CiTY OF GLASGOW COLLEGE

Equality Mainstreaming

Report 2018

Let Learning Flourish

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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 we are committed to the Digital Badge Award Scheme which launched with our 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

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This interim mainstreaming report, incorporating annual staff equality data, will demonstrate how our College is mainstreaming equality throughout its functions, as well as collecting and using equality data, so as to better perform the Equality Act 2010 Public Sector Equality Duty (PSED). City of Glasgow College is the top ranked College in the UK (WorldSkills) and the overall composite number one College for student attainment in the Scottish sector for further and higher education. Approximately 45% of our students are from Glasgow, the rest come from other parts of Scotland, the UK, and from 130 different countries, helping to create a diverse and vibrant student population of which the College is very proud.

Our College offers a wide range of educational and training opportunities at levels ranging from foundation courses through to Higher National Diplomas, as well as a number of degree programmes with our Higher Education partners. 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.

The College provides over 2,600 courses across a diverse range of technical, business, and professional curriculum areas, through the six Faculties of:

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

2015-16 was another landmark year for our College with the opening of our stunning City campus, the second phase of our super college representing a significant investment in specialist education and training. When City Campus opened in August 2016, our £228m twin site campus heralded a new era of tertiary education providing meticulously-designed, industry-standard, future-proofed learning and working environments in the heart of the City.

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

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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 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**. 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 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 expressed in the College's **Equality, Diversity & Inclusion Initiative 2017-2021**, key to effective mainstreaming of the PSED are: strategic management and operations; consideration of evidence; and involvement of staff and students.

In 2017, a systematic review was conducted to determine the progress the College has made in **mainstreaming the PSED**. Results are presented in a Mainstreaming Matrix, illustrating that 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 Data: 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 (BOM) 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 BOM 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**, together with conducting **Equality Impact Assessments (EqIAs)**.

In general, based on 2016-2017 data, 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 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 ED&I Badge initiative, launched in late December 2015. Of note, the 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, 47.0, 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.

- 82.7% of staff were UK white, 2.4% were other white and 9.2% 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 BOM and SMT, Curriculum Head and Head of Department, Manager or Adviser positions.

- A very slightly higher proportion of curriculum staff, 9.6%, than support staff, 8.8%, were from BME backgrounds.

- A very slightly lower proportion of curriculum staff, 2.1%, than support staff, 2.9%, were from other white backgrounds.

- A lower proportion of females was found higher grade curriculum positions, i.e. Senior Lecturer, 29.6%, and Curriculum Head, 43.8%, compared to the College overall, 54.2%.

- A lower proportion of females was found in higher grade support positions, i.e. Head of Service, 50.0%, compared to the College overall, 54.2%.

- A higher proportion of females was found in lower grade support roles, i.e. other support staff, 64.1% and Curriculum or Support Officer and Coordinator, 65.4%, compared to the College overall, 54.2%.

- More females were employed in support, 63.2%, than in curriculum positions, 47.6%.

- More males were employed in curriculum, 52.4%, than in support positions, 36.8%.

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, 34.7, and external shortlisted applicants, 37.0, was younger than internal applicants, 37.7, and internal shortlisted applicants, 39.1.

- In contrast, the average age of external appointments, 39.1, was very slightly older than internal appointments, 38.0.

- The proportion of disabled external applicants, 7.4%, and shortlisted applicants, 7.0%, was higher than the proportion of disabled internal applicants, 5.8%, and shortlisted applicants, 5.1%.

- In contrast, the proportion of disabled external appointments, 4.6%, was lower than disabled internal appointments, 7.4%.

- The proportion of disabled external applicants, 7.4%, was marginally higher than the proportion of disabled external shortlisted applicants, 7.0%, which in turn was higher than the proportion of disabled external appointments, 4.6%.

- The proportion of disabled internal applicants, 5.8%, was marginally higher than the proportion of disabled internal shortlisted applicants, 5.1%, which in turn was lower than the proportion of disabled internal appointments, 7.4%.

- Although a slightly higher proportion of external shortlisted applicants, 12.7%, than external applicants, 10.3%, than was from BME backgrounds, a lower proportion of external appointments, 8.3% was from BME backgrounds.

- The proportion of BME internal applicants, 13.4%, was higher than the proportion of internal shortlisted applicants, 10.7%, which in turn was higher than the proportion of internal appointments, 3.7%.

- A higher proportion of internal appointments, 86.4%, than external appointments, 80.7%, were from UK white backgrounds.

- A similar proportion of external applicants, 54.3%, external shortlisted applicants, 51.9%, and external appointments, 54.1%, were female.

- A decreasing proportion of internal applicants, 59.7%, internal shortlisted applicants, 54.2%, and internal appointments, 46.9%, were female.

- A slightly lower proportion of external applicants, 54.3%, than internal applicants, 59.7%, and external shortlisted applicants, 51.9%, than internal shortlisted applicants, 54.2%, were female.

- In contrast, a higher proportion of external appointments, 54.1%, than internal appointments, 46.9%, were female.

Development

- Unlike previous years, a slightly higher proportion of support staff, 57.8%, than curriculum staff, 55.2%, had undertaken development which has potential implications for curriculum staff with protected characteristics.

- A lower proportion of staff in younger, under 30, and older age ranges, 65 and over, had undertaken development than compared to those in intermediate age ranges.

- Overall, a higher proportion of disabled staff, 63.6%, than non-disabled staff, 57.0%, had undertaken development.

- Overall, a lower proportion of pregnant female staff, 40.9%, than non-pregnant female staff, 56.6%, had undertaken development.

- Overall, a higher proportion of other white staff, 62.5%, and BME staff, 60.7%, had undertaken development compared to the College total of UK white staff, 56.6%.

- A slightly higher proportion of BME curriculum staff, 63.0%, than BME support staff, 57.1%, had undertaken development.

- The same proportion of other white curriculum staff, 62.5%, and other white support staff, 62.5%, had undertaken development.

- Overall, a similar proportion of female staff, 56.1%, and male staff, 56.5%, had undertaken development.

- For curriculum staff, a higher proportion of male staff, 58.5%, had undertaken development than female staff, 51.6%.

- In contrast, for support staff, a higher proportion of female staff, 60.8%, than male staff, 52.7%, had undertaken development.

Retention

- The average age of leavers, 45.9, with on average 6.8 years of services, was very slightly lower than the average age of staff, 47.0, with on average 9.4 years of service.

- A slightly higher proportion of leavers, 7.0%, than staff, 5.8%, was disabled.

- The average length of service of disabled staff, 12.2 years, and leavers, 10.4 years, was longer than for non-disabled staff, 9.7 years, and leavers, 6.7 years.

- A similar proportion of leavers, 9.4%, and staff, 9.2%, was from BME backgrounds.

- A lower proportion of leavers, 1.2%, than staff, 2.4%, was from other white backgrounds.

- The average length of service for other white leavers, 0.4 years, was much lower than for average leavers, 6.8 years, other white staff, 5.4 years, and all staff, 9.4 years.

- A slightly higher proportion of leavers, 56.7%, than staff, 54.2%, were female, with 6.8 years of service compared to 9.6 years for female staff.

- A slightly lower proportion of leavers, 43.3%, than staff, 45.8%, were male, with 6.8 years of service compared to 9.1 years for 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, deliver 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. Doing so would support the **EHRC mainstreaming guidance for Scottish public authorities.**.

- 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 "ED&I Badge Initiative". Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

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.

College Strategic Priorities 2017-2025

Equality, diversity and inclusiveness are addressed within the following strategic priorities:

1. To be an inspirational place of learning.

2. To enable individuals to excel and realise their full potential.

3. To live our values, value our people and innovate in partnership.

5. To deliver excellence in performance.

Access, Inclusion & Wellbeing

As detailed in the Student Experience Strategy and Access & Inclusion Strategy, the College encourages 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.

4. Purpose

4. Purpose

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

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

- Make the PSED integral to the exercise of its functions so as to better perform the duty.

- Take steps to gather staff equality data, 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.

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 in the College's Equality, Diversity & Inclusion Initiative 2017-2021, 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 Improvement Meetings (CAIMs) 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

In 2017, a systematic review was conducted to determine 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. The management structure of the College at the time is presented in Figure 1.

The results of this review are presented in a Mainstreaming Matrix, as detailed in Appendix A. This illustrates that mainstreaming can be demonstrated across the majority of College functions. This matrix details:

- College Directorates and specific functions.

- Mainstreaming examples.

- Supported College strategic priorities related to ED&I.

- Supported parts of the PSED.

- 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 Priorities related to ED&I

The College value of "Equality, diversity & inclusiveness" is addressed within the following strategic priorities:

1. To be an inspirational place of learning.

2. To enable individuals to excel and realise their full potential.

3. To live our values, value our people and innovate in partnership.

5. To deliver excellence in performance.

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

Examples of mainstreaming across the College are currently being examined, which 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.

These will be presented as "spotlights" in the next full Mainstreaming Report, in 2019, to illustrate the College's further progress in mainstreaming the PSED across College functions.

Figure 1: Functional Structure 2017

Principal & CEO

- Executive Office
- Depute Principal & Chief Delivery Officer
- College Secretary & Planning

Finance & Human Resources
- Finance
- Student Data & Research
- Human Resources
- Procurement
- Equality, Diversity & Inclusion

Corporate Development & Innovation
- Corporate Communications
- Business Development & Industry Academies
- Marketing
- Worldskills Academy & Development
- Client Development & Lifelong Learning

Student Experience & Faculties
- Faculty of Building, Engineering & Energy
- Faculty of Business
- Faculty of Creative Industries
- Faculty of Education & Society
- Faculty of Leisure & Lifestyle
- Faculty of Nautical Studies
- Libraries & Learning Technology
- Student Experience
  - Student Advisory Services
  - Student Funding
  - Student Recruitment & Admissions
  - Learning Support
  - Students' Association
  - Student Engagement

Infrastructure
- Estates Management
- Facilities Management
- Student Accommodation & Services
- Digital Infrastructure
- Digital Support
- Campus Timetabling
- Health & Safety Compliance

Performance & Improvement
- Organisational Development
- Performance

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 2016-2017, from 1st August 2016 to 31st July 2017, is compared to 2015-2016 and 2014-2015 data and presented in Appendix C. In addition, Appendix D provides a comparison of equality data 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.

The College will launch its new Human Resources and Payroll Management System in summer 2018. This system will include a new recruitment and staff self-service portal, together with a video encouraging staff declaration. In preparation for this transition, the College took the opportunity to further update its equality and diversity monitoring to ensure alignment with recently published national guidance from the Equality Challenge Unit.

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 27 of the Equality Mainstreaming Report 2017, 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. Specifically, for:

- Transgender identity, the proportion of staff "no responses" decreased from 76.8% 2014/15 to 63.0% in 2016/17.

- Caring responsibilities, the proportion of staff "no responses" decreased from 40.9% in 2014/15 to 26.3% in 2016/17.

