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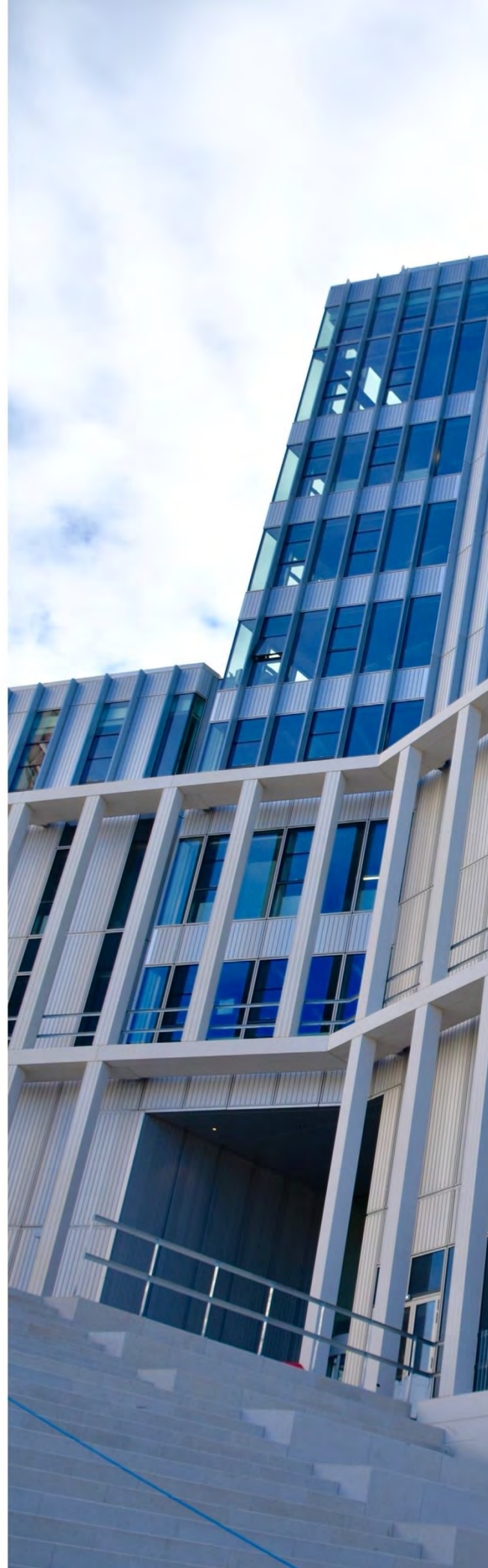
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# Foreword from the Principal

## Foreword from the Principal

As Scotland's largest technical and professional skills college and an established flagship for a new era of tertiary education, City of Glasgow College not only values and advances Equality, Diversity and Inclusiveness (ED&I), we aim to lead the way in promoting these principles.



Our college serves a richly diverse community so it is natural and right for our workforce to reflect that multiplicity.

We want to ensure that our students - who are at the heart of everything we do - and our staff - who are our greatest asset - have the best possible opportunities available to them to realise their full potential, improve their life chances and reach their educational and career goals.

To support that aim, in December 2015 we committed to the Digital Badge Award Scheme which launched with the ED&I Badge and staff signing up to become Equalities Champions. ED&I values are incorporated into our daily practices and policies and by committing to equality, diversity and inclusiveness our college sees real people benefits.

As you will see detailed throughout this report, ED&I is core to City of Glasgow College purpose to **Let Learning Flourish**.

We are recognised as Investors in Diversity and Investors in People which underline our inclusive approach and core corporate values. We are also part of the Stonewall Workplace Equality Index which measures our efforts to create an inclusive workplace for lesbian, gay, bisexual and transgender employees and students.

City of Glasgow College is committed to creating an inclusive culture that provides equality of opportunity, process and outcome to all students, staff and stakeholders. This report reflects our dedication to fulfilling these responsibilities.

Paul Little

Principal and CEO





# 1. Introduction

# 1. Introduction

This mainstreaming report, incorporating annual staff and Board of Management equality information, will demonstrate how City of Glasgow College is reflecting equality throughout its functions, as well as collecting and using equalities data, so as to better perform the Equality Act 2010 Public Sector Equality Duty (PSED).

City of Glasgow College is ranked top two in the UK for WorldSkills and composite overall number one in the Scottish sector for success in student attainment in combined Further and Higher Education. We are leading the way in tackling gender inequality within the curriculum - our Women into Engineering course applications doubled in its second year alone.

Our college, like Scotland as a nation, is a melting pot of diversity, equality and excellence. We deliver above average success rates for our students. Our innovative approaches to teaching and learning enable personalised development across a range of over 2,000 courses from Access Level to Masters. There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential and improve their life chances, regardless of background or protected characteristic.

City of Glasgow College is a powerhouse of technical and professional programmes ranging across six Faculties:

- Building, Engineering & Energy.
- Business.
- Creative Industries.
- Education & Society.
- Leisure & Lifestyle.
- Nautical Studies.

2015-16 was a landmark year with the opening of our award winning Riverside campus on the banks of the Clyde and our stunning City campus in the heart of Glasgow's learning quarter. Our twin site campus - our Super College - represents a multi-million investment and is making a bold statement in creating a new era of tertiary education, providing meticulously designed, industry standard, future-proofed learning and working environments.

Sections of underlined text in the electronic version of this report are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an [ED&I Glossary](#).



## 2. Summary

## 2. Summary

### Purpose

This report presents the College's approach to mainstreaming the Equality Act 2010 Public Sector Equality Duty (PSED) across College functions, so as to better perform the duty. Progress in collecting and analysing staff composition, recruitment, development and retention data, as well as Board of Management information across relevant protected characteristics, so as to better perform the PSED, is also demonstrated.

Full-time student data across protected characteristics at application and enrolment stages is presented in the [Annual Review 2015-16](#). In addition, an annual admissions review is conducted which details student applications and conversions to enrolments. Furthermore, live electronic student enrolment and KPI data across all relevant protected characteristics is available internally to staff on "Dashboard".

In combination, these data sources will continue to be used to support curriculum review, together with informing College equality outcomes and equality impact assessments.

### Mainstreaming: Approach and Progress

As demonstrated, and further explained in the College's [Equality, Diversity & Inclusion Strategy 2013 - 2017](#), key to effective mainstreaming of the PSED are: strategic management and operations; consideration of evidence; and involvement of staff and students.

Building on the success of the [Equality Mainstreaming Report 2015](#), a systematic review was again conducted to determine the progress the College has made in mainstreaming the PSED. Results are presented in a Mainstreaming Matrix, together with a series of supporting case study "spotlights" of good practice, illustrating that effective mainstreaming can be demonstrated across most functions.

This approach allows current progress in mainstreaming the PSED to be identified, which in turn permits future action and support to be targeted.



Looking forward, the Equality, Diversity & Inclusion (ED&I) team will continue to work with the Senior Management Team and specific College functions to support further planning for, delivery and evaluation of the PSED.

## Equality Information: Approach and Progress

The Equality Act 2010 statutory specific duties in Scotland require the College to take steps to gather and report on staff and Board of Management equality information and use such information to better perform the PSED.

Since 2011, the College has been monitoring staff equality information across all relevant protected characteristics in relation to composition, recruitment, development and retention. Since that time, information on the recruitment and composition of Board of Management across all characteristics has also been collected. In combination, staff and Board equality information has effectively been used to better perform the PSED.

Furthermore, consideration of evidence relating to protected characteristics is a requirement of a number of other specific duties. Subsequently, staff equality data informs the College's approach to preparing and publishing its [Equality Outcomes and reporting on progress](#) with conducting [Equality Impact Assessments \(EQIAs\)](#).

In general, a very low proportion of “prefer not to say” responses was found during recruitment. In contrast, despite year on year improvements, a high proportion of “no response” was found for gender reassignment and caring responsibilities across staff and Board of Management (BOM). Similarly, despite a noticeable reduction, a high proportion of “prefer not to say” responses was found for religion or belief and sexual orientation across staff and BOM.

These data gaps make it impossible to determine an accurate representation of staff and Board composition, staff development and staff retention. This in turn prevents valid evidence being used to meet the College's statutory duties and corporate aims. Furthermore, “no response” and “prefer not to say” data illustrate that staff have not engaged with the process of declaration (“no response”) or, when they do, choose not to declare these data (“prefer not to say”).

Approaches to redressing data gaps were key considerations when devising the criteria for the recently launched ED&I Digital Badge. Of note, the digital badge

initiative has proven successful in redressing these data gaps and is expected to continue to do so. The College will continue to work with staff and Board members to further develop a supportive culture in which individuals feel comfortable to declare their data as well as understanding the rationale for and importance of declaration.

## Equality Information: Key Findings

Despite existing data gaps, attempts have been made to draw conclusions on the composition, recruitment, development and retention of staff.

### Composition

- The average age of staff, 47.5, was higher than both external and internal applicants, shortlisted applicants and appointments.
- In general, more senior positions were occupied by a higher proportion of staff in older age ranges.
- Conversely, other positions were occupied by staff across wider age ranges.
- No female member of staff from BOM and SMT, Curriculum Head and Head of Service positions were pregnant.
- 83.8% of staff were UK white, 2.1% were other white and 9.0% were from BME backgrounds.
- No staff from BME backgrounds were found in Head of Service positions.
- No staff from other white backgrounds were found in Curriculum Head and Head of Department, Manager or Adviser positions.
- A very slightly higher proportion of curriculum staff, 9.4%, than support staff, 8.4%, were from BME backgrounds.
- A very similar proportion of curriculum staff, 2.0%, and support staff, 2.1%, were from other white backgrounds.
- A lower proportion of females was found higher grade curriculum positions, i.e. Senior Lecturer, 30.4%, and Curriculum Head, 41.7%, compared to the College overall, 53.2%.

- A lower proportion of females was found in higher grade support positions, i.e. Head of Service, 46.7%, compared to the College overall, 53.2%.
- A higher proportion of females was found in lower grade support roles, i.e. other support staff, 61.0% and Curriculum or Support Officer and Coordinator, 88.5%, compared to the College overall, 52.2%.
- More females were employed in support, 60.6%, than in curriculum positions, 47.4%.
- More males were employed in curriculum, 51.8%, than in support positions, 39.4%.

## Recruitment

- The average age of applicants, shortlisted applicants and appointments, both internal and external, was younger than that for staff.
- The average age of external applicants, 36.0, shortlisted applicants, 39.8, and appointments, 38.4, was younger than internal applicants, 40.3, shortlisted applicants, 40.7, and appointments, 39.6.
- The proportion of disabled external applicants, shortlisted applicants and appointments was higher than the proportion of disabled internal applicants, shortlisted applicants and appointments.
- The proportion of disabled external applicants, 7.1%, was higher than the proportion of disabled external shortlisted applicants, 5.9%, which in turn was higher than the proportion of disabled external appointments, 4.7%.
- The proportion of disabled internal applicants, 5.3%, was higher than the proportion of disabled internal shortlisted applicants, 3.7%, which in turn was higher than the proportion of disabled internal appointments, 2.1%.
- A similar proportion of external applicants, 11.3%, and external shortlisted applicants, 11.8%, were from BME backgrounds, however a lower proportion of external appointments, 5.5% was from BME backgrounds.
- The proportion of BME internal applicants, 15.0%, was higher than the proportion of internal shortlisted applicants, 11.1%, which in turn was higher than the proportion of internal appointments, 2.1%.

- A higher proportion of internal appointments, 93.6%, than external appointments, 83.5%, were from UK white backgrounds.
- 56.4% of external applicants, 51.3% of external shortlisted applicants and 56.7% of external appointments were female.
- 55.5% of internal applicants, 58.4% of internal shortlisted applicants and 55.3% of internal appointments were female.
- A slightly higher proportion of external than internal applicants and appointments were female.

### Development

- A slightly higher proportion of curriculum, 61.2%, than support staff, 57.1%, had undertaken development which has potential implications for support staff with protected characteristics.
- A lower proportion of staff in younger, under 25, and older age ranges, 65 and over, had undertaken development than compared to those in intermediate age ranges.
- A lower proportion of pregnant female staff, 42.5%, than non-pregnant female staff, 55.3%, had undertaken development.
- Overall, a higher proportion of other white College staff, 69.2%, and BME College staff, 55.3%, had undertaken development compared to the College total of UK white staff, 53.9%.
- A higher proportion of other white staff, 62.5%, and BME staff, 57.1%, than UK white staff, 54.8% had undertaken development in curriculum positions.
- A higher proportion of other white staff, 80.0% than UK white staff, 52.7%, and BME staff, 52.7%, had undertaken development, in support positions.

### Retention

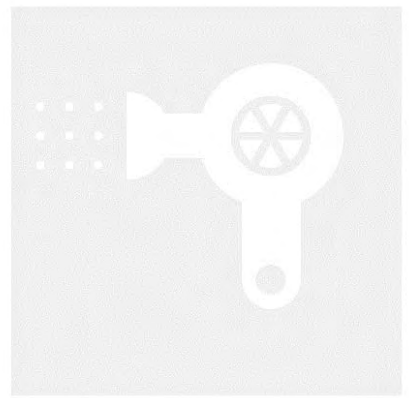
- The average age of leavers, 46.0 with on average 8.0 years of services, was very slightly lower than the average age of staff, 47.5 with on average 9.8 years of service.
- A higher proportion of leavers, 12.5%, than staff, 9.3%, was from BME backgrounds.

- A lower proportion of leavers, 0.7%, than staff, 1.8%, was from other white backgrounds.
- The average length of service of BME and other white staff and leavers was shorter than for UK white staff and leavers.
- A higher proportion of leavers, 60.3%, than staff, 53.2%, were female, with 7.6 years of service compared to 9.7 years for existing female staff.
- A lower proportion of leavers, 36.8%, than staff, 46.8%, were male, with 8.9 years of service compared to 9.2 years for existing male staff.

## Report Recommendations

To address the issues identified in this report and support future progress, it is recommended that:

- Directorates and faculties explicitly plan for and evaluate delivery of the three parts of the PSED, as detailed in planning and self-evaluation guidance, together with relevant College ED&I strategic aims.
- To demonstrate commitment, engender a supportive College culture and encourage staff to declare confidential equality information, the Board of Management and Senior Management Team act as positive role models by achieving their ED&I Digital badge.
- Senior managers and managers meet with their teams and, using supporting resources, encourage their staff to achieve their ED&I digital badge.
- Senior managers and managers regularly encourage and support their staff teams to undertake CPD activity and not restrict discussions to during Personal Development Reviews (PDRs).





### 3. Commitment

## 3. Commitment

### College Values

Equality, Diversity & Inclusiveness is one of 6 core College values:

- The Individual.
- *Equality, Diversity & Inclusiveness.*
- Integrity, Honesty and Transparency.
- Excellence & Achievement.
- Partnership.
- Innovation & Enterprise.

### College Behaviours

Through student and staff engagement, behaviours were identified which support the College values and promote a positive culture. These agreed behaviours are being communicated and developed through a variety of approaches, including the “Our Behaviours” booklet and related training sessions, as well as the new “Digital Badges Initiative”. Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

### College Strategic Aims 2013-2017

Over the reporting period, equality, diversity & inclusiveness has been addressed by the following strategic aims:

- 1.2. Work with students as co-creators of their own learning that is accessible, supportive, and representative of all.
- 1.5. Provide access and progression opportunities for all.
- 2.4. Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance.
- 3.6. Embed the College’s commitment to equality, diversity, inclusiveness, tolerance, and respect for the individual.



## Access and Inclusion

The College will encourage access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. Some key enablers of access and inclusion include:

- Curriculum Design.
- Marketing and Communications.
- Community Engagement.
- Student Recruitment and Selection.
- Student Funding.
- Student Services.
- Student Learning Support.
- HR Recruitment and Selection.

## Equality, Diversity & Inclusion Policy and Mainstreaming Vision

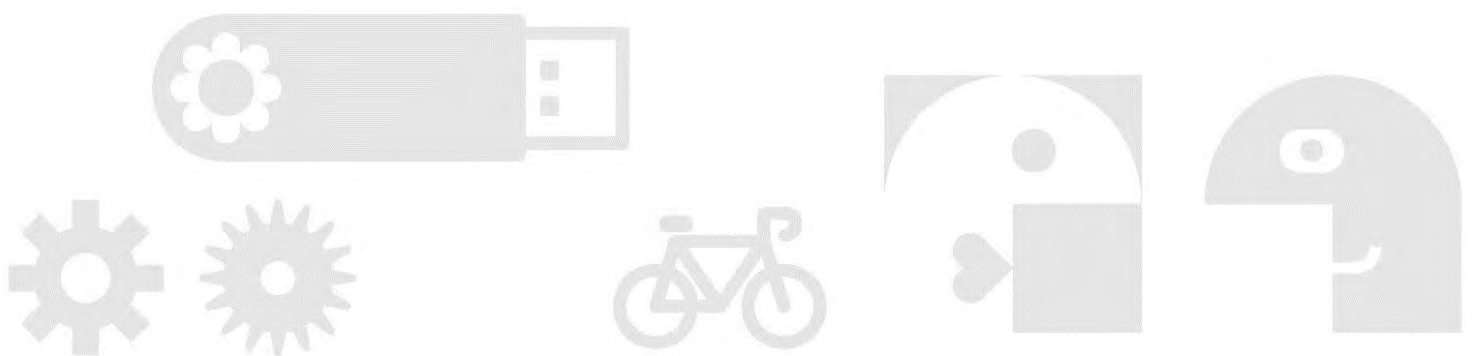
The College's Equality, Diversity & Inclusion (ED&I) Policy details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

“To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated.”

## Equality, Diversity & Inclusion Statement

“Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.





## 4. Purpose

## 4. Purpose

The College welcomes the opportunity to report its progress, over the past year, in meeting the requirements of the specific duties under the Equality Act 2010, through its strategy, operations and culture.

A summary of the [Equality Act 2010](#), including Public Sector Equality Duty (PSED) and statutory specific equality duties, is available on the College Website.

In response to the Specific Duties, the College publishes a full equality mainstreaming report every two years, next due in 2019 and 2021.

In addition, the College details the steps taken to collect and use annual staff equality information, together with presenting its approach to mainstreaming the PSED across functions, within an interim report published every other year, next due in 2018 and 2020.

The purpose of this full mainstreaming report is then to present progress in meeting the specific duties to:

- Make the PSED integral to the exercise of College functions so as to better perform the duty.
- Take steps to gather annual staff equality information, in relation to composition, recruitment, development and retention, and use this to better perform the PSED.
- Include information on the number of men and women who have been board members and how this has been used to better perform the PSED and support diversity amongst board members in relation to relevant protected characteristics.

The requirements to devise equality outcomes and report on progress, as well as completed equality impact assessments and information on equal pay, are available from the [ED&I section](#) of the College's website.



CITY OF GLASGOW COLLEGE

MONEY  
MONEY  
MONEY...

££

££££££

Are your finances ready for College?

What do you need to pay for?

Accommodation  
Bills Food Childcare

Courses

EMA, Bursary  
Childcare  
SASS Fee  
Bursary  
Discretionary Marketing Fee  
Benefits

## 5. Mainstreaming

## 5. Mainstreaming

This section will detail the College's approach to both planning for and subsequently demonstrating mainstreaming of the Public Sector Equality Duty (PSED) across its functions.

### Approach to Planning for Mainstreaming

As detailed by the College's [Equality, Diversity & Inclusion Strategy 2013 - 2017](#) key aspects of effectively mainstreaming the PSED across College functions are:

- **Strategic management and operations.** At a College level, a strategic and operational approach has been adopted to mainstreaming equality. The [College Strategic Plan](#) includes a planning framework for outlining strategic aims and related operational objectives. At a local level, managers devise operational plans to deliver on equality mainstreaming and outcome initiatives.
- **Evidence consideration.** In support of meeting the PSED, the College is required to consider evidence in relation to groups who share a relevant protected characteristic. Such information is gathered using: staff surveys and focus groups; Course Action and Development Meetings (CADMs) and student surveys; the staff recruitment and HR software system; and the student application and enrolment system. To inform action planning, student and staff survey results are filtered by relevant protected characteristics. In addition, quality standards and related assessments, including Investors in People, are used to inform and demonstrate equality mainstreaming.
- **Student, staff and community engagement and involvement.** The College involves individuals and groups representing protected characteristics during discussions and decision making procedures across its operations and services. Examples of involvement include: the Student, Staffing and Equalities Committee of the Board of Management; the Equality, Diversity & Inclusion Advisory and Engagement Group; Senior Management Team meetings; the Equality, Diversity & Inclusion Working Group; and the Student Executive, Equalities Officers and Class Representatives.

## Approach to Demonstrating Mainstreaming

As was the case with the [Equality Mainstreaming Report 2015](#), a systematic review on the progress the College has made in making the Public Sector Equality Duty (PSED) integral to the exercise of its functions so as to better perform the duty was conducted. The management structure of the College at the time of this review is presented in [Figure 1](#) and the results are presented in the updated Mainstreaming Matrix, as detailed in [Appendix A](#).

This matrix illustrates that effective mainstreaming can be demonstrated across the majority of College functions and presents:

- College Directorates and specific functions.
- Mainstreaming examples.
- Supported College strategic aims for ED&I (see below).
- Supported parts of the PSED (see below).
- Supported relevant protected characteristic/s.

It is argued that such an approach allows the College to mainstream the PSED so as to better perform the duty. The Matrix permits current progress in mainstreaming the PSED to be identified, which in turn allows future action and support to be targeted. Future reports will detail the progress made in mainstreaming equality across these remaining areas. For ease of reference, examples of mainstreaming previously published are presented in [Appendix B](#).

## Supported College Strategic Aims for ED&I

The College value of “Equality, diversity & inclusiveness” is addressed within the following strategic aims:

- 1.2.** Work with students as co-creators of their own learning that is accessible, supportive, and representative of all.
- 1.5.** Provide access and progression opportunities for all.
- 2.4.** Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance.
- 3.6.** Embed the College’s commitment to equality, diversity, inclusiveness, tolerance, and respect for the individual.

## Supported Parts of PSED

A public authority must, in the exercise of its functions, have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act, i.e. **ensure fairness**;
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, i.e. **advance opportunity**; and
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, i.e. **foster respect**.

