

**Mainstreaming Report April 2021
and Equality Outcomes 2021 - 2025**

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2 FOREWORD

Equality is central to our thinking at NCL and it shapes our behaviour and clearly informs the decisions that we take. Within this context the publication of our fourth Equality mainstreaming Report marks an important moment in our journey of commitment to achieving a working environment that clearly demonstrates a focused and robust commitment to EDI behaviours and actions.

The report updates on our progress since 2019 in relation to the achievement of our Equality Outcomes for 2017 – 2021, as well as showcasing some of our highlights and significant moments in relation to equality, diversity and inclusion activity in the last year, where we as a College community have had a shared experience of the significant and often devastating challenges of a global pandemic.

As a College community we are committed to work collaboratively, fairly, openly and compassionately in order to do our very best to alleviate the suffering of our colleagues, students and wider communities. There is no doubting that these were difficult times for everyone, but the determination, resilience and kindness of the college community has meant that we did our very best for everyone connected to and dependent on the College.

This period of challenge also provided a backdrop for our extensive review and revision of our Purpose, Mission and Values. The outcome of this important work has been the emergence of a clearer, more precise expression of who we are as an organisation and of what we aspire to become in the future.

Our new direction is ambitious and challenging, but I also believe it is human-focused, dynamic and (with its clear focus upon social justice), is inspirational and engaging for all. Above all, our new approach is focused upon us being a fairer and more active organisation. A college that will demonstrate in the everyday our clear and absolute commitment to Equality, Diversity and Inclusion. We believe that we must be a College where everyone belongs, where everyone has the opportunity to reach their potential. We will, going forward, be more active in our advocacy of EDI issues and we will demonstrate our commitment and welcome the challenge to improve in this important area.

The outcome of significant work in this area has been the collective development of our refreshed Purpose, Mission and Values. You can read more about these in Section 4 from page 6.

We are also publishing details of our staff and student profiles, and have included details of our statutory pay gap reporting. While in most cases, our profile for staff and students has remained stable and reflects the communities we serve, I am pleased to report that we have seen some improvement in our average gender pay gap between 2019 and 2020.

Equality is a constant pursuit. As an organisation we are committed to being a community defined by our commitment to justice, kindness and the delivery of an equal, diverse and inclusive lived experience.

Professor Christopher Moore
Principal and Chief Executive
April 2021

3 EXECUTIVE SUMMARY

The purpose of this report is to demonstrate New College Lanarkshire's progress in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED) set out in the Equality Act 2010. We have also included a summary of the information we are required to report under the Scottish specific duties for listed public authorities, as well information on our statutory Gender Pay Gap Reporting.

The report is split into four main areas.

Beginning with an **Introductory** section, which places our activity in context, through a discussion of the development of our new organisational Purpose, Mission and Values, and the legislative framework in which we operate, it then includes a section on **Mainstreaming**, setting out some of the highlights of mainstreaming activity over the two year reporting period. The third section focuses on our Student and Staff **Equality Profiles** (which also includes details of our statutory Gender Pay Gap Reporting data). The report concludes with a section focusing on our **Equality Outcomes**, which includes a review of our existing outcomes for the period 2017 – 2021, and publishes our equality Outcomes for the next reporting cycle, with a description of why we have chosen to focus on these areas.

While this reporting period has given us challenges, especially in terms of our response to the coronavirus pandemic, we have continued to take steps to meet the Public Sector Equality Duty and, given the nature of the circumstances in which we have found ourselves, there has been a real focus on the strands of advancing equality, and fostering good relations. We are proud of how our staff and students have risen to and responded to these challenges, supported by initiatives such as our laptop library and our increased investment of resources in mental health support.

In terms of our equality profiles for staff and for students, these have remained fairly static. Our staff turnover remains low and the majority of staff working for us in 2021 were working for us in 2019. While there is obviously a greater level of turnover in our student population, with the majority of our students joining us for the first time each year, our student body largely reflects the wider population of Lanarkshire from where most of our students are drawn.

Our staff data does provide us with challenges in terms of occupational segregation, particularly for our Professional Services staff, where over three quarters of our staff are female, with most concentrated in the lower pay quartile. This has an impact on our Gender Pay Gap, however, for the 2020/21 reporting year, we have seen an improvement of almost 2% in the Gender Pay Gap based on mean (i.e. average) hourly rates. This is the most significant improvement since pay gap reporting was introduced in 2017.

For our equality outcomes, we have published a completely new set for the period 2021 – 2024 that clearly link to our refreshed purpose, mission and values. They are more person centred and provide a clearer focus for activity to effect change in the priority areas identified.

We hope you enjoy the report and, if you have any comments, feedback or suggestions, we have provided details at the end to explain how you can get in touch with us.

4 OUR VISION, MISSION AND VALUES

Since the process of regionalisation in Academic Year 2013/14 that created New College Lanarkshire and designated us as the Regional College, via the Lanarkshire Colleges Order 2014, our purpose, mission and values have been described at a regional level as part of a regional strategy document.

While this has to an extent, provided a focus at regional board level to direct activity, and recognised NCL's role as the regional college, this aggregated approach to our vision, mission and values did not create a strong sense of identity for the college in its own right. Neither did it offer the ability for staff and students to feel connected to our values, through a sense of ownership and clear means of identifying how individuals could contribute. They were also too long, unmemorable and unengaging.

With the appointment of our new Principal in November 2019, we have begun a process of renewal, in terms of our strategic direction but also in terms of deciding for ourselves what type of organisation we wish to be and how we can all influence the inclusive and positive organisational culture that we wish to create. While the experience of the pandemic has in some ways extended the process, it is clear that the shared experience of the pandemic itself has brought our college community closer, and there has been an extended and deliberate focus on people and relationships. The last year has also provided an opportunity for personal reflection and a greater sense of community that we would wish to retain.

The process of deciding our new Purpose, Mission and Values has been a collective one. In May 2020, we invited staff, trade union colleagues and students to participate in focus groups. Ensuring that the participants were representative of the college as a whole, a total of 12 groups took place, each following the same structure and facilitated by a small group of moderators.

Through these groups, we ask about

The feedback from these groups was collated and from this, we put forward propositions for our new purposes, mission and values. These were initially tested with the initial group participating in the focus groups, before a more extensive consultation process that involved all staff, our Students' Association and the Board of Management – as well as raising these in discussion with key stakeholders. In each case, the propositions were seen as offering a very positive model for taking the college forward, as well as offering the opportunity to stretch ourselves to be better.

Our new Purpose, Mission and Values are:

Purpose

We advocate social justice, enable whole person education and partner to release potential within our communities.

Mission

We Bring Education Closer

Values

WE ARE JUST

We act with integrity to secure social justice.

WE GIVE OUR ALL	We put all that we have into everything we do, for our students and staff.
WE ARE KIND	We see that this makes us better people.
WE ARE BOLD	We adapt to maximise every opportunity
WE RESPECT ALL	We are at our best when we can be ourselves
WE GIVE MORE THAN WE TAKE	For the sake of our communities and our planet

Our values are positioned at a very human level and provide a framework for individual behaviour, but also an opportunity to reflect on how our behaviours, decisions and actions have the potential to affect others. They set clear expectations and encourage all members of our community to measure ourselves against these expectations in our interactions with others. They are also inclusive, progressive and promote positive cultural change.

The development of our purpose, mission and values has run in parallel with a refreshing of our strategic direction. Under the banner of Strategy 2025, and driven by our purpose to **Bring Education Closer** we are focusing on five strategic drivers:

- Strengthening the Curriculum
- Expanding our Educational Reach
- Partnering to Grow
- Prioritising resource close to the student
- Simplifying how we work

Within all of these drivers, we have also identified that success means raising the aspirations and fulfilling the life potential of all of our students.

There is already some initial work that is taking, or has taken place, as part of the implementation of our purpose, mission and values, and Strategy 2025, which include:

- Appointment of new post of Deputy Principal for Students and the Curriculum
- Early discussion regarding the creation of a Staff Development Academy, to ensure that staff have the skills, knowledge and confidence to delivery our strategic objectives and, with a particular focus on leadership development, to embed our values and associated behaviours in all of the college's interactions;
- Project work currently being undertaken by the Assistant Heads of Faculty Group to define the basis for the creation of an NCL Institute for Fair Access and Community

Discussion is also taking place regarding the establishment of an NCL Foundation and Principal's Fund to complement our existing support for students, particularly for those who may face the greatest challenges or who are furthest away from access to education.

We recognise that we are in the initial stages of a journey as part of Strategy 2025, but the integration of our strategic drivers, our Purpose, Mission and Values, as well as the re-establishing of our identity within our region, offers us the best platform we could hope for to make real and significant difference for our staff, students and community. It is an exciting time to be part of NCL and we look forward to sharing more details of our progress through our website, social media channels and future Mainstreaming Reports.

5 ABOUT NCL

New College Lanarkshire is one of the largest colleges in Scotland and operates across Lanarkshire and East Dunbartonshire with campuses in Cumbernauld, Motherwell, Coatbridge, Kirkintilloch, Hamilton and Broadwood.

New College Lanarkshire has more than 10,000 students enrolled on a mix of full-time, part-time, evening and commercial courses.

It offers more than 600 courses across six faculties: Care & Science; Engineering & Automotive; Service Industries; Business, Social Science & Sport; Supported Learning; and Computing & Creative Industries. It delivers programmes on the Scottish Credit and Qualification Framework (SCQF) from levels 1 to 9.

Dedicated to continuous improvement, the College has made investments in the latest technology and facilities across its campuses to ensure that students have the highest calibre of resources.

Each campus has unique features, including the state-of-the-art recording studios and in-house radio station at Cumbernauld; modern hairdressing salons, brand new dental teaching facilities and a stunning conference venue in Coatbridge; the MLOne training restaurant and a £2.3million Heavy Goods Vehicle Training Centre in Motherwell; a purpose-built base for Electronic Fire & Security at Kirkintilloch; plus leading sports facilities at Broadwood.

Whether it's computing or digital technologies, sports or science, cars or construction, the College is focused is on helping students turn a passion into their career.

Employability is another major focus of the College and each faculty has strong business links with industry leaders who are extremely supportive in offering student placements, experience and advice.

6 LEGISLATIVE CONTEXT

The Equality Act 2010 placed a general duty on listed public bodies (including New College Lanarkshire), in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people from different protected characteristic groups;
- Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

These points should be taken account of by public bodies in relation to developing and revising policies, designing and delivering services and in the procurement and contracting for services.

The protected characteristic groups outlined within the Equality Act 2010 are:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race,
6. Religion and belief
7. Sex
8. Sexual orientation
9. Marriage and civil partnership

NCL also recognise the that other groups of people may also be vulnerable finding themselves marginalised from society, whether through social exclusion or deprivation, through being care-experienced, or through being a young carer or for other reasons. Further we acknowledge that in order to progress our efforts in equality and diversity it is essential that we adopt an intersectional approach considering peoples' identities, privileges and lived experiences.

In addition to this general duty under the Equality Act 2010, further specific duties were placed on Scottish public bodies by the Scottish Parliament. These duties have been in place since 2012 and, were updated by the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2016. These specific duties require the College to:

- Report on progress on mainstreaming the general duty into all functions every two years.
- Publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered) every four years.
- Publish a report on the progress made to achieve the equality outcomes, every two years.
- Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis.
- Gather information on the protected characteristics of employees and publish every two years as part of mainstreaming reports if not published elsewhere and demonstrate the progress made in gathering and using that information to better perform the equality duty.

- Publish board gender diversity information as part of mainstreaming reports from 2017, and use Scottish Government provided information (if available) to show how this information has/will be used to improve diversity amongst members.
- Publish gender pay gap information every two years, and publish statements on equal pay and occupational segregation for gender, race and disability every four years.
- Have due regard to the general duty in specified procurement practices on an ongoing basis.
- Publish the above information in a manner that is accessible.

The following sections of the report provide detail on our progress in mainstreaming the Equality Act 2010 Public Sector Equality Duty (PSED) and in meeting the specific duties listed above.

7 MAINSTREAMING INTRODUCTION

This mainstreaming report, incorporating annual staff data/information, evidences how NCL is embedding equality throughout its functions, as well as collecting and using equalities data, to allow us to better perform the Equality Act 2010 Public Sector Equality Duty (PSED).

