvement identified in commentaries

Please reference each Developmental Driver using the following coding:

Area for Improvement (from the self-evaluation) – Reference back to OurEvaluation (e.g. AI - 2)

Strategic Objective - Reference number from the Strategic Plan (e.g. SO1.1)
Supporting Strategy - Reference relevant Supporting Strategies
Reference to Education Scotland Quality Framework *How Good Is Our College?* (e.g. HGIOC 2.4)
Reference risk from Strategic Risk Register (e.g. R2.1)
Reference the Equality Outcomes and/or Equality Enhancement Plan (EO)

NESCol Fundamentals – Reference to the 4 themes
1. Ensuring financial sustainability – (NF1)
2. Delivering an excellent learning experience – (NF2)
3. High quality customer service – (NF3)
4. Supporting effective communication – (NF4)

You can add further areas for development as they arise; this enhancement plan should be continuously reviewed and augmented as required throughout the academic session. You are required however to formally evaluate progress and update the plan in **February** and final review between **July** and **September**. You should give a brief update of progress and evaluate your progress using the RAG status. The Director of Quality will review all updated enhancement plans as part of the college-wide quality assurance activity.

RAG Guidance
Green - colour the box green if the impact has been achieved or you are on target to achieve the desired impact.
Amber - colour the box amber if there is a chance you will not achieve the desired impact by June.
Red - colour the box red if you feel there is a significant likelihood of not achieving the desired impact by June.

Support Area AY 2022-23

Enhancement Plan Requirements

You **must** include at least one action for each of the **equalities**, **sustainability and Students' Association Partnership Agreement** themes in your enhancement plan and **NESCol Fundamentals** should be clearly linked to areas for development within your enhancement plan and recorded on OurEvaluation.

No.	Area for Development (Development Driver)	Impact (The intended difference to be made)	Action/s to be taken (Describe each activity you will undertake to have the desired impact)	By When & by Whom	Development Driver Code (e.g. AI1, E2, R1, HGIOC 2.4, NF3)
1	Workforce Planning	Implementing the Workforce Planning Framework will inform the Colleges workforce structure based on current and future strategic objectives.	1. Continue with the current work process for reviewing vacancies, business priorities and restructures. 2. Operationalise the WFP Framework once the date is easily accessible making it a realistic requirement for teams to review annually	Director of People Services August 2023	SO 1, 5 R 1.4, Strategic Goal 2 NF 1,2,3,4 People Service Strategy

February Update:
All vacancies are reviewed by the Executive Team to establish a business case for them to filled or put forward as a savings. The agreed restructures are progressing within the timescales

Working is ongoing with upgrading our current HR/Payroll system to the HCM Cloud. We are currently testing the new features in our Test environment, however, issues have been identified with some of the payroll pension reports that have been run as part of the PowerBI testing which require further investigation. Getting the PowerBi reports to work is key to the workforce planning project. It is hoped these issues can be resolved soon which would enable us to move our Live environment to the HCM Cloud and then produce the reports necessary to enable managers to accessible workforce data.

July/August/September (end of year) Update:

3

Support Area AY 2022-23

2	System Reviews, Upgrades, and Implementation	HR & payroll system upgrade - Provide accessible management information both for day to day management and workforce planning. Create an engaging on-line on-boarding package for our new recruits. There is a year left on the College's contract for Blackboard. a full review of options is required, to ensure we have a system that is best fit for our learners and affordable for the College Continued work to ensure compliance with the Public Bodies Web Accessibility Regulations & Digital Accessibility Implementation of new Library Management System, OCLC's WMS.	1. Work through the implementation project plan for the HR & payroll system. 2. Carry out a comprehensive review of our current system and other options that may be available. 3. Tender for a new system is the most efficient and cost effective way. 4. Work in partnership with OCLC to implement new LMS. Configuration of new system, training and promotion to staff and students.	People Services Teams. With support for IT. June 2023 August2023 – July 2024 – part of the induction and probation development programme. Library team, September 22 to March 23	SO 4, 5 NF 3 R 6.1

February Update:
- The HR Payroll System Upgrade is progressing with the only outstanding issue being access to data as detailed above.
- The VLE Procurement Steering Group has been set up and is progressing with requirements gathering and procurement processes. Currently demonstrations from Canvas, Brightspace and Blackboard are being held. Monthly meetings continue and may increase pace as the process continues.
- Promotion to staff about the requirements to comply with the Public Bodies Web Accessibility Regulations and improve the awareness of Digital Accessibility across the College. Training was provided during the January Development Day on Digital Accessibility and compliance checks with subtitling for Collaborate recordings continues with quarterly reports to managers. Ongoing training and advice is provided by the LT team as well as enhancing the Digital Accessibility area of the Digital Futures Toolkit this year.