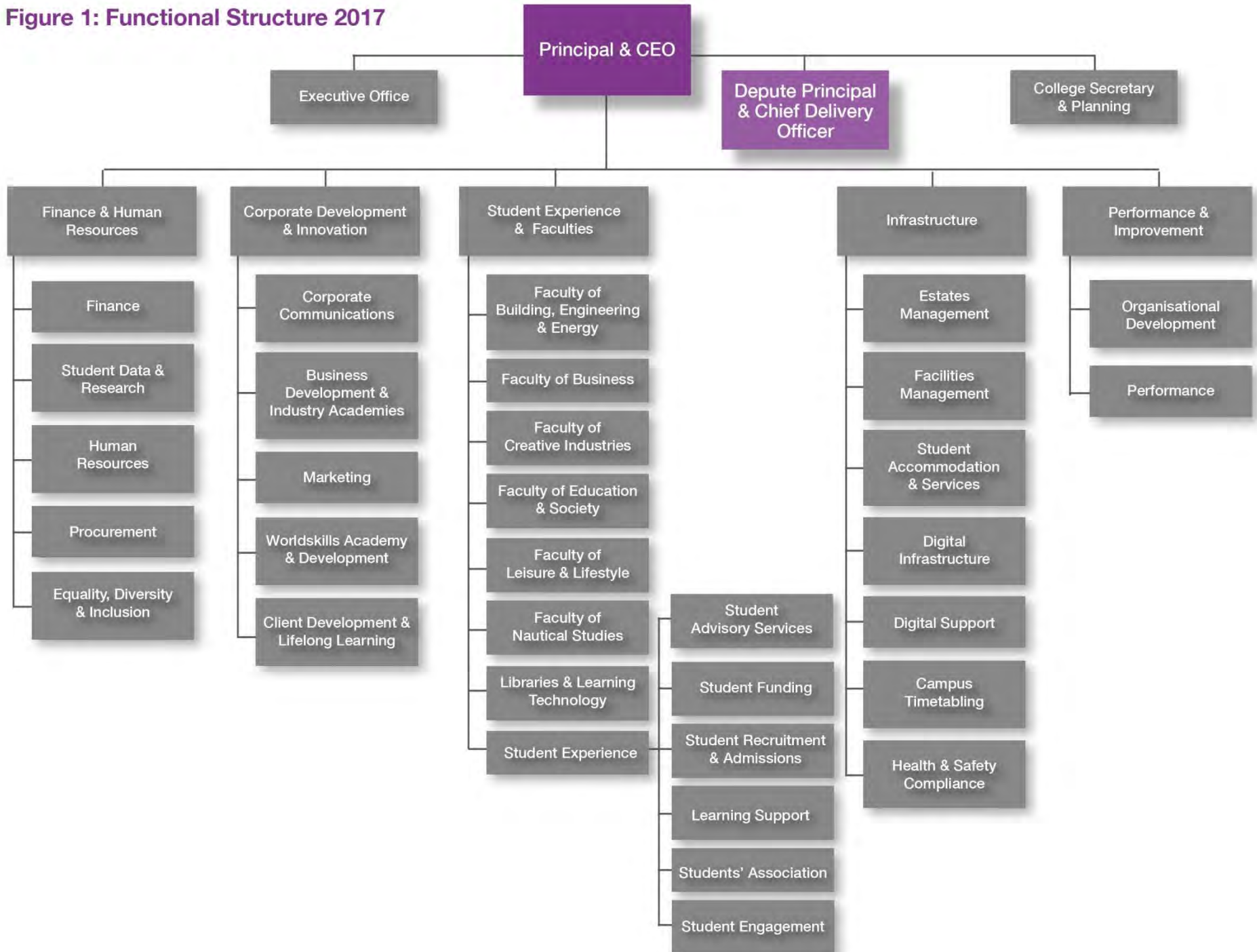
## Mainstreaming Spotlights

The following examples, also detailed in the Mainstreaming Matrix, are presented as “spotlights” to illustrate the College’s progress in mainstreaming the PSED across College functions:

- [Ethical Procurement.](#)
- [ED&I Digital Badge Initiative.](#)
- [Cross College ED&I Themed Monthly Events.](#)
- [Key ED&I Messages in Corporate Communications.](#)
- [ED&I Construction Pathways.](#)
- [Diploma of Higher Education in Business.](#)
- [Progression Pathways in Supported Education to Learning and Work.](#)
- [Manifesto.](#)
- [Inclusive Sports Coaching.](#)
- [Creative Craft Welding.](#)
- [Equity of Access to Appropriate Library Spaces and Resources.](#)
- [Support for Trans Students.](#)
- [Student Counselling Service.](#)
- [CALM Templates Available as Part of the Default Word and PowerPoint Files.](#)
- [Managing Diverse Teams and Working in Diverse Teams Training.](#)
- [Embedding ED&I into Corporate Governance and Annual Review.](#)



Figure 1: Functional Structure 2017



## Ethical Procurement (Finance & Human Resources)

At City, we work with suppliers to ensure both the College and our suppliers are performing the PSED to the best of our abilities. This includes incorporating the following actions within our tendering and contract management process:

- Completing Equality Impact Assessments for tender projects.
- Including ED&I guidance in our tender document.
- Assessing bidder's abilities to meet the PSED.
- Supporting our suppliers in increasing their ability to meet the PSED.
- Working in partnership with our suppliers to increase awareness and promote ED&I within the College and local community.

Working collaboratively with BaxterStorey, our outsourced catering provider, has increased our commitment to deliver ED&I best practice. The following initiatives are just some of the valuable work we have delivered:

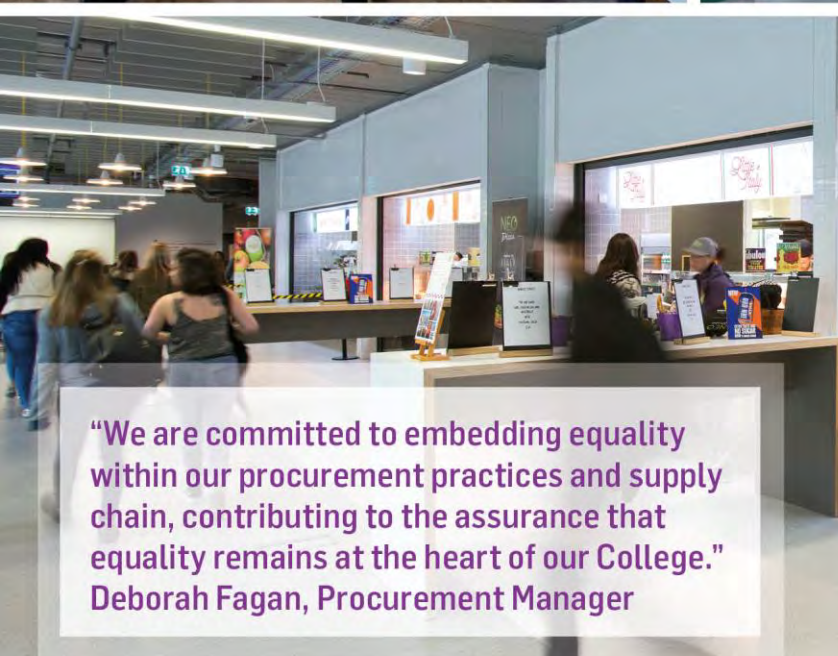
- Joint working in: ED&I training session, Equality Network Groups, Community Outreach Initiatives, ED&I programmes and assessments.
- Providing a culturally diverse range of food concepts and pricing to staff and students through themed months - Black History Month, Poverty Awareness Month, BaxterStorey's famously travelled 'Quirky Bird' initiative, etc.
- Joint campaigning and promotion of LGBT History Month providing flags, banners, themed foods, etc.
- Donating 100 sets of cutlery, crockery and Christmas mince pies to the Glasgow homeless community on Christmas Day.
- Providing work placements and interview skills to disadvantaged young people through the Prince's Trust, those with additional support needs and ESOL students.

At City, we are proud to work in partnership with BaxterStorey to help tackle the significant inequalities in Scottish Society and we will continue to do so with other suppliers. In summary, this initiative supports the full PSED, through ensuring **fairness**, advancing **opportunity** and fostering **respect**.



Helping change attitudes about learning disabilities in Scotland, Baxter Storey is one of the very few Scottish employers to have a full time employee working with Down's Syndrome - within City of Glasgow College - under a standard employment contract.

Achieving 12 marks out of a possible 18 in the Procurement Section of the Stonewall Workplace Equality Index 2017, significantly higher than the sector average, actions are already in motion to obtain full marks in 2018.



"We are committed to embedding equality within our procurement practices and supply chain, contributing to the assurance that equality remains at the heart of our College."  
Deborah Fagan, Procurement Manager



## ED&I Digital Badge Initiative (Finance & Human Resources)

In December 2015, the College introduced a Digital Badge Initiative, based on our College values, and launched with the Equality, Diversity & Inclusiveness (ED&I) Badge. The aims of the ED&I Badge were to:

- Support business, moral and legal drivers for ED&I.
- Embed the College's commitment to ED&I.
- Redress a lack of understanding around ED&I definitions, drivers and benefits.
- Redress low rates of equality information declaration.
- Redress low rates of essential training completion.
- Develop staff behaviours, promoting culture change in support of our values.

To tackle these issues in a coordinated and incentivised way, 3 criteria were devised for the achievement of a digital ED&I badge:

- Complete a new College specific online ED&I training module, focusing on moral, business and social drivers and benefits.
- Provide equality information, after watching a bespoke [monitoring matters](#) video, encouraging declaring.
- Pledge to be an active champion of ED&I, based on our College behaviours, with badge achievers receiving an "ED&I badge pack".

As of April 2017, **33% of staff** have achieved their ED&I Badge, with the first 100 attending an awards ceremony and featuring in Principal's Briefing.

Positive impact has been demonstrated through:

- Staff Survey 2016 results illustrating positive changes in culture, attitudes and behaviours around ED&I.
- Increased equalities data declaration, through a decrease in "No Response", and "Prefer Not to Say" responses for protected characteristics.
- Staff feedback from independently conducted focus groups in June 2016.

This initiative supports the PSED, through ensuring **fairness**, advancing **opportunity** and fostering **respect**, in relation to developing appropriate staff skills, knowledge and behaviours.



## ED&I Badge Pack

## CITY OF GLASGOW COLLEGE PRINCIPAL'S BRIEFING



29 February 2016

### Good Morning Colleagues

I was in Brussels this week at EFQM in advance of our EFQM European Excellence Award assessment in a few weeks' time. Our application has been successfully accepted and we await scrutiny of our approaches to Excellence right across the College to see if we really are a World Class role model. Our processes will therefore be measured against the top organisations in Europe this year. As Scotland's leading college, we are justifiably ambitious for all our staff, for the region and indeed Scotland. Our efforts in this international Assessment Award to date have been excellent. We are very proud of our current EFQM 5 Star Recognition for our exemplary

work post merger. The insightful feedback we secure from the expert EFQM European Assessment Team in late April will provide invaluable guidance on what we need to further improve, to further deliver inspirational learning through excellence and innovation and become a beacon College, not just in Scotland and the UK but also within Europe. Please keep up to date with briefings which will be issued between now and Easter and show your full support please for colleagues taking the lead during the assessment process.



### STAFF SHOW EXCELLENT COMMITMENT



Rick Ellis, Student Advisor: "Students follow what we do as staff and everyone treated equally shows students we mean business."

Simona Schirru, Student Information and Funding Assistant: "It's a good start to trying to get rid of barriers and providing extra support for people."

Pamela Greer, Senior Lecturer Fitness: "This is recognition of what we are doing as a group and giving people the opportunity to see what the College stands for."

Shannon Farrell, Business Development Officer: "I believe in equality and diversity and the Digital Badges are a good way to promote ED&I and I want to support that."

I would like to congratulate those of you who were presented last week with the Digital Badge for Equality, Diversity & Inclusiveness (ED&I). Over 100 staff have achieved this award so far. Unfortunately I had to miss the presentations but was delighted that so many of you completed the criteria and that my Deputy, Alex Craig, was able to present these awards and receive a Badge for himself.

We owe our Culture Committee a very big thank you as it was from their diligent efforts that this digital scheme was introduced in December. Yet again, our College was the FIRST in Scotland to implement this development and promote positive behaviours in such an exemplary way. For those of us who have not yet completed the online module our colleagues have these words of encouragement for you:



## Awards Ceremony & Principal's Briefing



## Cross College ED&I Themed Monthly Events (Finance & Human Resources)

Each year, a series of ED&I themed monthly events are delivered:

- **Black History Month** in October.
- **Interfaith Awareness Month** in November.
- **Disability Awareness Month** in December.
- **Age Awareness Month** in January.
- **LGBT History Month** in February.
- **Gender Equality Month** in March.
- **Poverty Awareness Month** in April.
- **Embracing Diversity Competition** in May.

Awareness and engagement is raised through a range of on and offline communications, such as adverts, news stories and table-topper displays. The components of each month vary, but common features include:

- **Links with external agencies and established events**, e.g. CRER for Black History Month and Stonewall Scotland for LGBT History Month.
- **Spotlight events and panel discussions**, with representation from relevant equality charities, the College Students' Association, Student Services and the College ED&I Team.
- **Movie screenings** of relevant films in the Students' Association.
- **Special library collections**, together with a presence on the student VLE.
- **Classroom based activities** and projects across faculties.

The impact of the monthly events was recognised by Education Scotland. The 2016 review report stated that: “(t)he college has a strong track record for its approach to supporting equality, diversity, and inclusion. Equality and diversity is embedded across college functions, promoted well, and celebrated through a diverse range of activities, including an annual Embracing Diversity Competition” ([Education Scotland Fully Report, 2016: 6](#)).

This initiative supports the PSED, through advancing **opportunity** and fostering **respect**, in relation to developing appropriate skills, knowledge and behaviours.

LGBT staff intranet web banners

**DIVERSE CITY**  
**LGBT HISTORY MONTH 2017**

Click here for more details on how to get involved

Black History Month, Facebook post and embedded email banner

**DIVERSE CITY**  
**BLACK HISTORY MONTH 2016**

All through the month of October  
See Equality, Diversity & Inclusion Section of the College Website for Details

**DIVERSE CITY**  
**BLACK HISTORY MONTH 2016**

All through the month of October  
See Equality, Diversity & Inclusion Section of the College Website for Details

**DIVERSE CITY**  
**GENDER EQUALITY MONTH**  
**MARCH 2017**

**INTERNATIONAL WOMEN'S DAY**  
Join us on March 8th to celebrate the social, economic, cultural and political achievements of women. Our City Campus will be launching an exciting live performance and workshop around tackling hate crime in connection with Glasgow Women's Library. Over 100 students will be taking part in the morning in the Lower Mezzanine and balcony area.

**CITY SA'S WOMEN'S SOCIETY**  
Our newly formed Women's Society invites students along to their meetings the 2nd, 16th and 30th of March from 12-1pm in the City SA.

March 8th 12-2pm, the Women's Society will have a stall in the City SA complete with goodie bags! Additionally, from 12-3pm, the SA space will have a small exhibition display: WDW (Women of the World) Glasgow's will highlight the achievements of women and look at the obstacles they face across the world.

**BU AWRIGHT, PAL? MEN'S WELLBEING DAY**  
Join us on March 21st for a variety of activities concerning men's wellbeing issues. In the Balcony Area, Level 3, from 11:50am-1:30pm there will be a variety of stalls including information, freebies and milkshakes! All staff are invited to attend Prostate Cancer's 30 minute Toolbox rksshops (sign up for free via Connected). Also watch out for the sharing of fcasts and videos on gender issues from #BeAMan Festival.

**WHAT'S IT ALL ABOUT?**  
March is Gender Equality Month in the College, incorporating International Women's Day on the 8th March.

**WHY IT'S IMPORTANT?**  
Although great progress has been made, there are still many countries around the world where genders are segregated or people of certain genders are treated as second-class citizens.

Even in Scotland, some parts of society still treat different genders differently and even discriminate against people based on gender. Gender Equality Month is an opportunity to raise awareness about these issues and to think about how we can ensure a world where people are treated fairly and have access to the same opportunities no matter what their gender.

**WHAT'S GOING ON?**  
City of Glasgow College will be marking Gender Equality Month with a series of events and activities with which both staff and students are encouraged to get involved. Visit <http://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/sex> for more information, or contact the ED&I Team.

Investors in Diversity  
Scottish Charity No. SC026188

Sheffield Hallam University  
Sheffield  
SCOTLAND

EUROPEAN UNION  
European Regional Development Fund

CITY SA  
Glasgow City School of Art

**DIVERSE CITY**  
**GENDER EQUALITY MONTH**  
**MARCH 2017**

See Equality, Diversity & Inclusion Section of College Website for Details

Gender Equality Month, big screen advert, table top tent card

## Key ED&I Messages in Corporate Communications (Corporate Development & Innovation)

Equality, diversity and inclusiveness is one of our College's 6 corporate values. As such, in an effort to support our strategic aims and maximise staff, students and stakeholder awareness and engagement, ED&I receives significant focus in the following corporate communications:

- **Corporate big screen adverts** have been used to raise awareness of celebrations and events, such as for International Women's Day.
- **College website news articles** showcase and raise awareness of our ED&I themed monthly events.
- **Staff intranet news articles** showcase and raise awareness of our ED&I themed monthly events.
- **Features in Principal's Briefings** regularly communicate ED&I messages, including articles on: the ED&I Digital Badge; successful accreditation for Investors in Diversity; raising awareness of our statutory reports, such as encouraging staff to provide feedback on our Equality Outcomes; and promoting gender equality in engineering courses.
- **Joint press releases for awards and events** have been prepared, such as the "In Her Shoes" event ran by Glasgow Women's Library in partnership with the College.

Principal's Briefing is published fortnightly, uploaded to Connected and signposted to staff via an all staff email.

Principal's Briefing consistently receives the higher number of unique views out of any document on Connected during a particular month. For example, the 2016 Review of the Year Principal's Briefing, which contained a feature on ED&I, received 1,193 unique reads.

Next to Principal's Briefing, ED&I news articles are generally the highest viewed items on Connected during each month.

This initiative supports the PSED, through ensuring **fairness**, advancing **opportunity** and fostering **respect**, in relation to developing appropriate student and staff skills, knowledge and behaviours.



# PRINCIPAL'S BRIEFING

29 February 2016

## Good Morning Colleagues

I was in Brussels this week at EFQM in advance of our EFQM European Excellence Award assessment in a few weeks' time. Our application has been successfully accepted and we await scrutiny of our approaches to Excellence right across the College to see if we really are a World Class role model. Our processes will therefore be measured against the top organisations in Europe this year. As Scotland's leading college, we are justifiably ambitious for all our staff, for the region and indeed Scotland. Our efforts in this international Assessment Award to date have been excellent. We are very proud of our current EFQM 5 Star Recognition for our exemplary

work post merger. The insightful feedback we secure from the expert EFQM European Assessment Team in late April will provide invaluable guidance on what we need to further improve, to further deliver inspirational learning through excellence and innovation and become a beacon College, not just in Scotland and the UK but also within Europe. Please keep up to date with briefings which will be issued between now and Easter and show your full support please for colleagues taking the lead during the assessment process.



## STAFF SHOW EXCELLENT COMMITMENT



Rick Ellis, Student Advisor: "Students follow what we do as staff and everyone treated equally shows students we mean business."

I would like to congratulate those of you who were presented last week with the Digital Badge for Equality, Diversity & Inclusiveness (ED&I). Over 100 staff have achieved this award so far. Unfortunately I had to miss the presentations but was delighted that so many of you completed the criteria and that my Deputy, Alex Craig, was able to present these awards and receive a Badge for himself.

We owe our Culture Committee a very big thank you as it was from their diligent efforts that this digital scheme was introduced in December. Yet again, our College was the FIRST in Scotland to implement this development and promote positive behaviours in such an exemplary way. For those of us who have not yet completed the online module our colleagues have these words of encouragement for you:

Pamela Greer, Senior Lecturer Fitness: "This is recognition of what we are doing as a group and giving people the opportunity to see what the College stands for."

Shannon Farrell, Business Development Officer: "I believe in equality and diversity and the Digital Badges are a good way to promote ED&I and I want to support that."

## LET LEARNING FLOURISH

We were delighted to host an important Colleges Scotland event at City on Thursday also which brought together colleagues from across Scottish education to discuss what is central to us all – the continuance of the Learning and Skills Journey. As the largest member college, I very much agreed with Shona Struthers, Chief Executive of Colleges Scotland, that there is an urgent need for parity of recognition of qualifications, particularly between college education and the wider tertiary sector to create an "education level playing field". City of Glasgow College is certainly a flagship of a new era in tertiary education and a forthright champion of the First Minister's ambition to see that every student, irrespective of their socio-economic or geographic background, is given their fair chance to succeed.



## FIRST AGAIN

In another 'first', our College is taking part in the first national survey of college staff in Scotland to baseline equality and diversity experiences. As an Investors in Diversity accredited College and recognised champion of equality in the workplace, I would encourage you to share your experiences when the survey goes live on Monday 6 February here.



## HAPPY CHINESE NEW YEAR

You may have noticed our Super Campus buildings were illuminated in red on Friday 27 January and over the weekend. This was to mark Chinese New Year which began on Saturday heralding the Year of the Rooster, the tenth in the 12 year cycle of Chinese zodiac signs. We have over 1,000 Chinese and Chinese origin students at our College and I know you will join me in wishing them all a very Happy New Year or 新年快好! Xīnnián kuài!



For more on these and other news stories please visit Connected and our website.



Inspiration | Excellence | Innovation

# Principal's Briefing

Inspiration | Excellence | Innovation



## COLLEGE ON THE WORLD STAGE

We were honoured to welcome His Excellency Mr Amer Ali, Executive Director of Dubai Maritime City Authority, to our college last week. Together with his adviser and Director of Business Development this delegation were extremely impressed with our world class maritime

facilities at Riverside and were wowed by our City campus. This valuable visit will soon see us delivering our world class nautical and marine engineering courses in the United Arab Emirates as our College continues to expand its global presence.

## LEADING THE WAY IN ENTERPRISE EDUCATION

The high profile visits continued when the British Council chose our College and City campus to hold an international event exploring the current UK and global thinking on the role that enterprise and entrepreneurial training can play in the international skills agenda. Delegates from as far afield as Nigeria, Uzbekistan, India, Cuba, Jordan, Jamaica, The Bahamas, the US and Chile – to name a few – attended the session held in our Business suite where they experienced the City approach to embedding enterprise & entrepreneurship in the curriculum. Colleagues, this was the first time that the British Council has selected a further education college in which to hold their delegate programmes, they usually elect to go to a university, and it is therefore a significant reflection indeed on our world class teaching and learning.



Welcome to British Council delegates

## PROMOTING GENDER EQUALITY IN ENGINEERING



Also in the week which marked Modern Apprenticeships UK and International Women's Day our College was on the front page of The Times newspaper supplement. The article focused on our prominent role in tackling curriculum segregation and promoting STEM via our Women into Engineering programme alongside Equate Scotland. If you would like to read it for yourself, it is currently online here.

For more on these and other news stories please visit Connected and our website.



Inspiration | Excellence | Innovation



## SHOWCASE SUPER COLLEGE

I am delighted to report that since opening our new super campus last September we have had over 14,000 visitors. City campus has welcomed over 6,000 visitors and Riverside has already exceeded 8,000 visitors keen to see just what makes our college world class.

That is a truly huge figure and one which is continually being added to as fellow educators, employers, business leaders, politicians, local and international partner organisations and stakeholders visit us to discover why City of Glasgow College is leading the way in a new era of tertiary education.

I regularly promote our twin site super campus as state of the art with high tech equipment and some five years ahead of industry. That reputation is recognised globally where we are very much viewed as a path finder super college. We have hosted delegations from the Commonwealth, a member of the Dubai royal family and the British Council recently. A 90 strong delegation from the New Zealand Government is also visiting City at the end of March to discuss our successful merger, the innovative techniques we

employed to implement a strong positive change culture and the impact our new campus sites are having on the regeneration of Glasgow, in particular, its Learning Quarter. They are also very interested to gather information on our established track record in attracting such a broad range of students from Scotland and internationally.