7.1 Executive Board

The Executive Board are NCL's senior leadership team. Led by the Principal and Chief Executive, the Executives includes senior staff with strategic responsibility for the leadership of our learning and teaching and our professional service functions. Under delegation from the Board of Management, the Executive Board have collective responsibility for ensuring that our statutory duties for equality, diversity and inclusion are met and that good practice is shared and embedded within their areas.

In addition, the Assistant Principal: Organisational Development has designated leadership responsibility for equality, diversity and inclusion and is the link between the Executive Board and the College's Equality, Diversity and Inclusion Adviser, as well as responsibility for policy review and ensuring that all statutory reports relating to equality and diversity are published within the appropriate timescales.

7.2 Equality and Diversity Adviser

Established for the first time in August 2018, this role was created to support the College in better performing its public sector equality duty (PSED) and promoting fair and inclusive practices across the NCL community. Some momentum was lost when the post became vacant in 2019 and the current Adviser has been in post since November 2019.

Much of the current role holder's work has been on supporting our response to the pandemic, but also undertaking a critical review of our practice and developing a work plan to deliver on the outcomes of the review. Some of this work has inevitably been delayed to due to the pandemic, as this has been the EDI Adviser's primary focus.

7.3 NCL Equality, Diversity and Inclusion Committee

Since the last reporting cycle and the appointment of the new Equality and Diversity Adviser, the college has rebranded the Equality and Diversity Working Group as the Equality, Diversity and Inclusion Committee.

Rather than being only an information sharing group, we have agreed new terms of reference and membership to give the Committee a more strategic role, and to provide a better link between the EDI Committee, the Executive Board and the Board of Management. While still including representation from all faculties and professional services, we had added to the membership to ensure that we have access to those who can effect change. Through the review of its terms of reference, we have also consolidated and simplified oversight for several other themed areas of work, such as our Access and Inclusion Plan and our BSL Plan, bring the monitoring and review of these important documents formally within the remit of the EDI Committee.

The Committee is chaired by the Assistant Principal: Organisational Development. Nominations were invited from each area of the College, as well as ensuring representation from our Trade Unions and the NCL Student Association to create a strong sense of ownership of its activities and to capitalise on the expertise and experience of those nominated.

The Committee is tasked with ensuring that the college responds accordingly and positively to the diverse needs of staff, students and stakeholders, ensuring that principles of fairness of equality, access and inclusion are promoted and embedded across all areas of college life. The committee is responsible for setting the EDI agenda, alongside overseeing, implementing and monitoring progress on a regular basis. It also ensures appropriate consultation and communication with all relevant groups in the college on issues of EDI. By doing so, it influences positive change where everyone from the college community feels valued.

7.4 Staff

All staff are responsible for progressing equality, diversity and inclusion within the college. An important element of our new Purpose, Mission and Values, is to provide a framework for individual behaviours and actions, as well as a basis for shaping organisational activity and the development of positive policies and practices. Staff are encouraged to undertake CPD activities in relation to equality, diversity and inclusion and NCL provides a range of opportunities to do so, from formally certificated courses, to online learning and sharing of resources and good practice.

7.5 Equality, Diversity and Inclusion Policy

In February 2020, NCL updated its Equality, Diversity and Inclusion policy that articulate our statutory responsibilities and the part that all staff play in helping us to meet these. It also gave the EDI Committee a formal standing within our policy arrangements.

This is the first step towards the development of a wider Equality, Diversity and Inclusion Strategy and action plan that will underpin all of our EDI activity as we move through the next four-year reporting cycle and the period covered by Strategy 2025. As we simplify our work and seek to best organise ourselves to place resource close to the student, this will provide further opportunities to mainstream activity and to integrate activity from a number of disparate areas, continuing the early work already underway through the EDI Committee.

7.6 Equality Impact Assessments

To help better perform the PSED the college recognises the significance of undertaking equality impact assessments (EQIA) for all policies, procedures and practices. We recognised that the current system in place was not always being adopted consistently, and although equality and diversity was being considered in decision making it was not always being formally recorded. To address this, the existing practice of undertaking an EQIA was reviewed.

The new EQIA template is focused on a more rounded assessment and good practice in equality impact assessment. As a result, it provides a richer and more thorough analysis than the existing two stage assessment model in place. The former model encouraged a more 'tick box' approach to consider whether a full (Stage 2) assessment was required, with the danger that the opportunity to capture and reflect on both positive and negative impacts was being lost if assessments did not progress past the assessment at Stage 1.

The new template was piloted for the Organisational Covid EQIA. Having been approved by the Executive Board, moving forward the EDI Adviser will be looking to roll out the new template out to all staff, underpinned by relevant guidance and appropriate CPD. Part of this guidance will be to include a process map to provide clarity and consistency on the need to consult in the development of EQIA documents.

7.7 Covid – 19 Impact

The consequences of the COVID-19 pandemic, have meant that every sector has had to rapidly consider and adapt how services could continue to be delivered, and further education has been no different. In response to the pandemic our classroom teaching came to a standstill and, although this has been possible in very limited circumstances at certain points, remote learning became central to our approach to delivery of learning and teaching.

Over the last year, most of our lessons have taken place over video calls, and we have been required to develop emergency assessment arrangements focused on a holistic approach rather than a focus on assessment and exams. The pandemic has also brought personal challenges, as our students and staff have not been able to interact with their peers as they would normally do both on and off campus. For students who joined us in August 2020 for the first time, the impact on relationship building and engagement has been a particular challenge for our teaching staff.

Undoubtedly this has presented many challenges for NCL and the sector as a whole, which has resulted in some of our work being delayed but we've also recognised this as an opportunity to progress and adapt our mainstreaming and equalities work in different ways. Within the two years covered by this progress report, the following section showcases some of our highlights.

8 MAINSTREAMING HIGHLIGHTS

8.1 Mental health service for NCL relaunches as Togetherall

Different groups of people have experienced and reacted to the COVID-19 pandemic and the lockdown itself in very different ways. One particular area of concern has been the impact of the pandemic on mental health and how this has affected some groups much more than others.

As part of NCL's commitment to both staff and student wellbeing, since 2020 we are delighted to be working with Togetherall (formerly Big White Wall) to support the health and wellbeing of all members of the NCL community.

The service, has been made available for free to all of our students and staff, providing a safe online community to support everyone's mental health. Togetherall is a 24/7 online global community and offers professional support from trained professionals. In offering this safe space we have created an environment that has supported staff and students to get things off their chest, explore their feelings, get creative and learn how to self-manage their mental health and wellbeing.

8.2 Talking Rooms and Mental Health Agreement

Building on the work of our Steering Group for Student Mental Health, which was focused on providing CPD and raising awareness of mental health issues, we have developed a service in partnership with The Talking Rooms, a Lanarkshire provider of counselling, CBT and psychotherapy to provide these services to students. Focused on the theme of 'bring your own bother'. This enables students to access professional counselling services where there is a need for this specialist support.

We have also run a pilot of the BYOB approach for a group of our Professional Services staff who are involved in safeguarding risk assessments and student support. Operating as a professional supervision model, the feedback from this pilot has been very positive and we are currently reviewed how the model could be adapted for wider staff access.

All members of the NCL community can also access The Talking Rooms' Wellbeing Collective, which is an online library providing access to resources and online CPD focused on strategies to improve mental health and wellbeing.

8.3 NCLfromHome

Part of our response to the coronavirus pandemic has been to promote opportunities for staff to engage with us and to help prevent feelings of isolation for individual staff members, recognising that work and the relationships we have with colleagues has a significant social and psychological benefit.

Through initiatives such as the Principal's Gallery of Hope, Carpool Karaoke, discussions on favourite music and films, virtual coffee mornings, Christmas card competitions and service recognition events, we have sought to provide opportunities for positive and human connection, focused on maintaining relationships, wellbeing and social interactions. The various events were coordinated through NCLfromHome by our Brand Team and also provided an opportunity to check

in with staff on their mental wellbeing and to begin conversations where appropriate regarding additional support.

8.4 Food Bank Donations

(Eliminating Unlawful Discrimination, Harassment and Victimisation/and Advancing Equality of Opportunity)

The College has regularly supported Simon Community Scotland, donating proceeds from its Christmas Staff Charity Breakfast since 2017 to help support the charity's work. These breakfasts were introduced as part of our wider charitable and fundraising activity, where staff received a free breakfast at the end of term and were encouraged to make a donation to charity.



Recognising the disproportionate impact the pandemic was having on the homeless community NCL donated approximately £9,000 worth of food items to Simon Community Scotland. As a result the donations have helped homelessness services in North Lanarkshire, Glasgow and Edinburgh to reach out to some of the most vulnerable people in society. We were supported in our efforts by Food for Homeless and Network Rail to deliver these well appreciated donations to various localities.

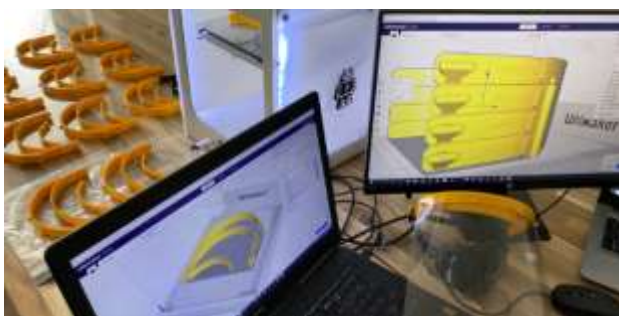
8.5 PPE equipment donations

Due to the curriculum we deliver across Care, Dental, Science and Beauty Therapy, Makeup Artistry and Hairdressing we are required to hold stocks of medical grade gloves, masks and sanitiser. During the period that our campuses were closed and at a point where shortages of PPE were evident in several key care settings in the early stages of the pandemic, our teams across our campuses collected all of our stocks of appropriate grade PPE and delivered these to medical grade gloves, masks and hand sanitiser, which were then delivered to local care and clinical settings.

8.6 PPE Production

As well as donating existing stocks of PPE, colleagues from the Computer Aided Design team worked with 3D printing techniques to produce additional protective equipment for NHS Lanarkshire.

Head of Faculty for Engineering and Automotive, Barry Skea, alongside CAD lecturers Ryan



Sheridan and Lisa Nicholson, used their skills to 3D print headbands for visors following discussions with doctors from NHS Lanarkshire. The team used Ultimaker 3D printers to produce more than 100 headbands per week to assist in the fight against Coronavirus.

Barry said: "While working from home, it made sense to put the technology we have at home to good use. We all love a bit of 3D printing, so this

helps to put a smile on our face for many reasons. We are working alongside some 1,400 3D printer owners across the UK who have volunteered to use our machines to help provide PPE.”

<https://www.nclanarkshire.ac.uk/news/cad-team-working-to-produce-vital-equipment>

8.7 Continued partnership with HeyGirls ensures period products are still accessible

Since 2018 NCL having been providing free sanitary products to our NCL community and although we were able to provide these products across all our campuses we acknowledged our approach was not particularly consistent, inviting or as conducive to the needs of women and girls.

Recognising this, in 2019 a partnership was agreed between NCL and Social Enterprise HeyGirls, meaning that NCL would have a consistent approach to addressing the issue of period poverty but also women and girls at NCL would have access to environmentally friendly reusable period products.

As we moved into lockdown we recognised the implications that this would have on our commitment to ensuring students continued to have access to these much needed products. As a result we worked with HeyGirls to be able to successfully adapt our approach from having products readily available on campus to delivering period products sensitively to our students' homes. Students were able to directly order products with HeyGirls by completing the anonymous request form. We were thus able to ensure packs were delivered to anyone who needed them.

8.8 Digital Inclusion

Within our local communities, issues relation to digital poverty and exclusion continue to pose challenges for some of our students and has been a theme on which our Student Association has been working to raise awareness. The effects of the pandemic has made this situation worse for a number of students, where access to remote learning was to be delivered primarily through technology. Many of our students do not have their own laptop and, even where they may have a mobile phone, this was not always suitable to enable engagement in learning.

To address this, using funds made available from the Scottish Funding Council and other student support funds, we created a laptop library, where students could request the loan of an NCL laptop. Through this arrangement, 1100 laptops were purchased by NCL and issued to students on long-term loans. This enabled students in greatest need to continue to access their classes during the pandemic.