Support Area AY 2022-23

• New Library system project is now complete and within schedule. Testing and training frontline staff on the new systems will continue for this academic year. It has been incredible time consuming, more so than we realised with the structure being slightly different to anticipated and just the sheer volume of meetings.					
July/August/September (end of year) Update:					
3	One Stop Shop for Learning & Development	Enhancing the skills, knowledge and capabilities of, Leaders, academic staff and support staff to enable them to meet the challenges of future requirements	1. Create a series of Learning Pathways for teaching staff which will allow lecturers to develop beyond their basic competencies and prepare those, who wish to progress, for their future careers. 2. Carry out a skills gap analysis to identify the key areas for academic development for lecturers beyond TQFE. 3. Design and populate an online Learning and Development Hub which will contain good quality training materials designed to advance the skills and knowledge of support and teaching staff. 4. Develop a coordinated programme designed to advance the skills and knowledge of teaching and support staff which will include training events, discussion groups, support mechanisms (such as coaching and mentoring) and inter College communications.	Director of People Services Learning & Development Manager Learning Technologies Manager August 2023 to be reviewed.	SO 2, 4 NF1, 2, 3. 4 R Strategic Goa 2 People Services Strategy
February Update:					

<table>
<tr><td colspan="6">Following the retirement of the Learning & Development (L&D) Manager last September it was agreed that there was potential for the Information Services Manager to also take on the management responsibility for L&D, and this now being trialled. This has created a completely new L&D team and they have been working hard to get to know L&D at NESCol. Areas of development have been identified and include those above. The team are creating an action plan, and calendar of activity incorporating the above and embedding CPD opportunities for all staff throughout the year.</td></tr>
<tr><td colspan="6">July/August/September (end of year) Update:</td></tr>
<tr>
<td>4</td>
<td>Embedding Wellbeing</td>
<td>To support the College in being an organisation that delivers on the aim of taking staff and student's wellbeing seriously.</td>
<td>1. Develop and implement Staff Wellbeing Framework under the College Wellbeing Strategy.
2. Enable managers to incorporate staff wellbeing into their teams' day to day working environment.
3. Work in conjunction with the Students Association and the Wellbeing Maters Group to ensure coordinated and resources are best used for wellbeing support for both staff and students.</td>
<td>Director of People Services

HR Business Partners

August 2023</td>
<td>NF 1, 2
SO 2, 5.8
R 2.1
Wellbeing Strategy</td>
</tr>
<tr><td colspan="6">February Update: The Staff Wellbeing Framework is drafted and will form part of the review and consultation of the Staff and Student Wellbeing Strategy during block two. The HR Advisor – Wellbeing post has been formally established and is now working to continue the excellent work that took place during the pandemic and embed it into areas such as occupational health referrals, management behaviours and further developing a wellbeing culture at work.</td></tr>
<tr><td colspan="6">July/August/September (end of year) Update:</td></tr>
<tr>
<td>5</td>
<td>Review flexible working practices to support both social and environment sustainability.</td>
<td>Continue to enhance the working practices that the College used during the pandemic. To support</td>
<td>1. Consult and implement flexible working proposals.</td>
<td>Director of People Services</td>
<td>SO 2, 5.8
NF 1
R 2.1</td>
</tr>
</table>

		the College in being an employer of choice. Ensuring all initiatives meet business needs and improve the learner experience.	2. Provide support / training for managers in managing flexible teams. 3. Review hybrid working.	HR Business Partners February 2023	People Services Strategy
February Update: Hybrid working is becoming established in both support and lecturing teams – this way of working is providing flexibility for staff, but most importantly they are being driven by business need. Further flexible options are being considered and will be introduced as appropriate. A review of hybrid working will take place towards the end of this academic year.					
July/August/September (end of year) Update:					
6	Enhance staff and student engagement	Continue to improve staff engagement and wellbeing to make the College a positive and inclusive working environment. Increased Engagement with Curriculum Teams: Promotion of Library Services to all Curriculum staff, from Information Skills Sessions available for students, to digital estate for staff and students.	1. Implement the recommendations from the Investors in People (IIP) Audits. 2. Working with the Wellbeing Matters Group to ensure a corporate approach in relation to engagement and wellbeing 3. More curriculum staff arranging sessions for students which has a positive impact on standard of research and references in assignments and assists in the transition to University level study. 4. Staff are using library resources for their own course development. 5. Open dialogue between curriculum staff and library staff on what resources are	Director of People Services Learning & Development Manager August 2023 Library Team	SO 2 NF 2 People Services Strategy

			needed to enhance teaching and learning		

February Update:
The IIP identified actions are being taking forward by the People Services Team. People Services are working closely with the Wellbeing Matters group on joint wellbeing initiative and as detailed about working in collaboration to review the Staff and Student Wellbeing Strategy A number of library sessions have been delivered by library staff, the aim is to increase the number and variety from previous years. This increase will be reported on in the summer update of the Enhancement Plan. Library staff continue to build relationships with curriculum staff through team meetings and the library advocates scheme**.**

July/August/September (end of year) Update:

7	People Services Equalities Action Plan	Ensuring People Services support and enable the College to embed equalities and demonstrate best practice.	1. To take forward findings and recommendations from recent equalities reports and the equalities survey. Particularly focusing on the College's recruitment practices	Director of People Services HR Business Partners August 2023	SO 2 NF 2, 3 EO 1, 2, 3, 4 R 2.1, 2.3 People Services Strategy

February Update:
A Recruitment Working Group has been set up to review and improve recruitment processes. We have taken part in a Disability Mentoring Scheme to gain insights into how we can address ableism in the College and produced a strategy and outcomes document to ensure the actions are taken forward. A Disability & Wellbeing Agreement document has been drafted to facilitate additional support/reasonable adjustments that staff may need.