Joining our growing list of visitors are a wide range of companies who installed our future proof technology and who wanted to showcase their solutions in action alongside our cutting edge design to their own clients. Just last week a party of some 30 representatives from Saint-Gobain Ecophon, the global manufacturer who are responsible for our sound acoustics, toured City campus with their clients.

And later this week representatives from the RIAS (Royal Incorporation of Architects Scotland) will be touring City campus. Our Riverside campus has won an incredible 10 architectural awards and on top of that was a finalist six times including for the prestigious RIBA Stirling Prize, architecture's highest accolade. Fingers are firmly crossed for City.

## POSITIVE EQUALITY IN ACTION

Colleagues, you will have seen the email from Graeme Brewster on 21 March about our Draft Equality Outcomes Framework which outlines our plans for creating positive changes for equality and diversity. Our aim is to ensure practical improvements for anyone who may experience discrimination or disadvantage, so gathering your input and that of our students and stakeholders is important. I encourage you all to complete the short survey before it closes early April and which you can access here and on Connected. It will provide valuable feedback vital in completing the final Framework.

## EQUALITY OUTCOMES 2017



Wee survey BIG changes!

3 prizes of £100 up for grabs!

For more on these and other news stories please visit Connected and our website.



Inspiration | Excellence | Innovation



Inspiration | Excellence | Innovation



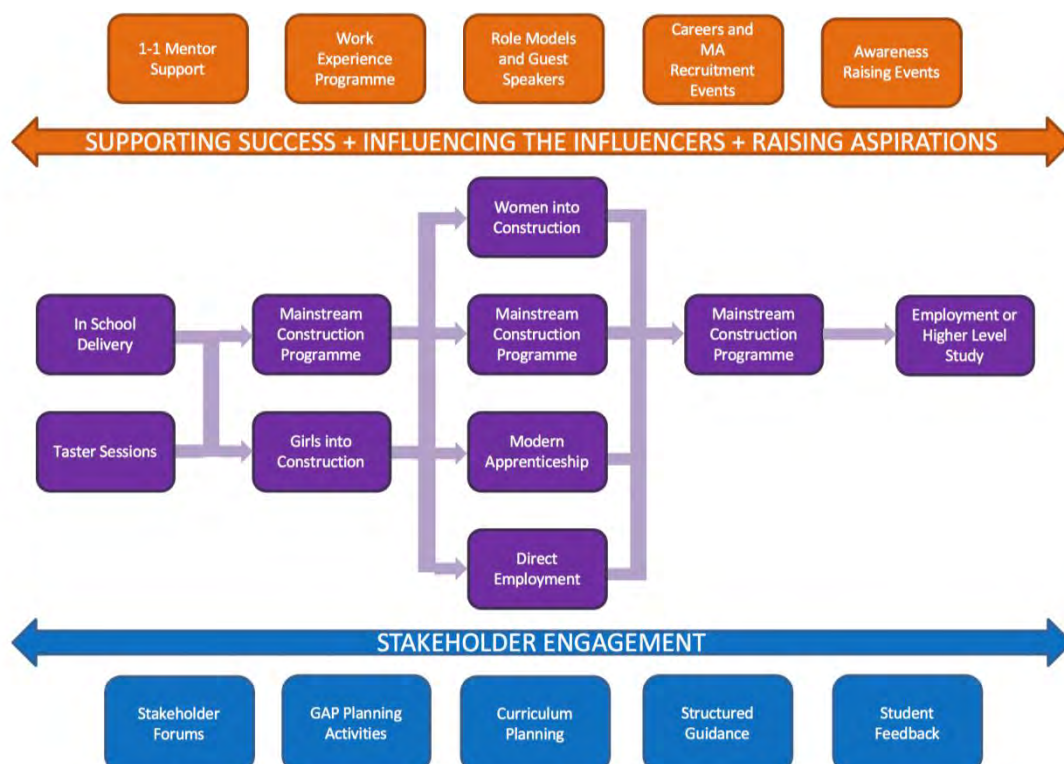
## ED&I Construction Pathways (Faculty of Building, Engineering & Energy)

Our construction and built environments teams have developed a vocational pipeline for women seeking a career in the construction industry with the aim of tackling the significant underrepresentation of women in the industry.

Positive action strategies form the foundation of the teams' commitment to mainstreaming throughout the curriculum portfolio. With bespoke female only programmes targeted at senior phase school pupils and women entering the industry for the first time, the pathway has removed a number of key barriers faced by aspiring female construction operatives. As the diagram below shows, there are clear mainstreaming opportunities available at every stage of the vocational pipeline and all students are supported in a range of ways to ensure the best possible student experience. This has resulted in participation levels significantly above national averages (**12.3% operative and 26.7% professional**).

The example is closely aligned with a number of strategic local and national priorities including: Youth Employment Strategy; STEM Strategy; DYW Agenda; SFC Gender Action Plan; SDS Equalities Action Plan for Modern Apprenticeships; Curriculum for Excellence; CITB Recruitment Plan; and College Strategic Plan.

This initiative supports the PSED, through advancing **opportunity** and fostering **respect**, in relation to supporting females into construction courses and work.



## Diploma of Higher Education in Business (Faculty of Business)

This course is designed to give students direct entry into the third year of the BA degree programme in Business at Strathclyde Business School, a qualification highly regarded by employers. It is run in collaboration between City of Glasgow College and the University of Strathclyde, Glasgow.

As part of studying Discrimination Law, students work in groups to present to their peers. The group presentation topic must relate to an issue of equality or discrimination. The groups choose the topic which they wish to present - with the final approval of the class lecturer.

Teams are encouraged to select an appropriate topic which is of interest to them and which they feel able to use to focus on the relationship between discrimination and law. During 2016-2017, the following presentations were delivered:

- Black Lives Matter (Racism).
- Disability in the work-place.
- Pregnancy & maternity discrimination.
- Islamophobia.
- Hate Crime against EU Migrants.
- Harassment of Women.
- Sectarianism in Scottish Football.
- Syrian Refugee Crisis.
- LGBTI Rights in Russia.

To help students determine the relationship between discrimination and law, teams are expected to draw on the ideas of writers and policymakers on discrimination. As such, in preparing the presentations, students are encouraged to make links between what they have learned in class about UK equality law and practice and the wider European context i.e. EU Law and the European Convention on Human Rights.

This initiative supports the full PSED in relation to developing appropriate student knowledge and understanding of **fairness**, **opportunity** and **respect**.

## Progression Pathways in Supported Education to Learning and Work (Faculty of Education & Society)

The majority of our Supported Education students have either a disability or a social deprivation aspect to their life and therefore find it difficult to secure a mainstream College place. To address this:

- We initially offer outreach courses in an environment where the student is already comfortable, such as rehabilitation centres, women only groups or additional support needs schools.
- This course is then followed up with progression to College courses in our faculty to support the students in becoming accustomed to coming into a College.
- The final step is offering tasters across the College in other subjects to match their interest. For some this leads to further integration and opportunities in College, such as our City Works course which offers work placements throughout the year and integrates the students fully into the world of work.

Also our Project Search course in partnership with Strathclyde University, Glasgow Council for Supported Learning and Autism Network Scotland offer full-time work experience for a full year with support offered for three years after the completion of the course.

Stakeholders are delighted that we match their student group needs as these changes every year and they continually request our service delivery.

Student progression onto mainstream courses has decreased as withdrawal has decreased due to forward planning. Ultimately, students end up on the right course for them as they are more aware of what is involved so we set them up to pass.

As these Progression Pathways involve empowering traditionally disadvantaged students, the initiative supports national agendas and government initiatives such as Curriculum for Excellence, Developing Young Workforce and the Access & Inclusion agenda.

From an equality perspective, this initiative supports the PSED, through advancing **opportunity** and fostering **respect**, in relation to providing appropriate work experience and promoting understanding of staff, students and stakeholders.



**nourish**  
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[www.strath.ac.uk/nourish-catering](http://www.strath.ac.uk/nourish-catering)

[strath.ac.uk](http://strath.ac.uk)

**“I’m having a good time with my work mates while learning new things.”**

**PROJECT SEARCH • City of Glasgow College  
Stephen Morrison’s experience at  
Strathclyde University**

## Manifesto (Faculty of Creative Industries)

HND2 Applied Arts students undertake a live project which challenged them to produce a personal manifesto through a variety of printmaking and textiles techniques. Personal manifestos explore and address social, political and cultural issues - often personal or challenging in nature - with themes around equality, such as:

- The working conditions in garment factories and human rights.
- Child labour in the textile industry.
- Sexual Harassment.
- An exploration of the personal freedom, equality and empowerment of women.

The work created was displayed as a group exhibition in Project Ability's project space in the 3<sup>rd</sup> floor of Trongate 103, Glasgow. Project Ability is a Glasgow-based visual arts organisation working with people with disabilities and people with mental health issues, across all ages.

The project created a number of positive effects; these included:

- Greater awareness of and respect for diverse cultures and religious faiths, disabilities, sexual orientations including current issues affecting society nationally and internationally.
- Ability to create a more open-minded approach and challenge pre-conceived perceptions when developing their own work and also in the development/response to given briefs.
- An understanding of what a responsible citizen is and how they can incorporate this into their own practice, in support of Curriculum for Excellence.
- An insight into future employment opportunities within the third sector.
- External stakeholders having direct influence on the content and evaluation of this project giving them a greater awareness of the College and how the curriculum can be adaptive to their needs of them and the students.

This initiative supports the full PSED in relation to developing appropriate student and stakeholder knowledge and understanding of ensuring **fairness**, advancing **opportunity** and fostering **respect**.

## Inclusive Sports Coaching (Faculty of Leisure & Lifestyle)

Inclusive Sports Coaching is included as a timetabled subject for year 2 HND Sports Coaching Students, which is evaluated as part of the College's CADM (Course Action and Development Meeting) review process.

As part of the programme, year 2 students undertake 12 weeks of Inclusive Sports Coaching. Within this unit they learn about a range of different disabilities and how to apply adaptive sporting activity to meet the needs of different client groups. This unit culminates in a 5 week work placement in an Additional Support for Learning (ASL) school/environment, delivering a sports programme of adapted activity.

The College works with our Active Schools partners to assist them in delivering their SportStar Programme which is a sporting event bringing different ASL schools together for a fun and engaging sporting event.

Students gain a fantastic hands on experience working with a client group they may not have interacted with before. In doing so, students learn how to adapt their coaching practise to the needs of those clients.

This work supports a variety of drivers including Curriculum for Excellence, by developing the students as responsible citizens and effective contributors. The unit impacts on Developing Young Workforce via the placement and supports Access & Inclusion for the client group.

One of our student cohorts has decided to use the new knowledge and experience gained to develop an event to be run in the College for Inclusive Sports Coaching. This event will be used for their "Managing an Event" unit in which the students have autonomy to plan and deliver a sporting event of their choice, with a number of schools being invited to participate. This will also be entered into the College's annual Embracing Diversity Competition to raise awareness.

This Inclusive Sports Coaching initiative supports the PSED, through advancing **opportunity** and fostering **respect**, in relation to developing appropriate staff and students' skills, knowledge and behaviours.

## Creative Craft Welding (Faculty of Nautical Studies)

To ensure that our course delivery is open to anyone, and also encourage awareness through positive word of mouth, we introduced short taster courses to teach the skills within the Faculty in a useable interesting way. One such course, Creative Craft Welding, has attracted a diverse range of applicants, for example: students have been aged from 12 to 70; 25% of students have been female, unlike the wider male dominated faculty; and one student with multiple disabilities, who successfully completed the course, would not be able to train within the mainstream faculty course, due to entry requirements.

The students decide on what they want to create within the class and many diverse projects have been created, as presented on the next page.

In participating, students gain industry standard welding and fabrication skills utilising all the tools and equipment that our trainees would be using. Participating has directly led one student wishing to pursue a career in welding and a further two students are interested in taking additional welding courses to further develop their skills.

For staff, this has been a huge learning experience and allowed them to recognise the value of the skills that they have to share.

This course has raised awareness of the opportunities for all and allowed those that have never considered this area to learn and enjoy and student feedback has been uniformly positive:

- 100% rated the course as being 5 out of 5.
- 100% rated the delivery of the course and the lecturer enthusiasm as being 5 out of 5 and all wanted the course to be longer.
- 100% stated that, based on their experience, they would attend another short course at the College.

The course delivery support Access & Inclusion, the Gender Action plan, Developing Young Workforce and Curriculum for Excellence. From an equality perspective, the initiative supports the PSED, through advancing **opportunity** and fostering **respect**, in relation to both meeting needs and increasing participation and also developing appropriate staff and students' skills, knowledge and behaviours.

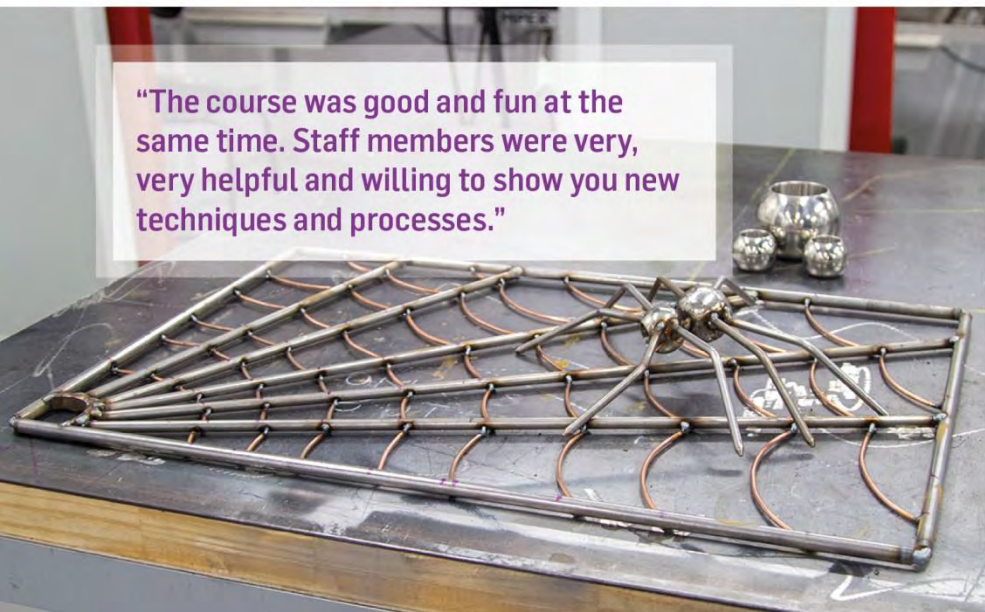




"The lecturers have been fantastic and very accommodating of different skill levels. The workshop has amazing equipment and a real pleasure to use."



"The course was good and fun at the same time. Staff members were very, very helpful and willing to show you new techniques and processes."



## Equity of Access to Appropriate Libraries Spaces and Resources (Libraries & Learning Technologies)

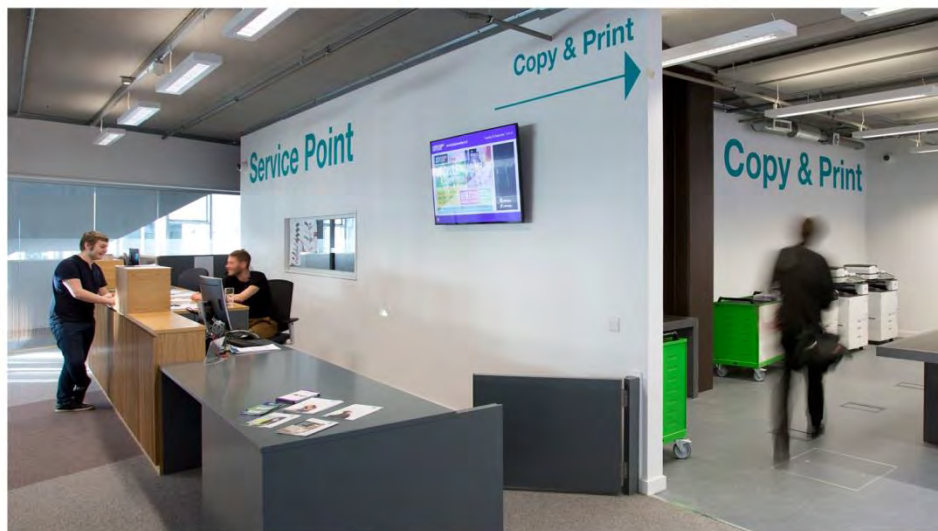
To date, the ED&I themed monthly events have been supported through specific Library collections, table toppers and MyCity banner.

Our training, our environment and resources incorporate best practice guidance around accessibility and usability in addition to ongoing feedback from students and other stakeholders. Three of the most important services we deliver are:

- **Access to the physical learning environment, resources and support for independent study.** The learning environment and resources must suit a wide range of learners with different needs and expectations. Our library services at City of Glasgow College have been designed for accessibility. City Campus has an internal lift available between the 4<sup>th</sup> and 5<sup>th</sup> floors of the library and both Riverside and City campus libraries offer accessible study spaces and equipment. Quiet study booths are available for individual study to aid concentration and out City Library space on the 5<sup>th</sup> floor has a silent study area available for those who may find it difficult to concentrate and focus in our busy college spaces.
- **Access to the virtual learning environment.** Usability and accessibility are critical success factors and we embed this in our user interface as well as the training and guidance we provide to lecturers.
- **Assistive Technologies to ensure equitable access to our digital learning landscapes.** The library offers access to the following software to support a variety of needs: TextHelp Wordsmith; TextHelp Read & Write Gold; ZoomText Xtra and Kurzweil 3000.

Given the varied backgrounds of our students it is imperative we provide equity of access to resources, and space. Some students do not have anywhere outside of College that's appropriate for independent study. For example, many students do not have internet access or access to a computer, and some do not have a place to study that suits their needs, and so benefit from our library spaces and resources.

This initiative supports the full PSED through providing equity in access for all, meeting needs, increasing participation and promoting understanding to ensure **fairness**, advance **opportunity** and foster **respect**.



## Support for Trans Students (Student Advisory Services)

A dedicated Student Advisor to support Trans (Transgender) students, including those who are proposing to, are undergoing, or have undergone gender reassignment was introduced during the 2016-2017 session.

The Student Advisor's role is to support all students; however, it was agreed that this group has a higher risk of withdrawal due to a number of contributing factors. To help reduce this risk, and provide specific support, one of the Student Advisors has been tasked with being a named Advisor specifically for Trans students.

Our dedicated Student Advisor provides guidance, advice and support to Trans students and is a consistent contact for students when they need support. Awareness of the available support is being raised through a number of on and offline forms of communication.

Our Advisor is part of the College's Equality, Diversity & Inclusion Working Group, supporting a range of initiatives, such as our equality outcomes and cross college ED&I themed monthly events.

Impact of the initiative can be demonstrated by retention data of Trans students. Of the eight referrals received during 2016-2017, seven are still enrolled and attending their courses, and feedback of the support has been overwhelmingly positive.

This initiative supports the Time for Inclusive Education Campaign, and related research conducted by Stonewall and LGBT Youth Scotland, which demonstrates the lack of support available, together with the disadvantage, and negative experiences faced by LGBTQ+ individuals living in Scotland.

The role will be further developed during 2017-2017 session to include specific student support for the wider LGBTQ+ community within the College. The aim is to increase retention and success within this group overall through the provision of targeted support.

This initiative supports the full PSED through providing equity in access for all, minimising disadvantage, meeting needs, increasing participation, promoting understanding and tackling prejudice to ensure **fairness**, advance **opportunity** and foster **respect**.

## Student Counselling Service (Student Advisory Services)

Poor mental health and mental health crises are more prevalent than ever before. The College has created a full-time Student Counsellor role to provide a professional counselling service to students and to coordinate placement opportunities to Counselling students from other institutions.

The Student Counsellor is BACP (British Association for Counselling & Psychotherapy) accredited and has introduced referral and risk management processes to ensure one-to-one counselling is offered to students within a satisfactory time frame.

The Counselling Service also facilitates three mental health and wellbeing events throughout the academic year, one per block. Each event focusses on different aspects on mental health and wellbeing:

- **You Matter**, during Block 1, encourages students to talk about their mental wellbeing.
- **Beat the Blues**, during Block 2, promotes health and mental wellbeing on Blue Monday, said to be the 'most depressing day of the year'.
- **Chill and Achieve**, during Block 3, is focused on keeping calm during stressful events, including end of year exams and Graded Unit submissions. The aim is to encourage students to find different techniques to support concentration and focus to succeed.

Measurable impact is examined and demonstrated through retention of students referred to counselling service. This initiative supports the Access & Inclusion agenda. Given the increase of students coming to the College with a diagnosed mental health condition, offering this service enables us to provide support in-house to the students when they need it which should support the retention of this vulnerable group. We will continue to develop the service and build partnership with other training providers to offer placements to students studying therapies other than Person Centred.

This initiative supports the full PSED through providing equity in access for all, minimising disadvantage, meeting needs, increasing participation, promoting understanding and tackling prejudice to ensure **fairness**, advance **opportunity** and foster **respect**.

## CALM Templates Available as Part of the Default Word and PowerPoint Files. (Infrastructure)

The CALM (Creating Accessible Learning Materials) initiative aims to meet accessibility and ED&I needs by training staff to create and maintain accessible electronic resources and present them in the College house style. To support this CALM Word and PowerPoint accessible templates have been distributed via the College's Thin Client platform.

By distributing CALM templates to all users, and providing access to the associated guidelines on Connected, not only are all staff creating materials able to produce consistent, compliant materials but in doing so we can demonstrate how we use our technical knowhow to ensure that we meet accessibility and ED&I needs.

Subsequently, teaching and support materials, handouts and printed forms of communication can adhere to a recommended standard for layout and structure.

All staff, students and stakeholders benefit from the reassurance that accessible materials can be designed without additional amendment. Subsequently, all electronic documents have the potential of being accessible, meeting ED&I needs and positively impacting on users from an equality impact assessment (EQIA) perspective. Looking forward, planned developments include:

- Continued rollout of templates to all staff across other types devices.
- Reviewing the methods and reach of the deployments.
- Using Launchpad and Connected to highlight the “CoGC Guidelines for Formatting and Producing Materials” and other associated documents to re-enforce the College strategic aims to all staff.
- Examining the potential of having a student tailored set of templates and guidelines. These would not be specifically College branded but introduce inclusiveness concepts to students who produce materials and presentations as part of their curriculum.

In providing the templates, staff are supported to: provide equity in access for all, supporting making reasonable adjustments; minimise disadvantage, meet needs and increase participation; and promote understanding and tackle prejudice. Doing so will ensure **fairness**, advance **opportunity** and foster **respect** for all.

## Managing Diverse Teams and Working in Diverse Teams Training (Performance & Improvement)

The College has worked with a third party provider, Spurway Consulting, to develop a 'Managing Diverse Teams' programme for managers. The purpose of the programme is to better equip support and curriculum line managers to manage diverse staff teams, developing transferable skills and knowledge to support diverse students and classroom management.