All laptops were issued under a specific agreement with the student and the equipment is made available to them from the duration of their course. As these are returned to us as students complete their courses, they will be assessed by our ICT team, prior to being refurbished and made available for continued use in the 2021/22 session.

8.9 Flexible delivery

The periods of lockdown that have been a feature of the pandemic have brought challenges for staff and students. With the closure and restriction of available childcare, these lockdown periods and extended periods of remote working have posed particular challenges for female students, as research shows that women are responsible for a greater proportion of childcare and domestic responsibilities.

While this has affected all faculties, leading to creative solutions to support students, for our Faculty of Engineering and Automotive has taken particular steps to offer the flexibility required for students during lockdown and in particular mothers who have had children at home during the day, who have been unable to attend the normal timetabled sessions. Staff have delivered their normal day session, which have been recorded and shared with students, as well as running extra classes in the evening to support students who were not able to attend the day class due to parental responsibilities during the day. This provided the students with a platform to ask questions and discuss the lessons at a time that worked for the students, as well as build positive relationships with staff. Again, this activity was mentioned and praised by the students at the recent 'Be Heard' event.

8.10 Breakfast on Us



At NCL we understand that the well-being of our students is paramount. Over time we have come to recognise that some of our students face significant personal challenges which sometimes means that access to even the most modest of breakfasts is problematic for some. In response a pilot was delivered for the provision of a simple, free breakfast for all

students at our Cumbernauld Campus.

It was recognised that this initiative must be delivered with sensitivity. Therefore, it was made available to all NCL students and as such was described as the "Breakfast on Us" initiative. The pilot was funded by the generosity of our key partners who committed to providing the breakfast items; BidFood, Brewleys Coffee, MacLays, Fife Creamery, Grahams Family Dairy, McGhees, and Cairns Cater Hire.

The trial commenced in Cumbernauld on Monday, February 17th and ran until Friday March 13th. Although interrupted by COVID, the pilot was a great success, with an average of 70 people accessing breakfast each morning. As part of making this available to students, some of our students with children in the campus nursery although brought their children for breakfast, so the service was available across the full range of age groups!

As attendance on our campuses since March 2020 has been significantly restricted, our catering provision has remained closed for much of this period. However, as students return to campus in greater numbers, we are planning to extend Breakfast on Us across all of our campus locations.

8.11 WorldSkills UK

John O'Hara, NCL's Senior Learner Engagement Officer, has been invited to represent the FE sector and NCL at an international level by joining the WorldSkillsUK's Diversity and Inclusion group.

The group is comprised of key representatives from industry and education, alongside young ambassadors that will help to encourage engagement with WorldSkills UK’s development programmes amongst underrepresented groups. The group will help address and remove barriers and challenges, which prevent young people from accessing programmes.



WorldSkills UK is an independent charity working in partnership with employers, education and governments, focused on raising standards in apprenticeships and technical education so that more young people get the best start in work and life. Our engagement with WorldSkills UK is focused on raising aspirations and creating life chances for our students. For more information on WorldSkills UK, go to <https://www.worldskillsuk.org/about-us/>

NCL is also one of two Scottish Colleges nominated as a WorldSkills Centre of Excellence and in his new role, John is working with our WorldSkills Excellence Team to mainstream WorldSkills standards at NCL. We also recognise this as an opportunity that will provide us with the platform to continue to shape how we improve representation, inclusion and diversity within the college but also at an international level.

8.12 Mentorship Programme



NCL’s Mentorship Programme, having gone from strength to strength is entering its third year. The programme offers practical advice and encouragement to students through peer support. It aims to build the social and academic confidence of those involved, in addition to fostering friendships across year groups and curriculum areas.

NCL were one of five colleges across Scotland involved in the **Services to Support Learning** quality improvement theme. The NCL Mentorship Programme was showcased to all the colleges involved in the Scottish Government’s project group.

To date, more than 100 students have completed training to become a Mentor, while more than 80 students have benefited from support as a Mentee.

The programme has successfully engaged students from all backgrounds but we have seen particular benefit from participation in the programme for students with a disability. This also includes one of our Student Mentors who has Asperger’s Syndrome, who was nominated for College Development Network’s Student of the Year Award.

8.13 Students come together virtually to make original music video

Twenty students from NCL's Supported Learning faculty worked hard to produce an original music video with the help of their lecturers.

The student group, called 'Virtually Here', was formed by students from the Raising Your Potential, Toward Independence and Ready for Volunteering class groups.

Working with original music written by lecturer Alison Holmes, and with the help of staff and family members, students were able to record video clips of themselves singing along to the music. The song is called 'Feeling Alone' and explores the emotional highs and lows the students have experienced this year during their remote learning journey.

Lecturer Alison Holmes said:

"It's been a lot of fun working on this and I am so proud of all the students in the video. It's amazing how attached they've become to the song! It really does belong to them and they deserve to enjoy every minute of it and its success!"

You can view the students' video on YouTube here: <https://youtu.be/hotxt72lt14>



8.14 Creating an inclusive community through hair and make-up

HNC Fashion Make-up students from the Coatbridge Campus had the opportunity to learn about make-up and hairstyling for Trans clients in a masterclass from MAC Cosmetics Retail Artists as part of the new course unit: Make-up & Hairstyling for Trans Clients.

Donna Brogan, Curriculum and Quality Leader for Make-up Artistry at NCL as well as Senior External Verifier for Make-up Artistry at SQA, worked as part of the Qualification Design Team at SQA to write the new unit.

Donna said: "I asked that this unit be included as an option in the new award framework as I felt strongly that, as an industry, we must provide our learners with a breadth of knowledge, skills and understanding to enable them to provide a professional service for all clients irrespective of gender identity."

Bee Wallace and Mackenzie Da Assuncao visited the Coatbridge Campus to share their skills and provide students a 'no holds barred' question and answer session – giving them the opportunity to gain knowledge and seek guidance on how best to approach, support and provide make-up services for clients irrespective of their gender identity.



The visit was organised by lecturers Rosheen McGowan and Ruth Allison to enhance delivery and assessment of the unit. The workshop included discussions about pronouns, how to address gender and how to carry out make-up on male to female transitioning clients.



Lecturer Rosheen McGowan said: “Our aim is to engage and work in partnership with the LGBT and make-up community to provide a welcoming and inclusive environment where our students can hone their skills and provide guidance and support with personal appearance for anyone in transition; early stages or fully transitioned.

As well as the recently introduced course unit, NCL offers a custom-designed facility, My Hair & Me, in our Coatbridge Campus. The facility offers privacy to any clients looking for support and guidance with their personal appearance, including the Trans community and patients experiencing hair loss due to medical reasons.

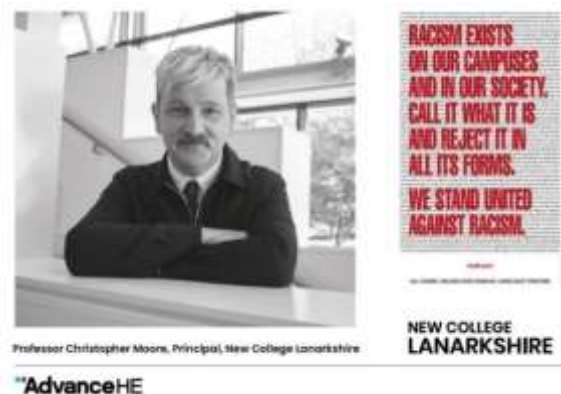
8.15 NCL joins colleges and universities in “Tackling racism on campus”

In 2020 NCL committed to signing the Declaration to ‘Stand United Against Racism’. The declaration states that ***‘Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.’***

Moving forward NCL will use the suite of resources that are grounded in evidence to:

1. Raise awareness of the impact of racism in all its forms (including micro aggressions).
2. Signpost staff and students to appropriate mechanisms to report racism.
3. Raise awareness of the institutional policy on racism and harassment more generally.
4. Provide institutional governance structures with the training and the tools to raise the awareness of racism.
5. Create safe spaces for discussions about difference and to facilitate constructive conversations about race, racism and whiteness.
6. Support conversations about rights and responsibilities within induction processes and student support.

Delivered by AdvanceHE with funding from SFC, the Declaration against racism is part of a wider project “Tackling racism on campus: raising awareness and creating the conditions for confident conversations”. Signing the Declaration is the first stage towards our use of the project’s resources to #CallItRacism.



8.16 LGBT Youth Charter

NCL previously committed to achieving the LGBT Youth Charter and we referred to in our previous report. While this work stalled due to changes within our Students Association and our EDI Adviser moving on to alternative work, we have restarted our engagement with the Charter and are committed to achieving this. This is a joint project between the College and the NCL Student Association.

8.17 Erase the Grey

In February 2020, NCL signed an agreement with Glasgow Caledonian University to participate in their #erasethegrey campaign. Designed to raise awareness that there are no grey areas in relation to gender based violence, the initiative provides access to a range of visual resources ensuring staff and students to reflect on and to challenge stereotypical attitudes and prevailing myths.

While we did not make full use of this significant resource due to the timing of our agreement, we have now renewed this for a further 12 month period and are currently working on plans to promote the key messages as we enter the 2021/22 academic year.

More information on GCU's #erasethegrey campaign is available here <https://www.gcu.ac.uk/theuniversity/commongood/erasethegrey/>

8.18 Use of Performing Arts to tackle inequalities

Our Performing Arts team produce plays and performances each year where the subject matter tackles persistent inequalities and challenge stereotypes. Recently, these have included productions relating to race, gender and sexuality.

As part of their course students are required to research the social and historical background of plays and to discuss key themes and issues. Performances have included The Laramie Project (HND Actors – 2020) which tackled issues of homophobia, Consensual (HND Actors 2017), which explored the issues of sexual consent within relationships and Who Runs the World (HNC & HND Dancers – 2018), which ran with an all-female cast and used music from female only artists.

Through the use of theatre, it provides NCL with the platform to raise awareness and generate discussion amongst students and local audiences alike on pertinent issues facing people from across the protected characteristics. This has undoubtedly one of the best mediums to ensure that important social issues reach our college community.

Gender Neutral Casting helps to breakdown gendered stereotypes

Performing Arts have 9 courses comprising of 14 individual classes. Each class performs in a production at least once a year and we produce approximately 17 productions per academic year across all 3 disciplines - Dance, Musical Theatre & Acting.

Where there is opportunity to do so, the production team will cast students in roles that are gender neutral or outwith their traditional gender casting. For example in Romeo & Juliet (HNC & HND Professional Dance – 2019), students identifying as females played roles such as Tybalt, Paris and Mercutio, all of which are traditionally written for actors identifying as male.

This provides our students with creative opportunities, particularly for female students as we will consider actors for substantial roles, which can sometimes be limited within Theatre. It is

recognised by the industry as current good practice, for example Bard in the Botanics Theatre Company cast a female as Hamlet in their 2020 production. This is of mutual benefits, as through our partnership with Bard in the Botanics, they will audition our students each year and are open to students auditioning for roles outwith their traditional casting.

8.19 Vex Robotics

Our partnership with North Lanarkshire Council schools on the VEX Robotics programme continues to encourage young people to engage in STEM, with a particular focus on encouraging females to join the programme. Prior to COVID we had approximately 70 young people from 1st year to 6th year secondary school participating in the programme. Over 50% were female and we also had 12 pupils from ASN schools engaged. The project was aimed at introducing digital technologies and promoting careers in STEM. Females from the programme progressed to mainstream courses that included the Foundation Apprenticeship in Engineering and the Engineering Academy (widening access programme working in partnership with the University of Strathclyde).

8.20 British Sign Language (BSL)

NCL continues to work towards the outcomes as set out in our BSL Plan. We have a dedicated team of five permanent Communication Support Workers, who work to support our students in accessing the curriculum and other services within the College.

We have developed a dedicated BSL page on our website where students, prospective students and visitors who use BSL can view our BSL Plan in English and BSL. This page also hosts other relevant Government and Sector publications and information, introduces our team of Communication Support workers and provides information on the support they can provide. The website also allows students' access to the Student Portal 'MyNCL' where they can access information on a range of services, including Educational Learning Support, ESOL and Student Advisers in BSL. Although this action has progressed well, it is the intention that other information will become available in BSL.