July/August/September (end of year) Update:

8	Structure Review of the Learning Development, Learning Technology and Library Teams	A full review of the merger of Libraries and Learning Development will be undertaken in summer of 2023. In addition to this the review will include the Learning Technology team and parts of the Quality team (the delivering mandatory training) to ensure that staff development is	1. A full service structure review is to be undertaken with proposals presented to Executive Team. August 2023	Director of People Services Associate Vice Principal Curriculum	S0 1, 5 NF 1 People Services Strategy

		delivered in the most effective and efficient way.		
February Update: Review to start May 2023.				
July/August/September (end of year) Update:				
9				
February Update:				
July/August/September (end of year) Update:				
10.				
February Update:				
July/August/September (end of year) Update:				

HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

| Title: Learning Technologies Update |

Author: Iain Henderson, Learning Technologies Manager	**Contributor(s):** Kimra Donnelly, Director of People Services

Type of Agenda Item:

For Decision ☐

For Discussion ☐

For Information ☒

Reserved Item of Business ☐

Purpose: To provide the HR Committee with an update on the activities and projects undertaken by the Learning Technologies this academic year.

Linked to Strategic Theme:

4. Delivering Excellence and Innovation

Linked to Strategic Risk(s): 2.1, 2.3, 6.1, 6.6

Executive Summary:

Appendix 1 details the activities and projects that the Learning Technologies Team have been involved in this year. A few of the activities included in the report are:

- Providing an introduction and toolkit for ChatGPT
- Presenting at the College Development Network (CDN) on AI in College Education
- Presenting a session this June at CDN College Expo - "ChatGPT: The Ultimate Study Buddy"
- Presenting at the Blackboard User Group Durham about the transition to Blackboard Ultra

The Learning Technologies Team continue to provide College-wide support, and this is demonstrated by the information in the attached report, including the number of external organisations the Team have been requested to contribute to.

Template Version: August 2021

One of the main projects for the Team is the procurement exercise for a Virtual Learning Environment (VLE). The current VLE provider (Blackboard) contract is due to expire in August 2024 - a procurement exercise has begun to determine the future supplier for the institution. An update on procurement process will be provided at the next HR Committee.

Appendix 1 also provides data on the activity of the Learning Technologies Team and use of digital platforms across the College.

The Team have continued to see education and communication tools being heavily used across all areas, with live teaching continuing to be provided through Blackboard Collaborate Ultra and Microsoft Teams.

Recommendation: It is recommended that the HR Committee note the information provided.

Previous Committee Recommendation/Approval (if applicable)**:**

Equality Impact Assessment:

Positive Impact   ☐

Negative Impact   ☐

No Impact   ☒

Evidence: This report is for information only.

Learning Technologies Update May 2023

CQASS ChatGPT

In February Amy Wilson, Digital Learning Advisor was invited to present a session informing the CQASS group about ChatGPT and the rise of the AI tool. During this session Amy highlighted the implications that ChatGPT can potentially have as well as potential uses for staff and students to help them with teaching and learning.

CDN (College Development Network) AI in College Education

On March 22nd Amy Wilson, Digital Learning Advisor presented at the CDN event titled AI in College Education. The full day event focused on the use of AI tools in colleges from policy amendments to lesson plan factories. Amy's session covered the topic of student use of AI tools. The webinar titled "If I were a student today..." looked at the practical uses of AI and how students can use it to support their studies from using it as a writing coach, help them with their research or even help them create fun ways of remembering.

ChatGPT Lunch and Learn

Amy Wilson, Digital Learning Advisor hosted three 30-minute Lunch and Learn sessions that were open to all staff to educate and provide a platform for staff to ask questions about ChatGPT. In total 48 members of staff managed to attend the sessions and during these sessions Amy sent out a survey asking staff what functions and administrative tasks they would like to learn how to do using tools like ChatGPT. The survey was then used to help start creating a toolkit filled with guidance on using AI. A Further session was held for the new TQFE cohort to discuss ChatGPT with 6 of the group attending.

ChatGPT toolkit

Amy created a ChatGPT toolkit to help use the tool effectively for teaching and learning activities. This new toolkit has been featured in the Learning Technologies newsletters, highlighted at the AI in education CDN event and shared with other colleges. NESCol AI Toolkit.

CDN College Expo

Amy Wilson, Digital Learning Advisor has been invited to present at the College Expo on June 22nd. The session will be called "ChatGPT: The Ultimate Study Buddy" and will continue looking at ChatGPT as a study tool to help improve the learning experience students can have.

VR (VIRTUAL REALITY) Campus

Forth Valley College hosted a VR Campus event highlighting a brand-new software that allowed students and staff to host lesson in a virtual environment. Amy Wilson, Digital Learning Advisor signed up for the event and took part in trialing the software. This was then presented to CQASS to provide more information about the tool available as well as allow others to decide if this tool could be something that NESCol would like to purchase and use for some subject areas.