Each workshop examines 8 scenarios through group discussions, drawn from a pool of 40 unique scenarios across protected characteristics. The scenarios present best practice responses to realistic situations, many of which have occurred in the College and other organisations. These scenarios were devised following engagement with our equality partners that comprise the College's ED&I Advisory and Engagement Group.

The sessions also examine the definitions and moral, business and legal drivers of ED&I based on external research.

Feedback from participating staff has been overwhelmingly positive. For example, Maddy Coats, Curriculum Head for Accounting said:

"I found the training on Managing Diverse Teams to be very valuable. The workshop was well structured and the delivery was engaging. Most importantly, the scenarios discussed were relevant to education and my day to day activities and encouraged thoughtful discussion."

A cascade programme following on from Managing Diverse Teams, 'Working in Diverse Teams', has been developed to focus on the wider team environment.

Together, both programmes support the College's Investors in Diversity accreditation and our performance in the annual Stonewall Workplace Equality Index (WEI).

This initiative supports the full PSED through developing appropriate skills, knowledge and behaviours. In doing so, staff are supported to provide equity in access for all, minimise disadvantage, meet staff and student needs, increase participation, promote understanding and tackle prejudice to ensure **fairness**, advance **opportunity** and foster **respect**.

## Embedding ED&I into Corporate Governance and Annual Review (Governance)

The Board of Management recognises the need to be representative across all protected characteristics, and in the most recent recruitment exercise (2016) the following statement was included in the Board recruitment pack: “City of Glasgow College particularly welcomes applications from groups currently under-represented on Scotland’s public bodies, such as women, disabled people and people aged under 50” reflecting government priorities.

The pack also states: “We will give consideration to disability-related reasonable adjustments that an applicant might request to enable them to meet the person specification and participate fully in the selection process.”

In addition to supporting diversity, the Board of Management has approved a new College Strategic Plan which includes the Strategic Aim: “Advance Fairness, Opportunity and Respect for All” as well as other aims relating to access and inclusion, and College Values. Through adopting a balanced scorecard approach, operational planning is linked to strategic planning delivery. Planning Guidance specifically requires that operational plans reflect the responsibility to deliver each part of the Public Sector Equality Duty.

The embedding of ED&I priorities and related College strategic aims, is monitored by the Board of Management via its Committees, specifically the Learning and Teaching Committee, and the Student, Staff and Equalities Committee.

The College’s key strategies, which are also designed to deliver the Strategic Plan, have been mapped against the College’s strategic aims, confirming coverage of the above stated aim.

The latest College Annual Report now includes an expanded section on Diversity, Equality, and Inclusion, reflecting the heightened focus upon ED&I at Board of Management level within the College. The report includes an extended statement of student statistics relating to applications and enrolments according to age, sex, religion, race, disability, ethnicity, and home location. Future reports will include student gender identity and sexual orientation data.

These various initiatives support the full PSED, through ensuring **fairness**, advancing **opportunity** and fostering **respect** for all students, staff and stakeholders.





## 6. Data Measurement

## 6. Data Measurement

This section will present the steps taken and progress the College has made in gathering and using equality information to better perform the PSED.

Staff and Board of Management equality information for 2015-2016, from 1<sup>st</sup> August 2015 to 31<sup>st</sup> July 2016, is compared to 2014-2015 and 2013-2014 data and presented in [Appendix C](#). In addition, [Appendix D](#) provides a comparison of equality information in relation to available external benchmarks. When combined with student data, this information is used to inform outcomes, support equality impact assessments and better perform the PSED. A summary of data is presented in the following section.

### Gathering Staff Information

In 2011, the College revised its integrated HR management systems to extend data collection across all protected characteristics. The data fields chosen were in line with Scottish Funding Council (SFC) reporting requirements and, where possible, aligned to fields used by the Scottish Census 2011.

As such, the College has been collecting and monitoring information across all 9 protected characteristics in relation to the recruitment, composition, development and retention of staff since late 2011.

### Staff Self-Declaration across Protected Characteristics

Successive Mainstreaming Reports have found that, despite continued year on year improvements, the proportion of “no responses” remained high for caring responsibilities and gender reassignment. Similarly, “prefer not to say” responses for religion or belief and sexual orientation remained high. In particular, the proportion of “prefer not to say” responses for staff was significantly higher than for applicants, shortlisted applicants and appointments. Furthermore, the proportion of “prefer not to say” responses was higher for internal applicants, shortlisted applicants and appointments as compared to external applicants, shortlisted applicants and appointments.

These issues have presented two challenges. Firstly, “no response” and “prefer not to say” responses prevent an accurate representation of staff composition, development and retention from being determined. In turn, incomplete information has prevented valid evidence from being used to meet the specific duties to: report on steps taken to gather and use staff equality information to better perform the PSED; devise and report progress in achieving equality outcomes; and conduct equality impact assessments (EQIAs). Secondly, such responses illustrate that, for a variety of reasons, staff and the Board of Management have not engaged with the process of declaration (“no response”) or, when they do, choose not to declare these data (“prefer not to say”).

### **ED&I Digital Badge Initiative**

As detailed on page 34, the College launched its Digital Badge initiative with the ED&I badge in December 2015. One of the criteria for achieving the badge is for staff to check the accuracy of, update, or provide personal equality information (after watching a College specific [Monitoring Matters](#) video, encouraging declaration). Since launch, the declaration of equality information has noticeably improved in relation to decreased “no response” data for caring responsibilities and gender reassignment and decreased “prefer not to say” data for religion or belief and sexual orientation. For more details, please refer to the [ED&I Digital Badge Initiative Spotlight](#).

### **Using Staff Information to Better Perform the PSED**

Despite the issues resulting from existing data gaps, a genuine attempt was made to analyse data, draw relevant conclusions and support action planning, as detailed in [Section 7](#). Indeed, staff information is being used to better perform the PSED through informing:

- The College’s Equality Outcomes 2017-2021.
- Relevant equality impact assessments.
- HR recruitment and selection systems and procedures and Organisational Development systems and procedures, including succession planning.

To better contextualise the representation of individuals and groups with protected characteristics it is important to benchmark internal data with the latest Scottish Census data, Glasgow City Census data, or estimates for those protected characteristics currently not examined by the census. Subsequently, internal and external data sources can be used to support succession planning.

### Composition

Representation of each protected characteristic is presented vertically (job grades/tiers) and horizontally (curriculum, versus support staff), rather than simply presenting an overall College number and percentage. Doing so allows the College to: determine whether there are any issues preventing access to specific roles, or career development; and identify appropriate remedial action in support of the PSED.

### Recruitment

External and internal applicant, shortlisted applicant and appointment data is presented. Doing so allows the College to: determine whether there are any issues preventing access to employment, or a different position; and identify appropriate remedial action in support of the PSED.

### Development

Representation of each protected characteristic is presented vertically (job grades/tiers) and horizontally (curriculum, versus support staff), rather than simply presenting an overall College number and percentage. Training and development data is also presented horizontally for each protected characteristic (curriculum, versus support staff). Doing so allows the College to: determine whether there are any issues preventing access to specific roles, or career development as well as CPD opportunities; and identify appropriate remedial action in support of the PSED. Indeed, such data formed the basis for the College's expression of interest in a forthcoming Equality Challenge Unit project on positive action and staff development. Informed by evidence, the College will

identity appropriate developmental initiatives, targeted to redressing the under representation of women in Senior Lecturer and Curriculum Head positions.

### Retention

The proportion length of service of both staff and leavers across protected characteristics is presented. Doing so allows the College to: determine whether there are any issues preventing engagement and continued employment; and identify appropriate remedial action in support of the PSED.

### Gathering Board of Management Information

The College has also been monitoring information on the recruitment - applicants, shortlisted applicants and new appointments - and composition of the Board of Management across all protected characteristics since late 2011.

Taking into account departures and new appointments, 19 people were members of the Board of Management at City of Glasgow College, during all or part of the period 1st August 2015 to 31st July 2016 This equates to 7 females (36.8%) and 12 males (63.2%).

The Board of Management of Colleges in Scotland is comprised of the following positions:

- 1 x Principal and CEO.
- 1 x Chair (appointment by the Regional Board for 4 years).
- 2 x Student Members (Student President and another student officer, both elected for 1 year).
- 2 x Staff Members (representing teaching and support areas, both elected for 3 or 4 years).
- 12 x Non-Executive Directors (following formal recruitment and selection and subject to Regional Board appointment for 4 years).

As such, 12 out of these 18 positions are subject to public appointment and members may leave at any time, due to a variety of reasons.

## Board Self-Declaration across Protected Characteristics

Similar to the experience of staff monitoring, successive Mainstreaming Reports have found that the proportion of “no responses” remains high for caring responsibilities and gender reassignment. Similarly, “prefer not to say” responses for religion or belief and sexual orientation remain high. Looking forward, the Board of Management has committed to participating in the digital badge initiative and subsequently, it is expected that, similar to the experience of staff, “prefer not to say” and “no responses” of members will also decrease.

## Using Board Information to Better Perform the PSED and Support Diversity

In 2016, City of Glasgow College (CoGC) undertook a major Board of Management recruitment exercise in partnership with Glasgow Colleges Regional Board (GCRB), to fill 9 CoGC Board vacancies at the conclusion of the two-year transition period towards the new regional governance structure for College Boards.

With regard to the College’s support for gender balance at Board level, the Board’s intentions were stated clearly in the opening paragraphs of the Board appointment pack:

“City of Glasgow College particularly welcomes applications from groups currently under-represented on Scotland’s public bodies, such as women, disabled people and people aged under 50.”

The Board’s Nominations Committee also ensured that Board vacancies were publicised as widely as possible, including to organisations promoting women’s representation at Board level, and a wide range of community and equality organisations representing minority and protected characteristic groups with which the College has established strong relationships over many years. The Board appointments promotional adverts were widely circulated - by far the widest circulation of Board vacancy publicity the College has ever undertaken. Individual contacts were also made by senior managers.

The interview panel was gender-balanced and chaired by a woman Board member. The independent panel member was also a woman. Recognising that women find it more challenging to attend board meetings outside office hours as compared to

men, the scheduling of board meetings is flexible and subject to discussion and agreement by board members.

Despite these efforts, there was regrettably a low proportion of women applicants to the Board, i.e. 4 out of 16. Nevertheless, full consideration of gender balance was given, and of a total of 12 applicants invited for interview all 4 women applicants were included. Of these 4, 3 were proposed as Board members, while the fourth was proposed as a Board Committee Co-optee in the interests of succession planning.

Subsequently, of the total number of male applicants applying, 50.0% were appointed, and of the total number of women applicants, 75.0% were appointed - and 100% were offered an opportunity to work with the Board.

The Board of Management lost 3 women Board members, following the conclusion of the transition period for College Boards in July 2016. This resulted in the same net gender balance as prior to the recruitment exercise. The percentage representation varies depending upon whether currently serving Board members are counted, or are Board members who have served for all and part of the reporting period.

The report to GCRB submitted in March 2016, proposing CoGC Board appointments for GCRB approval, includes a section on gender representation, and a full account of the interview panel's approach. Reference is made in the report to the requirement to seek 40% representation, and also to the College's commitment to "50/50 by 2020". Due consideration of gender balance was recorded in the report.

As stated, through Board of Management participation in the Digital Badge Initiative, it is expected that the proportion of "prefer not to say" and "no responses" of members will decrease. Having a full and valid data set will then allow the College to better use this information to better perform the PSED and support diversity.

## Future Actions

A slightly higher proportion of teaching than support staff had undertaken development activities during 2015-2016. As such, this has potential implications for support staff with protected characteristics. For support sections, an

increasing amount of staff are being sponsored by line managers to engage in regular CPD. As a result of this increase, it is anticipated that the differential between curriculum and support staff undertaking development will continue to decline and parity will be observed across the College.

City of Glasgow College considers continuous learning and development to be a business imperative. To help meet the ever changing needs of students and stakeholders, where possible, learning and development activity is aligned to the College's business strategies and staff/student/stakeholder needs.

The College is committed to providing a programme of continuous professional development (CPD) which ensures that skill, knowledge and experience can be continually enhanced. The Further Education Sector recommendation of 36 hours (pro rata) of annual CPD which encourages critical reflection and transference to professional practice is respected as closely as possible.

Looking forward, data collection approaches will continue to be revised across the sector, and coordinated by the SFC, to ensure valid data is collected across all protected characteristics for students and staff. Finally, the College is committed to encouraging and supporting staff and students in self-declaration across protected characteristics.





## 7. Data Summary

## 7. Data Summary

In this section, graphs detailing staff composition by relevant protected characteristic are presented, followed by a summary of staff composition, recruitment, development and retention data for each relevant protected characteristic.

[Appendix C](#) presents staff equality information for 2015-2016 in full.

[Appendix D](#) provides a comparison of equality information in relation to available external benchmarks.

Similar to previous reports, in 2015-2016, key data findings were:

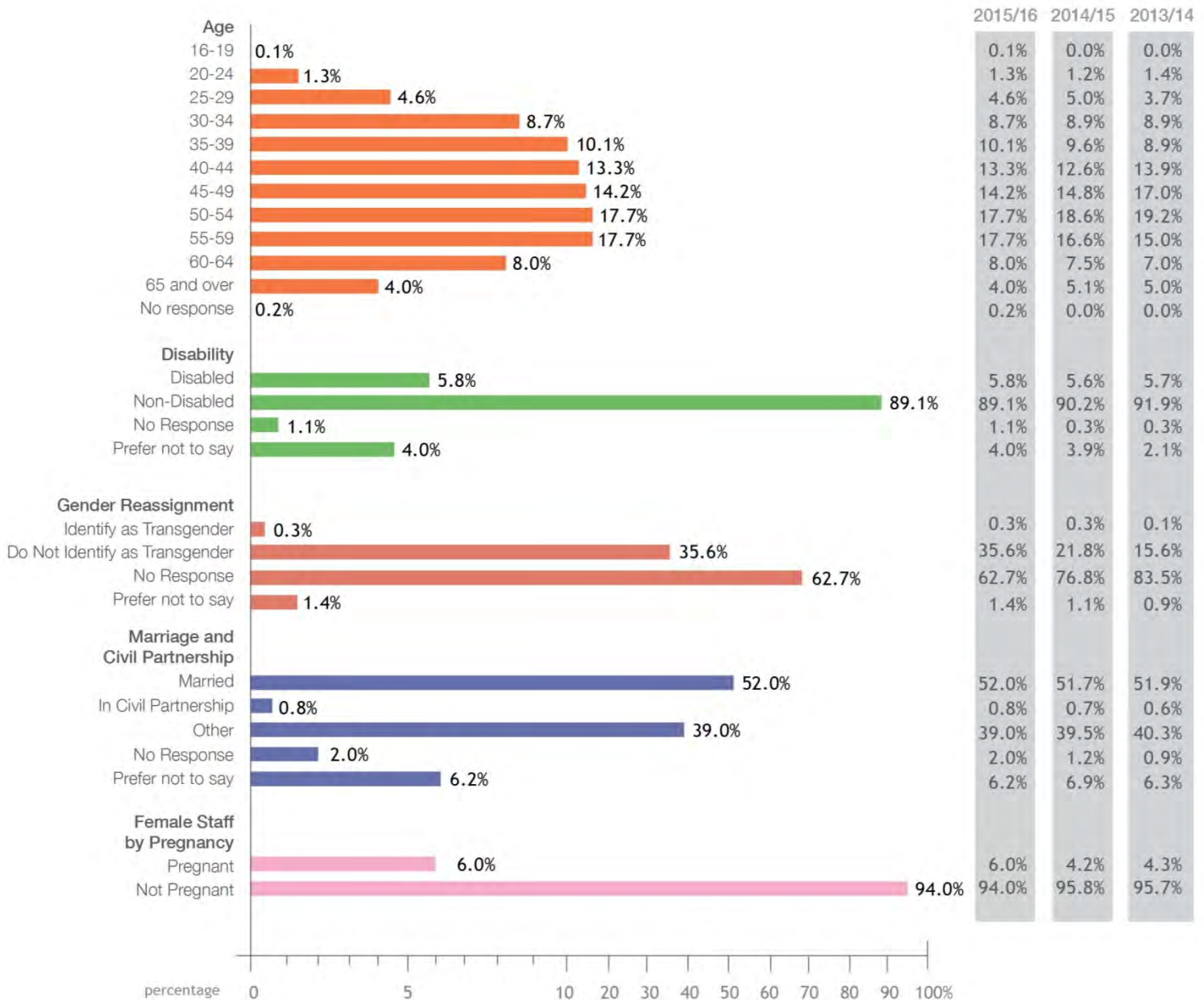
- Despite a noticeable reduction, a high proportion of “no response” was found for gender reassignment across staff and Board of Management (BOM).
- Despite a noticeable reduction, a high proportion of “no response” was found for caring responsibilities across staff and BOM.
- Despite a noticeable reduction, a high proportion of “prefer not to say” responses was found for sexual orientation across staff and BOM.
- Despite a noticeable reduction, a high proportion of “prefer not to say” responses was found for religion or belief across staff and BOM.
- The proportion of “prefer not to say” responses was much higher for staff than for applicants, shortlisted applicants and appointments.
- In general, the proportion of “prefer not to say” responses was higher for external applicants, shortlisted applicants and appointments compared to internal applicants, shortlisted applicants and appointments.
- A slightly higher proportion of curriculum than support staff had undertaken development which has potential implications for support staff with protected characteristics.

As previously stated, data gaps present two challenges. Firstly, “no response” and “prefer not to say” data prevent an accurate representation of staff composition, development and retention, as well as Board composition from being determined. This prevents valid evidence being used to meet the following specific duties:

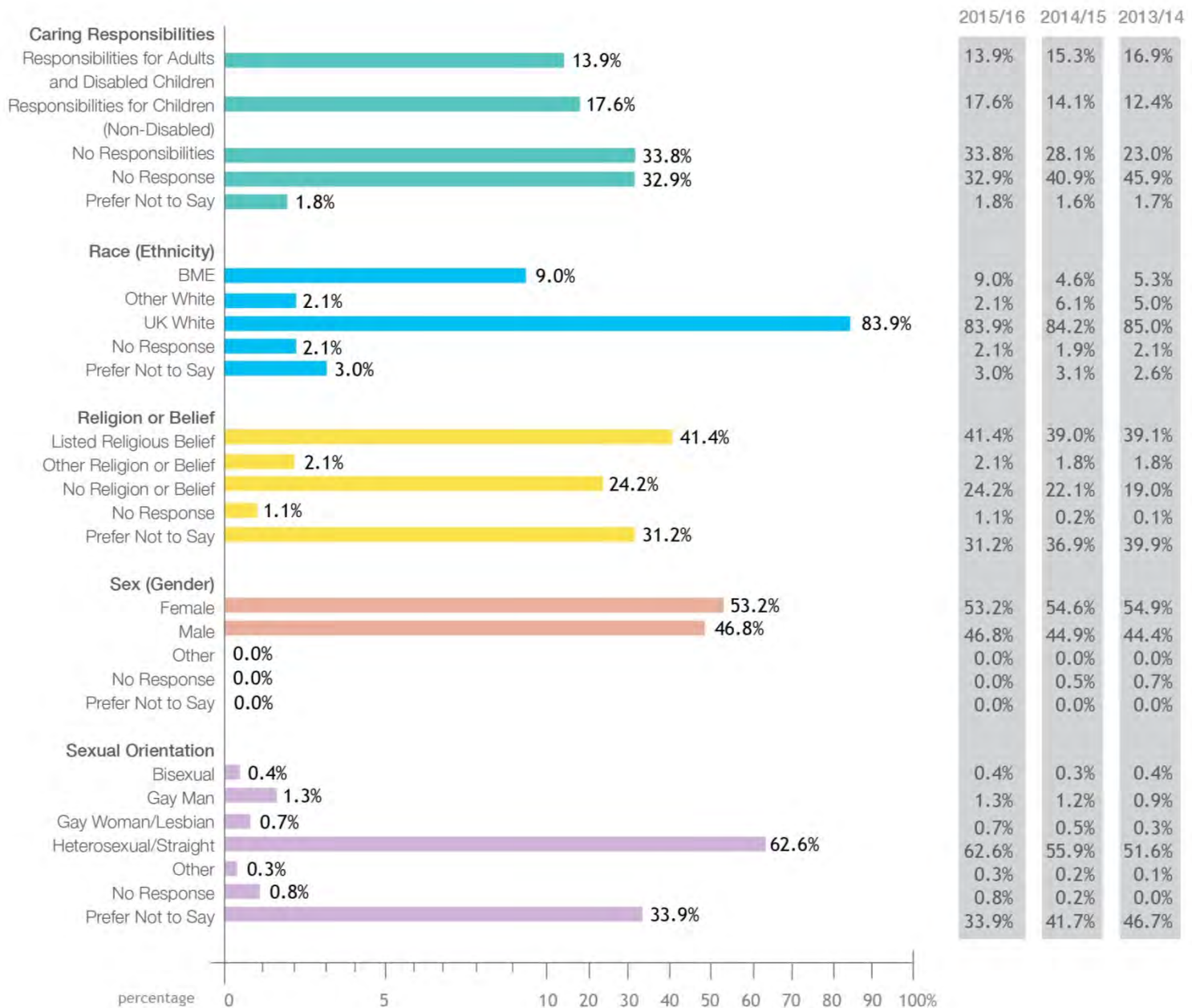
- Steps taken to use staff equality information to better perform the PSED.
- Steps taken to use Board of Management information to better perform the PSED and support diversity.
- How evidence has been used to devise and inform equality outcomes.
- How evidence has been used to conduct EQIAs.

Secondly, “no response” and “prefer not to say” data illustrate that, for a variety of reasons, staff have not engaged with the process of declaration (“no response”) or, when they do, choose not to declare this data (“prefer not to say”).

## Staff Composition 2015/16



## Staff Composition 2015/16 continued



## Age

### Composition

- The average age of staff was 47.5.
- In general, more senior roles were occupied by a higher proportion of staff in older age ranges.
- Conversely, other roles were occupied by staff across wider, and indeed younger, age ranges.
- The average age of curriculum staff, 47.9, was very slightly older than the average age of support staff, 47.0.

### Recruitment

- The average age of external applicants, 36.0, was younger than external shortlisted applicants, 39.8, which in turn was slightly older than external appointments, 38.4.
- The average age of internal applicants, 40.3, was almost the same as internal shortlisted applicants, 40.7, which in turn was slightly older than internal appointments, 39.6.
- The average age of external applicants, shortlisted applicants and appointments was younger than internal applicants, shortlisted applicants and appointments.
- The average age of applicants, shortlisted applicants and appointments, both internal and external, was younger than that for staff.

### Development

- Overall, a lower proportion of staff in younger, under 25, and older age ranges, 65 and over, had undertaken development than compared to those in intermediate age ranges.
- The average age of curriculum staff who had undertaken development, 48.1, was slightly older than those who had not undertaken development, 47.6.
- The average age of support staff who had undertaken development, 46.6, was very slightly younger than those who had not undertaken development, 47.5.