Through Strategy 2025, NCL is committed to enabling greater prominence being given to communicating on a daily basis through BSL, as part of our continued response to accessibility – particularly in an increasingly digital world.

You can find out more from viewing our dedicated BSL webpage

<https://www.nclanarkshire.ac.uk/students/supporting-you/bsl-support>

9 EQUALITY AND DIVERSITY CELEBRATIONS

As well as specific EDI focused activities, we also mark significant celebrations in the EDI calendar, as well as using our social media channels to raise awareness and to promote important dates in the cultural calendar across a range of traditions.

9.1 International Women's Day (IWD) 2021 #ChooseToChallenge

This year's International Women's Day celebrations saw people across the globe raise their hands to take part in International Women's Day #ChooseToChallenge campaign. And staff from NCL got involved by sharing what they personally choose to challenge. The pledges were featured across NCL's social media channels to raise awareness of IWD 2021.

But at NCL we wanted to go further by recognising the challenges that women and girls still experience and how as an organisation we can play our part in breaking down some of these challenges by inviting staff to take part in an informal discussion based on the topic of 'What it's like to be a woman in the workplace'. Using this initial session as a starting point, we will be undertaking more focus groups and workshops on this, with findings fed back to the Executive Board. This will be our ongoing commitment to improving the experiences of women in the workplace and creating a platform to enable us to address and action change going forward.



The photos above show lecturer Claire McRae choosing to challenge what the stereotype of a Computing Professional looks like and assistant principal Robert McMillan choosing to challenge gender inequality as women belong in all places where decisions are being made.

9.2 Student Lauren shines bright for International Women's Day 2020

For our International Women's Day event in 2020, HNC Music student Lauren Kelly performed a stripped back version of Rihanna's chart-topper 'Diamonds', which was filmed for the website by HNC TV student Andrew Dunn with the support of his lecturer Alan Moffat.

Yvonne Tipping, Lecturer and former front-woman of all-female punk band The Hedrons, said: "It's refreshing to see so many females applying for our music courses and having the confidence to fulfil their dreams. For many years the music industry has been a male dominated work place, but so many women are now picking up a guitar/bass/keyboard or set a of drum sticks. If we can continue to encourage and support this



though our courses, hopefully we will help to nurture a new generation of not just male, but female role models like many of our successful graduates currently are.”

The College has been leading the way in gender equality in the music industry, including a 50:50 gender balance of industry expert panellists and speakers at a student-led music event, Question Session. The event, which attracted over 800 attendees from across Scotland, aims to address the gender split and encourage more females into the industry.

9.3 16 Days of Action Against Violence

Due to the Covid-19 lockdown measures people began to limit their movements and stay at home. Unfortunately these necessary measures had also brought to the forefront a number of existing inequalities, particularly the alarming increase in people reporting domestic violence cases. Thus throughout these challenging times NCL have remained committed to ensuring that the safety and wellbeing of our staff and students is essential.

We have ensured that relevant and up to date information for anyone impacted by domestic violence has been able to readily access it via our main website and social media platforms. As part of last year’s national 16 Days of Action Against Domestic Violence campaign (26th Nov – 10th December), we promoted and encouraged our students to complete the Rape Crisis Scotland’s free interactive and engaging e-learning module.

Using a variety of learning tools, including quizzes, videos and case studies, the module was specifically designed for students to complement face-to-face primary prevention work and provide an overview of issues relating to Gender Based Violence (GBV).

9.4 Black History Month

Black History Month (BHM) is as an opportunity to celebrate the sacrifices, contributions, and achievements Black African and Caribbean communities have made in the UK and across the globe.

Recognising the significance of BHM and to mark last year’s event our staff were provided with a dedicated platform to share film and book recommendations for the month of October. The NCL Team were also able to catch up with Aaron Mkd, a former student of NCL who first came to Scotland as a refugee from the Congo in 2007.



Aaron was able to share his journey in Scotland and at NCL. He is now making his own music, which he hopes will spread positive stories about his home country. Given last year’s media reports on issues of racism across the world, this was a fundamental period to reflect on where we are as an organisation and what we actively can do as an organisation to stand against and challenge racism.

[photograph shows Aaron Mkd]

9.5 Men’s Health 'Takes Action on Covid-19'

The alarming disparities in the number of men who die as a result of suicide and the low number of men who do not seek treatment for depression, anxiety or other mental health challenges has been well evidenced. International Men's Health Week (MHW) began on the Monday before Father's Day and ended on Father's Day (Monday 15th - Sunday 21st June 2020). The overall aims

of the week were to: raise awareness of preventable health problems for males of all age groups; support men and boys to adopt healthier lifestyle choices/activities; and encourage the early detection and treatment of health difficulties in men. Last year focused on the theme of 'Take



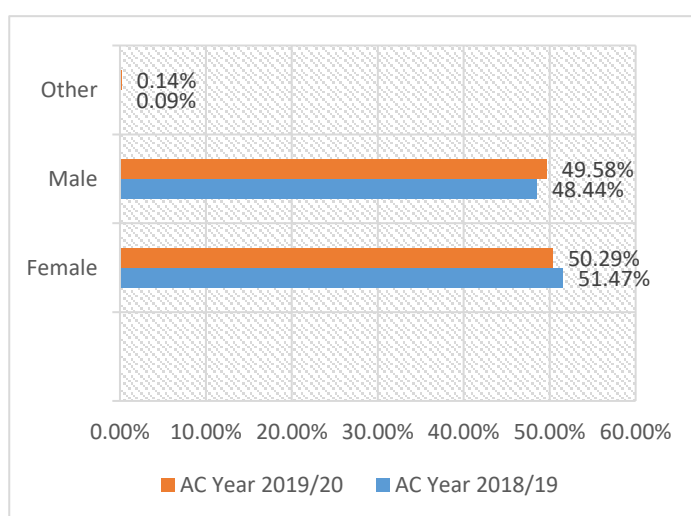
Action on Covid-19' and what men can do to prevent the virus impacting their mental health. The week was highlighted across all of NCL digital platforms alongside what support services were available to men and boys to help manage their emotional and mental wellbeing.

10 STUDENT EQUALITY PROFILE

Overall the student equality profiles at NCL have remained fairly steady over the previous 4 academic years and the previous PSED reporting cycle, with slight changes to some of our equality profiles. The data and analysis presented below refers to student enrolments for the previous 2 academic years. The total student enrolment count for 2019/20 was 16,270 and for 2018/19 the total count was 18,209.

It is also worth noting that due to some of the data captured on protected characteristics being relatively small, for this report the data has been combined and as such may skew the overall results. We acknowledge that this can present challenges in drawing any statistically valid conclusions, but we also recognise that there are key social and economic variables within these groups. We acknowledge this to be central to our work and have taken this into account when setting equality outcomes and our wider equality, diversity and inclusion activity.

10.1 Gender



Both female and male categories include trans identifying students and the other grouping takes in to account all other gender identities.

Since the last PSED reporting cycle the student female population at NCL has seen a slight increase where NCL's student gender profiles are achieving an approximate 50:50 balance.

For the last 2 years the female population has seen a slight decrease from 51% down to 50% from 18/19 to 19/20. However we have also seen an overall decrease in our student population from 18,209 to 16,270.

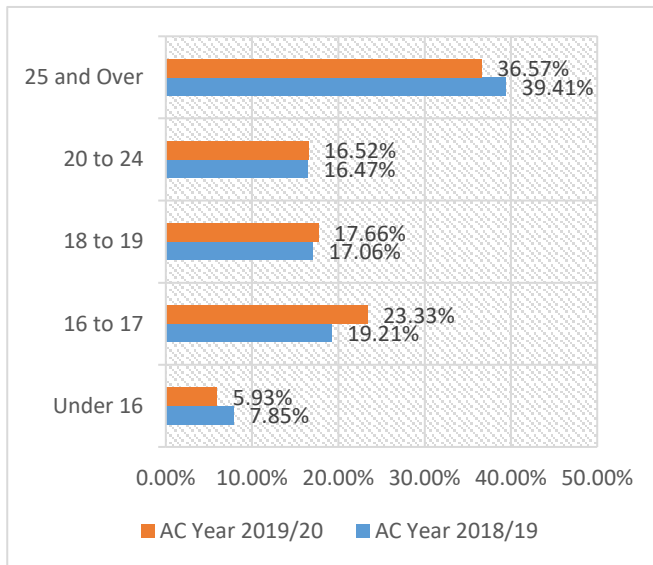
Albeit a slight movement, yet important, students identifying with other gender identity has seen an increase from 18/19 to 19/20.

The student data highlights that overall females have a slightly higher success rate than males but despite this college withdrawals are higher amongst our female students.

As documented overall there continues to be imbalances in our Engineering and Automotive Faculty where the male group is over represented. Similarly in the Care and Science and Services Industries females remain our dominant group. This mirrors the profile within these industry sectors and in the corresponding staff groups. NCL continues to challenge stereotypes, but recognises that this is an effect of wider societal 'norms' and we cannot achieve gender parity solely on our own.

Our female population engages with more part time courses than full time courses, where the opposite is true for male students. Research suggests that this may be due to female students more frequently combining part-time study with other responsibilities, including childcare and family needs, as we are aware that within society women undertake a greater proportion of these activities than men.

10.2 Age



In 2019/20 our single most dominant student age group was 25 and over. Over the past year there has been a slight decrease from 39% to 36%. The second largest age group of our student population are 16 to 17 years old.

Age groups 18 to 19 and 20 to 24 have an equal representation at approximately 17% and 16%.

NCL's lowest age group is under 16's at approximately 6% for 2019/20.

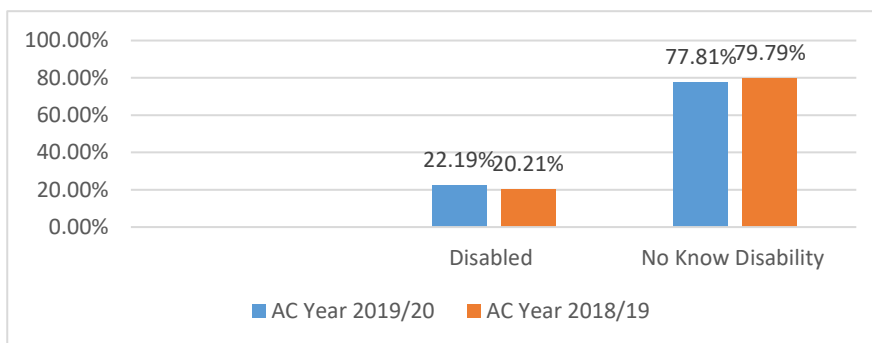
Given the largest age group is 25 and over they also have the highest success rates amongst our students, followed by 16 to 17 year olds.

The largest age groups withdrawing from college

are both the 16 to 17 and 25 and over age groups.

In both years, the profile of student age bandings reflects that the majority of our students continue to be in the 16 – 24 age groups, which has been the focus of our activity for a number of years.

10.3 Disability



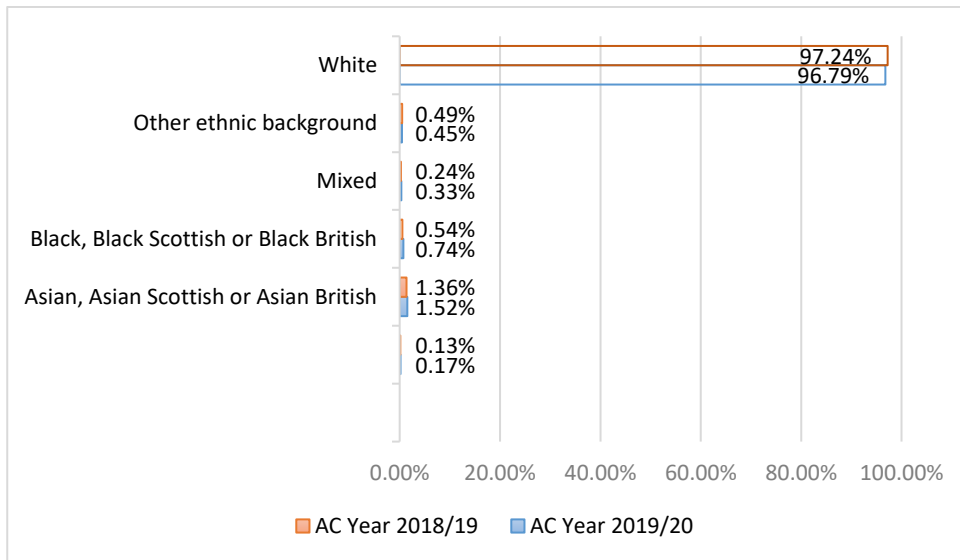
The majority of students at NCL have consistently not declared a disability.