Learning Technologies Newsletter

The newsletter is published fortnightly via COLIN and covers many different topics / themes in each issue. Recently this has included Artificial Intelligence, ChatGPT, Office 365 updates, Blackboard Learn updates, digital accessibility, new Blended Learning Consortium releases and LinkedIn Learning updates.

pg. 1

Blackboard User Group Durham

David Haggath, Learning Technologist attended the Blackboard User Group in Durham which had an Abba theme this year. He presented "Our Last Summer – Ultra Rollout!" about our transition to Ultra course view over the last few years.

Scottish Blackboard User Group (ScotBUG)

David Haggath, Learning Technologist attended the first in-person ScotBUG event since the pandemic in Glasgow in February and presented to the group about "Using MS Teams integration in Learn." This event gave good insights into how the system is being used in other institutions across Scotland.

Accessibility

The College developed Digital Accessibility Guidance which was distributed to staff and is available on COLIN. This outlines the expectations we have for staff to ensure that we comply with the Public Bodies Web Accessibility Regulations. This is also included as part of the core new staff induction programme alongside copyright training. A new Blackboard staff training course has been developed so that staff can gain further knowledge.

Blackboard Ally is available for staff get guidance on how to improve the accessibility of their course materials and allow students to download alternative formats. This will also be used to improve the accessibility of recruitment documents and advertising with training provided to the People Services Team.

Fix Your Content Day (18th May) will be promoted this year and it on the same day as Global Accessibility Awareness Day. We participated in this event last year and performed very well with the largest number of fixes for a FE College in Europe.

Subtitling of video content is also included in the staff guidance with accuracy needing to be checked for classes where students with an identified need (determined by Student Advice & Support). We have been working with Class Collaborate to try to improve the reports that they provide so that we can determine compliance.

The Blackboard Accessibility Statement continues to evolve and is updated regularly.

VLE (Virtual Learning Environment) Procurement

With the current VLE provider contract due to end in August 2024 a procurement exercise has begun to determine the future supplier for the institution. Demonstrations from some of the major companies are taking place in April & May as well as a requirements-gathering exercise in advance of issuing tender documentation.

Blackboard Ultra

Throughout the year the team has continued to promote new features & tools that have become available in Blackboard each month. We continue to attend the European User Group, Learn Ultra User Group, Teaching & Learning Administrator Office Hours, Learn & Ultra Office Hours, Focus Groups, monthly Customer Experience Manager meetings and the Scottish Blackboard User Group. We have also contributed several Ideas to the Anthology Ideas Exchange to help enhance the product and many of these have been put forward for future consideration to be included in the product.

Improvements & Efficient Working

The team has worked with several support and curriculum teams to improve practice and increase use of digital tools. This has included promoting the use of Microsoft Forms to replace some paper-based or email communication and enhancing this with the use of Power Automate Flows. Teams involved include Central Administration, Student Advice & Support and School College Partnership Team.

The use of Microsoft OneNote Class Notebook has increased to assist with the evidence gathering requirements for the Academic & Personal Skills Development unit.

The Microsoft Teams integration in Blackboard has helped to simplify usage of Teams via Blackboard and synchronises all users so staff do not have to manually create & manage their Team.

New Start Induction

Amy Wilson, Digital Learning Advisor and David Haggath, Learning Technologist continue to deliver the new start induction offering sessions on: Office 365, Microsoft Teams, Blackboard and Online Assessment tools. To help improve the induction experience Amy met with the Learning & Development team and has created an online offering of the induction materials for Office 365 tools and Microsoft Teams. This is to allow staff to have the opportunity to learn in their own time and make sure they retain the knowledge gained in the first two sessions. New starts will be asked to attend the live sessions and then be enrolled onto the online courses to complete their induction.

LinkedIn Learning

Staff usage of LinkedIn Learning has increased during this year with 52% of licences now in use (compared to 40% at similar organisations). 108 staff viewed content with an average time per user of 1h 21m. 761 courses and 3.126 videos have been viewed. Popular courses this year include Understanding and Supporting ADHD Colleagues in the Workplace; Teaching with Technology; Chair Work: Yoga Fitness and Stretching at Your Desk; Communicating with Confidence; Foundations of Learning Management Systems (LMS); How to Crush Self-Doubt and Build Self-Confidence; Hiring and Supporting Neurodiversity in the Workplace; Microsoft Office Accessibility for Beginners; Learning Canva; Speaking Confidently and Effectively.

The platform is being actively promoted by the Learning Technologies, Learning & Development and Library teams which also includes monthly updates on COLIN to promote new courses released during that month. The potential of expanding the licence to allow student access is being investigated but this would have an additional cost.

Blended Learning Consortium

The College continues to be a member of the Blended Learning Consortium and receives new materials regularly. This year we have new materials for Construction, Carpentry & Brickwork, Life Skills, ESOL Entry Level, Low Carbon Technologies, Esports, Digital Marketing & Social Media, and Mental Health. Later in 2023 we expect to receive Financial Literacy and Money Management, Employability, Digital Production, Design and Development, Public Services, SEND (to include British Sign Language and Makaton), Health & Social Care (with a focus on domiciliary care), Painting & Decorating and Electric Vehicles.