### Retention

- The average age of leavers was 46.0, with on average 8.0 years of service.
- This was very slightly lower than the average age of staff, 47.5, with on average 9.8 years of service.

## Disability

### Composition

- 5.8% of staff declared a disability and 4.0% of staff “preferred not to say”.
- From highest to lowest, the most common types of staff disability were: Long standing illness, or condition, 2.4%; other disability, 1.3%; specific learning difficulty, 0.7%; mental health condition, 0.5%; physical impairment, 0.4%; deaf/serious hearing impairment, 0.3% and multiple disabilities, 0.1%.
- A higher proportion of disabled staff, compared to the College total of 5.8%, was found in the following roles: Curriculum or Support Officer and Coordinator, 11.5%; Curriculum Head, 10.4%; Senior Lecturer, 10.1%; BOM and SMT, 7.4%; Head of Service, 6.7%; and Other Support Staff, 6.0%
- A slightly lower proportion of curriculum staff, 5.4%, than support staff, 6.2%, declared a disability.

### Recruitment

- The proportion of disabled external applicants, 7.1%, was higher than the proportion of disabled external shortlisted applicants, 5.9%, which in turn was higher than the proportion of disabled external appointments, 4.7%.
- The proportion of disabled internal applicants, 5.3%, was higher than the proportion of disabled internal shortlisted applicants, 3.7%, which in turn was higher than the proportion of disabled internal appointments, 2.1%.
- The proportion of disabled external applicants, shortlisted applicants and appointments was higher than the proportion of disabled internal applicants, shortlisted applicants and appointments.
- A slightly higher proportion of both external and internal applicants and shortlisted applicants, as well as external appointments preferred not to say, compared to staff. No internal appointments “preferred not to say”.

### Development

- Overall, a higher proportion of disabled staff, 70.0%, than non-disabled staff, 60.0%, had undertaken development.
- A higher proportion of disabled curriculum staff, 78.9%, than disabled support staff, 59.4%, had undertaken development.

### Retention

- A slightly lower proportion of leavers, 4.4%, than staff, 5.8%, was disabled.
- The average length of service of disabled staff and leavers was longer than for non-disabled staff and leavers.

## Gender Reassignment

### Composition

- Although declining, the high proportion of “no response” for transgender identity across staff positions prevent any meaningful conclusions from being drawn.
- 0.3% of staff identified as transgender, 35.6% did not identify as transgender and 1.4% of staff preferred not to say. The status of 62.7% of staff was unknown, i.e. “no response”.

### Recruitment

- 0.1% of external applicants, no external shortlisted applicants, no internal applicants and no internal shortlisted applicants identified as transgender.
- 1.4% of external applicants, 2.4% of external shortlisted applicants and 2.4% of external appointments “preferred not to say”.
- 0.6% of internal applicants, 1.1% of internal shortlisted applicants and no internal applicants “preferred not to say”.

### Development

- Although declining, the high proportion of “no response” for transgender identity across staff positions prevent any meaningful conclusions from being drawn.

### Retention

- Although declining, the high proportion of “no response” for transgender identity across staff positions prevent any meaningful conclusions from being drawn.



## Marriage and Civil Partnership

### Composition

- 52.0% of staff were married and 0.8% were in civil partnerships.
- 6.2% of staff preferred not to say and 2.0% did not respond, i.e. “no response”.
- A higher proportion of curriculum staff, 57.3%, than support staff, 44.6%, was married.
- A similar proportion of curriculum staff, 0.9%, and support staff, 0.8%, was in civil partnerships.

### Recruitment

- 31.1% of external applicants, 41.5% of external shortlisted applicants and 33.1% of external appointments were married.
- 50.2% of internal applicants, 52.1% of internal shortlisted applicants and 57.4% of internal appointments were married.
- A lower proportion of external compared to internal applicants, shortlisted applicants and appointments was married.
- A higher proportion of external compared to internal applicants, shortlisted applicants and appointments was in civil partnerships.
- Overall, a higher proportion of external than internal applicants, shortlisted applicants and appointments “preferred not to say”. No internal applicants “preferred not to say”.

### Development

- Overall, a slightly higher proportion of married staff, 62.1%, than those in civil partnerships, 60.0%, had undertaken development.
- A significantly lower proportion of married curriculum staff, 63.2%, than those in civil partnerships, 83.3%, had undertaken development.
- A significantly higher proportion of married support staff, 60.3%, than those in civil partnerships, 25.0%, had undertaken development.

### Retention

- The average length of service for married staff was 10.2 years.
- 43.4% of leavers were married, with on average 10.1 years of service.
- The average length of service for staff in civil partnerships was 5.8 years.
- 0.7% of leavers were in civil partnership, with on average 0 years of service.

## Pregnancy & Maternity (Incorporating Caring Responsibilities)

### Composition

- 6.0% of female staff were pregnant during 2015-2016.
- No female member of staff from BOM and SMT, Curriculum Head, Head of Service and Curriculum of Support Officer and Coordinator roles was pregnant during 2015-2016.
- A higher proportion of female curriculum staff, 7.5%, than support staff, 4.5%, was pregnant.
- Although declining, the high proportion of “no response” for caring responsibilities across staff positions, 32.9% for the College overall, prevent any meaningful conclusions from being drawn.

### Recruitment

- The pregnancy status of external and internal applicants, or shortlisted applicants was not asked.
- No external or internal female appointments a declared being pregnant.
- 3.1% of external applicants, 3.6% of external shortlisted applicants and 2.4% of external appointments declared having caring responsibilities for adults and disabled children.
- 3.4% of internal applicants, 4.7% of internal shortlisted applicants and 6.4% of internal appointments declared having caring responsibilities for adults and disabled children.

### Development

- Overall, a lower proportion of pregnant female staff, 42.5%, than non-pregnant female staff, 55.3%, had undertaken development.
- A lower proportion of pregnant curriculum female staff, 48.0%, than non-pregnant female curriculum staff, 61.6%, had undertaken development.
- A lower proportion of pregnant support female staff, 28.6%, than non-pregnant support female staff had undertaken development, 66.0%.
- Although declining, the high proportion of “no response” for caring responsibilities across staff positions prevent any meaningful conclusions from being drawn.

### Retention

- No female leavers were pregnant.
- Whilst declining, the high proportion of “no response” for caring responsibilities across staff positions prevent any meaningful conclusions from being drawn.

## Race (Ethnicity)

### Composition

- 83.9% of staff were UK white, 2.1% were other white and 9.0% were from BME backgrounds.
- 3.0% of staff preferred not to say, with the remaining 2.1% unknown.
- No staff from BME backgrounds were found in Head of Service positions.
- A slightly higher proportion of curriculum staff, 9.4%, than support staff, 8.4%, were from BME backgrounds.
- A very similar proportion of curriculum staff, 2.0%, and support staff, 2.1%, were from other white backgrounds.

### Recruitment

- A similar proportion of external applicants, 11.3%, and external shortlisted applicants, 11.8%, were from BME backgrounds, however a lower proportion of external appointments, 5.5% was from BME backgrounds.
- The proportion of BME internal applicants, 15.0%, was higher than the proportion of internal shortlisted applicants, 11.1%, which in turn was higher than the proportion of internal appointments, 2.1%.
- A higher proportion of internal appointments, 93.6%, than external appointments, 83.5%, were from UK white backgrounds.

### Development

- Overall, a higher proportion of other white College staff, 69.2%, and BME College staff, 55.3%, had undertaken development compared to the College total of UK white staff, 53.9%.
- A higher proportion of other white staff, 62.5%, and BME staff, 57.1%, than UK white staff, 54.8% had undertaken development in curriculum positions.
- A higher proportion of other white staff, 80.0%, and UK white staff, 52.8%, than BME staff, 52.7%, had undertaken development, in support positions.

### Retention

- A higher proportion of leavers, 12.5%, than staff, 9.0%, was from BME backgrounds.
- A lower proportion of leavers, 0.7%, than staff, 2.1%, was from other white backgrounds.
- The average length of service of BME and other white staff and leavers was shorter than for UK white staff and leavers.

## Religion or Belief

### Composition

- 38.9% of staff were Christian.
- The next highest represented religions were “Other”, 2.1%, and Muslim, 1.2%.
- 24.2% of staff did not have a faith/belief and 31.2% preferred not to say.
- The proportion of staff with a listed religion was very slightly lower for curriculum staff, 40.2%, than support staff, 42.9%.
- The high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

### Recruitment

- 38.9% of external applicants, 44.1% of external shortlisted applicants and 46.5% of external appointments were Christian.
- 46.8% of internal applicants, 47.9% of internal shortlisted applicants and 51.0% of internal appointments were Christian.
- 4.1% of external applicants, 4.1% of external shortlisted applicants and 3.1% of external appointments were Muslim.
- 5.6% of internal applicants, 4.2% of internal shortlisted applicants and no internal appointments were Muslim.
- 1.9% of external applicants, 2.0% of external shortlisted applicants and 0.8% of external appointments held other religious beliefs.
- 0.6% of internal applicants, 0.5% of internal shortlisted applicants and no internal appointments held other religious beliefs.
- A lower proportion of applicants, shortlisted applicants and appointments, both internal and external, than staff preferred not to declare their religion.
- A higher proportion of external, than internal applicants, shortlisted applicants and appointments preferred not to declare their religion.
- A higher proportion of applicants, shortlisted applicants and appointments, both internal and external, than staff did not have a faith/belief than staff.

### Development

- The high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

### Retention

- The high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

## Sex (Gender)

### Composition

- 53.2% of staff were female, 46.8% were male.
- A lower proportion of females was found higher grade curriculum roles, i.e. Senior Lecturer, 30.4%, and Curriculum Head, 41.7%, compared to the College overall.
- A lower proportion of females was found in higher grade support roles, i.e. Head of Service, 46.7%, compared to the College overall.
- A higher proportion of females was found in lower grade support roles, i.e. other support staff, 61.0% and Curriculum or Support Officer, 88.5%.
- More females were employed in support, 60.6%, than in curriculum roles, 47.4%.
- More males were employed in curriculum, 51.8%, than in support roles, 39.4%.

### Recruitment

- 56.4% of external applicants, 51.3% of external shortlisted applicants and 56.7% of external appointments were female.
- 55.5% of internal applicants, 58.4% of internal shortlisted applicants and 55.3% of internal appointments were female.
- A slightly higher proportion of external than internal applicants and appointments were female.
- A higher proportion of internal than external applicants and appointments were male.

### Development

- Overall, a slightly higher proportion of female staff, 62.4%, than male staff, 56.2%, had undertaken development.
- For curriculum staff, a very slightly higher proportion of male staff, 61.7%, had undertaken development than female staff, 60.6%.
- In contrast, for support staff, a much higher proportion of female staff, 64.3%, than male staff, 46.0%, had undertaken development.

### Retention

- A higher proportion of leavers, 60.3%, than staff, 53.2%, were female, with 7.6 years of service compared to 9.7 years for existing female staff.
- A lower proportion of leavers, 36.8%, than staff, 46.8%, were male, with 8.9 years of service compared to 9.2 years for existing male staff.

## Sexual Orientation

### Composition

- 62.6% of staff identified as being heterosexual/straight.
- 2.7% of staff identified as bisexual, gay, lesbian, or other sexual orientation, which was lower than that found for external and internal applicants, shortlisted applicants and appointments.
- A significantly higher proportion of staff “preferred not to say”, 33.9%, compared to external and internal applicants, shortlisted applicants and appointments.
- Although declining, the high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

### Recruitment

- 87.2% of external applicants, 87.8% of external shortlisted applicants and 84.3% of external appointments were heterosexual/straight.
- 6.3% of external applicants, 4.1% of external shortlisted applicants and 6.3% of external appointments identified as bisexual, gay, lesbian, or other.
- 92.5% of internal applicants, 92.6% of internal shortlisted applicants and 95.7% of internal appointments were heterosexual/straight.
- 3.4% of internal applicants, 3.2% of internal shortlisted applicants and 4.3% of internal appointments identified as bisexual, gay, lesbian, or other.
- 6.5% of external applicants, 8.0% of external shortlisted applicants and 9.4% of external appointments “preferred not to say”, compared to 33.0% of staff.
- 4.1% of internal applicants, 4.2% of internal shortlisted applicants and no internal appointments “preferred not to say”, compared to 33.0% of staff.
- A higher proportion of external than internal applicants, shortlisted applicants and appointments identified as a “non-heterosexual” group.
- A higher proportion of external than internal applicants, shortlisted applicants and appointments preferred not to say.

### Development

- Although declining, the high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

### Retention

- Although declining, the high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.



## 8. Looking Forward

## 8. Looking Forward

Future mainstreaming reports will detail progress the College has made in mainstreaming equality across other College functions. Possible spotlights to be included in the next mainstreaming report include:

- Accessible and Inclusive College Website.
- Tackling under-representation of Groups in Modern Apprenticeships.
- Staff ED&I Integration and Training & Development.
- Student Support across Protected Characteristics.
- Further Enhancement of Planning and Self-Evaluation Systems.

Looking forward, staff equality information will continue to inform College strategy and operations so as to better perform the PSED.







In the next report, the additional steps taken to gather information across all relevant protected characteristics will be detailed, together with how this information has been used to better support the PSED.

Similarly, progress made in supporting individuals to self-declare across all characteristics, with a view to minimising “no response” and “prefer not to say” declaration, will be presented. A more complete and valid data set would allow the College to redress any potential issues, match services to needs and better perform the PSED.

This document is available alternative formats upon request.

For more information, please call 0141 375 5401/5402, or contact

[edi@cityofglasgowcollege.ac.uk](mailto:edi@cityofglasgowcollege.ac.uk)





# Appendices

# Appendix A: Mainstreaming Matrix

**Key to Protected Characteristics (PC/s):** Age (A); Disability (D); Gender Reassignment (GR); Marriage & Civil Partnership (M&CP); Pregnancy & Maternity (P&M); Race (R); Religion or Belief (RoB); Sex (S); Sexual Orientation (SO); and all protected characteristics (All).

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported					Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Finance &amp; Human Resources</b>										
Finance	Finance is currently reviewing Policies, Procedures and Forms to ensure these are CALM compliant by August 2017.			✓	✓	✓	✓	✓	✓	All
Student Data & Research	Tackling student under-representation in Workforce Development provision (Modern Apprenticeships and Employability Fund).	✓	✓	✓	✓	✓	✓	✓	✓	D, R, S
Procurement	Giving due regard within all aspects of procurement activities to enable better performance of the PSED.	✓	✓	✓	✓	✓	✓	✓	✓	All
Human Resources	The management of long term absence work (e.g. sickness/maternity/career break) has been reviewed and a programme of re-integration for those staff is being introduced.			✓	✓	✓	✓	✓	✓	D, P&M
Equality, Diversity & Inclusion	Cross College ED&I monthly themed events.	✓	✓	✓	✓	✓	✓	✓	✓	All
	ED&I Digital Badge Initiative.	✓	✓	✓	✓	✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Corporate Development &amp; Innovation</b>										
Corporate Communications	Key ED&I messages are delivered in corporate communications, such as Principal's Briefing and news articles.		✓	✓	✓	✓	✓	✓	✓	All
Business Development & Industry Academies	A number of tailored courses are delivered to support social enterprises, e.g. with SAMH, Crossroads Youth & Community Association, Community Renewal Trust and African Women Empowerment Scotland.	✓	✓	✓	✓	✓	✓	✓	✓	A, D, P&M, R, RoB, S
Marketing	The new College website was designed to be accessible and inclusive, with an ED&I audit being conducted by an external partner in summer 2017.		✓	✓	✓	✓	✓	✓	✓	All
Worldskills Academy & Development	Inclusive Skills Competitions and inter-campus competitions have been introduced which tackle under representation.	✓	✓	✓	✓	✓	✓	✓	✓	All
Client Development & Lifelong Learning	The Alumni Association e-newsletter - which often covers articles with an ED&I focus - is accessible by design, providing descriptive subject lines, plain text versions and Alt Text for images.		✓	✓	✓	✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Building, Engineering &amp; Energy</b>									
Built Environment	Promoting female representation and participation through promotional materials and events.	✓	✓	✓	✓		✓	✓	S
Construction Crafts	Introduced bespoke girls into construction programme in partnership with Glasgow City Council. Aimed at S3/S4 pupils, this provision develops the vocational pathway for aspiring female construction operatives into mainstream construction programmes, or the 'Women into Construction' programme.	✓	✓	✓	✓		✓	✓	A, S
Engineering & Energy	Women into Engineering HNC Programme.	✓	✓	✓	✓		✓		A, P&M, S

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Building, Engineering &amp; Energy</b>										
STEM Academy and Youth Employment	A range of activities have been delivered across the 6 themes identified within the Faculties Gender Action Plan. The educational game “Eco City” has been designed to raise awareness of wide range of ED&I issues.	✓	✓	✓	✓			✓	✓	All except GR
Trowel Occupations	Our partnership with EQUATE Scotland, delivers one to one mentoring support for aspiring female construction operatives. This provision has been made available to every female construction student wishing to pursue a Modern Apprenticeship opportunity.	✓	✓	✓	✓			✓	✓	A, P&M, S
Electrics and Electronics	Improved access and progression routes for learners on electrical and electronic engineering programmes have been delivered.	✓	✓	✓	✓			✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Business (Continued Over Page)</b>										
Accounting	A specific themed example is not available. However ED&I issues are embedded into curriculum and teaching practice.	✓	✓	✓	✓	✓	✓	✓	✓	All
Supply Chain & Law	In HND Supply Chain, a group of 4 staff and 25 students participated in the Procurex Public Sector event Nov 9 <sup>th</sup> 2017.	✓	✓	✓	✓	✓	✓	✓	✓	A, D
Applied Computing Technology	ED&I Mobile Application project to raise awareness of ED&I issues and the PSED.	✓				✓	✓	✓		D
Business and Administration	In Dip HE Business, the student group presentation topic must relate to an issue of equality or discrimination.	✓				✓	✓	✓	✓	All



College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Business (Continued)</b>										
Digital Technologies	Embracing Diversity Competition embedded into delivery, particularly at NC Level.	✓	✓			✓	✓	✓	✓	All
Industry Academies	Access to employment/training from non-traditional academic groups and applicants from areas of multiple deprivation.	✓	✓	✓		✓	✓	✓	✓	A, D, S, R
Languages	Due to requirements of the GCU module descriptors and examinations, a specific themed example is not available. However ED&I issues are into curriculum and teaching practice.	✓	✓	✓		✓	✓	✓	✓	A, D, GR, P&M, R
Marketing & Retail	Nil By Mouth (NBM) Pitch Perfect Campaigns to challenge sectarianism in Scotland.	✓	✓	✓		✓	✓	✓	✓	RoB

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Creative Industries (Continued Over Page)</b>										
Design and Drama	The Laramie Project was performed by HND 2 Drama students. The play is about the town of Laramie, its citizens, and their reaction to the brutal murder of Matthew Shepard, a 21 year old gay student.	✓		✓	✓	✓	✓	✓	✓	A, SO
Design Crafts	Glasgow Royal Infirmary Stained Glass Project. HND 2 Art Glass Students design and manufacture a series of stained glass windows, depicting the past, present and future of the Townhead area.	✓	✓			✓	✓	✓	✓	A, R, RoB
Fine Arts	HND2 Applied Arts Manifesto Exhibition. Personal manifestos are expressed through printmaking and textiles techniques to explore social, political and cultural issues - often personal or challenging in nature - with themes around equality.	✓	✓			✓	✓	✓	✓	A, R, RoB, S, SO
Graphic Arts	A live HND Graphic Design project to design branding, list of services and publicity for the Homeless Barbers of Glasgow.	✓	✓			✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Creative Industries (Continued)</b>									
Industry Academies	Partnership with Zodiak Media to offer a paid internship programme for disabled students undertaking HND Television. The aim of the project is to support the move towards a more diversified workforce.	✓	✓	✓	✓	✓	✓	✓	D
Media	All first year HND Television students are instructed on the coverage of protected characteristics, to engender an awareness of related issues, prior to filming television documentaries.	✓	✓	✓	✓	✓	✓	✓	A, RoB
Photography	The HND 2 Photography document project allowed students to address social and cultural issues, often personal and challenging in nature.	✓		✓	✓		✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Education &amp; Society (Continued Over Page)</b>									
Care	Evening NQ Men into Childcare course delivered specifically to men tackle gender under representation in education and work.	✓	✓	✓	✓		✓	✓	S
Community & Supported Education	Progression pathways in Supported Education to learning and work.	✓	✓	✓	✓	✓	✓	✓	D
ESOL 1 and ESOL 2	College Induction Pack is tailored by grading language.	✓		✓	✓		✓	✓	All
	A RESPECT video made by ESOL students is shown to all new students in Induction.			✓	✓	✓		✓	All
	Student Interpreters assist lower level students in formulating PLPs during Guidance.	✓	✓	✓	✓		✓	✓	R
	ESOL students actively working with mainstream students, in Social Sciences, Events, Sports at NQ and HN level, sharing experiences and language.	✓	✓	✓	✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Education &amp; Society (Continued)</b>									
Essential Skills	Essential Skills Employability Programme.	✓	✓	✓	✓		✓	✓	A, D, S, R
Industry Academies	Delivery in NHS Forensic Mental Health Units, with appropriately modified student cards created for each student and in house graduation ceremonies initiated to secure inclusion. Progression route system secured to help support inclusion.	✓	✓	✓	✓	✓	✓	✓	All
Social Science	A joint initiative, involves both Social Science NC students and ESOL students actively working together to share experiences and language.	✓	✓	✓	✓	✓	✓	✓	All
Trade Union	Delivery of ED&I Diploma and Education for Union Representatives for TUC union affiliated individuals.	✓	✓	✓	✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Leisure &amp; Lifestyle (Continued Over Page)</b>										
Beauty 1	ED&I business module incorporated into customer service delivery.	✓	✓	✓	✓	✓	✓	✓	✓	All
Beauty 2	Appropriate skills and behaviours are developed, to allow the needs of clients to be sensitively anticipated and met.	✓	✓	✓	✓	✓	✓	✓	✓	All
Fitness	'Our Behaviours' - Recruitment and beyond project which develops appropriate student behaviours.	✓	✓	✓	✓	✓	✓	✓	✓	All
Food 1	The 'HN Unit Gastronomy' unit examines the origins and history, together with ethical issues and culinary festivals.	✓	✓		✓			✓	✓	D, R, RoB
Food 2	A specific themed example is not available. However ED&I issues are embedded into curriculum and teaching practice.	✓	✓		✓				✓	All
Hairdressing 1	Gents Barbering classes supported 'Beat the Blues' 2017, to raise awareness about depression and mental health issues. Haircuts were offered to diverse clients, including students with learning difficulties.	✓	✓	✓	✓	✓	✓	✓	✓	D