In 2019/20 the number of students declaring a disability was approximately 22% compared to approximately 20% in 2018/19. 78% not declaring a disability.

Since 2018/19 there has been a 2% increase in the number of students who have declared a disability, a figure which has remained steady over previous academic years. NCL have a slightly higher rate of students identify as disabled undertaking part time courses over full time courses – 52% part time compared to 47% full time.

In relation to this protected characteristic, our student population appears more representative than our staff population, which levels of disability disclosure have consistently remained much lower.

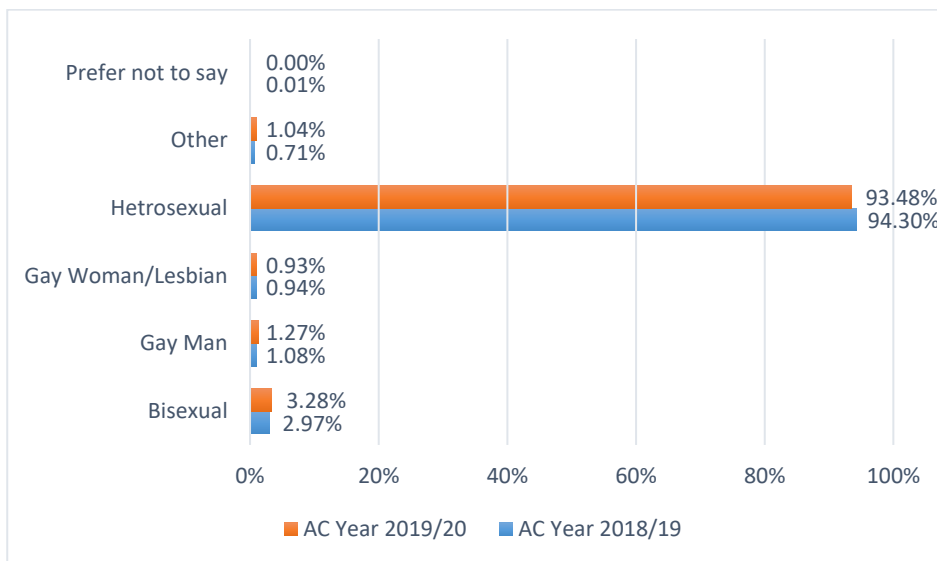
10.4 Race



The majority of NCL’s student population is dominated by students identifying as White, at 96% of all students in 2019/20. There has been a 1% decrease in this group from 97% in 2018/19 to 96% in 2019/20 but White students have consistently remained the dominant group, which is reflective of the local demographic.

The next largest ethnic group is Asian, Asian Scottish or Asian British at 1.52%, a slight increase from 1.36% in 2018/19. All other ethnic groups within the college remain under 1% representation.

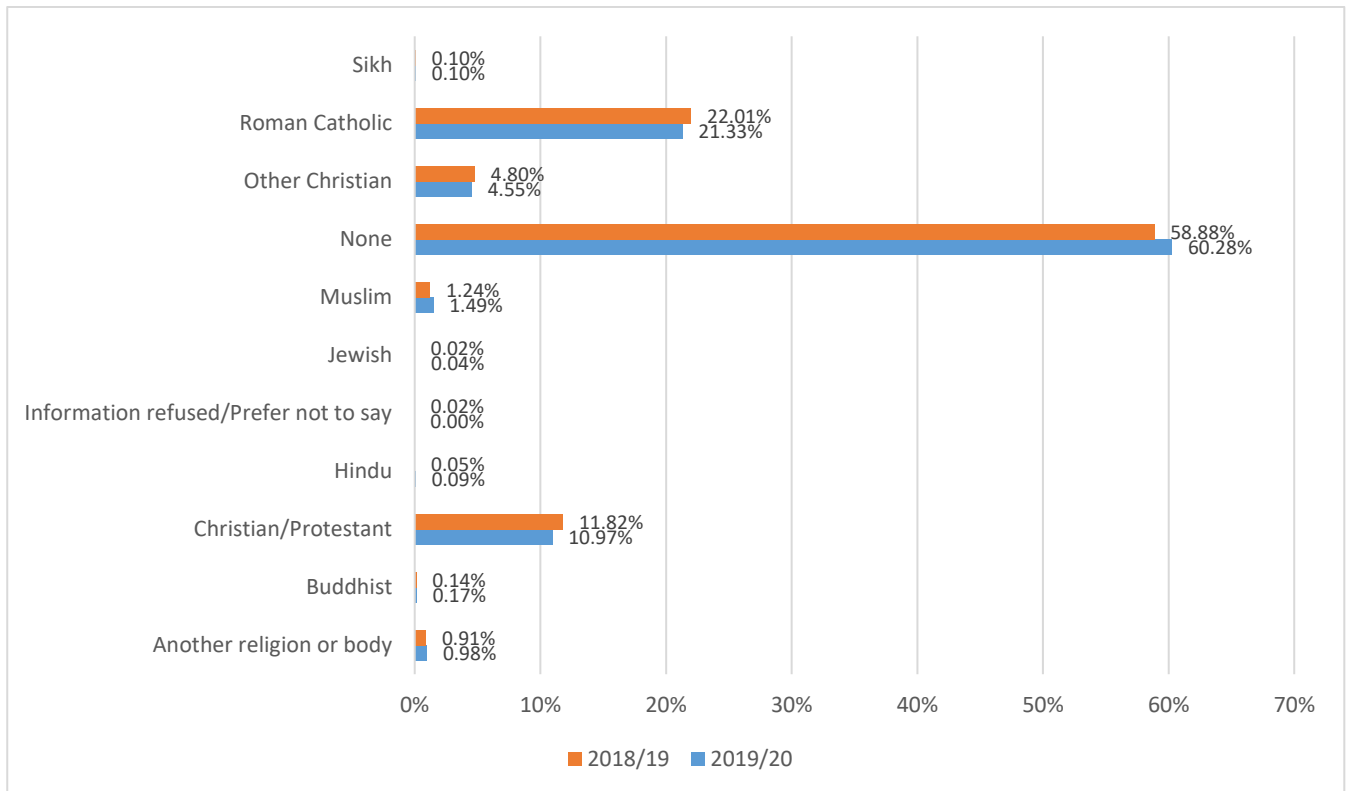
10.5 Sexual Orientation



The majority of NCL’s student population identifies as heterosexual – 93% in 2019/20 and 94% in 2018/19.

The next highest group consists of students identifying as bisexual, which is approximately 3% of the student population, a small increase from the previous year. Students identifying as Gay woman/Lesbian are still low compared students identifying as Gay Man.

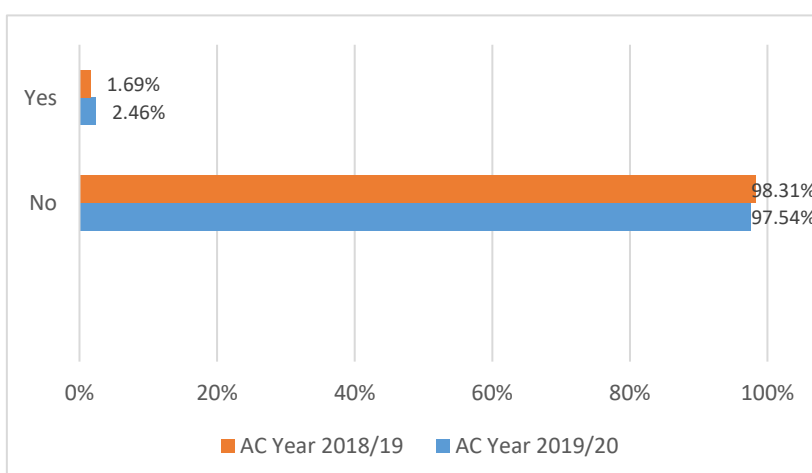
10.6 Religion



The largest religious group is of students identifying as having no religion at 60% in 2019/20, which is a slight increase on the comparable figure for 2018/19. Our next largest groups are students identifying as Roman Catholic at 21% and Christian/Protestant at 11%. These three groups mirror the pattern within our staff population, but significantly more students identify as having no religious beliefs that is the case for staff.

Students identifying with any other religions continue to remain below the 5% figure in 2019/20, which remains consistent with 2018/19.

10.7 Care Experienced



The majority of students identifying as care experienced remains relatively low at 2% in 2019/20.

However between 2019/20 and 2018/19 we have seen an approximately 1% increase with students identifying as care experienced.

Although the numbers are relatively small, we recognise the particular issues that can affect care experienced students, which are the

focus of our Corporate Parenting Action Plan.

11 STAFF EQUALITY PROFILE

New College Lanarkshire currently employs 963 staff and is one of the largest employers in Lanarkshire and East Dunbartonshire, as well as one of the largest colleges of further education in Scotland.

Our staff team is drawn from our immediate area and beyond, with the home addresses of our staff spread across 22 different local authority areas. As may be expected, the majority of staff live in either North Lanarkshire (495 staff, 51.35%) or South Lanarkshire (206 staff, 21.37%), followed by Glasgow (113 staff, 11.72%) and East Dunbartonshire (30 staff, 3.11%), although we have representation from right across the Central Belt and beyond.

11.1 Academic and Professional Services

At NCL, the staff population is split across two groups. Our Academic staff represent those directly involved in the delivery of learning and teaching, who work across our six teaching faculties, which in turn consist of approximately 40 curriculum teams. This is our largest staff group, which includes 527 people (54.72% of total staff complement), including 518 faculty based staff and 9 other staff with an Academic background working in other learning and teaching related roles.

Our Professional Services staff grouping represents those staff delivering central organisational and technical support services, either directly to students or in support of wider college activity. This group includes 436 people (45.3% of total staff complement). Professional Services staff are organised in functional teams, such as Student Funding, Estates, ICT etc., with some technical staff based in faculties as part of multi-disciplinary teams in specific subject areas. Professional Services staff also includes staff employed within our two College Nurseries at our Coatbridge and Cumbernauld campuses.

Our overall percentage split between Academic and Professional Services staff has remained consistent since our last Mainstreaming Report, with a slight movement of 0.76% towards Academic staff.

11.2 Full-Time and Part-Time Employment

One of the features of NCL's workforce profile is the significant proportion of part-time working that we are able to support due to the nature of our activities. This enables staff to balance work with other life responsibilities and we have an excellent record of accommodating requests for flexible and part-time working.

At present 437 staff at NCL (45.4%) work on a part-time basis. This includes all staff working less than 1FTE and also includes a number of term-time posts across our Professional Services activities. Within Professional Services as a whole, 217 (49.8%) of our staff work on a part-time or term-time basis, and for Academic Staff the comparable figure is 220 staff (41.7%). In both staff groups, women account for the majority of part-time and term-time working. For academic staff 148 female staff work on a part-time basis, compared to 72 male staff in the same group and for Professional Services staff, there are 184 female staff working on a part-time or term-time basis, compared with 33 male staff.

Part-time and term-time working features across all age groups within NCL for both Academic and Professional Services staff, and in percentage terms the split is broadly in line with the distribution of staff within each age band.

11.3 Profiles by protected characteristic

Age Band

	All Staff	Academic	Professional Services
Under 35 years	135 (14.02%)	66 (12.52%)	69 (15.83%)
36 – 50 years	365 (37.90%)	202 (38.33%)	163 (37.39%)
51 – 60 years	332 (34.48%)	189 (35.86%)	143 (32.80%)
60+	131 (13.60%)	70 (13.28%)	61 (13.99%)

The current age data shows that the average of a member of staff is now 48.6 years. With the average age of our Academic staff being the higher of the two staff groups, at 48.8 years, compared to 48.3 years for Professional Services staff.