Jisc AnyWyse Pilot – AI Podcasting

Amy Wilson, Digital Learning Advisor met with Tom Moule from JISC to discuss the potential for NESCol to be a part of a Podcast AI trial. Unfortunately, we were not successful with a high number of applications from other institutions (colleges and universities from all over the UK). AnyWyse

allows lecturers to take their teaching materials and turn these into engaging podcasts, which is something that we could be considered in the future to offer a unique way of engaging with lesson, course content and to offer a more engaging provision for learning for students and staff.

OneNote Class Notebook – Construction (QR)

Digital training help and advice has been provided to the Altens Construction teams (Brickwork and Joinery) to help facilitate and use a OneNote portfolio. This involved Amy Wilson, Digital Learning Advisor having several meetings and training sessions as well as creating help and guidance materials for staff and students to help them move from a paper portfolio format to an online version.

Articulate Rise Training – Sport & Fitness (PN) and Hair & Beauty (PM)

Sport & fitness approached Amy Wilson, Digital Learning Advisor with the intention of getting training to use Articulate Rise to create a new set of materials for one of their new units. This involved meeting with them and showing them several approaches, examples and providing help and advice to how the content can be created and laid out. Amy introduced them to some instructional design principles during this training to ensure that the content created is accessible, engaging, and interactive.

Hair & Beauty were creating new CDU and wanted to explore tools that could be used to help create the materials for the unit. Amy met with members of the team and demonstrated how Articulate Rise could be used to create an interactive course for students. Amy demonstrated some instructional design principles to help staff create accessible content using Rise that will be used for the new CDU.

Anthology Catalyst Award 2023

The Scottish Maritime Academy was successfully entered into the Anthology Catalyst Award 2023 in Teaching and Learning for their use of Blackboard Learn in successfully running hybrid classes for Class 1 and Class 2 Deck Officer (Fishing) (MCA). Chris Bell and his team have advanced learning at the Academy and contributed to it at the college more widely by driving a new approach to remote teaching at NESCol.

This development work has allowed students to choose to study onsite or remotely, taking part as a class in all classroom activities. All of this was made possible by the use of Blackboard Learn and Collaborate, with all class material, communications and live sessions being held in Blackboard Learn, giving students the flexibility and choice as to where, how and when to study.

Winners of the 2023 Catalyst Awards will be notified via email by June 1, 2023, and officially announced in a press release no later than June 30, 2023. They will also be published on other corporate channels, including the Blog, Community Site, social media, and the Catalyst Winners Page. A congratulatory email will be sent to the academic and/or administrative leadership team of the institution, which the winner will denote.

USAGE STATISTICS 22-23 (1st AUGUST 2022 – 3rd MAY 2023)

BLACKBOARD / CLASS COLLABORATE ULTRA:

	January 20-July 20 (212 Days)	20-21 Academic Year	21-22 Academic Year	22-23 (until 03.05.23)
Sessions Created	6,890	19,317	11,599	6,120
Session Instances Launched	16,739	87,843	52,665	17,969
Session Time (Hours)	13,443	88,012	53,313	16,599
Attendees	70,572	693,896	452,494	140,058
Attendees Unique	51,899	47,0983	295,514	96,162
Recordings	3,232	27,453	10,747	3,314
Recordings Duration (Hours)	1,606	19,281	8,183	1,719

Ally Usage (22-23)

Academic Year	19-20	20-21	21-22	22-23 (until 02.05.23)
Alternative Format Downloaded	13,173	24,442	80,061	31,424
BeeLine	36	723	413	116
Braille	45	289	145	86
ePub	236	2,117	2,233	1,303
HTML	2,988	4,234	14,690	4,476
Immersive Reader	*n/a*	*n/a*	*n/a*	295
OCRed PDF	224	303	1,233	254
Tagged PDF	9,392	13,185	61,123	24,727
Audio	252	591	224	167
Courses where alternative formats were downloaded	1,084	940	1,370	1,392
Instructor document fixes	955	1,146	2,013	919
Unique user downloads	1,880	3,328	4,468	3,590

Ally Alternative Format Downloads by Team

Team	Alternative Format Downloads
ASET	1
BCD	1
CPD	7
Induction	1
Learning Technologies	8

Library	1
PA	88
PB	17
PC	40
People Services	1
PG	184
PH	34
PM	36
PN	22
Pre-Placement	1
PS	17
PT	54
PU	1
QA	55
QB	149
QC	115
QG	43
QH	49
QJ	23
QN	49
QP	77
QQ	21
QR	11
RA	7
RB	23
RC	58
RG	20
RH	43
RJ	26
RK	3
RM	14
Sandbox	7
YB	14
YC	33
YD	3
YE	7
YF	24
YQ	4

Microsoft Teams:

Year, Month	Calls	Channel Message	Chat Message	Meetings
2022, August	3,781	2,821	80,046	1,822
2022, September	4,120	5,052	119,484	2,926
2022, October	2,464	2,630	78,577	1,799
2022, November	3,663	4,162	124,050	2,810
2022, December	3,217	3,853	111,328	2,371
2023, January	2,695	2,658	111,316	2,488
2023, February	3,236	3,218	114,509	2,573
2023, March	4,281	4,149	146,307	3,216
2023, April	777	1,017	2,894	518

BLACKBOARD

Overall usage (from Google Analytics):

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (until May 23)
Page Views	15,548,785	17,804,568	17,222,802	16,807,848	13,834,597	21,686,947	4,896,292	2,041,327
Unique Page Views	9,829,062	11,403,590	11,017,085	10,723,539	9,538,033	14,594,133	3,643,749	1,697,394

Note: Page Views have decreased due to the move to Ultra from Original course view since 2020.
The way that page's load / shows content does not induce an additional page view therefore this efficiency reduces page views overall and speeds up page loading for users.