- Religion or belief, the proportion of staff "prefer not to say" responses decreased from 36.9% in 2014/15 to 28.3% in 2016/17.

- Sexual orientation, the proportion of staff "prefer not to say" responses decreased from 41.7% in 2014/15 to 30.2% in 2016-17.

For more details, please refer to the **ED&I Digital Badge Initiative Spotlight** in the Equality Mainstreaming Report 2017.

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.

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, 18 people were members of the Board of Management at City of Glasgow College, during all or part of the period 1st August 2016 to 31st July 2017 This equates to 6 females (33.3%) and 12 males (66.6%). Of the Non-executive directors on the Board, there were 5 females (38%) and 8 males (62%).

As we approach a further period of change and Board recruitment, the Board is committed to achieving a gender balance, accepting the "50-50 by 2020" challenge, and will take action to comply with The Gender Representation on Public Boards (Scotland) Bill which has now been passed by the **Scottish Parliament**. The bill sets an objective for public boards that 50% of non-executive members are women by the end of 2022. It also requires action to encourage women to apply to become non-executive members of public boards.

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).

- 13 x Non-Executive Directors, including the Chair, above (following formal recruitment and selection and subject to Regional Board appointment for 4 years).

As such, 13 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 was made in the report to the requirement to seek a minimum 40% representation, and also to the College's commitment to "50/50 by 2020". Due consideration of gender balance was recorded in the report.

The Board will take appropriate measures to ensure that lessons are learned from past recruitment and selection experience, and that gender balance and greater diversity overall is achieved in the next few years.

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 be revised further to ensure valid data is collected across all protected characteristics for students and staff. As part of these measures, the College will continue to encourage and support staff and students in self-declaration across all 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 2016-2017 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 religion or belief 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.

- 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 2016/17

	2016/17	2015/16	2014/15
Age			
16-19	0.2%	0.1%	0.0%
20-24	1.4%	2.0%	1.2%
25-29	5.2%	5.7%	5.0%
30-34	9.2%	8.9%	8.9%
35-39	12.0%	10.1%	9.6%
40-44	12.0%	12.4%	12.6%
45-49	13.6%	13.8%	14.8%
50-54	16.8%	16.7%	18.6%
55-59	16.3%	16.9%	16.6%
60-64	9.5%	8.4%	7.5%
65 and over	3.6%	5.0%	5.1%
No response	0.0%	0.1%	0.0%
Disability			
Disabled	5.8%	5.8%	5.6%
Non-Disabled	86.9%	88.8%	90.2%
No Response	1.1%	0.8%	0.3%
Prefer not to say	6.2%	4.7%	3.9%
Gender Reassignment			
Identify as Transgender	0.0%	0.4%	0.3%
Do Not Identify as Transgender	35.7%	35.8%	21.8%
No Response	63.0%	62.1%	76.8%
Prefer not to say	1.3%	1.6%	1.1%
Marriage and Civil Partnership			
Married	50.9%	51.5%	51.7%
In Civil Partnership	1.1%	0.8%	0.7%
Other	37.3%	39.1%	39.5%
No Response	4.5%	2.1%	1.2%
Prefer not to say	6.1%	6.5%	6.9%
Female Staff by Pregnancy			
Pregnant	3.1%	5.2%	4.2%
Not Pregnant	96.9%	94.8%	95.8%

percentage   0   5   10 20 30 40 50 60 70 80 90 100%

Staff Composition 2016/17 continued

	2016/17	2015/16	2014/15
Caring Responsibilities			
Responsibilities for Adults and Disabled Children	12.9%	13.4%	15.3%
Responsibilities for Children (Non-Disabled)	17.9%	17.1%	14.1%
No Responsibilities	40.7%	35.3%	28.1%
No Response	26.3%	32.5%	40.9%
Prefer Not to Say	2.2%	1.8%	1.6%
Race (Ethnicity)			
BME	9.2%	9.3%	4.6%
Other White	2.4%	1.8%	6.1%
UK White	82.7%	83.8%	84.2%
No Response	1.7%	2.2%	1.9%
Prefer Not to Say	3.9%	3.4%	3.1%
Religion or Belief			
Listed Religious Belief	40.4%	40.6%	39.0%
Other Religion or Belief	2.0%	2.0%	1.8%
No Religion or Belief	28.2%	25.4%	22.1%
No Response	1.1%	0.9%	0.2%
Prefer Not to Say	28.3%	31.1%	36.9%
Sex (Gender)			
Female	54.2%	54.4%	54.6%
Male	45.8%	45.2%	44.9%
Other	0.0%	0.0%	0.0%
No Response	0.0%	0.0%	0.5%
Prefer Not to Say	0.0%	0.4%	0.0%
Sexual Orientation			
Bisexual	0.6%	0.4%	0.3%
Gay Man	1.8%	1.5%	1.2%
Gay Woman/Lesbian	0.9%	0.7%	0.5%
Heterosexual/Straight	65.3%	63.5%	55.9%
Other	0.0%	0.1%	0.2%
No Response	1.1%	0.8%	0.2%
Prefer Not to Say	30.2%	33.0%	41.7%

percentage   0   5   10   20   30   40   50   60   70   80   90   100%

Age

Composition

- The average age of staff was 47.0.

- 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, and indeed younger, age ranges.

- The average age of curriculum staff, 47.8, was slightly older than the average age of support staff, 45.9.

Recruitment

- The average age of external applicants, 34.7, was younger than external shortlisted applicants, 37.0, which in turn was slightly younger than external appointments, 39.1.

- The average age of internal applicants, 37.7, was slightly younger than internal shortlisted applicants, 39.1, which in turn was slightly older than internal appointments, 38.0.

- The average age of external applicants and shortlisted applicants was slightly younger than internal applicants and shortlisted applicants.

- The average age of external appointments, 39.1, was slightly older than internal appointments, 38.0.

- 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 30, and older age ranges, 65 and over, had undertaken development than compared to those in intermediate age ranges.

- The average age of curriculum staff undertaking development, 48.3, was very slightly older than those who had not undertaken development, 47.2.

- The average age of support staff who had undertaken development, 46.9, was slightly older than who had not undertaken development, 44.6.

Retention

- The average age of leavers was 45.9, with on average 6.8 years of service.

- This was slightly lower than the average age of staff, 47.0, with on average 9.4 years of service.

Disability

Composition

- 5.8% of staff declared a disability and 6.2% of staff preferred not to say.

- From highest to lowest, the most common types of staff disability were: Long standing illness, or condition, 2.3%; other disability, 1.2%; specific learning difficulty, 1.0%; physical impairment 0.5%; mental health condition, 0.5%; deaf/serious hearing impairment, 0.2%; and multiple disabilities, 0.2%.

- A higher proportion of disabled staff, compared to the College total of 5.8%, was found in the following positions: Senior Lecturer, 8.6%; Curriculum Head, 8.3%; Head of Service, 7.1%; Other Support Staff, 6.6%; and Curriculum or Support Officer, 6.4%.

- A slightly lower proportion of curriculum staff declared a disability, 5.5%, compared to support staff, 6.3%.

Recruitment

- The proportion of disabled external applicants, 7.4%, was similar to the proportion of disabled external shortlisted applicants, 7.0%, which in turn was higher than the proportion of disabled external appointments, 4.6%

- The proportion of disabled internal applicants, 5.8%, was similar to the proportion of disabled internal shortlisted applicants, 5.1%, which in turn was lower than the proportion of disabled internal appointments, 7.4%.

- The proportion of disabled external applicants and shortlisted applicants was higher than the proportion of disabled internal applicants and shortlisted applicants. The proportion of disabled internal appointments was higher than external appointments.

- The proportion of appointment applicants, shortlisted applicants and appointments - both external and internal - which preferred not to declare their disability status was higher than that for existing staff.

Development

- Overall, a higher proportion of disabled staff, 63.6%, than non-disabled staff, 57.0%, had undertaken development.

- A much higher proportion of disabled support staff, 71.4%, than disabled curriculum staff, 57.1%, had undertaken development.

Retention

- A slightly higher proportion of leavers, 7.0%, than staff, 5.8%, was disabled.

- The average length of service of disabled staff, 12.2 years, and leavers, 10.4 years, was longer than for non-disabled staff, 9.7 years, and leavers, 6.7 years.

Gender Reassignment

Composition

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

- No staff identified as transgender, 35.7% did not identify as transgender and 1.3% of staff preferred not to say. The status of 63.0% of staff was unknown, i.e. "no response".

Recruitment

- 0.3% of external applicants, 0.2% of external shortlisted applicants and 0.9% of external appointments identified as transgender.

- 0.7% of internal applicants, 0.5% internal shortlisted applicants and no internal appointments identified as transgender.

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

- 50.9% of staff were married and 1.1% were in civil partnerships.

- 6.1% of staff preferred not to say and 4.5% did not respond.

- A higher proportion of curriculum staff, 57.1%, than support staff, 42.4%, was married.

- A slightly lower proportion of curriculum staff, 0.8%, than support staff, 1.6%, was in civil partnerships.

Recruitment

- An increasing proportion of external applicants, 29.4%, external shortlisted applicants, 34.4%, and external appointments, 38.5%, was married.

- An increasing proportion of internal applicants, 35.6%, internal shortlisted applicants, 41.3%, and internal appointments, 42.0%, was married.

- An increasing proportion of external applicants, 3.6%, external shortlisted applicants, 3.8% and external appointments, 4.6%, was in civil partnerships.

- A decreasing proportion of internal applicants, 2.2%, internal shortlisted applicants, 1.3%, and internal appointments, 1.2%, was in civil partnerships.

- 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 applicants and shortlisted applicants – both external in internal – than appointments preferred not to say.

Development

- Overall, a higher proportion of married staff, 59.2%, than those in civil partnerships, 33.3%, had undertaken development.

- A higher proportion of married curriculum staff, 58.3%, than those in civil partnerships, 33.3%, had undertaken development.

- A higher proportion of married support staff, 61.0%, than those in civil partnerships, 33.3%, had undertaken development.

Retention

- 48.5% of leavers were married, with on average 10.3 years of service.

- No leavers were in civil partnership.

Pregnancy & Maternity (Incorporating Caring Responsibilities)

Composition

- 3.1% of existing female staff were pregnant during 2016-2017.

- A higher proportion of female curriculum staff, 3.8%, than support staff, 2.3%, was pregnant.

- Pregnant female staff were in the following roles: Senior Lecturer, 4.3%; Lecturer, 4.1%; Other Support Staff, 2.7%; and Curriculum or Support Officer, 2.0%. No female Curriculum Heads, Heads of Service, or members of SMT were pregnant.

- Although declining, the high proportion of "no response" for caring responsibilities prevent any meaningful conclusions from being drawn.

Recruitment

- The pregnancy status of external and internal applicants, or shortlisted applicants was not asked.

- 1.6% of external applicants, 2.3% of external shortlisted applicants and 2.0% of external appointments declared having caring responsibilities for adults and disabled children.