In terms of age bands, the overall number of staff aged 35 and under has remained stable (+3 on previous report), there has been a small overall increase in male staff in this group (+5) and a decrease of female staff (-2). While there has been some movement towards the upper age bands for male staff with a decrease for the 36 – 50 years band (-13) and increases in both 51 – 60 years (+2) and for those aged 60+ (+7), the most marked change is for female staff moving between the 36 – 50 years age band (-37) and a corresponding increase in the number of female staff aged 51 – 60 years (+27). However, the number of female staff aged over 60 years has decreased by 10 staff, due to a number of retirements, particularly within our cleaning teams.

NCL has 15 staff who remain in employment beyond the age of 70 years, representing 5 Academic Staff and 10 Professional Services staff. Most of this group of staff (10 staff) are working on a part-time basis, and 4 are working full-time. Interestingly, 11 of the staff working over 70 years of age are male, and 4 are female.

One of the effects of an ageing workforce is the increasing number of staff with additional caring responsibilities, especially for older parents, or in terms of providing childcare to new generations within their family. We are therefore keen to support flexible and part-time working where requested, as well as phased retirement for staff who are eligible to consider this option under their membership of the pension scheme.

We also recognise that ageing can also bring concerns around members of staff's own health, as well as bereavement and planning for retirement. We continue to support staff via our in-house occupational health team, as well as with access to external support when required.

In terms of internal promotions, secondments and allocation of additional responsibilities, there have been twenty in the last 12 months, which have included staff across all age bandings, with the distribution of these being broadly in line with the distribution of all staff. Four of the 20 (20%) appointments were in the Under 35 years group, making the representation from this group slightly higher. This is explained by a number of staff in the earlier stages of their career applying for more senior roles as there are fewer staff in promoted posts within this age band.

All age bands are represented across all levels of the organisation, with the exception of the executive board, where there is currently no individual in the Under 35 years age band.

Disability

	All Staff	Academic Staff	Professional Services
Disability Disclosed	23 (2.4%)	8 (1.5%)	15 (3.4%)
No Disability Disclosed	940 (97.6%)	519 (98.5%)	421 (96.6%)

The number of staff disclosing a disability has dropped from 28 staff in 2019 to 23 staff in the 2021. Our total staff number has also dropped in the same period, and the overall percentage in both years remains static (2.9% in 2019 and 2.4% in 2021). While the number of staff disclosing disability has dropped by 5, this can be explained by a number of retirements in the reporting period. The number of female staff who have disclosed a disability is considerably higher than it is for male staff (18 female staff, 5 male staff). This is due to a higher number of Professional Services staff disclosing a disability, where the proportion of female staff in this group is much higher.

For many years, NCL has used a social model definition of disability, which focuses on whether staff consider themselves to be disabled. This may result in staff not disclosing a disability, even though they met the legal definition of disability within the Equality Act 2010. To gain a greater understanding of disability – in terms of both historically low levels of disclosure and the experiences of disabled people in the workplace and as prospective employees, NCL had begun a project in late 2019 with AdvanceHE and a number of other FE colleges. Although a project plan had been agreed, this work was deferred due to the pandemic, as furlough and the availability of technology for some staff limited the potential for some of the planned focus groups and workshops to take place. This will be a priority as we return to campus as the pandemic situation improves.

Staff who have disclosed a disability are represented at all levels of the organisation and in both management and staff roles, including the Executive Board.

Pregnancy and maternity

In the period 1 March 2019 to 31 March 2020, we had 9 members of staff who were pregnant and who took a period of maternity leave. Of these 9 staff, all returned to work at the end of their maternity leave in their substantive posts. In the same period, 4 staff took a period of Paternity Leave.

Between 1 April 2020 and 31 March 2021, there have been 5 staff who have taken a period of maternity leave. Of this group of staff, one member of staff has returned to her substantive post and the remaining four members of staff remain absent. Over the same timescale, 4 staff took a period of Paternity Leave.

As in the previous reporting period, NCL has an excellent record of supporting staff returning to work after a period of maternity leave, including where this involves flexible working on either a temporary or permanent basis. In relation to Paternity Leave, all eight members of staff who took leave during the two years covered by this report took two weeks' leave and, for several years the College has paid both weeks at full normal salary, rather than at Statutory Paternity Pay.

There have been no instances of NCL applying for Shared Parental Leave in either 2019/20 or 2020/21.

Race

	All Staff		Academic		Professional Services	
White Scottish	567	92.05%	313	92.06%	254	92.03%
White British	19	3.08%	12	3.53%	7	2.54%
White Other Ethnic Group	7	1.14%	4	1.18%	3	1.09%
White Irish	5	0.81%	4	1.18%	1	0.36%
White Polish	4	0.65%	0	0.00%	4	1.45%
Mixed White and Black Caribbean	3	0.49%	2	0.59%	1	0.36%
Pakistani, Pakistani Scottish, Pakistani British	3	0.49%	1	0.29%	2	0.72%
Other Asian, Asian Scottish, Asian British	2	0.32%	0	0.00%	2	0.72%
White Welsh	2	0.32%	1	0.29%	1	0.36%
Indian, Indian Scottish, Indian British	1	0.16%	1	0.00%	0	0.00%
Mixed White and Asian	1	0.16%	1	0.29%	0	0.00%
White – Europe	1	0.16%	0	0.00%	1	0.36%
Caribbean, Caribbean Scottish, Caribbean British	1	0.16%	1	0.29%	0	0.00%

There are 11 staff (6 women and 5 men) who have disclosed a minority ethnic background and these staff are spread across a number of roles within both Academic and Professional Services staff groupings. The data is consistent with previous years and staff who describe their ethnicity as White Scottish remain the largest ethnic group at NCL.

The data shown above excludes staff for whom their ethnic background is not known. The percentage of staff in this category is reducing and encouraging disclosure of this data continues to part of our ongoing EDI activity.

There are currently no staff from minority ethnic backgrounds in promoted posts at NCL. Taking account of this and the EHRC research on racism with HE, this is an area that will be given a clear focus in our equality outcomes for the next reporting period.

Religion and belief

	All Staff		Academic		Professional Services	
Roman Catholic	129	31.31%	65	28.14%	64	35.36%

None	111	26.94%	61	26.41%	50	27.62%
Church of Scotland	104	25.24%	61	26.41%	43	23.76%
Other	27	6.55%	17	7.36%	10	5.52%
Prefer not to say	26	6.31%	17	7.36%	9	4.97%
Christian	5	1.21%	3	1.30%	2	1.10%
Christian Other	3	0.73%	2	0.87%	1	0.55%
Sikh	2	0.49%	1	0.43%	1	0.55%
Buddhist	2	0.49%	2	0.87%	0	0.00%
Muslim	2	0.49%	1	0.43%	1	0.55%
Shinto	1	0.24%	1	0.43%	0	0.00%

As in previous years, our data shows that the three largest groupings in terms of religion and belief are the main Christian denominations and those who hold no religious beliefs. There has been a drop across all three of these large groupings, while there has been a consistency in relation to the number of staff of other faiths, with a small increase in members of Sikh faith, which has risen from one to two members of staff.

Of the last twenty staff who moved to promoted posts, or who were allocated additional responsibilities, there were 4 Roman Catholic, 2 Church of Scotland, and 1 each of Other, and Shinto. Twelve staff had not disclosed any data for this protected characteristic. These groupings are consistent with the profile above.

As with ethnic background, there remains a significant number of staff for which this information is not held and the number of staff for whom data is not held is higher for Religion and Belief than it is for Ethnic Background. However, it is anticipated that the update exercise planned for the second half of AY2020/21 will address this gap and lead to increased levels of disclosure in relation to this protected characteristic.

Sex

	All Staff	Academic	Professional Services
Female	603 (62.6%)	287 (54.5%)	316 (72.5%)
Male	360 (37.4%)	240 (45.5%)	120 (27.5%)

As in previous years, our percentage split between female and male staff has remained fairly consistent, with only small variations. As stated elsewhere in the report, our average length of service is just over 11 years, and our turnover remains low, which does not promote significant change. Female staff are in the majority in both staff groups, although this remains more balanced within our Academic staff. Due to the effects of occupational segregation and the concentration of women in nursery, administration, catering and cleaning teams, our Professional Services staff group has had a persistent imbalance in relation to the number of female staff versus the number of male staff. However, since our last report, the % of female

staff has dropped from 74.17% to 72.5%, with a corresponding increase in the % of male staff from 25.83% to 27.5%.

At present, 37.5% (3 from 8) of posts on our Executive Board are held by women, and 33% Heads of Service roles with Professional Services. For our faculty structures, 42.86% (3 from 7) of Heads of Faculty roles are held by women, 55.6% (5 from 9) Assistant Heads of Faculty roles are held by women and 52.4% (22 of 42) Curriculum and Quality Leader roles are held by women. Until February 2021, the Head of Faculty role had been split 50/50 in terms of gender, but has been affected by the external appointment of an additional interim Head of Faculty in Construction and Automotive.

The gender split of our Executive Board is a slight improvement on 2016/17 where percentage of roles held by women was 36.36% (4 of 11). However, this has fluctuated and due to retirement and the departure of one member of staff as part of a wider programme of voluntary severance, the proportion of female staff within the Executive Board dropped to 22.2% (2 of 9) in AY2018/19.

In 2019/20, the Executive Board experienced a further period of change, through the resignation of the Principal and a Vice Principal, with both posts held by men. Following the three appointments to the Executive Board made in response to these changes, two have involved the appointment of women, including an appointment to the new post of Deputy Principal for Students and the Curriculum in November 2020.

Sexual orientation

	All Staff
Gay woman / Lesbian	3 (0.3%)
Gay man	5 (0.5%)
Heterosexual	413 (42.9%)
Prefer not to say	525 (54.5%)
Unknown	17 (1.8%)

As in other categories, our data for Sexual Orientation remains consistent. However, it remains lower than we would expect it to be, with a considerable proportion of staff, in fact the majority, choosing not to disclose this information.

There has been a reduction of one in relation to the number of staff who have disclosed their Sexual Orientation as Gay Woman/Lesbian. This is the result of normal turnover of staff, where a member of staff left for positive reasons to take up an alternative role elsewhere.

While we do not split this data by Academic / Professional Services staff categories. The staff who have disclosed their Sexual Orientation as Gay Woman/Lesbian or Gay Man, are split across both groups of staff and within promoted and unpromoted roles. As with other categories, we anticipate that the data updating exercise planned for the second half of AY2020/21 will increase disclosure in this area to promote better understanding and analysis of our workforce profile.

Gender reassignment

Although gender reassignment remains one of the protected characteristic included in the College's equality monitoring processes, we have no information regarding any member of staff who may have undergone gender reassignment or who has disclosed their transgender or gender transition status, which mirrors the position in previous reporting periods.

Marriage and civil partnership

As outlined in our previous report, while our HR system has the capacity to collect this information and we have begun to do so at appointment, we do not yet hold this for enough staff to undertake a meaningful analysis.

11.4 Length of Service

NCL's staff turnover has historically been low and staff tend to stay with us for a significant proportion of their career. For Academic Staff, this is partially due to the move into teaching being a second career for many staff who are join us after a career in industry and for support staff due to the range of different types of roles that we can offer across our communities. However, it is also reflective of our working environment and the commitment that our staff have to changing lives through the power of education.

Average Service by Gender

For all staff, the average length of service is 11.7 years. This has remained fairly constant over the past four year cycle. Analysing the data by gender shows that the average length of service for female staff is 11.9 years and for male staff the average is 11.4 years. We believe that the difference is explained by the high proportion of women within our Professional Services staff, where 72% of this staff group are female.

Average Service by Disability

The average length of service for those who have disclosed a disability is 17.5 years, compared to 11.6 years for staff who have not disclosed a disability. While the level of disability disclosure has remained low, it is clear that the college appears to offer a supportive environment for staff who have disclosed disability.

The average length of service for women (at 18.7 years) and for men (at 13.2 years) who have disclosed a disability is higher in both instances than for women (at 11.7 years) and for men (at 11.3 years) who have not disclosed a disability.

Average Service by Ethnicity

The average length of service for all members of staff who have disclosed their background as being from a minority ethnic group is lower, at 8.2 years, than for staff who have disclosed their background as being from a White ethnic group, at 12.1 years. However, within different ethnic groups, the position can be quite different.

For staff from a Mixed White and Black Caribbean background, representing 3 staff members, average length of service is 17 years, which is the highest of any group of staff analysed by ethnicity. The second highest minority ethnic background (and third highest overall), representing staff of Indian, Indian Scottish or Indian British heritage is 14.3 years.