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Leisure &amp; Lifestyle (Continued)</b>										
Hairdressing 2	HNC Hairdressing and HNC Fashion Make Up students organised a fund raising event in support of homeless people.	✓	✓	✓	✓	✓	✓	✓	✓	A, D RoB, R, S
Hospitality 1 and 2	Various course units require students to organise an event and many students chose to organise events with an ED&I theme.	✓	✓	✓	✓	✓	✓	✓	✓	A, D, R, S, SO
Industry Academies	Course provision in Sport, Hairdressing and Hospitality with pupils from Newlands Junior College support the Regional Outcome Agreement, in particular DYW.	✓	✓	✓	✓	✓	✓	✓	✓	All
Sports Coaching	2 <sup>nd</sup> Year students take an 'Inclusive Sports Coaching' unit and learn about different disabilities and how to apply adaptive sporting activity to different client groups.	✓	✓	✓	✓	✓	✓	✓	✓	D
Sports Therapy	Sports Massage students gain the opportunity to work with athletes of all ages backgrounds and physical capabilities.	✓	✓	✓	✓	✓	✓	✓	✓	All
Tourism	Students learn about the experience of travellers with a range of characteristics.	✓	✓	✓	✓	✓	✓	✓	✓	A, D,R RoB, S

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported					Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Nautical Studies</b>										
Industry Academies	Access course has been designed to remove barriers from entering the Merchant Navy and successful candidates will be given an interview with Shipping Company.	✓	✓	✓	✓	✓	✓	✓	✓	All
Practical Marine Engineering	‘Creative Craft Welding’, a new course, is delivered to open up the area of welding to all. There is no barrier to this course, with our youngest student being 12 and our oldest being 76.	✓	✓	✓	✓	✓	✓	✓	✓	All
Marine Operations & Senior Marine	A course has been designed specifically for overseas students who have never been on board a ship. This course involves navigational simulators and classroom simulators and classroom practice. Included in this programme are ship visits and also hands on work experience in partnership with a charity restoring the Queen Mary.	✓	✓		✓			✓	✓	R



College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported					Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Nautical Studies</b>										
Maritime Engineering	The 'Thermodynamics' and 'Naval Architecture' units are hugely theoretical, with high maths content. Equipment was purchased to allow the more practical learner the opportunity to see and feel what was being taught theoretically. This has supported the success of the more kinaesthetic learner and also where English is a second language.	✓	✓	✓	✓			✓	✓	R
Maritime Skills	A partnership with the Tall Ships has been established to allow our trainee officers a real scenario to carry out which can be assessed as part of the program. The non-technical aspects are also measured.	✓	✓					✓		R
Senior Marine Engineering	Bespoke leadership course to encompass an Engineering element and working with cross culture and gender groups has been developed. This is utilising the new Engineering Simulator and also classroom teaching.	✓		✓	✓		✓	✓	✓	R, S

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Student Experience and Faculties</b>									
Libraries & Learning Technologies	Equity of access to appropriate space and resources.	✓	✓	✓	✓	✓	✓	✓	All
Student Experience:									
• Student Advisory Services	Student Support for Trans Students. Student Counselling Service.			✓	✓	✓	✓	✓	GR D
• Student Funding	Student Funding Practice.		✓	✓	✓	✓	✓	✓	D, GR, P&M, RoB
• Student Recruitment and Admissions	Student Admissions Procedures, Training and Reporting.		✓	✓	✓	✓	✓	✓	All
• Learning Support	Tailored support for students with a range of impairments.			✓	✓	✓	✓	✓	D
• Students' Association	Vice Principal Diversity & Wellbeing position and 2 Equalities Officers.	✓	✓	✓	✓	✓	✓	✓	All
• Student Engagement	Finger on the Pulse sessions examining ED&I issues with student class groups.	✓	✓	✓	✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Infrastructure</b>									
Estates Management	Updated DisabledGo Access Guides for new College Riverside and City Campuses.	✓	✓	✓	✓	✓	✓	✓	D
Facilities Management	New catering provider proactively meets health and religious based dietary requirements and celebrates diversity.		✓	✓	✓	✓	✓	✓	D, RoB, R
Student Accom' & Services	Work experience initiative with Supported Education students.	✓	✓	✓	✓	✓	✓	✓	D
Digital Infrastructure	CALM templates as part of the available default Word and PowerPoint files.	✓	✓	✓	✓	✓	✓	✓	D
Digital Support	Enhanced provision and communication of Assistive Technologies on all student and staff profiles.	✓	✓	✓	✓	✓	✓	✓	D, R
Campus Timetabling	Actively respond to any account of student and staff needs in relation to protected characteristics when timetabling classes.	✓	✓	✓	✓	✓	✓	✓	A, D, P&M, RoB, S
Health & Safety Compliance	Risk assessment and Method Statements as required and relevant training is delivered, including manual handling and evacuation procedures that recognise mobility needs.	✓	✓	✓	✓	✓	✓	✓	D, P&M

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s				
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I, Equality and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>Corporate Support</b>										
Corporate Support	International Education Symposium was delivered which incorporated an explicit focus on equality, diversity and inclusion.	✓	✓	✓	✓	✓	✓	✓	✓	A, D, R, S
<b>Performance and Improvement</b>										
Organisational Development	Managing Diverse Teams and Working in Diverse Training and Toolkit.	✓	✓	✓	✓	✓	✓	✓	✓	All
Performance	Use of Dashboard to provide live ED&I data in support of planning, delivering and evaluating mainstreaming.	✓	✓	✓	✓	✓	✓	✓	✓	All

College Function and New Mainstreaming Example		Relevant College Strategic Aim/s Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate/Faculty and Function	Example of Mainstreaming	Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Commitment to ED&I, Tolerance and Respect	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
<b>College Secretary &amp; Planning</b>									
Governance	ED&I governance oversight provided by Board Student, Staff and Equalities Committee. BoM responsible for co-development and delivery of Regional Outcome Agreement (including, ED&I related targets).	✓	✓	✓	✓	✓	✓	✓	All
	Board recruitment process now includes a promotion matrix, ensuring a much wider circulation of invitations to apply, including under-represented groups.	✓	✓	✓	✓	✓	✓	✓	All
College Planning	New College Strategic Plan includes the Strategic Aim: “Advance Fairness, Opportunity and Respect for All” as well as other aims relating to equality, access and inclusion. Operational Planning linked to Strategic Planning delivery. Planning Guidance specifically requires that operational plans reflect the responsibility to deliver the PSED.	✓	✓	✓	✓	✓	✓	✓	All

## Appendix B: Previous Mainstreaming

Directorate/Faculty and Function	Example of Mainstreaming Previously Reported	PC/s	Year
<b>Finance &amp; HR</b>			
Finance	Proactively consider ED&I in customer needs, in particular cultural differences.	All	2015
Student Data & Research	Integration of student protected characteristics in student enrolment.	All	2015
Procurement	Integration of ED&I within policy and procedure.	All	2015
Human Resources	Integration of ED&I within staff recruitment and selection. Tommy's Accreditation, providing support for pregnant staff and their partners.	All P&M	2015 2013
Equality, Diversity & Inclusion	ED&I Working Group, comprised of staff and students across College functions.	All	2015

Directorate/Faculty and Function	Example of Mainstreaming	PC/S	Year
<b>Corporate Development &amp; Innovation</b>			
Corporate Communications	“Our Behaviours” initiative, supporting the College Values, including ED&I.	All	2015
Business Development & Industry Academies	“Women into Engineering” and “Women into Construction” initiatives.	S	2015
Marketing	Student profiles representing the range of protected characteristics.	All	2015
Worldskills Academy & Development	Inclusive Worldskills competitions accessible to all students, in particular disabled students.	D	2015
Client Development & Lifelong Learning	N/A.	N/A	N/A

Directorate/Faculty and Function	Example of Mainstreaming Previously Reported	PC/s	Year
<b>Student Experience</b>			
6 Faculties and Respective Curriculum Teams (Business; Building Engineering & Energy; Creative Industries;	Many examples of mainstreaming were identified within and across Faculties as part of “New Campus New Learning”, now “City Learning”; published within a specific <a href="#">Good Practice Guide in 2015</a> .	All	2015
	New student ED&I Induction Module.	All	2015
	“Embracing Diversity Competition” with representation across all Faculties.	All	2015 2013
	ESOL initiatives (English for Speakers of Other Languages).	R/RoB	2013
Libraries & Learning Technologies	Accessible and extensive digital collection, including e-books.	D/R	2015
Student Experience (Admissions, Funding, Advice, Learning Support, Engagement and Students’ Association)	Comprehensive and systematic EQIA on Student Admissions.	All	2015
	Assistive Technology, with focus on Mind Mapping Software.	D	2015
	Electronic PLSPs (Personal Learning Support Plans).	D	2013



Directorate/Faculty and Function	Example of Mainstreaming	PC/S	Year
<b>Infrastructure</b>			
Estates Management	Proactively consider ED&I in customer needs, in particular cultural differences. DisabledGo Access Guides are provided for College buildings and most services.	All D	2015 2013
Facilities Management	Gender neutral toilets are provided in each College building.	GR	2015
Student Accommodation & Services	Considerable investment in accessible student accommodation in new campus, e.g. 8 fully accessible bedrooms/kitchens/toilets/showers.	D	2015
Digital Infrastructure	Integration of BrowseAloud in College website, VLE and intranet.	D/R	2015
Digital Support	Accessible software is installed on all student PCs across both campuses.	D	2015
Campus Timetabling	Proactively considers accessibility needs of students when timetabling classes.	D/RoB	2015
Health, Safety & Wellbeing	Healthy Working Lives Gold Award supports mental health and wellbeing.	D	2015

Directorate/Faculty and Function	Example of Mainstreaming	PC/S	Year
<b>Corporate Support</b>			
Corporate Support	N/A.	N/A	N/A
<b>Performance &amp; Improvement</b>			
Performance	Integration of ED&I within the 3 student questionnaires.	All	2015
	Further integration of ED&I within the curriculum and support team performance and self-evaluation systems.	All	2015
	Equality Impact Assessment (EQIA) process and integration within policy management system.	All	2013
	Integration of ED&I into performance systems, including CADMs and Self-Evaluation.	All	2013
Organisational Development	Integration of ED&I within the in-house teacher training PDA, delivered to staff. Stonewall Diversity Champion and participant in Workplace Equality Index (WEI)	All GR/SO	2015 2013
<b>College Secretary &amp; Planning</b>			
College Governance	Extensive coverage of ED&I within the College Annual Review 2013-2014 (and each subsequent year).	All	2015
College Planning	Integration of ED&I within the College planning process and related guidance.	All	2015

**Key to Protected Characteristics (PC/s):** Age (A); Disability (D); Gender Reassignment (GR); Marriage & Civil Partnership (M&CP); Pregnancy & Maternity (P&M); Race (R); Religion or Belief (RoB); Sex (S); Sexual Orientation (SO); and all protected characteristics (All).

## Appendix C: Full Equality Data

Recruitment, composition, development and retention of staff is presented for the period 1<sup>st</sup> August 2015 to 31<sup>st</sup> July 2016 and compared with the same period during previous years, where appropriate. Please refer to the online [ED&I Glossary](#) for definitions of row and column headers used in the following tables:

[Age Data](#)

[Caring Responsibilities Data](#)

[Disability Data](#)

[Race Data](#)

[Gender Reassignment Data](#)

[Religion or Belief Data](#)

[Marriage and Civil Partnership Data](#)

[Sex Data](#)

[Pregnancy and Maternity Data](#)

[Sexual Orientation Data](#)

When the Recruitment & HR software system was updated following merger to harmonise systems and to account for measurement of all protected characteristics, legacy issues meant that not all protected characteristics were encoded as compulsory fields. As will be seen, this explains the high proportion of “no response” found for gender reassignment and caring responsibilities.

Since February 2013, the monitoring of all protected characteristics at application stage has been changed to compulsory fields, with the default set to “prefer not to say” for each.

Despite continued year on year improvements, as stated elsewhere, the proportion of “prefer not to say” responses for religion or belief and sexual orientation remains high for existing staff. Furthermore, the proportion of “no response” data gaps for gender reassignment and caring responsibilities also remains pronounced.

The College recognises that complete and valid staff data are essential to conducting equality impact assessments, devising equality outcomes and demonstrating progress in meeting these outcomes in order to better perform the PSED.

## Recruitment, Composition, Development and Retention of Staff by Age

Table 1: Applications, Shortlisting, Appointments, Staff and Leavers by Age Range, 2015-16

Group and Age	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
External Applicants	0.6%	14.4%	21.0%	16.2%	11.1%	9.6%	8.6%	8.1%	6.8%	2.0%	0.6%	1.0%	100.0% (3,255)
Internal Applicants	0.0%	2.8%	17.2%	13.2%	16.9%	11.9%	14.1%	12.5%	8.8%	2.2%	0.0%	0.3%	100.0% (319)
Ext' Shortlisted Applicants	0.0%	5.9%	16.7%	15.8%	13.6%	12.0%	11.9%	11.1%	8.5%	3.1%	0.9%	0.3%	100.0% (960)
Int' Shortlisted Applicants	0.0%	3.2%	16.8%	13.2%	16.3%	11.1%	11.6%	15.8%	9.5%	2.6%	0.0%	0.0%	100.0% (190)
External Appointments	0.0%	6.3%	18.1%	18.1%	14.2%	14.2%	10.2%	11.0%	3.9%	3.9%	0.0%	0.0%	100.0% (127)
Internal Appointments	0.0%	2.1%	19.1%	19.1%	17.0%	17.0%	4.3%	6.4%	12.8%	2.1%	0.0%	0.0%	100.0% (47)
Staff	0.1%	1.3%	4.6%	8.7%	10.1%	13.3%	14.2%	17.7%	17.7%	8.0%	4.0%	0.2%	100.0% (1,214)
Leavers	0.0%	5.9%	11.0%	11.0%	11.8%	3.7%	12.5%	14.0%	7.4%	9.6%	13.2%	0.0%	100.0% (136)
Average Length of Service for Staff (Years)	0.4	1.2	1.8	4.6	6.0	7.6	9.8	11.3	13.9	14.0	12.4	0.0	9.5 years, College Average
Average Length of Service for Leavers (Years)	0.0	4.0	2.3	5.2	4.1	8.0	4.4	6.1	6.3	15.6	13.8	0.0	8.0 years, College Average

Table 2: Applicants, Appointments, Staff and Leavers by Average Age, 2015-16

Staff Group	Average Age * Of those who declared age
External Applicants	36.0
Internal Applicants	40.3
External Shortlisted Applicants	39.8
Internal Shortlisting Applicants	40.7
External Appointments	38.4
Internal Appointments	39.6
Staff	47.5 (9.8 years average length of service)
Leavers	46.0 (8.0 years average length of service)

**Table 3: Staff Position by Age Range, 2015-16**

Group and Age Results by % and Number	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
BOM and SMT	0.0%	0.0%	0.0%	0.0%	7.4%	14.8%	3.7%	14.8%	29.6%	3.7%	18.5%	7.4%	100.0% (27)
Curriculum Head	0.0%	0.0%	0.0%	6.3%	2.1%	16.7%	18.8%	25.0%	25.0%	6.3%	0.0%	0.0%	100.0% (48)
Senior Lecturer	0.0%	0.0%	1.4%	5.8%	8.7%	15.9%	17.4%	17.4%	23.2%	10.1%	0.0%	0.0%	100.0% (69)
Lecturer	0.0%	0.2%	4.3%	8.0%	11.0%	13.9%	15.9%	18.8%	16.4%	8.2%	3.3%	0.0%	100.0% (584)
Head of Service	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	26.7%	40.0%	13.3%	0.0%	0.0%	0.0%	100.0% (15)
Head of Dept', Manager, or Adviser	0.0%	0.0%	0.0%	10.0%	6.7%	26.7%	10.0%	20.0%	16.7%	3.3%	6.7%	0.0%	100.0% (30)
Curriculum or Support Officer and Coordinator	0.0%	3.8%	3.8%	7.7%	11.5%	11.5%	19.2%	11.5%	19.2%	7.7%	3.8%	0.0%	100.0% (26)
Other Support Staff	0.2%	3.4%	7.0%	11.3%	10.8%	10.6%	10.8%	14.9%	17.1%	8.4%	5.3%	0.0%	100.0% (415)
College Total	0.1% (1)	1.3% (16)	4.6% (56)	8.7% (106)	10.1% (123)	13.3% (162)	14.2% (172)	17.7% (215)	17.7% (215)	8.0% (97)	4.0% (49)	0.2% (2)	100.0% (1,214)

**Table 4: Development by Staff Position and Age, 2015-16**

Staff	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
Development Not Undertaken	100.0%	68.8%	41.1%	43.4%	42.3%	38.3%	41.9%	36.3%	33.0%	39.2%	73.5%	100.0%	46.7% (492)
Development Undertaken	0.0%	31.3%	58.9%	56.6%	57.7%	61.7%	58.1%	63.7%	67.0%	60.8%	26.5%	0.0%	53.3% (722)
College Total	100% (1)	100% (16)	100% (56)	100% (106)	100% (123)	100% (162)	100% (172)	100% (215)	100% (215)	100% (97)	100% (49)	100% (2)	100% (1,214)

**Table 5: Development by Staff Type and Average Age, 2015-16**

Staff	Development Not Undertaken	Development Undertaken	Combined Average
Curriculum Staff	47.6	48.1	47.9
Support Staff	47.5	46.6	47.0
College Average	47.6	47.5	47.5

## Recruitment, Composition, Development and Retention of Staff by Disability

Table 6: Applications, Shortlisting, Appointments, Staff and Leavers by Disability Status, 2015-16

Staff Group Results By % and Number	Disabled	Non-Disabled	No Response	Prefer Not to Say	Total
External Applicants	7.1%	86.8%	0.0%	6.1%	100.0% (3,255)
Internal Applicants	5.3%	89.7%	0.0%	5.0%	100.0% (319)
External Shortlisted Applicants	5.9%	88.1%	0.0%	5.9%	100.0% (960)
Internal Shortlisted Applicants	3.7%	91.6%	0.0%	4.7%	100.0% (190)
External Appointments	4.7%	89.8%	0.0%	5.5%	100.0% (127)
Internal Appointments	2.1%	97.9%	0.0%	0.0%	100.0% (47)
Staff	5.8%	89.1%	1.1%	4.0%	100.0% (1,214)
Leavers	4.4%	85.3%	0.7%	9.6%	100.0% (136)
Average Length of Service for Staff (Years)	12.5	9.9	1.0	5.7	9.8 years, College Average
Average Length of Service for Leavers (Years)	15.6	7.1	0.0	18.8	8.0 years, College Average



**Table 7: Staff by Disability Type, 2013-2014 to 2015-16**

Disability Type and Status	2013-2014		2014-2015		2015-2016	
	Count	Percentage	Count	Percentage	Count	Percentage
Blind/Serious Visual Impairment	0	0.0%	0	0.0%	0	0.0%
Deaf/Serious Hearing Impairment	7	0.6%	6	0.5%	4	0.3%
Physical Impairment/Mobility Issue	7	0.6%	5	0.4%	5	0.4%
Specific Learning Difficulty, e.g. Dyslexia, Dyspraxia, or AD(H)D	8	0.7%	10	0.8%	9	0.7%
Specific Learning Impairment, e.g. Down's Syndrome	1	0.1%	0	0.0%	0	0.0%
Social/Communication Impairment, e.g. Asperger's Syndrome	0	0.0%	0	0.0%	0	0.0%
Mental Health Condition, e.g. Depression, Schizophrenia or Anxiety Disorder	2	0.2%	5	0.4%	6	0.5%
Long Standing Illness or Health Condition, e.g. Cancer, HIV, Diabetes, Chronic Heart Disease, or Epilepsy	17	1.5%	27	2.2%	29	2.4%
Multiple Disabilities	3	0.3%	0	0.0%	1	0.1%
Other Disability	20	1.7%	15	1.2%	16	1.3%
<b>Disabled Staff</b>	<b>65</b>	<b>5.7%</b>	<b>68</b>	<b>5.6%</b>	<b>70</b>	<b>5.8%</b>
<b>Non-Disabled Staff</b>	<b>1,057</b>	<b>91.9%</b>	<b>1,091</b>	<b>90.2%</b>	<b>1,082</b>	<b>89.1%</b>
<b>No Response</b>	<b>3</b>	<b>0.3%</b>	<b>3</b>	<b>0.3%</b>	<b>13</b>	<b>1.1%</b>
<b>Prefer Not to Say</b>	<b>25</b>	<b>2.1%</b>	<b>47</b>	<b>3.9%</b>	<b>49</b>	<b>4.0%</b>
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 8: Staff Position by Disability Status, 2015-16**

Staff Position	Disabled	Non-Disabled	No Response	Prefer Not to Say	Total
BOM and SMT	7.4%	77.8%	11.1%	3.7%	100.0% (27)
Curriculum Head	10.4%	87.5%	2.1%	0.0%	100.0% (48)
Senior Lecturer	10.1%	84.1%	1.4%	4.3%	100.0% (69)
Lecturer	4.5%	89.6%	0.9%	5.1%	100.0% (584)
Head of Service	6.7%	86.7%	0.0%	6.7%	100.0% (15)
Head of Dept', Manager, or Adviser	3.3%	93.3%	0.0%	3.3%	100.0% (30)
Curriculum or Support Officer and Coordinator	11.5%	88.5%	0.0%	0.0%	100.0% (26)
Other Support Staff	6.0%	90.1%	0.7%	3.1%	100.0% (415)
<b>College Total</b>	<b>5.8% (70)</b>	<b>89.1% (1,082)</b>	<b>1.1% (13)</b>	<b>4.0% (49)</b>	<b>100.0% (1,214)</b>

**Table 9: Staff Type by Disability Status, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Disabled	37	5.7%	40	5.8%	38	5.4%
Non-Disabled	595	91.8%	622	89.6%	623	88.9%
No Response	3	0.5%	3	0.4%	7	1.0%
Prefer Not to say	13	2.0%	29	4.2%	33	4.7%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Disabled	28	5.6%	28	5.4%	32	6.2%
Non-Disabled	462	92.0%	469	91.1%	459	89.5%
No Response	0	0.0%	0	0.0%	6	1.2%
Prefer Not to say	12	2.4%	18	3.5%	16	3.1%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Disabled	65	5.7%	68	5.6%	70	5.8%
Non-Disabled	1,057	91.9%	1,091	90.2%	1,082	89.1%
No Response	3	0.3%	3	0.3%	13	1.1%
Prefer Not to say	25	2.1%	47	3.9%	49	4.0%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 10: Development by Staff Type and Disability Status, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Disabled	21.1%	78.9%	100.0% (38)
Non-Disabled	38.5%	61.5%	100.0% (623)
No Response	71.4%	28.6%	100.0% (7)
Prefer Not to say	57.6%	42.4%	100.0% (33)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Disabled	40.6%	59.4%	100.0% (32)
Non-Disabled	42.0%	58.0%	100.0% (459)
No Response	83.3%	16.7%	100.0% (6)
Prefer Not to say	56.3%	43.8%	100.0% (16)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Disabled	30.0%	70.0%	100.0% (70)
Non-Disabled	40.0%	60.0%	100.0% (1,082)
No Response	76.9%	23.1%	100.0% (13)
Prefer Not to say	57.1%	42.9%	100.0% (49)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>

## Recruitment, Composition, Development and Retention of Staff by Gender Reassignment

Table 11: Applications, Shortlisting, Appointments, Staff and Leavers by Transgender Identity, 2015-16