- 2.9% of internal applicants, 3.8% of internal shortlisted applicants and 3.1% of internal appointments declared having caring responsibilities for adults and disabled children.

Development

- Overall, a lower proportion of pregnant female staff, 40.9%, than non-pregnant female staff, 56.6%, had undertaken development.

- A similar proportion of pregnant curriculum female staff, 50.0%, than non-pregnant female curriculum staff, 51.7%, had undertaken development.

- A much lower proportion of pregnant support female staff, 25.0%, than non-pregnant support female staff had undertaken development, 61.6%.

- 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

- 82.7% of staff were UK White, 2.4% were other white and 9.2% were from BME backgrounds.
- 3.9% of staff preferred not to say, with the remaining 1.7% unknown.
- No staff in Head of Service positions were from BME backgrounds.
- No staff from other white backgrounds were found in the following positions: BOM and SMT; Curriculum Head; and Head of Department, Manager, or Adviser.
- A slightly higher proportion of curriculum staff, 9.6%, than support staff, 8.8%, was from BME backgrounds.
- A slightly lower proportion of curriculum staff, 2.1%, than support staff, 2.9%, was from other white backgrounds.

Recruitment

- 10.3% of external applicants, 12.7% of external shortlisted applicants and 8.3% of external appointments were from BME backgrounds.
- 13.4% of internal applicants, 10.7% of internal shortlisted applicants and 3.7% of internal appointments were from BME backgrounds.
- Although a higher proportion of internal applicants than external applicants were from BME backgrounds, a higher proportion of external shortlisted applicants and appointments than internal shortlisted applicants and appointments were from BME backgrounds.

Development

- Overall, a higher proportion of other white staff, 62.5%, and BME staff, 60.7%, than UK white staff, 56.6%, had undertaken development.
- A higher proportion of BME curriculum staff, 63.0%, than BME support staff, 57.1%, had undertaken development.
- The same proportion of other white curriculum staff, 62.5%, and other white support staff, 62.5%, had undertaken development.

Retention

- A similar proportion of leavers, 9.4%, and staff, 9.2%, was from BME backgrounds.
- A lower proportion of leavers, 1.2%, than staff, 2.4%, was from other white backgrounds.
- The average length of service for other white leavers, 0.4 years, was much lower than for average leavers, 6.8 years, other white staff, 5.4 years, and all staff, 9.4 years.

Religion or Belief

Composition

- 37.5% of staff were Christian.
- The next highest represented religions were "Other", 2.0%, and Muslim, 1.7%.
- 28.2% of staff did not have a faith/belief and 28.3% preferred not to say.
- The proportion of staff with a listed religion was lower for curriculum staff, 38.7%, than support staff, 42.5%.
- Although declining, the high proportion of "prefer not to say" responses across staff positions prevent any meaningful conclusions from being drawn.

Recruitment

- 36.9% of external applicants, 38.2% of external shortlisted applicants and 39.4% of external appointments were Christian.
- 48.6% of internal applicants, 46.6% of internal shortlisted applicants and 44.4% of internal appointments were Christian.
- 3.8% of external applicants, 5.1% of external shortlisted applicants and 3.7% of external appointments were Muslim.
- 4.7% of internal applicants, 4.6% of internal shortlisted applicants were Muslim and 2.5% of internal appointments were Muslim.
- 1.5% of external applicants, 1.4% of external shortlisted applicants and 1.8% of external appointments held other religious beliefs.
- 1.3% of internal applicants, 1.6% of internal shortlisted applicants and 3.7% of 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 lower proportion of external, than internal applicants, shortlisted applicants and appointments preferred not to declare their religion.
- A higher proportion of external, than internal applicants, shortlisted applicants and appointments did not have a religion or belief.

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.

Sex (Gender)

Composition

- 54.2% of staff were female and 45.8% were male.

- A lower proportion of females than males, particularly in curriculum areas, was found in some higher grade positions such as Curriculum Head and Senior Lecturer.

- A higher proportion of females than males was found across support positions.

- More females were employed in support, 63.2%, than in curriculum positions, 47.6%.

- More males were employed in curriculum, 52.4%, than in support positions, 36.8%.

Recruitment

- 54.3% of external applicants, 51.9% of external shortlisted applicants and 54.1% of external appointments were female.

- 59.7% of internal applicants, 54.2% of internal shortlisted applicants and 46.9% of internal appointments were female.

- A lower proportion of external than internal applicants and shortlisted applicants were female.

- In contrast, a higher proportion of external than internal appointments were female.

Development

- Overall, a similar proportion of female staff, 56.1%, and male staff, 56.5%, had undertaken development.

- For curriculum staff, a higher proportion of male staff, 58.5%, had undertaken development than female staff, 51.6%.

- In contrast, for support staff, a higher proportion of female staff, 60.8%, than male staff, 52.7%, had undertaken development.

Retention

- A slightly higher proportion of leavers, 56.7%, than staff, 54.2%, were female, with 6.8 years of service compared to 9.6 years for female staff.

- A slightly lower proportion of leavers, 43.3%, than staff, 45.8%, were male, with 6.8 years of service compared to 9.1 years for male staff.

Sexual Orientation

Composition

- 65.3% of staff identified as being heterosexual/straight.
- 3.3% of staff identified as bisexual, gay, lesbian, or other which was lower than that found for external and internal applicants and external appointments.
- A significantly higher proportion of staff preferred not to say, 30.2%, 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

- 86.3% of external applicants, 86.5% of external shortlisted applicants and 82.6% of external appointments were heterosexual/straight.
- 7.3% of external applicants, 6.0% of external shortlisted applicants and 8.2% of external appointments identified as bisexual, gay, lesbian, or other.
- 89.1% of internal applicants, 90.6% of internal shortlisted applicants and 91.4% of internal appointments were heterosexual/straight.
- 5.6% of internal applicants, 4.0% of internal shortlisted applicants and 4.9% of internal appointments identified as bisexual, gay, lesbian, or other.
- 5.1% of external applicants, 6.3% of external shortlisted applicants and 5.5% of external appointments preferred not to say, compared to 30.2% of staff.
- 4.8% of internal applicants,4.3% of internal shortlisted applicants and 2.5% of internal appointments preferred not to say, compared to 30.2% of staff.
- A higher proportion of external than internal applicants, shortlisted applicants and appointments identified as a "non-heterosexual" group.
- A slightly 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.
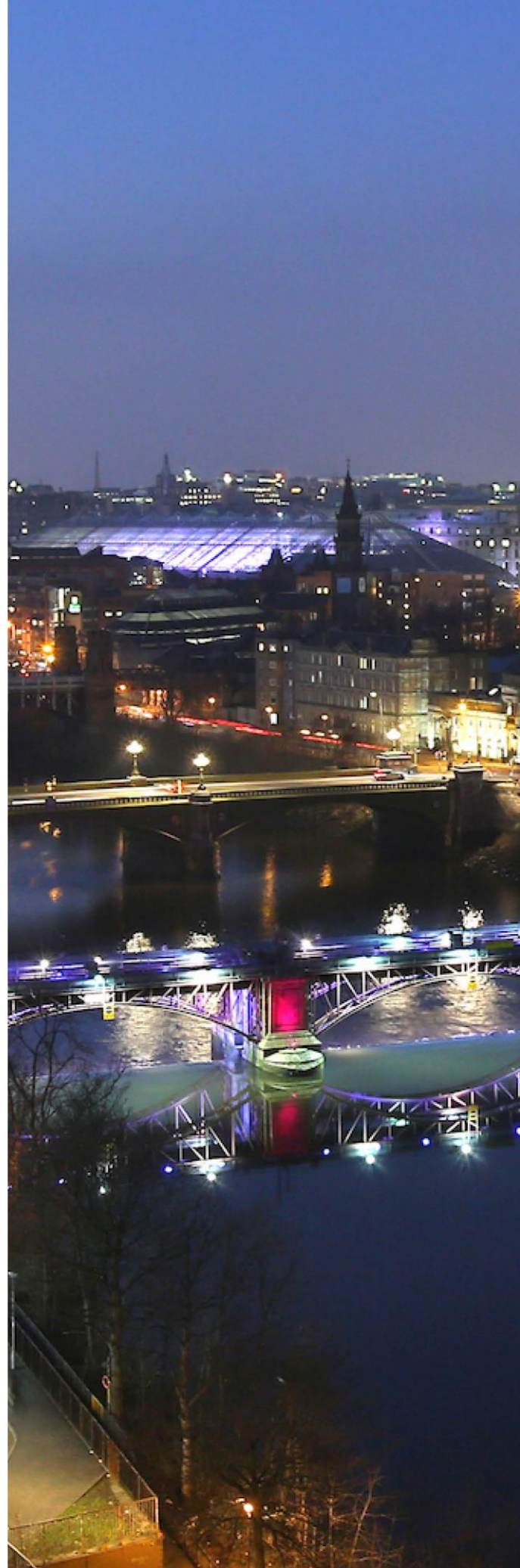
In the next report, the additional steps taken to gather information across all relevant protected characteristics will be detailed, together with how this information has been used to better support the PSED.

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**

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 Priorities 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,	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Finance & Human Resources										
Finance	Finance is currently reviewing Policies, Procedures and Forms to ensure these are CALM complaint 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 Priorities 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
Corporate Development & Innovation									
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 Priorities 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,	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Building, Engineering & Energy										
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 Priorities 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
Building, Engineering & Energy									
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 Priorities 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
Business (Continued Over Page)									
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 9th 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 Priorities 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
Business (Continued)									
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 embedded 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 Priorities 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
Creative Industries (Continued Over Page)									
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 Priorities 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
Creative Industries (Continued)									
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 Priorities 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	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Education & Society (Continued Over Page)										
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

Directorate/Faculty and Function	Example of Mainstreaming	Relevant College Strategic Priorities Supported					Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
		Inclusive Learning & Teaching	Access and Progression for All	Effective Support and Guidance	Tolerance and Respect	Commitment to ED&I	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Education & Society (Continued)										
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 Priorities 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,	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Leisure & Lifestyle (Continued Over Page)										
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

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
College Function and New Mainstreaming Example		**Relevant College Strategic Priorities Supported**				**Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s**			
Leisure & Lifestyle (Continued)									
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	2nd 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 Priorities 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,	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Nautical Studies										
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 Priorities 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
Nautical Studies									
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 Priorities 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,	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Student Experience and Faculties										
Libraries & Learning Technologies	Equity of access to appropriate space and resources.	✓	✓	✓	✓	✓	✓		✓	All
Student Experience:										
• Student Advisory Services	Student Support for Trans Students.			✓	✓	✓	✓	✓	✓	GR
	Student Counselling Service.			✓	✓	✓	✓		✓	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 Priorities 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
Infrastructure									
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 Priorities 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,	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Corporate Support										
Corporate Support	International Education Symposium was delivered which incorporated an explicit focus on equality, diversity and inclusion.	✓	✓	✓	✓	✓	✓		✓	A, D, R, S
Performance and Improvement										
Organisational Development	Managing Diverse Teams and Working in Diverse Teams 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 Priorities 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

College Secretary & Planning

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
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
Finance & HR			
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
Corporate Development & Innovation			
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
Student Experience			
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 Good Practice Guide in 2015.	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
Infrastructure			
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
Corporate Support			
Corporate Support	N/A.	N/A	N/A
Performance & Improvement			
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.	All	2015
	Stonewall Diversity Champion and participant in Workplace Equality Index (WEI)	GR/SO	2013
College Secretary & Planning			
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 1st August 2016 to 31st July 2017 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.**
- **Disability Data.**
- **Gender Reassignment Data.**
- **Marriage and Civil Partnership Data.**
- **Pregnancy and Maternity Data.**
- **Caring Responsibilities Data.**
- **Race Data.**
- **Religion or Belief Data.**
- **Sex Data.**
- **Sexual Orientation Data.**

The Recruitment & HR software system was updated following merger in 2010 to harmonise systems and to account for the measurement of all protected characteristics.