For the largest group by ethnicity, White Scottish, which represents 92% of all NCL staff who have provided ethnicity information, the average length of service is 12.2 years.

While the data indicates that there is a lower length of service for staff from minority ethnic groups, some groups do have a much higher service than the average, or in comparison with the largest White ethnic group. However, we are conscious that the overall number of staff who have disclosed a minority ethnic background is small, at 11 staff in total, so a change in one or two members of staff can create significant fluctuation in the data. We are also conscious that a number of staff have not chosen to disclose their ethnicity to us. Part of our ongoing activity is to encourage staff to do so, as the average length of service for staff for whom their ethnicity is not recorded is approximately 11 years, which could influence our data positively or negatively.

11.5 Occupational Segregation (Gender, Disability and Race)

In terms of occupational segregation, NCL experiences this to some extent in terms of horizontal segregation i.e. the concentration of women and men in different sectors and occupations and, to a lesser extent, vertical segregation i.e. the concentration of women and men within different grades, responsibilities or positions.

Gender

As shown above in relation to our analysis of data held in relation to the sex of staff, our Academic Staff is split fairly equally in terms of female representation in management roles and women form the majority of our Academic Staff group overall.

However, within this high level breakdown, we continue to experience the effects of horizontal segregation as our Academic staff profile at a faculty level reflects the equality profile of the industries from which we recruit teaching staff. For example, our Early Years team in the Faculty of Care and Science is overwhelmingly female, while our Automotive Team in the Faculty of Engineering and Automotive is exclusively male. There is some movement across some disciplines, for example in Health and Social Care, CADD and Engineering more generally, but movement is slow. We remain conscious of this and promoting career choices outwith gender stereotypes continues to be part of our Brand and Communications activity.

For Professional Services staff, women have historically comprised around 75% of this staff group. This is due to horizontal segregation and the concentration of women in administrative functions, as well as in nursery provision, catering, cleaning and customer services. However, as with our academic staff, we are seeing some movement on this, and there has been a 2% swing in the past year towards male staff within this group, increasing the percentage of male staff from 25.8% in 2019 to 27.5% in 2021. This is an encouraging development.

Nevertheless, while our Professional Services staff remains unequal in terms of the higher number of women than men, we have historically experienced a higher number of men in promoted roles within Professional Services. Through the support of secondments and appropriate CPD, we have made progress on this and in the last twelve months there have been 8 female staff within Professional Services who have been promoted to more senior roles internally (2 permanent, 6 as temporary/secondments), as well as 2 external appointments of women to the roles of Communications Manager, and Health, Safety and Wellbeing Manager.

As part of Strategy 2025 and the work of our Staff Development Academy, one of the key components of leadership training will be to support pathways to executive leadership – particularly for women. We have had success in this activity at other management levels within the college and as we continue to deliver the development and implementation of Strategy 2025,

we have also begun to involve a greater number of staff in meetings of the Executive Board, through presentations and strategic discussions, which has also offered a further opportunity to support female staff in their own development – particularly within Professional Services.

Disability

Staff with disabilities are represented across all levels within the College, including the Executive Board. However, there are a greater number of Professional Services staff who have disclosed a disability than Academic Staff and overall disclosure remains low.

Recognising the work that was begun in late 2019, early 2020 in relation to gaining a better understanding of disability and what appear to be low disclosure rates across the college sector, through our participation in the project facilitated by AdvanceHE, we will be returning to this over the next reporting period.

Race

Staff who have disclosed a minority ethnic background are represented across both our Academic and Professional Services staff groupings and at various levels of post. However, of the 11 staff who have disclosed their minority ethnic heritage, none hold promoted management posts.

While opportunities for promotion have been limited since merger, as the vast majority of current post holders have been in place since the creation of our new organisational structures in 2013, we have decided that this area requires further research – especially with the evidence from the EHRC inquiry on racism with HEIs. For this reason, we have decided that this area of work will be given greater prominence in our new equality outcomes for the next reporting period.

11.6 Board Diversity

The New College Lanarkshire Board of Management serves as the regional board for Lanarkshire, with responsibility for both New College Lanarkshire and South Lanarkshire College. The arrangements for our Board of Management are set out in the Lanarkshire Colleges Order 2014. This sets the size of the New College Lanarkshire Board at between 19 and 22 members, with board places also allocated to the Chair, Principal, two staff representatives and a student representative of South Lanarkshire College.

The Chair of the regional board is appointed by Scottish Ministers for a four year term, renewable once. Student representatives for both colleges are elected by each student body on an annual basis, with staff representatives being subject for election or re-election every four years. The two college principals are members of the Board of Management during their period of tenure in that role.

At present, the Board of Management has 21 members. Of these, 10 are male and 11 are female. For New College Lanarkshire the student representative and both staff representatives are female, representing 75% of the total NCL staff or ex officio information and for South Lanarkshire College, 4 of the 5 available places, representing 80% of the total SLC places are female. The current male Board Chair was appointed by Scottish Ministers from August 2019 for a four year period, replacing our previous female Board Chair on her retirement. The Board Secretary is female.

Of the 11 current non-executive members (i.e. those not employed by either college), 7 (63.6%) are male and 4 (36.4%) are female. However, for the seven most recent appointments of those currently serving as non-executive Board Members, 4 (57.1%) were female, one of whom has since

been appointed Chair of one of the Board’s Standing Committees. Increasing the number of female applicants for Board positions has been a feature of recent Board recruitment activities and has improved our female participation rate in this role. Given the appointment to four year terms, with the opportunity for this to be renewed for a further four year period, equal representation of non-executive Board Members may take some time to achieve, but the Board is committed to doing so.

11.7 Equal Pay Gap (Gender, Disability and Race)

Gender

Our Gender Pay Gap remained fairly static in the 2018/19 and the 2019/20 at 14.5% and 14.87%, respectively based on average (mean) hourly rates. On analysing our data, we stated that we believe that this was due to the gender imbalance in our Professional Services staff group, where most of the staff are concentrated in the two lower pay quartiles, while our Academic Staff were spread across the three upper quartiles, with the majority placed within the second highest pay quartile. This was borne out by analysis of the respective staff groups, where Academic Staff had a gender pay gap of 1.9% in both years and for Professional Services, the figure was 16.7% and 16.5%.

However, for the 2020/21 Gender Pay Gap reporting cycle, which is based on or data snapshot at 5 April 2020, there has been some improvement in our previously reported pay gap. Our overall Gender Pay Gap for all staff is now 12.97%, with both Academic Staff and Professional Services staff reducing significantly, to 0.70% for Academic Staff and to 13.77% for Professional Services staff.

The background to this improvement is that the migration of Academic Staff to the new nationally agreed lecturer scale was completed during 2019/20 and through increment and salary matching, the majority of teaching staff are now paid at the highest salary scale point. For Professional Services staff, there have now been a number of nationally agreed pay settlements, which while including a percentage increase have also included a minimum uplift at lower salary points and a cap on percentage increases for higher paid roles, in line with the principles of Scottish Public Sector Pay Policy. This approach would appear now to be having an impact.

For our 2021 Gender Pay Gap report, the three year trend for Gender Pay Gap calculated on average salaries is:

Mean (Average)	2018/19	2019/20	2020/21
All Staff	14.5%	14.87%	12.97%
Academic Staff	1.9%	1.9%	0.70%
Professional Services	16.7%	16.5%	13.77%

For the calculations at the median (or midpoint) hourly rates, the picture is more mixed. Across all staff, the gender pay gap has increased to 13.29%. This is due to fluctuations in the number of female staff within each pay quartile. Although numbers have increased across all four quartiles, the largest increase in numbers is within the lowest two quartiles, mainly due to cover for seconded staff or staff on extended periods of leave. This has drawn down the midpoint of the

hourly rate for female staff by several salary scale points. Within our two key constituent groups, there remains no Gender pay Gap based on median hourly rates for Academic Staff and for Professional Services staff, the gap has also reduced significantly again this appears to be due to national pay policy.

Median (MidPoint)	2018/19 [data at April 2018]	2019/20 [data at April 2019]	2020/21 [data at April 2020]
All Staff	8.4%	5.52%	13.29%
Academic Staff	0.00%	0.00%	0.00%
Professional Services	16.04%	17.4%	12.44%

All staff at NCL are paid on fixed salary points, except lecturing staff who are appointed to a five point scale and progress by qualification or annual increment on the anniversary of their start date with us. There are no bonus arrangements in place at NCL for any member of staff.

This data has also been submitted for publication to the UK Government’s Gender Pay Gap Service, which is searchable at <https://gender-pay-gap.service.gov.uk/>

Disability

Our Disability Pay Gap is currently 10.31% calculated using average hourly rates for all staff, which has decreased from 13.5% in 2019/20. However, this gap appears to be a result of the difference in pay structures between Academic and Professional Services, particularly given that most of our staff who have disclosed a disability are employed within Professional Services. Looking at the Disability Pay Gap by group of staff, the Disability Pay Gap for Academic Staff is 2.57% and for Professional Services, the comparable figure is 0.59%.

As stated elsewhere, our disclosure rates for disability have historically been low and we know that there are staff who may satisfy the legal definition of disability, but who have not disclosed this as they do not consider themselves to be disabled. Our planned work on this topic will help us gain a better understanding of this characteristic of our data and this is reflected in our new Equality Outcomes.

Race

In terms of Race, or overall Equality Pay Gap is 1.97% for the 2020/21 year, rising from 0.1% in the 2019/20 year. We know that this data is subject to significant fluctuation should there be any movement of staff given the small number of staff who had disclosed a minority ethnic background. For the 2020/21 year, the number of staff who have disclosed a minority ethnic background has risen from 8 to 11 staff. Again, there is a difference in the Equality Pay Gap in terms of Race across our two main staff groups. For Academic Staff, the gap is 5.8% (2019/10 was 3.6%) based on average hourly rates and for Professional Services staff, the gap is negative at -4.62% (2019/20 was 4.3%), meaning that those from a minority ethnic background earn more on average than those who do not. However, again this is subject to fluctuation with any movement of staff.

11.8 Equal Pay Statement

The College's approach to pay remains largely as set out in our previous equal pay statement published in April 2019.

New College Lanarkshire is a Living Wage employer and achieved accreditation in December 2018, after shadowing Living Wage rates since 2013/14.

For both Academic and Professional Services staff pay awards and terms and conditions are collectively bargained via the National Joint Negotiating Committee for Scotland's colleges that has been in place since 2015. The only group not covered by the collective arrangements are the salaries and terms and conditions of the Executive Board (covering the roles of assistant principal, vice principal and principal) are set by the Board of Management on the recommendation of its Remuneration Committee. This guided by a set of key underpinning principles and informed by both Scottish Public Sector Pay Policy and sector settlements.

All Executive Board and Professional Service roles are paid at spot points and there are no incremental scales. Under this arrangement, everyone undertaking the same role receives the same salary. For our Academic Staff, the roles of Head of faculty, Assistant Head of Faculty and Curriculum and Quality Leader are all paid at fixed points, with the Assistant Head of Faculty and Curriculum and Quality Leader matched to one of three nationally agreed salary points for promoted posts. All staff undertaking one of these roles receives the same salary as everyone else in the same post.

For Academic staff more widely, in terms of lecturing staff, we operate a nationally agreed five point scale and staff are placed on the appropriate point on the scale using nationally agreed placement arrangements. All staff not at the top of the scale will progress through annual increment or achievement of teaching qualifications until they reach Point 5.

As referred to in our previous report, a job evaluation process for Professional Services roles falling within the scope of collective bargaining is currently underway. Any appropriate actions necessary as a result of the outcomes of this process will be reviewed and taken forward once these outcomes are known.

12 EQUALITY OUTCOMES

As explained in Section 5 – Legislative Context, all relevant public authorities must comply with the general equality duty set out in the Equality Act 2010. To recap, this means that in carrying out our activities, NCL must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not;

In addition as a Scottish public authority, NCL must also publish a set of Equality Outcomes every four years and to report on the progress in achieving these outcomes every two years.

Equality Outcomes are the strategic objectives that explain how an organisation aims to achieve and improve life chances for individuals, communities or society. Rather than focusing on actions or outputs, where the impact might be limited, we can think of our Equality Outcomes as describing what the future will look like – in terms of setting out the real change that we want to see for our students, staff, the wider community and society as a whole.