Device usage Sessions:

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (until May 23)
Desktop	1,387,774	1,581,579	1,551,152	1,490,764	1,513,087	2,177,325	1,184,656	822,666
Mobile	325,356	462,573	378,353	358,189	366,184	482,168	348,704	276,811
Tablet	63,906	47,244	51,630	43,690	16,723	23,958	10,001	5,920

Note: This only includes browser-based sessions and not users using the Blackboard app on mobile/tablet.

Browser usage (Top 5) Sessions:

Browser	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (until May 23)
Chrome	774,406	963,106	951,791	948,648	1,005,693	1,812,288	963,005	598,233
Internet Explorer	513,145	339,903	197,514	118,678	8,239	2,105	641	176
Safari	290,977	401,142	367,567	338,308	333,285	445,007	321,358	245,933
Firefox	79,048	64,660	42,652	42,072	54,270	46,832	20,275	12,707
Edge	64,970	286,242	374,726	394,817	440,964	309,892	195,647	201,746

Blackboard Tool usage

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23 (until May 23)
Assignments* (*Original only*):	51,545	70,292	75,094	73,377	74,902	112,728	2,996	545
Assignments & Tests (*Original & Ultra*):	4,977	4,914	8,290	6,433	16,145	54,488	125,699	95,326
Discussions:	1,701	2,234	1,724	1,636	6,681	7,488	6,367	4,031
Blogs Posts:	6,370	9,852	8,878	6,128	9,417	10,139	443	1
Journal Entries:	32,647	37,907	29,606	30,880	40,446	68,667	53,910	55,284

Notes: * Assignments are only available in original courses which is currently only in use by QC Science Team and one Social Sciences course in 22-23. Tests include both Assignments and Tests delivered in Ultra courses. Blogs are not available in Ultra courses.

Assessment Submissions:

	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23 (until May 23)
Blackboard Assignments:	51,545	70,292	75,094	73,377	74,902	112,728	2,996	545
Blackboard Tests:	4,977	4,914	8,290	6,433	16,145	54,488	125,699	95,326
Turnitin Submissions	34,810	55264	54,341	59,754	70,261	83,747	43,777	30,339
TOTALS:	91,332	130,470	137,725	139,564	161,308	250,963	172,472	126,210

TURNITIN SUMMARY:

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (until May 23)
Active Classes	2,393	2,934	3,260	3,647	3,990	3,816	3,866	2,210
Submissions	34,810	55264	54,341	59,754	70,261	83,747	43,777	30,339
Similarity Reports	33,387	82,475	77,719	87,893	100,615	116,377	62,558	41,448
QuickMarks	49,303	105,451	132,724	168,831	180,072	294,258	116,182	67,391
Bubble Comments	28,281	39,718	44,269	48,036	72,931	93,496	49,246	28,448
Inline Text Comments	555	5212	3,948	17,050	23,649	41,024	4,894	2,472

2022-23

Most Submissions (up to 3rd May 23)

Class	Submissions
QGMH-F221A (G) SOCIAL SCIENCES (UNITS) SCQF LEVEL 6 - FT 202223 YR 1 GP A	537
PTCV22-1 (P) HNC SOCIAL SERVICES	534
QGDS-F221C (G) HND SOCIAL SCIENCES - FT 202223 YR 1 GP C	524
QGDS-F221D (G) HND SOCIAL SCIENCES - FT 202223 YR 1 GP D	515
PTCL-F221A (G) HNC HEALTHCARE PRACTICE (DEGREE LINK ROUTE) - FT 202223 YR 1 GP A	506

2021-22

Most Submissions

Class	Submissions
QHDT21-Y2 (P) HND TRAVEL AND TOURISM (YEAR 2)	943
PUCV-F211A (G) HNC SOCIAL SERVICES - FT 202122 YR 1 GP A	562
PMQIH-F211A (G) VRQ LEVEL 1 DIPLOMA IN AN INTRODUCTION TO THE HAIR AND BEAUTY SECTOR (HAIR ROUTE) (SCQF LEVEL 4) - FT 202122 YR 1 GP A	540
PNDF21-Y2 (P) HND FITNESS HEALTH AND EXERCISE (YEAR 2)	517
PTMHN-F211A (G) HEALTHCARE (UNITS) SCQF LEVEL 6 - FT 202122 YR 1 GP A	512
PNDS21-Y2 (P) HND COACHING AND DEVELOPING SPORT (YEAR 2)	512