At that time, 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.

Despite continued year on year improvements, the proportion of "prefer not to say" responses for religion or belief and sexual orientation remains high for existing staff. 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.

As we look to the future, on-going steps will be taken to ensure that valid data is collected across all protected characteristics. As part of these measures, the College will continue to engender an inclusive and supportive College culture which encourages self-declaration across all protected characteristics.

Recruitment, Composition, Development and Retention of Staff by Age

Table 1: Applications, Shortlisting, Appointments, Staff and Leavers by Age Range, 2016-17

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
External Applicants	0.8%	15.9%	25.8%	13.1%	13.5%	6.4%	8.6%	5.6%	5.9%	1.9%	0.7%	1.9%	100.0% (2,467)
Internal Applicants	0.1%	11.1%	19.6%	12.8%	14.0%	10.0%	11.4%	7.8%	8.9%	2.2%	0.9%	1.3%	100.0% (874)
Ext' Shortlisted Applicants	0.2%	12.7%	21.1%	13.3%	15.2%	8.0%	9.3%	6.0%	8.7%	2.9%	0.8%	1.8%	100.0% (837)
Int' Shortlisted Applicants	0.0%	7.2%	17.2%	12.1%	14.2%	13.4%	13.1%	8.8%	9.1%	2.1%	0.5%	2.1%	100.0% (373)
External Appointments	0.0%	4.6%	17.4%	16.5%	19.3%	10.1%	8.3%	5.5%	9.2%	3.7%	1.8%	3.7%	100.0% (109)
Internal Appointments	0.0%	9.9%	21.0%	11.1%	7.4%	22.2%	13.6%	4.9%	7.4%	1.2%	0.0%	1.2%	100.0% (81)
Staff	0.2%	1.4%	5.2%	9.2%	12.0%	12.0%	13.6%	16.8%	16.3%	9.5%	3.6%	0.0%	100.0% (1,321)
Leavers	1.2%	4.7%	10.5%	9.4%	10.5%	9.4%	12.3%	10.5%	11.7%	9.4%	10.5%	0.0%	100.0% (171)
Average Length of Service for Staff (Years)	0.1	0.7	1.4	4.0	5.6	7.5	10.3	11.7	13.5	14.3	12.8	0.0	9.4 years, College Average
Average Length of Service for Leavers (Years)	0.8	1.1	1.1	2.8	2.8	3.3	2.5	7.4	11.0	16.0	17.7	0.0	6.8 years, College Average

Table 2: Applicants, Appointments, Staff and Leavers by Average Age, 2016-17

Staff Group	Average Age * Of those who declared age
External Applicants	34.7
Internal Applicants	37.7
External Shortlisted Applicants	37.0
Internal Shortlisting Applicants	39.1
External Appointments	39.1
Internal Appointments	38.0
Staff	47.0 (9.4 years average length of service)
Leavers	45.9 (6.8 years average length of service)

Table 3: Staff Position by Age Range, 2016-17

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%	11.1%	16.7%	16.7%	16.7%	27.8%	11.1%	0.0%	0.0%	100.0% (18)
Curriculum Head	0.0%	0.0%	0.0%	4.2%	2.1%	10.4%	18.8%	33.3%	25.0%	6.3%	0.0%	0.0%	100.0% (48)
Senior Lecturer	0.0%	0.0%	2.5%	3.7%	11.1%	18.5%	16.0%	12.3%	23.5%	12.3%	0.0%	0.0%	100.0% (81)
Lecturer	0.0%	0.3%	3.5%	9.9%	11.8%	13.7%	14.3%	18.0%	14.5%	10.7%	3.3%	0.0%	100.0% (635)
Head of Service	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	28.6%	42.9%	21.4%	7.1%	0.0%	0.0%	100.0% (14)
Head of Dept', Manager, or Adviser	0.0%	0.0%	0.0%	10.5%	15.8%	21.1%	15.8%	10.5%	18.4%	2.6%	5.3%	0.0%	100.0% (38)
Curriculum or Support Officer and Coordinator	0.0%	3.8%	15.4%	12.8%	20.5%	3.8%	14.1%	10.3%	16.7%	1.3%	1.3%	0.0%	100.0% (78)
Other Support Staff	0.7%	3.4%	8.1%	9.8%	12.2%	9.3%	10.5%	14.9%	15.6%	9.5%	5.9%	0.0%	100.0% (409)
College Total	0.2% (3)	1.4% (19)	5.2% (69)	9.2% (122)	12.0% (159)	12.0% (159)	13.6% (180)	16.8% (222)	16.3% (215)	9.5% (125)	3.6% (48)	0.0% (0)	100.0% (1,321)

Table 4: Development by Staff Position and Age, 2016-17

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%	57.9%	56.5%	48.4%	48.4%	39.6%	45.6%	40.1%	35.3%	39.2%	60.4%	0.0%	43.7% (577)
Development Undertaken	0.0%	42.1%	43.5%	51.6%	51.6%	60.4%	54.4%	59.9%	64.7%	60.8%	39.6%	0.0%	56.3% (744)
College Total	100% (3)	100% (19)	100% (69)	100% (122)	100% (159)	100% (159)	100% (180)	100% (222)	100% (215)	100% (125)	100% (48)	100% (0)	100% (1,321)

Table 5: Development by Staff Type and Average Age, 2016-17

Staff	Development Not Undertaken	Development Undertaken	Combined Average
Curriculum Staff	47.2	48.3	47.8
Support Staff	44.6	46.9	45.9
College Average	46.1	47.7	47.0

Recruitment, Composition, Development and Retention of Staff by Disability

Table 6: Applications, Shortlisting, Appointments, Staff and Leavers by Disability Status, 2016-17

Staff Group Results By % and Number	Disabled	Non-Disabled	No Response	Prefer Not to Say	Total
External Applicants	7.4%	85.5%	0.0%	7.1%	100.0% (2,467)
Internal Applicants	5.8%	87.6%	0.0%	6.5%	100.0% (874)
External Shortlisted Applicants	7.0%	86.3%	0.0%	6.7%	100.0% (837)
Internal Shortlisted Applicants	5.1%	87.4%	0.0%	7.5%	100.0% (373)
External Appointments	4.6%	87.2%	0.0%	8.3%	100.0% (109)
Internal Appointments	7.4%	84.0%	0.0%	8.6%	100.0% (81)
Staff	5.8%	86.9%	1.1%	6.2%	100.0% (1,321)
Leavers	7.0%	85.4%	0.6%	7.0%	100.0% (171)
Average Length of Service for Staff (Years)	12.2	9.7	1.2	3.7	9.4 years, College Average
Average Length of Service for Leavers (Years)	10.4	6.7	4.0	4.8	6.8 years, College Average

Table 7: Staff by Disability Type, 2014-15 to 2016-17

Disability Type and Status	2014-15		2015-16		2016-17	
Blind/Serious Visual Impairment	0	0.0%	0	0.0%	0	0.0%
Deaf/Serious Hearing Impairment	6	0.5%	4	0.3%	3	0.2%
Physical Impairment/Mobility Issue	5	0.4%	5	0.4%	6	0.5%
Specific Learning Difficulty, e.g. Dyslexia, Dyspraxia, or AD(H)D	10	0.8%	9	0.7%	13	1.0%
Specific Learning Impairment, e.g. Down's Syndrome	0	0.0%	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	5	0.4%	6	0.5%	6	0.5%
Long Standing Illness or Health Condition, e.g. Cancer, HIV, Diabetes, Chronic Heart Disease, or Epilepsy	27	2.2%	29	2.4%	30	2.3%
Multiple Disabilities	0	0.0%	1	0.1%	3	0.2%
Other Disability	15	1.2%	16	1.3%	16	1.2%
Disabled Staff	68	5.6%	70	5.8%	77	5.8%
Non-Disabled Staff	1,091	90.2%	1,082	89.1%	1,148	86.9%
No Response	3	0.3%	13	1.1%	14	1.1%
Prefer Not to Say	47	3.9%	49	4.0%	82	6.2%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 8: Staff Position by Disability Status, 2016-17

Staff Position	Disabled	Non-Disabled	No Response	Prefer Not to Say	Total
BOM and SMT	0.0%	100.0%	0.0%	0.0%	100.0% (18)
Curriculum Head	8.3%	89.6%	2.1%	0.0%	100.0% (48)
Senior Lecturer	8.6%	84.0%	2.5%	4.9%	100.0% (81)
Lecturer	4.9%	87.6%	1.1%	6.5%	100.0% (635)
Head of Service	7.1%	85.7%	0.0%	7.1%	100.0% (14)
Head of Dept', Manager, or Adviser	5.3%	92.1%	0.0%	2.6%	100.0% (38)
Curriculum or Support Officer and Coordinator	6.4%	84.6%	1.3%	7.7%	100.0% (78)
Other Support Staff	6.6%	85.6%	0.7%	7.1%	100.0% (409)
College Total	5.8%	86.9%	1.1%	6.2%	100.0% (1,321)

Table 9: Staff Type by Disability Status, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
Disabled	40	5.8%	38	5.4%	42	5.5%
Non-Disabled	622	89.6%	623	88.9%	667	87.3%
No Response	3	0.4%	7	1.0%	10	1.3%
Prefer Not to say	29	4.2%	33	4.7%	45	5.9%
Total	694	100.0%	701	100.0%	764	100.0%
Support Staff	**2014-15**		**2015-16**		**2016-17**	
Disabled	28	5.4%	32	6.2%	35	6.3%
Non-Disabled	469	91.1%	459	89.5%	481	86.4%
No Response	0	0.0%	6	1.2%	4	0.7%
Prefer Not to say	18	3.5%	16	3.1%	37	6.6%
Total	515	100.0%	513	100.0%	557	100.0%
Combined Staff	**2014-15**		**2015-16**		**2016-17**	
Disabled	68	5.6%	70	5.8%	77	5.8%
Non-Disabled	1,091	90.2%	1,082	89.1%	1148	86.9%
No Response	3	0.3%	13	1.1%	14	1.1%
Prefer Not to say	47	3.9%	49	4.0%	82	6.2%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 10: Development by Staff Type and Disability Status, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Disabled	42.9%	57.1%	100.0% (42)
Non-Disabled	44.5%	55.5%	100.0% (667)
No Response	70.0%	30.0%	100.0% (10)
Prefer Not to say	44.4%	55.6%	100.0% (45)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
Disabled	23.8%	71.4%	100.0% (35)
Non-Disabled	41.0%	59.0%	100.0% (481)
No Response	50.0%	50.0%	100.0% (4)
Prefer Not to say	29.7%	70.3%	100.0% (37)
Total	39.5% (219)	60.5% (336)	100.0% (557)
Combined Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
Disabled	66.7%	63.6%	100.0% (77)
Non-Disabled	43.0%	57.0%	100.0% (1148)
No Response	64.3%	35.7%	100.0% (14)
Prefer Not to say	56.1%	43.9%	100.0% (82)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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