Staff Group	Identify as Transgender	Do Not Identify as Transgender	No Response	Prefer Not to Say	Total
External Applicants	0.1%	98.4%	0.0%	1.4%	100.0% (3,255)
Internal Applicants	0.0%	99.4%	0.0%	0.6%	100.0% (319)
External Shortlisted Applicants	0.0%	97.6%	0.0%	2.4%	100.0% (960)
Internal Shortlisted Applicants	0.0%	98.9%	0.0%	1.1%	100.0% (190)
External Appointments	0.0%	97.6%	0.0%	2.4%	100.0% (127)
Internal Appointments	0.0%	100.0%	0.0%	0.0%	100.0% (47)
Staff	0.3%	35.6%	62.7%	1.4%	100.0% (1,214)
Leavers	0.7%	36.8%	59.6%	2.9%	100.0% (136)
Average Length of Service for Staff (Years)	1.0	3.5	10.5	6.5	9.5 years, College Average
Average Length of Service for Leavers (Years)	2.6	5.6	11.8	7.8	8.0 years, College Average

**Table 12: Staff Position by Transgender Identity, 2015-16**

Staff Position	Identify as Transgender	Do Not Identify as Transgender	No Response	Prefer Not to Say	College Total
BOM and SMT	0.0%	37.0%	63.0%	0.0%	100.0% (27)
Curriculum Head	0.0%	31.3%	68.8%	0.0%	100.0% (48)
Senior Lecturer	0.0%	24.6%	72.5%	2.9%	100.0% (69)
Lecturer	0.7%	38.0%	59.1%	2.2%	100.0% (584)
Head of Service	0.0%	60.0%	33.3%	6.7%	100.0% (15)
Head of Dept', Manager, or Adviser	0.0%	40.0%	60.0%	0.0%	100.0% (30)
Curriculum or Support Officer and Coordinator	0.0%	34.6%	65.4%	0.0%	100.0% (26)
Other Support Staff	0.0%	33.3%	66.5%	0.2%	100.0% (415)
<b>College Total</b>	<b>0.3% (4)</b>	<b>35.6% (432)</b>	<b>62.7% (761)</b>	<b>1.4% (17)</b>	<b>100.0% (1,214)</b>

**Table 13: Staff Type by Transgender Identity, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Identify as Transgender	0	0.0%	3	0.4%	4	0.6%
Do Not Identify as Transgender	100	15.4%	150	21.6%	254	36.2%
No Response	544	84.0%	533	76.8%	428	61.1%
Prefer Not to Say	4	0.6%	8	1.2%	15	2.1%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Identify as Transgender	1	0.2%	1	0.2%	0	0.0%
Do Not Identify as Transgender	79	15.7%	113	21.9%	178	34.7%
No Response	416	82.9%	396	76.9%	333	64.9%
Prefer Not to Say	6	1.2%	5	1.0%	2	0.4%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Identify as Transgender	1	0.1%	4	0.3%	4	0.3%
Do Not Identify as Transgender	179	15.6%	263	21.8%	432	35.6%
No Response	960	83.5%	929	76.8%	761	62.7%
Prefer Not to Say	10	0.9%	13	1.1%	17	1.4%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 14: Development by Staff Type and Transgender Identity, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Identify as Transgender	50.0%	50.0%	100.0% (4)
Do not Identify as Transgender	39.8%	60.2%	100.0% (254)
No Response	38.3%	61.7%	100.0% (428)
Prefer Not to Say	33.3%	66.7%	100.0% (15)
<b>Total</b>	<b>33.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Identify as Transgender	0.0%	0.0%	100.0% (0)
Do not Identify as Transgender	37.1%	62.9%	100.0% (178)
No Response	46.2%	53.8%	100.0% (333)
Prefer Not to Say	0.0%	100.0%	100.0% (2)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Identify as Transgender	50.0%	50.0%	100.0% (4)
Do not Identify as Transgender	38.7%	61.3%	100.0% (432)
No Response	41.8%	58.2%	100.0% (761)
Prefer Not to Say	29.4%	70.6%	100.0% (17)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>



## Recruitment, Composition, Development and Retention of Staff by Marriage and Civil Partnership

Table 15: Applications, Shortlisting, Appointments, Staff and Leavers by Marriage and Civil Partnership Status, 2015-16

Staff Group	Married	In Civil Partnership	Other	No Response	Prefer Not to Say	Total
External Applicants	31.1%	2.5%	59.1%	0.0%	7.3%	100.0% (3,255)
Internal Applicants	50.2%	1.3%	44.8%	0.3%	3.4%	100.0% (319)
External Shortlisted Applicants	41.5%	1.6%	50.4%	0.0%	6.6%	100.0% (960)
Internal Shortlisted Applicants	52.1%	1.1%	43.2%	0.0%	3.7%	100.0% (190)
External Appointments	33.1%	0.8%	58.3%	0.0%	7.9%	100.0% (127)
Internal Appointments	57.4%	0.0%	42.6%	0.0%	0.0%	100.0% (47)
Staff	52.0%	0.8%	39.0%	2.0%	6.2%	100.0% (1,214)
Leavers	43.4%	0.7%	39.0%	4.4%	12.5%	100.0% (136)
Average Length of Service for Staff (Years)	10.2	5.8	9.2	2.7	7.7	9.5 years, College Average
Average Length of Service for Leavers (Years)	10.1	0.0	7.2	1.0	4.1	8.0 years, College Average

**Table 16: Staff Position by Marriage and Civil Partnership Status, 2015-16**

Staff Position	Married	In Civil Partnership	Other	No Response	Prefer Not to Say	College Total
BOM and SMT	40.7%	7.4%	22.2%	14.8%	14.8%	100.0% (27)
Curriculum Head	66.7%	0.0%	27.1%	2.1%	4.2%	100.0% (48)
Senior Lecturer	68.1%	0.0%	26.1%	0.0%	5.8%	100.0% (69)
Lecturer	55.3%	1.0%	33.4%	2.1%	8.2%	100.0% (584)
Head of Service	60.0%	0.0%	40.0%	0.0%	0.0%	100.0% (15)
Head of Dept', Manager, or Adviser	60.0%	0.0%	40.0%	0.0%	0.0%	100.0% (30)
Curriculum or Support Officer and Coordinator	53.8%	0.0%	46.2%	0.0%	0.0%	100.0% (26)
Other Support Staff	42.7%	0.5%	51.1%	1.7%	4.1%	100.0% (415)
<b>College Total</b>	<b>52.0% (631)</b>	<b>0.8% (10)</b>	<b>39.0% (474)</b>	<b>2.0% (24)</b>	<b>6.2% (75)</b>	<b>100.0% (1,214)</b>

Table 17: Staff Type by Marriage and Civil Partnership, 2013-14 to 2015-16

Curriculum Staff	2013-2014		2014-2015		2015-2016	
Married	370	57.1%	390	56.2%	402	57.3%
In Civil Partnership	4	0.6%	6	0.9%	6	0.9%
Other	222	34.3%	232	33.4%	226	32.2%
No Response	5	0.8%	9	1.3%	13	1.9%
Prefer Not to Say	47	7.3%	57	8.2%	54	7.7%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
Support Staff	2013-2014		2014-2015		2015-2016	
Married	227	45.2%	235	45.6%	229	44.6%
In Civil Partnership	3	0.6%	2	0.4%	4	0.8%
Other	242	48.2%	246	47.8%	248	48.3%
No Response	5	1.0%	6	1.2%	11	2.1%
Prefer Not to Say	25	5.0%	26	5.0%	21	4.1%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
Combined Staff	2013-2014		2014-2015		2015-2016	
Married	597	51.9%	625	51.7%	631	52.0%
In Civil Partnership	7	0.6%	8	0.7%	10	0.8%
Other	464	40.3%	478	39.5%	474	39.0%
No Response	10	0.9%	15	1.2%	24	2.0%
Prefer Not to Say	72	6.3%	83	6.9%	75	6.2%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 18: Development by Staff Type and Marriage and Civil Partnership Status, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Married	36.8%	63.2%	100.0% (402)
In Civil Partnership	16.7%	83.3%	100.0% (6)
Other	40.3%	59.7%	100.0% (226)
No Response	38.5%	61.5%	100.0% (13)
Prefer Not to Say	50.0%	50.0%	100.0% (54)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Married	39.7%	60.3%	100.0% (229)
In Civil Partnership	75.0%	25.0%	100.0% (4)
Other	42.3%	57.7%	100.0% (248)
No Response	72.7%	27.3%	100.0% (11)
Prefer Not to Say	61.9%	38.1%	100.0% (21)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Married	37.9%	62.1%	100.0% (631)
In Civil Partnership	40.0%	60.0%	100.0% (10)
Other	41.4%	58.6%	100.0% (474)
No Response	54.2%	45.8%	100.0% (24)
Prefer Not to Say	53.3%	46.7%	100.0% (75)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>

## Recruitment, Composition, Development and Retention of Female Staff by Pregnancy and Maternity

Table 19: Applications, Shortlisting, Appointments, Staff and Leavers by Pregnancy Status, 2015-16

Staff Group (Females Only)	Pregnant	Not Pregnant	No Response	Prefer Not to Say	Total
External Applicants	N/A	N/A	N/A	N/A	N/A
Internal Applicants	N/A	N/A	N/A	N/A	N/A
External Shortlisted Applicants	N/A	N/A	N/A	N/A	N/A
Internal Shortlisted Applicants	N/A	N/A	N/A	N/A	N/A
External Appointments	0.0%	100.0%	0.0%	0.0%	100.0% (72)
Internal Appointments	0.0%	100.0%	0.0%	0.0%	100.0% (26)
Staff	6.0%	94.0%	0.0%	0.0%	100.0% (646)
Leavers	0.0%	100.0%	0.0%	0.0%	100.0% (82)
Average Length of Service for Staff (Years)	6.9	9.9	0.0	0.0	9.8 years, College Average
Average Length of Service for Leavers (Years)	0.0	7.6	0.0	0.0	7.6 years, College Average

**Table 20: Staff Position of Females by Pregnancy Status, 2015-16**

Staff Position (Females Only)	Pregnant	Not Pregnant	Total
BOM and SMT	0.0%	100.0%	100.0% (13)
Curriculum Head	0.0%	100.0%	100.0% (20)
Senior Lecturer	4.8%	95.2%	100.0% (21)
Lecturer	8.2%	91.8%	100.0% (294)
Head of Service	0.0%	100.0%	100.0% (7)
Head of Dept', Manager, or Adviser	13.3%	86.7%	100.0% (15)
Curriculum or Support Officer and Coordinator	0.0%	100.0%	100.0% (23)
Other Support Staff	4.7%	95.3%	100.0% (253)
<b>College Total</b>	<b>6.0% (39)</b>	<b>94.0% (607)</b>	<b>100.0% (646)</b>

**Table 21: Female Staff by Pregnancy Status, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Pregnant	16	5.0%	18	5.3%	25	7.5%
Not Pregnant	305	95.0%	321	94.7%	310	92.5%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>321</b>	<b>100.0%</b>	<b>339</b>	<b>100.0%</b>	<b>335</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Pregnant	11	3.5%	10	3.1%	14	4.5%
Not Pregnant	299	96.5%	311	96.9%	297	95.5%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>310</b>	<b>100.0%</b>	<b>321</b>	<b>100.0%</b>	<b>311</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Pregnant	27	4.3%	28	4.2%	39	6.0%
Not Pregnant	604	95.7%	632	95.8%	607	94.0%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
<b>College Total</b>	<b>631</b>	<b>100.0%</b>	<b>660</b>	<b>100.0%</b>	<b>646</b>	<b>100.0%</b>

**Table 22: Female Staff by Pregnancy Status, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Pregnant	52.0%	48.0%	100.0% (25)
Not Pregnant	38.4%	61.6%	100.0% (310)
No Response	0.0%	0.0%	100.0% (0)
Prefer Not to Say	0.0%	0.0%	100.0% (0)
<b>Total</b>	<b>46.5% (132)</b>	<b>53.5% (203)</b>	<b>100.0% (335)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Pregnant	71.4%	28.6%	100.0% (14)
Not Pregnant	34.0%	66.0%	100.0% (297)
No Response	0.0%	0.0%	100.0% (0)
Prefer Not to Say	0.0%	0.0%	100.0% (0)
<b>Total</b>	<b>44.2% (111)</b>	<b>55.8% (200)</b>	<b>100.0% (311)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Pregnant	57.5%	42.5%	100.0% (39)
Not Pregnant	44.7%	55.3%	100.0% (607)
No Response	0.0%	0.0%	100.0% (0)
Prefer Not to Say	0.0%	0.0%	100.0% (0)
<b>College Total</b>	<b>37.6% (243)</b>	<b>62.4% (403)</b>	<b>100.0% (646)</b>



## Recruitment, Composition, Development and Retention of Staff by Caring Responsibilities

Table 23: Applications, Shortlisting, Appointments, Staff and Leavers by Caring Responsibilities, 2015-16

Staff Group	Caring Responsibilities for Adults and Disabled Children	Caring Responsibilities for Children (Non-Disabled)	No Caring Responsibilities	No Response	Prefer Not to Say	Total
External Applicants	3.1%	14.6%	80.0%	0.0%	2.4%	100.0% (3,255)
Internal Applicants	3.4%	25.4%	68.3%	0.0%	2.8%	100.0% (319)
External Shortlisted Applicants	3.6%	18.6%	74.5%	0.0%	3.2%	100.0% (960)
Internal Shortlisted Applicants	4.7%	23.7%	68.4%	0.0%	3.2%	100.0% (190)
External Appointments	2.4%	19.7%	72.4%	0.0%	5.5%	100.0% (127)
Internal Appointments	6.4%	17.0%	72.3%	0.0%	4.3%	100.0% (47)
Staff	13.9%	17.6%	33.8%	32.9%	1.8%	100.0% (1,214)
Leavers	7.4%	10.3%	44.9%	35.3%	2.2%	100.0% (136)
Average Length of Service for Staff (Years)	8.9	6.5	5.7	10.3	5.0	9.5 years, College Average
Average Length of Service for Leavers (Years)	13.0	8.3	5.9	12.2	14.5	8.0 years, College Average

**Table 24: Staff Position by Caring Responsibilities, 2015-16**

Staff Position	Caring Responsibilities for Adults and Disabled Children	Caring Responsibilities Children (Non-Disabled)	No Caring Responsibilities	No Response	Prefer Not to Say	College Total
BOM and SMT	14.8%	22.2%	44.4%	18.5%	0.0%	100.0% (27)
Curric' Head	25.0%	27.1%	22.9%	22.9%	2.1%	100.0% (48)
Senior Lecturer	18.8%	24.6%	17.4%	34.8%	4.3%	100.0% (69)
Lecturer	13.0%	19.3%	34.1%	31.5%	2.1%	100.0% (584)
Head of Service	6.7%	46.7%	26.7%	13.3%	6.7%	100.0% (15)
Head of Dept', Manager, or Adviser	13.3%	23.3%	43.3%	16.7%	3.3%	100.0% (30)
Curric' or Support Officer and Coord'	15.4%	19.2%	38.5%	19.2%	7.7%	100.0% (26)
Other Support Staff	13.3%	11.1%	35.9%	39.3%	0.5%	100.0% (415)
<b>College Total</b>	<b>13.9% (169)</b>	<b>17.6% (214)</b>	<b>33.8% (410)</b>	<b>32.9% (399)</b>	<b>1.8% (22)</b>	<b>100.0% (1,214)</b>

**Table 25: Staff Type by Caring Responsibilities, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Caring Responsibilities for Adults and Disabled Children	125	19.3%	119	17.1%	101	14.4%
Caring Responsibilities Children (Non-Disabled)	93	14.4%	113	16.3%	143	20.4%
No Caring Responsibilities	121	18.7%	175	25.2%	222	31.7%
No Response	296	45.7%	274	39.5%	219	31.2%
Prefer Not to Say	13	2.0%	13	1.9%	16	2.3%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Caring Responsibilities for Adults and Disabled Children	69	13.7%	66	12.8%	68	13.3%
Caring Responsibilities Children (Non-Disabled)	50	10.0%	57	11.1%	71	13.8%
No Caring Responsibilities	144	28.7%	165	32.0%	188	36.6%
No Response	232	46.2%	221	42.9%	180	35.1%
Prefer Not to Say	7	1.4%	6	1.2%	6	1.2%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Caring Responsibilities for Adults and Disabled Children	194	16.9%	185	15.3%	169	13.9%
Caring Responsibilities Children (Non-Disabled)	143	12.4%	170	14.1%	214	17.6%
No Caring Responsibilities	265	23.0%	340	28.1%	410	33.8%
No Response	528	45.9%	495	40.9%	399	32.9%
Prefer Not to Say	20	1.7%	19	1.6%	22	1.8%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 26: Development by Staff Type and Caring Responsibilities, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Caring Responsibilities for Adults and Disabled Children	40.6%	59.4%	100.0% (101)
Caring Responsibilities Children (Non-Disabled)	29.4%	70.6%	100.0% (143)
No Caring Responsibilities	40.1%	59.9%	100.0% (222)
No Response	42.5%	57.5%	100.0% (219)
Prefer Not to Say	43.8%	56.3%	100.0% (16)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Caring Responsibilities for Adults and Disabled Children	42.6%	57.4%	100.0% (68)
Caring Responsibilities Children (Non-Disabled)	26.8%	73.2%	100.0% (71)
No Caring Responsibilities	40.4%	59.6%	100.0% (188)
No Response	52.2%	47.8%	100.0% (180)
Prefer Not to Say	33.3%	66.7%	100.0% (6)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Caring Responsibilities for Adults and Disabled Children	41.4%	58.6%	100.0% (169)
Caring Responsibilities Children (Non-Disabled)	28.5%	71.5%	100.0% (214)
No Caring Responsibilities	40.2%	59.8%	100.0% (410)
No Response	46.9%	53.1%	100.0% (399)
Prefer Not to Say	40.9%	59.1%	100.0% (22)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>

## Recruitment, Composition, Development and Retention of Staff by Race (Ethnicity)

Table 27: Applications, Shortlisting, Appointments, Staff and Leavers by Ethnicity, 2015-16

Staff Group	BME	Other White	UK White	No Response	Prefer Not to Say	Total
External Applicants	11.3%	9.2%	77.7%	0.0%	1.8%	100.0% (3,255)
Internal Applicants	15.0%	9.1%	74.9%	0.3%	0.6%	100.0% (319)
External Shortlisted Applicants	11.8%	8.2%	77.0%	0.0%	3.0%	100.0% (960)
Internal Shortlisted Applicants	11.1%	6.8%	81.1%	0.0%	1.1%	100.0% (190)
External Appointments	5.5%	7.9%	83.5%	0.0%	3.1%	100.0% (127)
Internal Appointments	2.1%	4.3%	93.6%	0.0%	0.0%	100.0% (47)
Staff	9.0%	2.1%	83.9%	2.1%	3.0%	100.0% (1,214)
Leavers	12.5%	0.7%	74.3%	6.6%	5.9%	100.0% (136)
Average Length of Service for Staff (Years)	6.9	5.9	10.0	4.9	8.3	9.5 years, College Average
Average Length of Service for Leavers (Years)	7.1	0.0	8.9	3.2	3.8	8.0 years, College Average

**Table 28: Staff Position by Ethnicity, 2015-16**

Staff Position	BME	Other White	UK White	No Response	Prefer Not to Say	Total
BOM and SMT	9.7%	3.2%	61.3%	25.8%	0.0%	100.0% (27)
Curriculum Head	8.7%	0.0%	87.0%	2.2%	2.2%	100.0% (48)
Senior Lecturer	11.9%	3.0%	83.6%	0.0%	1.5%	100.0% (69)
Lecturer	9.1%	1.9%	82.8%	2.1%	4.1%	100.0% (584)
Head of Service	0.0%	5.3%	94.7%	0.0%	0.0%	100.0% (15)
Head of Dept', Manager, or Adviser	3.6%	0.0%	96.4%	0.0%	0.0%	100.0% (30)
Curriculum or Support Officer and Coordinator	2.2%	2.2%	91.3%	0.0%	4.3%	100.0% (26)
Other Support Staff	10.5%	1.6%	83.0%	1.6%	3.4%	100.0% (415)
<b>College Total</b>	<b>9.0% (109)</b>	<b>2.1% (25)</b>	<b>83.9% (1,018)</b>	<b>2.1% (25)</b>	<b>3.0% (37)</b>	<b>100.0% (1,214)</b>

**Table 29: Staff Type by Ethnicity, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
BME	36	5.6%	36	5.2%	66	9.4%
Other White	36	5.6%	44	6.3%	14	2.0%
UK White	541	83.5%	574	82.7%	585	83.5%
No Response	19	2.9%	18	2.6%	11	1.6%
Prefer Not to Say	16	2.5%	22	3.2%	25	3.6%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
BME	25	5.0%	20	3.9%	43	8.4%
Other White	22	4.4%	30	5.8%	11	2.1%
UK White	436	86.9%	444	86.2%	433	84.4%
No Response	5	1.0%	5	1.0%	14	2.7%
Prefer Not to Say	14	2.8%	16	3.1%	12	2.3%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
BME	61	5.3%	56	4.6%	109	9.0%
Other White	58	5.0%	74	6.1%	25	2.1%
UK White	977	85.0%	1,018	84.2%	1,018	83.9%
No Response	24	2.1%	23	1.9%	25	2.1%
Prefer Not to Say	30	2.6%	38	3.1%	37	3.0%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 30: Development by Staff Type and Ethnicity, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
BME	42.9%	57.1%	100.0% (66)
Other White	37.5%	62.5%	100.0% (14)
UK White	45.2%	54.8%	100.0% (585)
No Response	69.6%	30.4%	100.0% (11)
Prefer Not to Say	56.7%	43.3%	100.0% (25)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
BME	47.3%	52.7%	100.0% (43)
Other White	20.0%	80.0%	100.0% (11)
UK White	47.2%	52.8%	100.0% (433)
No Response	87.5%	12.5%	100.0% (14)
Prefer Not to Say	63.2%	36.8%	100.0% (12)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
BME	44.7%	55.3%	100.0% (109)
Other White	30.8%	69.2%	100.0% (25)
UK White	46.1%	53.9%	100.0% (1,018)
No Response	74.2%	25.8%	100.0% (25)
Prefer Not to Say	59.2%	40.8%	100.0% (37)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>



## Recruitment, Composition, Development and Retention of Staff by Religion or Belief

Table 31: Applications, Shortlisting, Appointments, Staff and Leavers by Religion or Belief, 2015-16