2020-21

Most Submissions

Class	Submissions
PGDB20-2 (P) HND BUSINESS (YEAR 1)	1,600
PNDS-F201A (G) HND COACHING AND DEVELOPING SPORT - FT 202021 YR 1 GP A	1,514
PNDS-F201C (G) HND COACHING AND DEVELOPING SPORT - FT 202021 YR 1 GP C	1,448
QGWH20-1 (P) SOCIAL SCIENCES: PERSPECTIVES ON 21ST SOCIETY AND CULTURE (SCQF LEVEL 6)	1,430
QHDT20-2 (P) HND TRAVEL AND TOURISM (YEAR 1)	1,313

2019-20

Most Submissions

Class	Submissions
PNNSF-F191A (G) NCFE LEVEL 2 DIPLOMA IN SPORT EXERCISE AND FITNESS (SCQF LEVEL 5) - FT	979
PNDS-F191C (G) HND COACHING AND DEVELOPING SPORT - FT 201920 YR 1 GP C	977
PNDF-F192A (G) HND FITNESS HEALTH AND EXERCISE - FT 201920 YR 2 GP A	885
PNDF-F192B (G) HND FITNESS HEALTH AND EXERCISE - FT 201920 YR 2 GP B	850
PNNSF-F191B (G) NCFE LEVEL 2 DIPLOMA IN SPORT EXERCISE AND FITNESS (SCQF LEVEL 5) - FT 201920	827

2018-19

Most Submissions

Class	Submissions
PNNSF-F181B (G) NCFE LEVEL 2 DIPLOMA IN SPORT EXERCISE AND FITNESS (INC NPA) SCQF LEVEL 5 - FT 201819 YR 1 GP B	777
QGDS-F181A (G) HND SOCIAL SCIENCES - FT 201819 YR 1 GP A	750
PNDF-F182C (G) HND FITNESS HEALTH & EXERCISE - FT 201819 YR 2 GP C	738
PNDF-F182B (G) HND FITNESS HEALTH & EXERCISE - FT 201819 YR 2 GP B	701
RKWH-F181A (G) NC IN SOCIAL SCIENCES (SCQF LEVEL 6) - FT 201819 YR 1 GP A	696

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2017-18
Most Submissions

Class	Submissions
DHDS-F172A (G) HND COACHING AND DEVELOPING SPORT - FT 201718 YR 2 GP A	927
DMWH-F171A (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201718 YR 1 GP A	781
DLWH-F171B (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201718 YR 1 GP B	722
DLWH-F171A (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201718 YR 1 GP A	722
DLWH-F171C (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201718 YR 1 GP C	671

2016-17
Most Submissions:

Class	Submissions
DLWH-F161C (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201617 YR 1 GP C	1,164
DLWH-F161B (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201617 YR 1 GP B	1,115
DHDS-F161B (G) HND COACHING AND DEVELOPING SPORT - FT 201617 YR 1 GP B	878
DHDS-F162A (G) HND COACHING AND DEVELOPING SPORT - FT 201617 YR 2 GP A	871
DLWH-F161A (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201617 YR 1 GP A	866

2015-16
Most Submissions

Class	Submissions
DLDS-F151B (G) HND SOCIAL SCIENCES - FT 201516 YR 1 GP B	641
DLDS-F152B (G) HND SOCIAL SCIENCES - FT 201516 YR 2 GP B	592
DLWH-F151A (G) NC IN SOCIAL SCIENCES SCQF LEVEL 6 - FT 201516 YR 1 GP A	579
DLDS-F151A (G) HND SOCIAL SCIENCES - FT 201516 YR 1 GP A	571
DEGIH-F151C (G) VRQ LEVEL 1 DIPLOMA IN AN INTRODUCTION TO THE HAIR AND BEAUTY SECTOR (HAIR ROUTE)	537

LINKEDIN LEARNING

From 1st August 2022 to 3rd May 2023, 119 staff logged into LinkedIn Learning and 108 viewed contents. These staff viewed 769 courses and 3,145 videos with 74 courses completed.

The most popular courses during this time were:

Rank	Course Name	Length	Viewers
1	Understanding and Supporting ADHD Colleagues in the Workplace	1h 7m	10 viewers
2	Teaching with Technology	2h 30m	8 viewers
3	Chair Work: Yoga Fitness and Stretching at Your Desk	33m 11s	6 viewers
4	Communicating with Confidence	1h 16m	5 viewers
5	Foundations of Learning Management Systems (LMS)	39m 51s	5 viewers
6	How to Crush Self-Doubt and Build Self-Confidence	20m 49s	4 viewers
7	Hiring and Supporting Neurodiversity in the Workplace	1h 3m	4 viewers
8	Microsoft Office Accessibility for Beginners	24m 4s	4 viewers
9	Learning Canva	1h 7m	4 viewers
10	Speaking Confidently and Effectively	22m 25s	4 viewers
11	Microsoft Forms Essential Training	1h 26m	3 viewers
12	Premiere Pro 2022 Essential Training	6h 23m	3 viewers
13	Managing Misconduct in the Workplace	27m 14s	3 viewers
14	Ten Habits of Mentally Strong People	39m 45s	3 viewers
15	Effective Listening	1h 4m	3 viewers
16	Microsoft Teams Essential Training	3h 8m	3 viewers
17	Essential Graphic Production Techniques	2h 40m	2 viewers
18	Power BI Essential Training	3h 45m	2 viewers
19	Tips for Writing Business Emails	36m 34s	2 viewers
20	Inclusive Learning Design	46m 40s	2 viewers