Table 11: Applications, Shortlisting, Appointments, Staff and Leavers by Transgender Identity, 2016-17

Staff Group	Identify as Transgender	Do Not Identify as Transgender	No Response	Prefer Not to Say	Total
External Applicants	0.3%	97.2%	1.5%	1.0%	100.0% (2,467)
Internal Applicants	0.7%	97.7%	0.7%	0.9%	100.0% (874)
External Shortlisted Applicants	0.2%	97.4%	1.4%	1.0%	100.0% (837)
Internal Shortlisted Applicants	0.5%	97.6%	1.3%	0.5%	100.0% (373)
External Appointments	0.9%	94.5%	3.7%	0.9%	100.0% (109)
Internal Appointments	0.0%	97.5%	1.2%	1.2%	100.0% (81)
Staff	0.0%	35.7%	63.0%	1.3%	100.0% (1,321)
Leavers	0.6%	41.5%	56.1%	1.8%	100.0% (171)
Average Length of Service for Staff (Years)	0.0	6.5	11.0	10.0	9.4 years, College Average
Average Length of Service for Leavers (Years)	1.8	3.1	9.7	1.9	6.8 years, College Average

Table 12: Staff Position by Transgender Identity, 2016-17

Staff Position	Identify as Transgender	Do Not Identify as Transgender	No Response	Prefer Not to Say	College Total
BOM and SMT	0.0%	27.8%	0.0%	72.2%	100.0% (18)
Curriculum Head	0.0%	31.3%	0.0%	68.8%	100.0% (48)
Senior Lecturer	0.0%	39.5%	1.2%	59.3%	100.0% (81)
Lecturer	0.0%	36.7%	2.0%	61.3%	100.0% (635)
Head of Service	0.0%	50.0%	7.1%	42.9%	100.0% (14)
Head of Dept', Manager, or Adviser	0.0%	39.5%	0.0%	60.5%	100.0% (38)
Curriculum or Support Officer and Coordinator	0.0%	48.7%	1.3%	50.0%	100.0% (78)
Other Support Staff	0.0%	31.1%	0.2%	68.7%	100.0% (409)
College Total	0.0% (0)	35.7% (472)	1.3% (17)	63.0% (832)	100.0% (1,321)

Table 13: Staff Type by Transgender Identity, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
Identify as Transgender	3	0.4%	4	0.6%	0	0.0%
Do Not Identify as Transgender	150	21.6%	254	36.2%	280	36.6%
No Response	533	76.8%	428	61.1%	470	61.5%
Prefer Not to Say	8	1.2%	15	2.1%	14	1.8%
Total	**694**	**100.0%**	**701**	**100.0%**	**764**	**100.0%**
Support Staff	2014-15		2015-16		2016-17	
Identify as Transgender	1	0.2%	0	0.0%	0	0.0%
Do Not Identify as Transgender	113	21.9%	178	34.7%	362	65.0%
No Response	396	76.9%	333	64.9%	192	34.5%
Prefer Not to Say	5	1.0%	2	0.4%	3	0.5%
Total	**515**	**100.0%**	**513**	**100.0%**	**557**	**100.0%**
Combined Staff	2014-15		2015-16		2016-17	
Identify as Transgender	4	0.3%	4	0.3%	0	0.0%
Do Not Identify as Transgender	263	21.8%	432	35.6%	472	35.7%
No Response	929	76.8%	761	62.7%	832	63.0%
Prefer Not to Say	13	1.1%	17	1.4%	17	1.3%
College Total	**1,209**	**100.0%**	**1,214**	**100.0%**	**1,321**	**100.0%**

Table 14: Development by Staff Type and Transgender Identity, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Identify as Transgender	0.0%	0.0%	0.0% (0)
Do not Identify as Transgender	42.1%	57.9%	100.0% (280)
No Response	46.4%	53.6%	100.0% (470)
Prefer Not to Say	42.9%	57.1%	100.0% (14)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Identify as Transgender	0.0%	0.0%	0.0% (0)
Do not Identify as Transgender	37.0%	63.0%	100.0% (192)
No Response	44.8%	55.2%	100.0% (362)
Prefer Not to Say	66.7%	33.3%	100.0% (3)
Total	42.2% (235)	57.8% (322)	100.0% (557)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Identify as Transgender	0.0%	0.0%	0.0% (0)
Do not Identify as Transgender	40.0%	60.0%	100.0% (472)
No Response	45.7%	54.3%	100.0% (832)
Prefer Not to Say	47.1%	52.9%	100.0% (17)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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, 2016-17

Staff Group	Married	In Civil Partnership	Other	No Response	Prefer Not to Say	Total
External Applicants	29.4%	3.6%	59.8%	1.5%	5.7%	100.0% (2,467)
Internal Applicants	35.6%	2.2%	55.9%	0.7%	5.6%	100.0% (874)
External Shortlisted Applicants	34.4%	3.8%	55.2%	1.4%	5.1%	100.0% (837)
Internal Shortlisted Applicants	41.3%	1.3%	51.2%	1.3%	4.8%	100.0% (373)
External Appointments	38.5%	4.6%	49.5%	3.7%	3.7%	100.0% (109)
Internal Appointments	42.0%	1.2%	51.9%	1.2%	3.7%	100.0% (81)
Staff	50.9%	1.1%	37.3%	4.5%	6.1%	100.0% (1,321)
Leavers	48.5%	0.0%	38.6%	5.3%	7.6%	100.0% (171)
Average Length of Service for Staff (Years)	10.3	4.3	9.6	0.9	8.3	9.4 years, College Average
Average Length of Service for Leavers (Years)	7.8	0.0	5.9	6.1	4.5	6.8 years, College Average

Table 16: Staff Position by Marriage and Civil Partnership Status, 2016-17

Staff Position	Married	In Civil Partnership	Other	No Response	Prefer Not to Say	College Total
BOM and SMT	50.0%	5.6%	33.3%	5.6%	5.6%	100.0% (18)
Curriculum Head	64.6%	0.0%	29.2%	2.1%	4.2%	100.0% (48)
Senior Lecturer	75.3%	0.0%	19.8%	0.0%	4.9%	100.0% (81)
Lecturer	54.2%	0.9%	32.9%	4.4%	7.6%	100.0% (635)
Head of Service	64.3%	0.0%	35.7%	0.0%	0.0%	100.0% (14)
Head of Dept', Manager, or Adviser	52.6%	0.0%	44.7%	0.0%	2.6%	100.0% (38)
Curriculum or Support Officer and Coordinator	42.3%	1.3%	41.0%	6.4%	9.0%	100.0% (78)
Other Support Staff	40.3%	1.7%	47.4%	6.1%	4.4%	100.0% (409)
College Total	50.9% (672)	1.1% (15)	37.3% (493)	4.5% (60)	6.1% (81)	100.0% (1,321)

Table 17: Staff Type by Marriage and Civil Partnership, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
Married	390	56.2%	402	57.3%	436	57.1%
In Civil Partnership	6	0.9%	6	0.9%	6	0.8%
Other	232	33.4%	226	32.2%	239	31.3%
No Response	9	1.3%	13	1.9%	29	3.8%
Prefer Not to Say	57	8.2%	54	7.7%	54	7.1%
Total	694	100.0%	701	100.0%	764	100.0%
Support Staff	2014-15		2015-16		2016-17	
Married	235	45.6%	229	44.6%	236	42.4%
In Civil Partnership	2	0.4%	4	0.8%	9	1.6%
Other	246	47.8%	248	48.3%	254	45.6%
No Response	6	1.2%	11	2.1%	31	5.6%
Prefer Not to Say	26	5.0%	21	4.1%	27	4.8%
Total	515	100.0%	513	100.0%	557	100.0%
Combined Staff	2014-15		2015-16		2016-17	
Married	625	51.7%	631	52.0%	672	50.9%
In Civil Partnership	8	0.7%	10	0.8%	15	1.1%
Other	478	39.5%	474	39.0%	493	37.3%
No Response	15	1.2%	24	2.0%	60	4.5%
Prefer Not to Say	83	6.9%	75	6.2%	81	6.1%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 18: Development by Staff Type and Marriage and Civil Partnership Status, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Married	41.7%	58.3%	100.0% (436)
In Civil Partnership	66.7%	33.3%	100.0% (6)
Other	48.5%	51.5%	100.0% (239)
No Response	58.6%	41.4%	100.0% (29)
Prefer Not to Say	42.6%	57.4%	100.0% (54)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
Married	39.0%	61.0%	100.0% (236)
In Civil Partnership	66.7%	33.3%	100.0% (9)
Other	40.9%	59.1%	100.0% (254)
No Response	61.3%	38.7%	100.0% (31)
Prefer Not to Say	51.9%	48.1%	100.0% (27)
Total	42.2% (235)	57.8% (322)	100.0% (557)
Combined Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
Married	40.8%	59.2%	100.0% (672)
In Civil Partnership	66.7%	33.3%	100.0% (15)
Other	44.6%	55.4%	100.0% (493)
No Response	60.0%	40.0%	100.0% (60)
Prefer Not to Say	45.7%	54.3%	100.0% (81)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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

Table 19: Applications, Shortlisting, Appointments, Staff and Leavers by Pregnancy Status, 2016-17

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	N/A	N/A	N/A	N/A	N/A
Internal Appointments	N/A	N/A	N/A	N/A	N/A
Staff	3.1%	96.9%	0.0%	0.0%	100.0% (716)
Leavers	0.0%	100.0%	0.0%	0.0%	100.0% (97)
Average Length of Service for Female Staff (Years)	7.2	9.7	0.0	0.0	9.6 years, College Average
Average Length of Service for Female Leavers (Years)	0.0	6.8	0.0	0.0	6.8 years, College Average