Staff Group	None	Protestant	Roman Catholic	Other Christian	Muslim	Buddhist	Sikh	Jewish	Hindu	Other	Prefer Not to Say	No Response	Total
External Applicants	40.2%	10.7%	19.0%	9.2%	4.1%	0.9%	0.4%	0.2%	1.0%	1.9%	12.4%	0.1%	100.0% (3,255)
Internal Applicants	33.2%	13.2%	25.1%	8.5%	5.6%	0.9%	0.0%	0.0%	1.6%	0.6%	11.3%	0.0%	100.0% (319)
Ext' Shortlisted Applicants	32.7%	13.1%	20.9%	10.1%	4.1%	0.8%	0.4%	0.4%	1.0%	2.0%	14.4%	0.0%	100.0% (960)
Int' Shortlisted Applicants	33.7%	15.8%	24.2%	7.9%	4.2%	0.5%	0.0%	0.0%	1.6%	0.5%	11.6%	0.0%	100.0% (190)
External Appointments	33.1%	14.2%	23.6%	8.7%	3.1%	0.0%	0.0%	0.8%	0.8%	0.8%	15.0%	0.0%	100.0% (127)
Internal Appointments	36.2%	23.4%	25.5%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.8%	0.0%	100.0% (47)
Staff	24.2%	14.6%	14.3%	10.0%	1.2%	0.5%	0.2%	0.2%	0.4%	2.1%	31.2%	1.1%	100.0% (1,214)
Leavers	24.3%	14.7%	12.5%	9.6%	1.5%	0.7%	0.0%	0.0%	1.5%	0.0%	33.1%	2.2%	100.0% (136)
Average Length of Service for Staff (Years)	6.3	10.7	8.0	11.5	4.1	6.7	8.2	7.9	3.9	9.2	12.1	0.9	9.5 years, College Average
Average Length of Service for Leavers (Years)	5.1	8.2	3.7	6.4	1.0	0.0	0.0	0.0	8.0	0.0	11.2	0.0	8.0 years, College Average

Table 32: Staff Position by Religion or Belief, 2015-16

Staff Position	None	Protestant	Roman Catholic	Other Christian	Muslim	Buddhist	Sikh	Jewish	Hindu	Other	Prefer Not to Say	No Response	Total
BOM and SMT	11.1%	11.1%	14.8%	11.1%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	33.3%	14.8%	100.0% (27)
Curriculum Head	25.0%	12.5%	18.8%	8.3%	2.1%	0.0%	0.0%	2.1%	2.1%	0.0%	27.1%	2.1%	100.0% (48)
Senior Lecturer	10.1%	14.5%	10.1%	18.8%	4.3%	0.0%	0.0%	0.0%	2.9%	1.4%	36.2%	1.4%	100.0% (69)
Lecturer	25.9%	13.4%	12.8%	10.3%	0.9%	0.7%	0.2%	0.2%	0.2%	2.6%	32.4%	0.7%	100.0% (584)
Head of Service	20.0%	26.7%	20.0%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	26.7%	0.0%	100.0% (15)
Head of Dept', Manager, or Adviser	26.7%	33.3%	10.0%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	26.7%	0.0%	100.0% (30)
Curriculum or Support Officer and Coord'	23.1%	23.1%	15.4%	11.5%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	23.1%	0.0%	100.0% (26)
Other Support Staff	25.1%	14.5%	16.4%	8.9%	1.4%	0.5%	0.0%	0.0%	0.0%	2.4%	30.1%	0.7%	100.0% (415)
<b>Combined Total</b>	<b>24.2% (295)</b>	<b>14.6% (177)</b>	<b>14.3% (173)</b>	<b>10.0% (122)</b>	<b>1.2% (15)</b>	<b>0.5% (6)</b>	<b>0.2% (2)</b>	<b>0.2% (2)</b>	<b>0.4% (5)</b>	<b>2.1% (26)</b>	<b>31.2% (379)</b>	<b>1.1% (13)</b>	<b>100.0% (1,214)</b>

**Table 33: Staff Type by Religion or Belief, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
No Religion, or Belief	121	18.7%	147	21.2%	170	24.3%
Listed Religious Belief	252	38.9%	270	38.9%	282	40.2%
Other Religion/Belief	15	2.3%	13	1.9%	16	2.3%
No Response	1	0.2%	2	0.3%	6	0.9%
Prefer Not to Say	259	40.0%	262	37.8%	227	32.4%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
No Religion, or Belief	98	19.5%	120	23.3%	124	24.2%
Listed Religious Belief	198	39.4%	202	39.2%	220	42.9%
Other Religion/Belief	6	1.2%	9	1.7%	10	1.9%
No Response	0	0.0%	0	0.0%	7	1.4%
Prefer Not to Say	200	39.8%	184	35.7%	152	29.6%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
No Religion, or Belief	219	19.0%	267	22.1%	294	24.2%
Listed Religious Belief	450	39.1%	472	39.0%	502	41.4%
Other Religion/Belief	21	1.8%	22	1.8%	26	2.1%
No Response	1	0.1%	2	0.2%	13	1.1%
Prefer Not to Say	459	39.9%	446	36.9%	379	31.2%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 34: Development by Staff Type and Religion or Belief, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
No Religion, or Belief	38.8%	61.2%	100.0% (170)
Listed Religious Belief	34.8%	65.2%	100.0% (282)
Other Religion/Belief	50.0%	50.0%	100.0% (16)
No Response	16.7%	83.3%	100.0% (6)
Prefer Not to Say	43.6%	56.4%	100.0% (227)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
No Religion, or Belief	37.1%	62.9%	100.0% (124)
Listed Religious Belief	40.9%	59.1%	100.0% (220)
Other Religion/Belief	30.0%	70.0%	100.0% (10)
No Response	85.7%	14.3%	100.0% (7)
Prefer Not to Say	49.3%	50.7%	100.0% (152)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
No Religion, or Belief	38.1%	61.9%	100.0% (294)
Listed Religious Belief	37.5%	62.5%	100.0% (502)
Other Religion/Belief	42.3%	57.7%	100.0% (26)
No Response	53.8%	46.2%	100.0% (13)
Prefer Not to Say	45.9%	54.1%	100.0% (379)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>

## Recruitment, Composition, Development and Retention of Staff by Sex (Formerly Referred to as Gender)

Table 35: Applications, Shortlisting, Appointments, Staff and Leavers by Sex, 2015-16

Staff Group	Female (including trans woman)	Male (including trans man)	Other	No Response	Prefer Not to Say	Total
External Applicants	56.4%	42.9%	0.0%	0.0%	0.7%	100.0% (3,255)
Internal Applicants	55.5%	44.2%	0.0%	0.0%	0.3%	100.0% (319)
External Shortlisted Applicants	51.3%	47.2%	0.0%	0.0%	1.6%	100.0% (960)
Internal Shortlisted Applicants	58.4%	41.1%	0.0%	0.0%	0.5%	100.0% (190)
External Appointments	56.7%	41.7%	0.0%	0.0%	1.6%	100.0% (127)
Internal Appointments	55.3%	44.7%	0.0%	0.0%	0.0%	100.0% (47)
Staff	53.2%	46.8%	0.0%	0.0%	0.0%	100.0% (1,214)
Leavers	60.3%	36.8%	0.0%	2.9%	0.0%	100.0% (136)
Average Length of Service for Staff (Years)	9.7	9.2	0.0	4.6	0.0	9.5 years, College Average
Average Length of Service for Leavers (Years)	7.6	8.9	0.0	3.7	0.0	8.0 years, College Average

**Table 36: Staff Position by Sex, 2015-16**

Staff Position	Female (including trans woman)	Male (including trans man)	Other	No Response	College Total
BOM and SMT	48.1%	51.9%	0.0%	0.0%	100.0% (27)
Curriculum Head	41.7%	58.3%	0.0%	0.0%	100.0% (48)
Senior Lecturer	30.4%	69.6%	0.0%	0.0%	100.0% (69)
Lecturer	50.3%	49.7%	0.0%	0.0%	100.0% (584)
Head of Service	46.7%	53.3%	0.0%	0.0%	100.0% (15)
Head of Dept', Manager, or Adviser	50.0%	50.0%	0.0%	0.0%	100.0% (30)
Curriculum or Support Officer and Coordinator	88.5%	11.5%	0.0%	0.0%	100.0% (26)
Other Support Staff	61.0%	39.0%	0.0%	0.0%	100.0% (415)
<b>College Total</b>	<b>53.2% (646)</b>	<b>46.8% (568)</b>	<b>0.0% (0)</b>	<b>0.0% (0)</b>	<b>100.0% (1,214)</b>

**Table 37: Staff Type by Sex, 2013-14 to 2015-16**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Female (inc' trans woman)	321	49.5%	339	48.8%	335	47.4%
Male (inc' trans man)	319	49.2%	349	50.3%	366	51.8%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	8	1.2%	6	0.9%	0	0.0%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Female (inc' trans woman)	310	61.8%	321	62.3%	311	60.6%
Male (inc' trans man)	192	38.2%	194	37.7%	202	39.4%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>
<b>Combined Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Female (inc' trans woman)	631	54.9%	660	54.6%	646	53.2%
Male (inc' trans man)	511	44.4%	543	44.9%	568	46.8%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	8	0.7%	6	0.5%	0	0.0%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 38: Development by Staff Type and Sex, 2015-16**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Female (inc' trans woman)	39.4%	60.6%	100.0% (335)
Male (inc' trans man)	38.3%	61.7%	100.0% (366)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	0.0%	100.0% (0)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Female (inc' trans woman)	35.7%	64.3%	100.0% (311)
Male (inc' trans man)	54.0%	46.0%	100.0% (202)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	0.0%	100.0% (0)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>
<b>Combined Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Female (inc' trans woman)	37.6%	62.4%	100.0% (646)
Male (inc' trans man)	43.8%	56.2%	100.0% (568)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	0.0%	100.0% (0)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>



## Recruitment, Composition, Development and Retention of Staff by Sexual Orientation

Table 39: Applications, Shortlisting, Appointments, Staff and Leavers by Sexual Orientation, 2015-16

Staff Group	Bisexual	Gay Man	Gay Woman/ Lesbian	Hetero' / Straight	Other	No Response	Prefer Not to Say	Total
External Applicants	1.6%	3.4%	1.0%	87.2%	0.3%	0.0%	6.5%	100.0% (3,255)
Internal Applicants	0.3%	2.5%	0.6%	92.5%	0.0%	0.0%	4.1%	100.0% (319)
Ext' Shortlisted Applicants	0.5%	2.3%	1.1%	87.8%	0.2%	0.0%	8.0%	100.0% (960)
Int' Shortlisted Applicants	0.5%	1.6%	1.1%	92.6%	0.0%	0.0%	4.2%	100.0% (190)
External Appointments	1.6%	3.9%	0.8%	84.3%	0.0%	0.0%	9.4%	100.0% (127)
Internal Appointments	0.0%	0.0%	4.3%	95.7%	0.0%	0.0%	0.0%	100.0% (47)
Staff	0.4%	1.3%	0.7%	62.6%	0.3%	0.8%	33.9%	100.0% (1,214)
Leavers	0.7%	2.2%	0.7%	61.0%	0.0%	2.2%	33.1%	100.0% (136)
Average Length of Service for Staff (Years)	4.6	4.8	5.0	7.9	3.8	0.7	13.2	9.5 years, College Average
Average Length of Service for Leavers (Years)	0.0	5.5	0.0	5.5	0.0	0.0	11.2	8.0 years, College Average

Table 40: Staff Position by Sexual Orientation 2015-16

Staff Position	Bisexual	Gay Man	Gay Woman/ Lesbian	Hetero'/ Straight	Other	No Response	Prefer Not to Say	Total
BOM and SMT	0.0%	0.0%	3.7%	55.6%	3.7%	14.8%	22.2%	100.0% (27)
Curriculum Head	0.0%	2.1%	0.0%	70.8%	0.0%	0.0%	27.1%	100.0% (48)
Senior Lecturer	0.0%	1.4%	0.0%	60.9%	0.0%	0.0%	37.7%	100.0% (69)
Lecturer	0.9%	1.0%	0.7%	61.0%	0.0%	0.5%	36.0%	100.0% (584)
Head of Service	0.0%	0.0%	0.0%	80.0%	0.0%	0.0%	20.0%	100.0% (15)
Head of Dept', Manager, or Adviser	0.0%	3.3%	0.0%	70.0%	0.0%	0.0%	26.7%	100.0% (30)
Curriculum or Support Officer and Coordinator	0.0%	0.0%	0.0%	76.9%	0.0%	0.0%	23.1%	100.0% (26)
Other Supp' Staff	0.0%	1.7%	1.0%	62.7%	0.2%	0.7%	33.7%	100.0% (415)
<b>College Total</b>	<b>0.4% (5)</b>	<b>1.3% (16)</b>	<b>0.7% (9)</b>	<b>62.6% (760)</b>	<b>0.3% (21)</b>	<b>0.8% (10)</b>	<b>33.9% (412)</b>	<b>100.0% (1,214)</b>

**Table 41: Staff Type by Sexual Orientation, 2013-14 to 2015-16 (Continued Over)**

<b>Curriculum Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Bisexual	2	0.3%	4	0.6%	5	0.7%
Gay Man	5	0.8%	8	1.2%	8	1.1%
Gay Woman/Lesbian	3	0.5%	5	0.7%	4	0.6%
Heterosexual/Straight	325	50.2%	369	53.2%	432	61.6%
Other	1	0.2%	1	0.1%	0	0.0%
No Response	0	0.0%	1	0.1%	3	0.4%
Prefer Not to Say	312	48.1%	306	44.1%	249	35.5%
<b>Total</b>	<b>648</b>	<b>100.0%</b>	<b>694</b>	<b>100.0%</b>	<b>701</b>	<b>100.0%</b>
<b>Support Staff</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
Bisexual	3	0.6%	0	0.0%	0	0.0%
Gay Man	5	1.0%	7	1.4%	8	1.6%
Gay Woman/Lesbian	1	0.2%	1	0.2%	5	1.0%
Heterosexual/Straight	281	56.0%	307	59.6%	328	63.9%
Other	0	0.0%	1	0.2%	2	0.4%
No Response	0	0.0%	1	0.2%	7	1.4%
Prefer Not to Say	212	42.2%	198	38.4%	163	31.8%
<b>Total</b>	<b>502</b>	<b>100.0%</b>	<b>515</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>

**Table 41: Staff Type by Sexual Orientation, 2013-14 to 2015-16 (Continued)**

Combined Staff	2013-2014		2014-2015		2015-2016	
Bisexual	5	0.4%	4	0.3%	5	0.4%
Gay Man	10	0.9%	15	1.2%	16	1.3%
Gay Woman/Lesbian	4	0.3%	6	0.5%	9	0.7%
Heterosexual/Straight	593	51.6%	676	55.9%	760	62.6%
Other	1	0.1%	2	0.2%	2	0.3%
No Response	0	0.0%	2	0.2%	10	0.8%
Prefer Not to Say	537	46.7%	504	41.7%	412	33.9%
<b>College Total</b>	<b>1,150</b>	<b>100.0%</b>	<b>1,209</b>	<b>100.0%</b>	<b>1,214</b>	<b>100.0%</b>

**Table 42: Development by Staff Type and Sexual Orientation, 2015-16  
(Continued Over)**

<b>Curriculum Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Bisexual	20.0%	80.0%	100.0% (5)
Gay Man	37.5%	62.5%	100.0% (8)
Gay Woman/Lesbian	25.0%	75.0%	100.0% (4)
Heterosexual/Straight	36.1%	63.9%	100.0% (432)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	100.0%	100.0% (3)
Prefer Not to Say	44.6%	55.4%	100.0% (249)
<b>Total</b>	<b>38.8% (272)</b>	<b>61.2% (429)</b>	<b>100.0% (701)</b>
<b>Support Staff</b>	<b>Development Not Undertaken</b>	<b>Development Undertaken</b>	<b>Total</b>
Bisexual	0.0%	0.0%	100.0% (0)
Gay Man	37.5%	62.5%	100.0% (8)
Gay Woman/Lesbian	0.0%	100.0%	100.0% (5)
Heterosexual/Straight	38.1%	61.9%	100.0% (328)
Other	50.0%	50.0%	100.0% (2)
No Response	71.4%	28.6%	100.0% (7)
Prefer Not to Say	52.8%	47.2%	100.0% (163)
<b>Total</b>	<b>42.9% (220)</b>	<b>57.1% (293)</b>	<b>100.0% (513)</b>

**Table 42: Development by Staff Type and Sexual Orientation, 2015-16  
(Continued)**

Combined Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	20.0%	80.0%	100.0% (5)
Gay Man	37.5%	62.5%	100.0% (16)
Gay Woman/Lesbian	11.1%	88.9%	100.0% (9)
Heterosexual/Straight	37.0%	63.0%	100.0% (760)
Other	50.0%	50.0%	100.0% (2)
No Response	50.0%	50.0%	100.0% (10)
Prefer Not to Say	47.8%	52.2%	100.0% (412)
<b>College Total</b>	<b>40.5% (492)</b>	<b>59.5% (722)</b>	<b>100.0% (1,214)</b>

# Appendix D: Equality Benchmark Data

## Staff External Benchmark Data Sources

- In previous years, the SFC was able to provide current staff data across age, disability, race and sex. However, such data were not available for 2015-2016 and previous data did not cover gender reassignment, marriage and civil partnership, pregnancy and maternity or sexual orientation.
- To compensate for this, external benchmarks were drawn from the [National Records of Scotland \(2017\)](#) based on Scottish Census 2011 data for age, disability, marriage and civil partnership, race, religion (but not belief) and sex. These external benchmarks were based on the proportion of residents from protected characteristics within the total population, as opposed to within employment. It is recognised that comparing College staff with the general population can be problematic, but without a direct comparator an alternative data source was required.
- As gender reassignment and sexual orientation were not included in the Scottish Census 2011, current estimates were used instead.

## Age

### Staff Composition by Age, 2015-16

Age Range	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
0-15	0.0%	15.9%	17.0%
16-19	0.1%	5.6%	5.1%
20-24	1.3%	9.5%	6.9%
25-29	4.6%	9.3%	6.5%
30-34	8.7%	7.8%	6.2%
35-39	10.1%	6.8%	6.4%
40-44	13.3%	7.3%	7.5%
45-49	14.2%	7.3%	7.8%
50-54	17.7%	6.5%	7.1%
55-59	17.7%	5.3%	6.3%
60-64	8.0%	4.8%	6.4%
65 and Over	4.0%	13.9%	16.8%
<b>Total</b>	<b>100% (1,214)</b>	<b>100.0% (593,245)</b>	<b>100.0% (5,295,403)</b>

## Disability

### Staff Composition by Disability, 2015-16

Disability Status	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Disabled	5.8%	22.7%	19.6%
Non-Disabled	89.1%	77.3%	80.4%
No Response	1.1%	N/A	N/A
Prefer Not to Say	4.0%	N/A	N/A
<b>Total</b>	<b>100.0% (1,214)</b>	<b>100.0% (593,245)</b>	<b>100.0% (5,295,403)</b>



## Gender Reassignment

### Internal Benchmarks

- The high proportion of “no response” found prevents any meaningful conclusions from being drawn.

### External Benchmarks

- No official measurement of transgender status has been conducted in the UK (Reed, et al., 2009).
- At present, there is no official estimate of the transgender population in UK. The England/Wales Census and Scottish Census have not asked if people identify as trans. GIRES, in their Home Office funded study estimate the number of trans people in the UK to be between 300,000 - 500,000, defined as ‘...a large reservoir of transgender people who experience some degree of gender variance’ (Reed et al., 2009).
- To provide context, in 2011, the UK population as a whole was estimated to be 63.2 million (BBC, 2013).

## Marriage & Civil Partnership

### Staff Composition by Marriage and Civil Partnership, 2015-16

Status	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Married	52.0%	30.8%	45.3%
Civil Partnership	0.8%	0.2%	0.2%
Other*	39.0%	69.0%	54.6%
No Response	2.0%	N/A	N/A
Prefer Not to Say	6.2%	N/A	N/A
<b>Total</b>	<b>100.0% (1,214)</b>	<b>100.0% (497,618)</b>	<b>100.0% (4,379,072)</b>

\*Never been Married, or in Civil Partnership, Divorced, Widowed and Separated.

## Pregnancy & Maternity and Caring Responsibilities

### Internal Benchmarks

- 6.0% of female staff were pregnant.
- 13.9% of staff had caring responsibilities, for disabled children and adults as a whole.
- 17.6% of staff had caring responsibilities for non-disabled children.
- 33.8% of staff identified as not having caring responsibilities.
- 32.9% of staff have not answered this question and results are presented as “No Response”.
- 1.8% of staff preferred not to say.

### External Benchmarks

- 62.0% of UK mothers with children under 16 are in employment (Russell and Banks, 2011).

## Staff and Race (Ethnicity)

### Staff Composition by Ethnicity, 2015-16

Ethnicity	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
BME	9.0%	11.6%	4.0%
Other White	2.1%	5.7%	4.1%
UK White	83.9%	82.7%	91.9%
No Response	2.1%	N/A	N/A
Prefer Not to Say	3.0%	N/A	N/A
<b>Total</b>	<b>100.0% (1,214)</b>	<b>100.0% (593,245)</b>	<b>100.0% (5,295,403)</b>

## Religion or Belief

### Staff Composition by Religion, 2015-16

Religion	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
No Religion	24.2%	31.0%	36.6%
Religious Belief	41.4%	61.6%	56.1%
Other Religion/Belief	2.1%	0.3%	0.3%
No Response	1.1%	7.1%	7.0%
Prefer Not to Say	31.2%	N/A	N/A
<b>Total</b>	<b>100.0% (1,214)</b>	<b>100.0% (593,245)</b>	<b>100.0% (5,295,403)</b>

## Sex (Formerly Referred to as Gender)

### Staff Composition by Sex, 2015-16

Sex	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Female	53.2%	51.8%	51.5%
Male	46.8%	48.2%	48.5%
Other	0.0%	N/A	N/A
No Response	0.0%	N/A	N/A
Prefer Not to Say	0.0%	N/A	N/A
<b>Total</b>	<b>100.0% (1,214)</b>	<b>100.0% (593,245)</b>	<b>100.0% (5,295,403)</b>

## Sexual Orientation

### Internal Benchmarks

- 62.6% of staff self-identified as being heterosexual/straight.
- 2.7% of staff self-identified as being lesbian, gay, bisexual, or other.
- 0.8% of staff have not answered this question and results are presented as “No Response”.
- 33.9% of staff preferred not to say.

### External Benchmarks

- No official measurement of sexual orientation has been conducted in the UK (Aspinall, 2009).
- Between 5-7% of the UK population are estimated to be lesbian, gay, or bisexual (Department of Trade and Industry, 2003).



# References

## References

- Aspinall, P. (2009)** Estimating the size and composition of the lesbian, gay, and bisexual population in Britain; *Equality and Human Rights Commission. Research Report 37*. (EHRC: Manchester). [Available online via this link.](#)
- BBC (2013)** Census 2001: Population Change (BBC News 17 December, 2012). [Available online via this link.](#)
- Department of Trade and Industry (2003)** Amendment to Employment Equality (Sexual Orientation) Regulations: Full Regulatory Impact Assessment (Department of Trade and Industry: London). [Available online via this link.](#)
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- Reed, B.; Rhodes, S.; Schofield, P.; and Wylie, K. (2009)** Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution (Gender Identity Research and Education Society: London). [Available online via this link.](#)
- Russell, H. and Banks, J. (2011)** Pregnancy and Employment: A Literature Review (HSE Crisis Pregnancy Programme and the Equality Authority: Dublin). [Available online via this link.](#)