Most popular videos:

Content Name	Unique Viewers
ADHD in the workplace	10
Why language and support matters	9
Defining ADHD	8
Strengths and challenges with ADHD	8
Welcome	8
Co-occurring conditions common for ADHDers	7
Seated mountain	6
Supporting ADHDers socially	6
Supporting ADHDers with effective communication	6
Supporting ADHDers in meetings	6
Understanding the fear of disclosure and discrimination	6
Understanding the four main coping strategies	6
Supporting ADHDers' environment	6
How I survived finding a job	6
Supporting ADHD rejection sensitivity	6
Supporting ADHDers with tools	6

Intent vs. impact with words	5
Understanding learning management systems	5
Speaking with confidence	5
Great speaking skills are a must-have	4
Marci talks about remote working	4

HUMAN RESOURCES COMMITTEE
Meeting of 24 May 2023

Title: Wellbeing Update

Author: Kimra Donnelly, Director of People Services	**Contributor(s):** Lynn Laing HR Advisor - Wellbeing

Type of Agenda Item:

For Decision   ☐

For Discussion   ☐

For Information   ☒

Reserved Item of Business ☐

Purpose: To provide the HR Committee with an update on the staff wellbeing activities and projects undertaken between November 2022 and April 2023.

Linked to Strategic Theme:

5. Leading Sustainability

Linked to Strategic Risk(s): 2.1, 2.3

Executive Summary: People Services supports the College's aim to embed wellbeing into its culture. Detailed below are some of the wellbeing activities and projects undertaken over the last 6 months.

Wellbeing Workshops

Through November 2022 – February 2023 we have held a series of wellbeing workshops using the external resource of a wellbeing coach.

We have had really great informal feedback about these sessions so far and are currently doing a formal evaluation of the sessions.

The coach ran the following sessions:

Session Name	Content
Wellbeing Workshop: Minding Your Own Initially aimed at line managers, then we had some sessions that were opened up to all staff.	This interactive 2.5 hour workshop was packed with evidence-based and practical tips to help participants think more positively, adopt healthy habits and, as a result, transform their wellbeing.

Wellbeing Workshop: Achieving Wellbeing Together Initially aimed at line managers, then we had some sessions that were opened up to all staff.	A follow up from the Minding Your Own, this 2.5 hour workshop aimed to give staff the tools necessary to support and empower their team; all while protecting their own wellbeing. Participants learned how to handle difficult conversations with greater confidence, promote wellbeing and maintain healthy boundaries.
Sleep and Rest (1 hour session)	Understand the science behind sleep and learn evidenced-based ways to promote better quality sleep, resulting in more energy and positive moods.
Worry (1 hour session)	Get to know why we worry, and learn how to let go of the majority of the worries holding you back. Coping mechanisms and practical workbook included.
Imposter Syndrome (1 hour session)	Ideal for anyone questioning their capabilities - understand why self-doubt is an easy rabbit hole to fall into and come away with psychological techniques to combat the negative self-talk.
Introduction to Mindfulness (1 hour session)	This introductory masterclass will cover what mindfulness is and how it can improve your psychological and physical wellbeing. You'll also be supported to find pockets of mindfulness in everyday life with practical techniques that fit in with your busy lifestyle.
Work-Life Balance (1 hour session)	Learn to blend the domains of your life by setting boundaries, tapping into values and switching off. When practiced, the positive psychology techniques will support people to feel happier, more relaxed and energised.
Perfectionism (1 hour session)	As a common mindset block, perfectionism can lead to stress, poor work/life balance and negative self-talk. We'll identify different perfectionist traits and outline ways of combatting them so attendees can move towards self-acceptance.
Stress (1 hour session)	An overview of the causes of stress and the physical and mental impact it can have.
Menopause	

A lot of work has been done around this topic, including:

- Provision of menopause champion training via Henpicked. We now have a list of staff who will be named champions and will help support colleagues going through menopause.
- Release of national menopause policy.
- Internal training has been created for all line managers to attend to enable further understanding on the subject of menopause.
- An overview of the training was presented to the Leadership Team.
- A series of events will be organised that focus on menopausal topics (thinning hair and skin changes for example).
- Through the wellbeing fund we purchased a number of neck fans for staff.

SAMH Workshops

We worked with SAMH to provide more workshops on mental health. We have run SAMH Supporting Others sessions a number of times and have planned for more Introduction to Suicide prevention sessions later in the year.

Financial Wellbeing

We are currently working with WageStream looking at the potential of offering our staff the employee app that includes tools designed to improve financial health.

Recommendation: It is recommended that the HR Committee note the information provided.

Previous Committee Recommendation/Approval (if applicable)**:**

Equality Impact Assessment:

Positive Impact ☐

Negative Impact ☐

No Impact ☒

Evidence: This report is for information only.