Table 20: Staff Position of Females by Pregnancy Status, 2016-17

Staff Position (Females Only)	Pregnant	Not Pregnant	Total
BOM and SMT	0.0%	100.0%	100.0% (11)
Curriculum Head	0.0%	100.0%	100.0% (21)
Senior Lecturer	4.3%	95.7%	100.0% (23)
Lecturer	4.1%	95.9%	100.0% (318)
Head of Service	0.0%	100.0%	100.0% (7)
Head of Dept', Manager, or Adviser	0.0%	100.0%	100.0% (23)
Curriculum or Support Officer and Coordinator	2.0%	98.0%	100.0% (51)
Other Support Staff	2.7%	97.3%	100.0% (262)
College Total	3.1% (22)	96.9% (694)	100.0% (716)

Table 21: Female Staff by Pregnancy Status, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
Pregnant	18	5.3%	25	7.5%	14	3.8%
Not Pregnant	321	94.7%	310	92.5%	350	96.2%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
Total	339	100.0%	335	100.0%	364	100.0%
Support Staff	**2014-15**		**2015-16**		**2016-17**	
Pregnant	10	3.1%	14	4.5%	8	2.3%
Not Pregnant	311	96.9%	297	95.5%	344	97.7%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
Total	321	100.0%	311	100.0%	352	100.0%
Combined Staff	**2014-15**		**2015-16**		**2016-17**	
Pregnant	28	4.2%	39	6.0%	22	3.1%
Not Pregnant	632	95.8%	607	94.0%	694	96.9%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
College Total	660	100.0%	646	100.0%	716	100.0%

Table 22: Female Staff Development by Pregnancy Status, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Pregnant	50.0%	50.0%	100.0% (14)
Not Pregnant	48.3%	51.7%	100.0% (350)
No Response	0.0%	0.0%	0.0% (0)
Prefer Not to Say	0.0%	0.0%	0.0% (0)
Total	48.4% (176)	51.6% (188)	100.0% (364)
Support Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
Pregnant	75.0%	25.0%	100.0% (8)
Not Pregnant	38.4%	61.6%	100.0% (344)
No Response	0.0%	0.0%	0.0% (0)
Prefer Not to Say	0.0%	0.0%	0.0% (0)
Total	42.2% (138)	57.8% (214)	100.0% (352)
Combined Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
Pregnant	59.1%	40.9%	100.0% (22)
Not Pregnant	43.4%	56.6%	100.0% (694)
No Response	0.0%	0.0%	0.0% (0)
Prefer Not to Say	0.0%	0.0%	0.0% (0)
College Total	43.9% (314)	56.1% (402)	100.0% (716)

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

Table 23: Applications, Shortlisting, Appointments, Staff and Leavers by Caring Responsibilities, 2016-17

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	1.6%	14.0%	81.0%	1.5%	1.9%	100.0% (2,467)
Internal Applicants	2.9%	20.7%	73.3%	0.7%	2.4%	100.0% (874)
External Shortlisted Applicants	2.3%	14.7%	79.0%	1.4%	2.6%	100.0% (837)
Internal Shortlisted Applicants	3.8%	21.7%	70.0%	1.3%	3.2%	100.0% (373)
External Appointments	2.0%	15.6%	75.5%	2.7%	4.1%	100.0% (109)
Internal Appointments	3.1%	17.2%	75.0%	4.7%	0.0%	100.0% (81)
Staff	12.9%	17.9%	40.7%	26.3%	2.2%	100.0% (1,321)
Leavers	9.9%	18.1%	45.6%	25.1%	1.2%	100.0% (171)
Average Length of Service for Staff (Years)	13.8	9.1	5.5	13.3	11.7	9.4 years, College Average
Average Length of Service for Leavers (Years)	14.2	2.6	3.1	13.1	18.5	6.8 years, College Average

Table 24: Staff Position by Caring Responsibilities, 2016-17

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	22.2%	27.8%	38.9%	11.1%	0.0%	100.0% (18)
Curric' Head	20.8%	29.2%	27.1%	20.8%	2.1%	100.0% (48)
Senior Lecturer	19.8%	25.9%	27.2%	23.5%	3.7%	100.0% (81)
Lecturer	12.3%	18.9%	40.9%	25.2%	2.7%	100.0% (635)
Head of Service	7.1%	42.9%	21.4%	21.4%	7.1%	100.0% (14)
Head of Dept', Manager, or Adviser	7.9%	21.1%	57.9%	13.2%	0.0%	100.0% (38)
Curric' or Support Officer and Coord'	11.5%	20.5%	47.4%	20.5%	0.0%	100.0% (78)
Other Support Staff	12.2%	11.2%	42.3%	32.5%	1.7%	100.0% (409)
College Total	12.9% (171)	17.9% (236)	40.7% (537)	26.3% (348)	2.2% (29)	100.0% (1,321)

Table 25: Staff Type by Caring Responsibilities, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
Caring Responsibilities for Adults and Disabled Children	119	17.1%	101	14.4%	104	13.6%
Caring Responsibilities Children (Non-Disabled)	113	16.3%	143	20.4%	155	20.3%
No Caring Responsibilities	175	25.2%	222	31.7%	295	38.6%
No Response	274	39.5%	219	31.2%	189	24.7%
Prefer Not to Say	13	1.9%	16	2.3%	21	2.7%
Total	694	100.0%	701	100.0%	764	100.0%

Support Staff	2014-15		2015-16		2016-17	
Caring Responsibilities for Adults and Disabled Children	66	12.8%	68	13.3%	67	12.0%
Caring Responsibilities Children (Non-Disabled)	57	11.1%	71	13.8%	81	14.5%
No Caring Responsibilities	165	32.0%	188	36.6%	242	43.4%
No Response	221	42.9%	180	35.1%	159	28.5%
Prefer Not to Say	6	1.2%	6	1.2%	8	1.4%
Total	515	100.0%	513	100.0%	557	100.0%

Combined Staff	2014-15		2015-16		2016-17	
Caring Responsibilities for Adults and Disabled Children	185	15.3%	169	13.9%	171	12.9%
Caring Responsibilities Children (Non-Disabled)	170	14.1%	214	17.6%	236	17.9%
No Caring Responsibilities	340	28.1%	410	33.8%	537	40.7%
No Response	495	40.9%	399	32.9%	348	26.3%
Prefer Not to Say	19	1.6%	22	1.8%	29	2.2%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 26: Development by Staff Type and Caring Responsibilities, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Caring Responsibilities for Adults and Disabled Children	37.5%	62.5%	100.0% (104)
Caring Responsibilities Children (Non-Disabled)	40.0%	60.0%	100.0% (155)
No Caring Responsibilities	45.4%	54.6%	100.0% (295)
No Response	51.9%	48.1%	100.0% (189)
Prefer Not to Say	42.9%	57.1%	100.0% (21)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Caring Responsibilities for Adults and Disabled Children	41.8%	58.2%	100.0% (67)
Caring Responsibilities Children (Non-Disabled)	30.9%	69.1%	100.0% (81)
No Caring Responsibilities	45.0%	55.0%	100.0% (242)
No Response	44.7%	55.3%	100.0% (159)
Prefer Not to Say	25.0%	75.0%	100.0% (8)
Total	42.2% (235)	57.8% (322)	100.0% (557)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Caring Responsibilities for Adults and Disabled Children	39.2%	60.8%	100.0% (171)
Caring Responsibilities Children (Non-Disabled)	36.9%	63.1%	100.0% (236)
No Caring Responsibilities	45.3%	54.7%	100.0% (537)
No Response	48.6%	51.4%	100.0% (348)
Prefer Not to Say	37.9%	62.1%	100.0% (29)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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

Table 27: Applications, Shortlisting, Appointments, Staff and Leavers by Ethnicity, 2016-17

Staff Group	BME	Other White	UK White	No Response	Prefer Not to Say	Total
External Applicants	10.3%	9.0%	78.1%	1.5%	1.1%	100.0% (2,467)
Internal Applicants	13.4%	14.5%	70.1%	0.7%	1.3%	100.0% (874)
External Shortlisted Applicants	12.7%	8.4%	76.2%	1.4%	1.3%	100.0% (837)
Internal Shortlisted Applicants	10.7%	10.5%	75.6%	1.3%	1.9%	100.0% (373)
External Appointments	8.3%	7.3%	80.7%	3.7%	0.0%	100.0% (109)
Internal Appointments	3.7%	7.4%	86.4%	1.2%	1.2%	100.0% (81)
Staff	9.2%	2.4%	82.7%	1.7%	3.9%	100.0% (1,321)
Leavers	9.4%	1.2%	83.0%	2.9%	3.5%	100.0% (171)
Average Length of Service for Staff (Years)	6.9	5.4	10.1	4.0	6.5	9.4 years, College Average
Average Length of Service for Leavers (Years)	5.5	0.4	6.9	7.3	8.9	6.8 years, College Average

Table 28: Staff Position by Ethnicity, 2016-17

Staff Position	BME	Other White	UK White	No Response	Prefer Not to Say	Total
BOM and SMT	11.1%	0.0%	88.9%	0.0%	0.0%	100.0% (18)
Curriculum Head	8.3%	0.0%	87.5%	2.1%	2.1%	100.0% (48)
Senior Lecturer	11.1%	2.5%	84.0%	0.0%	2.5%	100.0% (81)
Lecturer	9.4%	2.2%	81.4%	2.4%	4.6%	100.0% (635)
Head of Service	0.0%	7.1%	92.9%	0.0%	0.0%	100.0% (14)
Head of Dept', Manager, or Adviser	5.3%	0.0%	92.1%	0.0%	2.6%	100.0% (38)
Curriculum or Support Officer and Coordinator	6.4%	2.6%	85.9%	0.0%	5.1%	100.0% (78)
Other Support Staff	9.8%	3.2%	81.9%	1.7%	3.4%	100.0% (409)
College Total	9.2% (122)	2.4% (32)	82.7% (1093)	1.7% (23)	3.9% (51)	100.0% (1,321)

Table 29: Staff Type by Ethnicity, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
BME	36	5.2%	66	9.4%	73	9.6%
Other White	44	6.3%	14	2.0%	16	2.1%
UK White	574	82.7%	585	83.5%	627	82.1%
No Response	18	2.6%	11	1.6%	16	2.1%
Prefer Not to Say	22	3.2%	25	3.6%	32	4.2%
Total	694	100.0%	701	100.0%	764	100.0%
Support Staff	2014-15		2015-16		2016-17	
BME	20	3.9%	43	8.4%	49	8.8%
Other White	30	5.8%	11	2.1%	16	2.9%
UK White	444	86.2%	433	84.4%	466	83.7%
No Response	5	1.0%	14	2.7%	7	1.3%
Prefer Not to Say	16	3.1%	12	2.3%	19	3.4%
Total	515	100.0%	513	100.0%	557	100.0%
Combined Staff	2014-15		2015-16		2016-17	
BME	56	4.6%	109	9.0%	122	9.2%
Other White	74	6.1%	25	2.1%	32	2.4%
UK White	1,018	84.2%	1,018	83.9%	1093	82.7%
No Response	23	1.9%	25	2.1%	23	1.7%
Prefer Not to Say	38	3.1%	37	3.0%	51	3.9%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 30: Development by Staff Type and Ethnicity, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
BME	37.0%	63.0%	100.0% (73)
Other White	37.5%	62.5%	100.0% (16)
UK White	44.8%	55.2%	100.0% (627)
No Response	81.3%	18.8%	100.0% (16)
Prefer Not to Say	46.9%	53.1%	100.0% (32)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
BME	42.9%	57.1%	100.0% (49)
Other White	37.5%	62.5%	100.0% (16)
UK White	41.4%	58.6%	100.0% (466)
No Response	57.1%	42.9%	100.0% (7)
Prefer Not to Say	57.9%	42.1%	100.0% (19)
Total	42.2% (235)	57.8% (322)	100.0% (557)
Combined Staff	**Development Not Undertaken**	**Development Undertaken**	**Total**
BME	39.3%	60.7%	100.0% (122)
Other White	37.5%	62.5%	100.0% (32)
UK White	43.4%	56.6%	100.0% (1,093)
No Response	73.9%	26.1%	100.0% (23)
Prefer Not to Say	51.0%	49.0%	100.0% (51)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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

Table 31: Applications, Shortlisting, Appointments, Staff and Leavers by Religion or Belief, 2016-17

Staff Group	None	Protestant	Roman Catholic	Other Christian	Muslim	Buddhist	Sikh	Jewish	Hindu	Other	Prefer Not to Say	No Response	Total
External Applicants	44.1%	10.5%	18.0%	8.4%	3.8%	0.6%	0.4%	0.0%	1.3%	1.5%	10.0%	1.4%	100.0% (2,467)
Internal Applicants	31.1%	14.3%	24.7%	9.6%	4.7%	0.7%	0.2%	0.0%	1.3%	1.3%	11.6%	0.6%	100.0% (874)
Ext' Shortlisted Applicants	40.7%	11.7%	18.5%	8.0%	5.1%	0.5%	0.4%	0.0%	2.3%	1.4%	10.0%	1.3%	100.0% (837)
Int' Shortlisted Applicants	30.0%	13.4%	25.7%	7.5%	4.6%	0.8%	0.3%	0.0%	1.3%	1.6%	13.4%	1.3%	100.0% (373)
External Appointments	41.3%	11.9%	17.4%	10.1%	3.7%	0.0%	0.0%	0.0%	0.0%	1.8%	10.1%	3.7%	100.0% (109)
Internal Appointments	33.3%	9.9%	25.9%	8.6%	2.5%	1.2%	0.0%	0.0%	1.2%	3.7%	11.1%	2.5%	100.0% (81)
Staff	28.2%	13.3%	14.5%	9.7%	1.7%	0.4%	0.2%	0.2%	0.5%	2.0%	28.3%	1.1%	100.0% (1,321)
Leavers	33.9%	11.1%	15.2%	9.4%	1.2%	0.0%	0.0%	0.0%	0.0%	2.3%	25.1%	1.8%	100.0% (171)
Average Length of Service for Staff (Years)	6.4	11.0	8.2	11.4	3.7	10.2	6.4	8.9	4.0	10.1	12.3	1.0	9.4 years, College Average
Average Length of Service for Leavers (Years)	2.7	10.4	5.8	8.7	1.7	0.0	0.0	0.0	0.0	8.0	11.1	1.0	6.8 years, College Average

Table 32: Staff Position by Religion or Belief, 2016-17

Staff Position	None	Protestant	Roman Catholic	Other Christian	Muslim	Buddhist	Sikh	Jewish	Hindu	Other	Prefer Not to Say	No Response	Total
BOM and SMT	16.7%	11.1%	27.8%	16.7%	0.0%	0.0%	0.0%	0.0%	5.6%	0.0%	22.2%	0.0%	100.0% (18)
Curriculum Head	31.3%	10.4%	12.5%	10.4%	4.2%	0.0%	0.0%	2.1%	0.0%	0.0%	27.1%	2.1%	100.0% (48)
Senior Lecturer	8.6%	13.6%	17.3%	18.5%	3.7%	0.0%	0.0%	0.0%	2.5%	1.2%	32.1%	2.5%	100.0% (81)
Lecturer	30.2%	12.4%	12.1%	8.8%	1.7%	0.6%	0.3%	0.2%	0.3%	2.2%	29.9%	1.1%	100.0% (635)
Head of Service	14.3%	28.6%	21.4%	7.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	28.6%	0.0%	100.0% (14)
Head of Dept', Manager, or Adviser	31.6%	28.9%	13.2%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	21.1%	0.0%	100.0% (38)
Curriculum or Support Officer and Coord'	35.9%	16.7%	20.5%	2.6%	0.0%	1.3%	0.0%	0.0%	0.0%	2.6%	19.2%	1.3%	100.0% (78)
Other Support Staff	27.6%	12.5%	15.9%	10.8%	1.7%	0.0%	0.0%	0.0%	0.2%	2.4%	27.9%	1.0%	100.0% (409)
Combined Total	28.2% (372)	13.3% (176)	14.5% (191)	9.7% (128)	1.7% (23)	0.4% (5)	0.2% (2)	0.2% (2)	0.5% (6)	2.0% (27)	28.3% (374)	1.1% (15)	100.0% (1,321)

Table 33: Staff Type by Religion or Belief, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
No Religion, or Belief	147	21.2%	170	24.3%	215	28.1%
Listed Religious Belief	270	38.9%	282	40.2%	296	38.7%
Other Religion/Belief	13	1.9%	16	2.3%	15	2.0%
No Response	2	0.3%	6	0.9%	9	1.2%
Prefer Not to Say	262	37.8%	227	32.4%	229	30.0%
Total	694	100.0%	701	100.0%	764	100.0%
Support Staff	2014-15		2015-16		2016-17	
No Religion, or Belief	120	23.3%	124	24.2%	157	28.2%
Listed Religious Belief	202	39.2%	220	42.9%	237	42.5%
Other Religion/Belief	9	1.7%	10	1.9%	12	2.2%
No Response	0	0.0%	7	1.4%	6	1.1%
Prefer Not to Say	184	35.7%	152	29.6%	145	26.0%
Total	515	100.0%	513	100.0%	557	100.0%
Combined Staff	2014-15		2015-16		2016-17	
No Religion, or Belief	267	22.1%	294	24.2%	372	28.2%
Listed Religious Belief	472	39.0%	502	41.4%	533	40.4%
Other Religion/Belief	22	1.8%	26	2.1%	27	2.0%
No Response	2	0.2%	13	1.1%	15	1.1%
Prefer Not to Say	446	36.9%	379	31.2%	374	28.3%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 34: Development by Staff Type and Religion or Belief, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
No Religion, or Belief	47.9%	52.1%	100.0% (215)
Listed Religious Belief	41.2%	58.8%	100.0% (296)
Other Religion/Belief	46.7%	53.3%	100.0% (15)
No Response	88.9%	11.1%	100.0% (9)
Prefer Not to Say	44.5%	55.5%	100.0% (229)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	Development Not Undertaken	Development Undertaken	Total
No Religion, or Belief	45.9%	54.1%	100.0% (157)
Listed Religious Belief	40.9%	59.1%	100.0% (237)
Other Religion/Belief	58.3%	41.7%	100.0% (12)
No Response	66.7%	33.3%	100.0% (6)
Prefer Not to Say	37.9%	62.1%	100.0% (145)
Total	42.2% (235)	57.8% (322)	100.0% (557)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
No Religion, or Belief	47.0%	53.0%	100.0% (372)
Listed Religious Belief	41.1%	58.9%	100.0% (533)
Other Religion/Belief	51.9%	48.1%	100.0% (27)
No Response	80.0%	20.0%	100.0% (15)
Prefer Not to Say	42.0%	58.0%	100.0% (374)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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

Table 35: Applications, Shortlisting, Appointments, Staff and Leavers by Sex, 2016-17

Staff Group	Female (including trans woman)	Male (including trans man)	Other	No Response	Prefer Not to Say	Total
External Applicants	54.3%	44.2%	0.0%	1.3%	0.2%	100.0% (2,467)
Internal Applicants	59.7%	39.4%	0.0%	0.5%	0.5%	100.0% (874)
External Shortlisted Applicants	51.9%	46.6%	0.0%	1.2%	0.4%	100.0% (837)
Internal Shortlisted Applicants	54.2%	44.5%	0.0%	1.1%	0.3%	100.0% (373)
External Appointments	54.1%	42.2%	0.0%	3.7%	0.0%	100.0% (109)
Internal Appointments	46.9%	51.9%	0.0%	1.2%	0.0%	100.0% (81)
Staff	54.2%	45.8%	0.0%	0.0%	0.0%	100.0% (1,321)
Leavers	56.7%	43.3%	0.0%	0.0%	0.0%	100.0% (171)
Average Length of Service for Staff (Years)	9.6	9.1	0.0	0.0	0.0	9.4 years, College Average
Average Length of Service for Leavers (Years)	6.8	6.8	0.0	0.0	0.0	6.8 years, College Average

Table 36: Staff Position by Sex, 2016-17

Staff Position	Female (including trans woman)	Male (including trans man)	Other	No Response	College Total
BOM and SMT	61.1%	38.9%	0.0%	0.0%	100.0% (18)
Curriculum Head	43.8%	56.3%	0.0%	0.0%	100.0% (48)
Senior Lecturer	29.6%	70.4%	0.0%	0.0%	100.0% (81)
Lecturer	50.2%	49.8%	0.0%	0.0%	100.0% (635)
Head of Service	50.0%	50.0%	0.0%	0.0%	100.0% (14)
Head of Dept', Manager, or Adviser	55.3%	44.7%	0.0%	0.0%	100.0% (38)
Curriculum or Support Officer and Coordinator	65.4%	34.6%	0.0%	0.0%	100.0% (78)
Other Support Staff	64.1%	35.9%	0.0%	0.0%	100.0% (409)
College Total	54.2% (716)	45.8% (605)	0.0% (0)	0.0% (0)	100.0% (1,321)

Table 37: Staff Type by Sex, 2014-15 to 2016-17

Curriculum Staff	2014-15		2015-16		2016-17	
Female (inc' trans woman)	339	48.8%	335	47.4%	364	47.6%
Male (inc' trans man)	349	50.3%	366	51.8%	400	52.4%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	6	0.9%	0	0.0%	0	0.0%
Total	694	100.0%	701	100.0%	764	100.0%
Support Staff	**2014-15**		**2015-16**		**2016-17**	
Female (inc' trans woman)	321	62.3%	311	60.6%	352	63.2%
Male (inc' trans man)	194	37.7%	202	39.4%	205	36.8%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	0	0.0%	0	0.0%
Total	515	100.0%	513	100.0%	557	100.0%
Combined Staff	**2014-15**		**2015-16**		**2016-17**	
Female (inc' trans woman)	660	54.6%	646	53.2%	716	54.2%
Male (inc' trans man)	543	44.9%	568	46.8%	605	45.8%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	6	0.5%	0	0.0%	0	0.0%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 38: Development by Staff Type and Sex, 2016-17

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Female (inc' trans woman)	48.4%	51.6%	100.0% (364)
Male (inc' trans man)	41.5%	58.5%	100.0% (400)
Other	0.0%	0.0%	0.0% (0)
No Response	0.0%	0.0%	0.0% (0)
Total	44.8% (342)	55.2% (422)	100.0% (764)

Support Staff	Development Not Undertaken	Development Undertaken	Total
Female (inc' trans woman)	39.2%	60.8%	100.0% (352)
Male (inc' trans man)	47.3%	52.7%	100.0% (205)
Other	0.0%	0.0%	0.0% (0)
No Response	0.0%	0.0%	0.0% (0)
Total	42.2% (235)	57.8% (322)	100.0% (557)

Combined Staff	Development Not Undertaken	Development Undertaken	Total
Female (inc' trans woman)	43.9%	56.1%	100.0% (716)
Male (inc' trans man)	43.5%	56.5%	100.0% (605)
Other	0.0%	0.0%	0.0% (0)
No Response	0.0%	0.0%	0.0% (0)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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

Table 39: Applications, Shortlisting, Appointments, Staff and Leavers by Sexual Orientation, 2016-17

Staff Group	Bisexual	Gay Man	Gay Woman/ Lesbian	Hetero'/ Straight	Other	No Response	Prefer Not to Say	Total
External Applicants	2.2%	3.4%	1.4%	86.3%	0.3%	1.3%	5.1%	100.0% (2,467)
Internal Applicants	1.6%	1.9%	1.5%	89.1%	0.6%	0.5%	4.8%	100.0% (874)
Ext' Shortlisted Applicants	2.6%	2.2%	0.7%	86.5%	0.5%	1.2%	6.3%	100.0% (837)
Int' Shortlisted Applicants	1.3%	1.3%	1.1%	90.6%	0.3%	1.1%	4.3%	100.0% (373)
External Appointments	1.8%	4.6%	1.8%	82.6%	0.0%	3.7%	5.5%	100.0% (109)
Internal Appointments	0.0%	3.7%	1.2%	91.4%	0.0%	1.2%	2.5%	100.0% (81)
Staff	0.6%	1.8%	0.9%	65.3%	0.0%	1.1%	30.2%	100.0% (1,321)
Leavers	0.6%	2.9%	0.0%	73.7%	0.0%	1.2%	21.6%	100.0% (171)
Average Length of Service for Staff (Years)	4.1	3.9	5.0	8.0	0.0	0.7	13.3	9.4 years, College Average
Average Length of Service for Leavers (Years)	0.9	3.1	0.0	4.5	0.0	1.1	15.5	6.8 years, College Average

Table 40: Staff Position by Sexual Orientation 2016-17

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%	5.6%	83.3%	0.0%	11.1%	0.0%	100.0% (18)
Curriculum Head	0.0%	2.1%	0.0%	68.8%	0.0%	29.2%	0.0%	100.0% (48)
Senior Lecturer	0.0%	1.2%	0.0%	69.1%	0.0%	29.6%	0.0%	100.0% (81)
Lecturer	0.9%	1.6%	0.8%	62.4%	1.4%	32.9%	0.9%	100.0% (635)
Head of Service	0.0%	0.0%	0.0%	78.6%	0.0%	21.4%	0.0%	100.0% (14)
Head of Dept', Manager, or Adviser	0.0%	5.3%	5.3%	68.4%	0.0%	21.1%	0.0%	100.0% (38)
Curriculum or Support Officer and Coordinator	0.0%	0.0%	3.8%	76.9%	0.0%	19.2%	0.0%	100.0% (78)
Other Supp' Staff	0.5%	2.4%	0.2%	65.0%	1.5%	30.3%	0.5%	100.0% (409)
College Total	0.6% (8)	1.8% (24)	0.9% (12)	65.3% (863)	0.0% (0)	1.1% (15)	30.2% (399)	100.0% (1,321)

Table 41: Staff Type by Sexual Orientation, 2014-15 to 2016-17 (Continued Over)

Curriculum Staff	2014-15		2015-16		2016-17	
Bisexual	4	0.6%	5	0.7%	6	0.8%
Gay Man	8	1.2%	8	1.1%	12	1.6%
Gay Woman/Lesbian	5	0.7%	4	0.6%	5	0.7%
Heterosexual/Straight	369	53.2%	432	61.6%	485	63.5%
Other	1	0.1%	0	0.0%	0	0.0%
No Response	1	0.1%	3	0.4%	9	1.2%
Prefer Not to Say	306	44.1%	249	35.5%	247	32.3%
Total	694	100.0%	701	100.0%	764	100.0%
Support Staff	2014-15		2015-16		2016-17	
Bisexual	0	0.0%	0	0.0%	2	0.4%
Gay Man	7	1.4%	8	1.6%	12	2.2%
Gay Woman/Lesbian	1	0.2%	5	1.0%	7	1.3%
Heterosexual/Straight	307	59.6%	328	63.9%	378	67.9%
Other	1	0.2%	2	0.4%	0	0.0%
No Response	1	0.2%	7	1.4%	6	1.1%
Prefer Not to Say	198	38.4%	163	31.8%	152	27.3%
Total	515	100.0%	513	100.0%	557	100.0%

Table 41: Staff Type by Sexual Orientation, 2014-15 to 2016-17 (Continued)

Combined Staff	2014-15		2015-16		2016-17	
Bisexual	4	0.3%	5	0.4%	8	0.6%
Gay Man	15	1.2%	16	1.3%	24	1.8%
Gay Woman/Lesbian	6	0.5%	9	0.7%	12	0.9%
Heterosexual/Straight	676	55.9%	760	62.6%	863	65.3%
Other	2	0.2%	2	0.3%	0	0.0%
No Response	2	0.2%	10	0.8%	15	1.1%
Prefer Not to Say	504	41.7%	412	33.9%	399	30.2%
College Total	1,209	100.0%	1,214	100.0%	1,321	100.0%

Table 42: Development by Staff Type and Sexual Orientation, 2016-17 (Continued Over)

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	33.3%	66.7%	100.0% (6)
Gay Man	41.7%	58.3%	100.0% (12)
Gay Woman/Lesbian	20.0%	80.0%	100.0% (5)
Heterosexual/Straight	42.1%	57.9%	100.0% (485)
Other	0.0%	0.0%	0.0% (0)
No Response	100.0%	0.0%	100.0% (9)
Prefer Not to Say	49.0%	51.0%	100.0% (247)
Total	44.8% (342)	55.2% (422)	100.0% (764)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	50.0%	50.0%	100.0% (2)
Gay Man	41.7%	58.3%	100.0% (12)
Gay Woman/Lesbian	28.6%	71.4%	100.0% (7)
Heterosexual/Straight	41.3%	58.7%	100.0% (378)
Other	0.0%	0.0%	0.0% (0)
No Response	50.0%	50.0%	100.0% (6)
Prefer Not to Say	44.7%	55.3%	100.0% (152)
Total	42.2% (235)	57.8% (322)	100.0% (557)

Table 42: Development by Staff Type and Sexual Orientation, 2016-17 (Continued)

Combined Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	37.5%	62.5%	100.0% (8)
Gay Man	41.7%	58.3%	100.0% (24)
Gay Woman/Lesbian	25.0%	75.0%	100.0% (12)
Heterosexual/Straight	41.7%	58.3%	100.0% (863)
Other	0.0%	0.0%	0.0% (0)
No Response	80.0%	20.0%	100.0% (15)
Prefer Not to Say	47.4%	52.6%	100.0% (399)
College Total	43.7% (577)	56.3% (744)	100.0% (1,321)

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 2016-2017 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, 2016-17

Age Range	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
0-15	N/A	15.9%	17.0%
16-19	0.2%	5.6%	5.1%
20-24	1.4%	9.5%	6.9%
25-29	5.2%	9.3%	6.5%
30-34	9.2%	7.8%	6.2%
35-39	12.0%	6.8%	6.4%
40-44	12.0%	7.3%	7.5%
45-49	13.6%	7.3%	7.8%
50-54	16.8%	6.5%	7.1%
55-59	16.3%	5.3%	6.3%
60-64	9.5%	4.8%	6.4%
65 and Over	3.6%	13.9%	16.8%
Total	100.0% (1,321)	100.0% (593,245)	100.0% (5,295,403)

Disability

Staff Composition by Disability, 2016-17

Disability Status	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Disabled	5.8%	22.7%	19.6%
Non-Disabled	86.9%	77.3%	80.4%
No Response	1.1%	N/A	N/A
Prefer Not to Say	6.2%	N/A	N/A
Total	100.0% (1,321)	100.0% (593,245)	100.0% (5,295,403)

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, 2016-17

Status	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Married	50.9%	30.8%	45.3%
Civil Partnership	1.1%	0.2%	0.2%
Other*	37.3%	69.0%	54.6%
No Response	4.5%	N/A	N/A
Prefer Not to Say	6.1%	N/A	N/A
Total	100.0% (1,321)	100.0% (497,618)	100.0% (4,379,072)

*Single; have a partner; never been married, or in a civil partnership; divorced; separated; and widowed.

Pregnancy & Maternity and Caring Responsibilities

Internal Benchmarks

- 3.1% of female staff were pregnant.
- 12.9% of staff had caring responsibilities, for disabled children and adults as a whole.
- 17.9% of staff had caring responsibilities for non-disabled children.
- 40.7% of staff identified as not having caring responsibilities.
- 26.3% of staff have not answered this question and results are presented as "No Response".
- 2.2% 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, 2016-17

Ethnicity	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
BME	9.2%	11.6%	4.0%
Other White	2.4%	5.7%	4.1%
UK White	82.7%	82.7%	91.9%
No Response	1.7%	N/A	N/A
Prefer Not to Say	3.9%	N/A	N/A
Total	100.0% (1,321)	100.0% (593,245)	100.0% (5,295,403)

Religion or Belief

Staff Composition by Religion, 2016-17

Religion	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
No Religion	28.2%	31.0%	36.6%
Religious Belief	40.5%	61.6%	56.1%
Other Religion/Belief	2.0%	0.3%	0.3%
No Response	1.1%	7.1%	7.0%
Prefer Not to Say	28.3%	N/A	N/A
Total	100.0% (1,321)	100.0% (593,245)	100.0% (5,295,403)

Sex (Formerly Referred to as Gender)

Staff Composition by Sex, 2016-17

Sex	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Female (Including Trans Woman)	54.2%	51.8%	51.5%
Male (Including Trans Man)	45.8%	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
Total	100.0% (1,321)	100.0% (593,245)	100.0% (5,295,403)

Sexual Orientation

Internal Benchmarks

- 65.3% of staff self-identified as being heterosexual/straight.
- 3.3% of staff self-identified as being lesbian, gay, bisexual, or other.
- 1.1% of staff have not answered this question and results are presented as "No Response".
- 30.2% 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

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