13 REVIEW OF PREVIOUS EQUALITY OUTCOMES

Our first set of Equality Outcomes were set in 2013 and we reported on our progress in meeting these in the progress reports that we published in 2015, 2017 and in 2019.

The six Equality Outcomes that we have used in various forms since 2013 were set in a very context. They were developed in partnership by the then four colleges that existed at that time in Lanarkshire and were intended to be regional outcomes to support collaboration and joint working. This decision was taken against a backdrop of wider regionalisation within the Scottish Further Education sector and, when New College Lanarkshire was then created through the merger of Coatbridge, Cumbernauld and Motherwell Colleges, becoming the regional college, it made some sense to retain these regionally focused outcomes, as they linked to the Regional Strategy and the Regional Outcome Agreement.

We refreshed our Equality Outcomes slightly in 2017 for the second four-year period and stated that we would review these again at the mid-point of the reporting cycle in 2019. At that time we decided to retain the 2017 version of the outcomes, prior to publishing a new set in 2021.

Some of the highlights and celebrations highlighted earlier in this report show where we are taking action to achieve our Equality Outcomes. This section provides an overview for each existing outcome, indicating the progress we have made against our previous equality outcomes, with a comment provided for each current outcome regarding whether they are complete, being carried over into the next four year period or whether they are being removed, and if this is the case, an explanation of why we have made this decision.

Equality Outcome 1: *Colleges will demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations.*

Work on this outcome has been related to the review and relaunch of our Equality, Diversity and Inclusion Committee and the foregrounding of EDI in the development of our values and refreshed strategic direction. Some of the examples cited in the mainstreaming highlights section also demonstrate our leadership and commitment, by creating opportunities for staff to be involved.

However, as a result of our critical review of our existing outcomes we have chosen not to continue this outcome and to consider that it is already embedded in our operational activity. It is an action rather than an outcome and paraphrases elements of our statutory responsibilities.

Equality Outcome 2: *Colleges in the Lanarkshire region will offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from underrepresented groups.*

Seeking new opportunities for our learners to achieve is fundamental. The most recent example of this is a partnership between NCL, North Lanarkshire Council and the University of the West of Scotland (UWS) to deliver more opportunities for young people across the local authority, which was approved by NLC in March 2021. This partnership will ensure that young people leave school and further/higher education equipped with skills to access sustainable employment across key industry sectors. The programme will see learners studying for an HNC while still at school, then progress through further study at NCL and UWS to achieve a degree level qualification. Developed in response to the local authorities Economic Recovery Plan and growth employment sectors, the pilot programme focuses on three secondary schools in the Coatbridge area and widens access to degree level pathways within our communities.

Strategy 2025 includes the drivers of Strengthening the Curriculum, and Expanding our Educational Reach. Taken with the fact that offering an appropriate breadth of curriculum choice to meet the needs of our communities forms a central element of our refreshed Purpose and Mission, we believe that meeting the needs of all learners will be sufficiently embedded in strategic planning processes that it no longer requires to be a separate equality outcome.

Equality Outcome 3: *All learners will have an equal opportunity to come to college and achieve positive outcomes.*

This outcome is underpinned by our regional outcome agreement with SFC. We have continued to recruit students from some of the most deprived postcode areas in Scotland and have supported them to achieve at College and beyond. We have continued our commitment to students with additional support needs and, through our Faculty of Supported Learning and our continued involvement in Project SEARCH, we have continued to increase the opportunities for students who are the furthest away from the workplace to enter employment.

This outcome is embedded to a significant extent within our curriculum delivery planning, and the targets set within our regional outcome agreement. To that end, we will not be continuing this outcome into the next reporting period, elements of activity in relation to several priority groups that we have identified as continuing to be marginalised is covered in our new equality outcomes.

Copies of all of our previous Regional Outcome Agreements are available here <http://www.sfc.ac.uk/funding/outcome-agreements/outcome-agreements.aspx>

Equality Outcome 4: *Colleges will increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce.*

Since the appointment of our new Principal in November 2019, we have been evaluating our engagement with stakeholders. This has involved a renewed engagement with the two local authorities in Lanarkshire, to better understand how NCL can play a more significant role in economic development and regeneration in support of their own strategic plans.

We engage with a range of stakeholders and industry bodies to understand industry needs and emerging trends and, through our delivery to employers through the Flexible Workforce Development Fund, we have continued to deliver training on a range of topics to support workforce development and equality of opportunity in accessing education, training and skills development.

Equality Outcome 5: *Learners will have increased opportunity for progression into organisations that value equality and diversity.*

The focus of activity under this Equality Outcome has focused on increasing placement opportunities and using our employer engagement activity to increase opportunities for students to access employment. Due to the effects of the pandemic in the last 12 months, some of this work has been affected due to the restrictions on student placements (even where these are a mandatory part of course programmes).

Within Strategy 2025, we will be establishing an Employer Partnership Board that will inform our employer engagement activity and, with our continued support of the Lanarkshire Business Hub, we believe that the circumstances in which we considered this outcome was appropriate have developed to an extent where this is now just 'business as usual', with progress measured through curriculum planning and evaluation structures.

Equality Outcome 6: *Colleges within the Lanarkshire region will ensure that equality is embedded in all that we do and is supported by the appropriate regional resources.*

Although operating within a regional context since 2013, with the appointment of the full Lanarkshire Board in October 2015 that ended our transition governance arrangements, the two colleges in Lanarkshire have continued to operate autonomously in terms of allocating resources to EDI activity. Within its own programme of work, NCL has continued to allocate resources (both financial and non-financial) to support EDI activity.

In relation to embedding equality in all that we do, our focus in the reporting period covered by this report has been to review our Equality Impact Assessment (EQIA) process, to ensure that this is fit for purpose. As set out in our mainstreaming highlights section, we piloted a new template with our Organisational COVID Quality Impact Assessment and we are currently developing materials to roll this out across the college. While there is still some work to do on this, we believe that this outcome was originally set against a backdrop of significant change in regional arrangements and it is now appropriate for this to be removed as a standalone outcome.

Over the past year, we have critically evaluated our current Equality Outcomes. We have done so through the lens of the pandemic and the part that NCL can and must play in responding to the period of recovery, renewal and understanding that will be needed as we all adjust to the long-term effects of the pandemic in relation to mental health and wellbeing, our sense of community and the necessary economic renewal. We have also considered our Equality Outcomes within the context of our refreshed Purpose, Mission and Values, and the drivers of Strategy 2025.

All of this work demonstrates to us that our current outcomes are no longer fit for purpose and are too vague for these to link clearly to our new strategic direction and organisational values.

This demonstrates that there is a real need for a different approach to setting our Equality Outcomes for the next four year period. We will be a very different organisation in 2025 and our new Equality Outcomes must help us drive this change.

14 EQUALITY OUTCOMES 2021 - 2025

Focusing on a number of key themes that have been developed from discussion and consultation with students, staff, stakeholders and wider research in relation to several key equality, diversity and inclusion challenges facing the higher and further education sectors, NCL has chosen to set five Equality Outcomes for the 2021 – 2015 reporting period.

In setting these outcomes, we have focused on delivering change for three significant groups – our students, our staff and the wider community. Within these Equality Outcomes there is action that we will take in direct response to needs and opportunities to improve experiences within our own organisation, but also to consider how we can use our influence, our curriculum and our partnerships to deliver change across the three strands of the Public Sector Equality Duty – to eliminate discrimination and prohibited conduct, to advance equality of opportunity and to foster good relations.

All of these Equality Outcomes will be underpinned by necessary actions, as well being underpinned by the development and review of appropriate policies and strategies to ensure that these activities are embedded in practice by those accountable and responsible for their delivery.

In deciding on these outcomes, we have involved and consulted:

- NCL Staff and Students;
- NCL Student Association Sabbatical Officers;
- Members of NCL’s EDI Committee, which also includes staff, student and Trade Union representation;

Through the Principal and Executive Board, and appropriate discussions with partners, we have also consulted with key stakeholders in relation to our refreshed strategic direction and our Purpose, Mission and Values, which inform and underpin each of our proposed Equality Outcomes.

We have also considered statistics and research evidence published by AdvanceHE relating to the HE/FE sector, reports and publications from the Equality and Human Rights Commission, as well as reports by representative groups across the protected characteristics. These have been considered in conjunction with our own evidence and data developed from within the College.

Taking all of this discussion, consultation and research into account, our new Equality Outcomes have four key areas of focus:

- Tackling Racism
- Gender Reassignment
- Gender Based Violence
- Disability
- Communication

These five areas are where we have identified specific need and where our evidence of organisational and sectoral challenges indicates that our actions can have the most significant benefit. We will continue to address other areas of equality, diversity and inclusion activity, but these will be our key focus.

All of our Equality Outcomes clearly link to our new organisational values of social justice, kindness, respect, giving our all and being bold enough to grasp opportunities to adapt and make change happen. This is an important connection, as it strengthens the link between organisational culture and our equality, diversity and inclusion outcomes.

The tables below detail our Equality Outcomes specific to each identified protected characteristic.

Equality Outcome 1	All students and staff at NCL will be confident calling out racism in all of its forms, as race and ethnicity must never be a barrier to accessing education or employment at NCL.
Context	<p>The EHRC inquiry into racial harassment with HEIs in the UK provided shocking reading, confirming that racial harassment was a common experience for students and staff. While most incidents were not reported, 24% of students from an ethnic minority background said that they had experienced racial harassment and more than a quarter of staff said that they had experienced racist name calling, insults and jokes.</p> <p>Within Scotland, the Crown Office and Procurator Fiscal Service published a report in 2020 indicating that the number of charges reported for hate crime has increase from the previous year and at 3,038 charges in the 2019/20 period, racial crime remains the most commonly reported hate crime in Scotland.</p> <p>https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged</p> <p>https://www.copfs.gov.uk/media-site-news-from-copfs/1887-hate-crime-in-scotland-2019-20</p> <p>We also recognise the need to look not only at explicit incidences of racism or racial harassment, but also at our processes and policies, to ensure that they do not cause barriers or disadvantage. For example, we identified elsewhere in this report that we do not have any members of staff from a minority ethnic background in a management post within NCL. There may be many reasons for this, but at present, we do not know what these may be. This will be a feature of our work over the next reporting cycle in relation to this Equality Outcome.</p>
College Wider Link	<p>While the number of reported incidents at NCL is low, the EHRC report indicates that this cannot be a measure of how well an organisation is performing in this area. Recognising that we work with over 10,000 students a year, we have a real role in influencing awareness and behaviour both within NCL and for a significant proportion of our local population. We have taken the first steps on this journey through adding our name to the AdvanceHE Anti-Racism Declaration, but there is much more we can do.</p>
Protected Characteristic	Race; Religion and Belief
General Equality Duty	<ul style="list-style-type: none"> • Eliminating discrimination and prohibited conduct; • Advancing equality of opportunity;

	<ul style="list-style-type: none"> Fostering good relations.
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Equality Outcome 2	NCL will provide a safe environment for all students and staff, with a particular focus on the needs of women and girls, and members of our LGBT community
Context	<p>Public Health Scotland states that Gender Based Violence (GBV) is a “major public health, equality and human rights issue”. Most commonly committed by men against women, it includes domestic abuse, rape and sexual assault, childhood sexual abuse, stalking and harassment, sexual exploitation and harmful practices such as female genital mutilation, forced marriage and so-called ‘honour’ based violence (Public Health Scotland).</p> <p>In addition, abuse can also happen in same sex relationships and experienced by transgender people.</p>
College Wider Link	NCL has participated in national awareness campaigns and have shared resources, such as the www.endGBV.uk information. We have also included GBV in our review of our Safeguarding Policy in 2020. However, we recognise that to really make a difference, we need to take a much more integrated and strategic approach – as female students and staff members form the majority of their respective populations at NCL, we have a duty to make sure that they are safe when with us, and that we use our influence to shape attitudes within society.
Protected Characteristic	Sex; Sexual Orientation; Pregnancy and Maternity.
General Equality Duty	<ul style="list-style-type: none"> Eliminating discrimination and prohibited conduct;

Equality Outcome 3	All NCL staff will be confident providing support to students and colleagues in relation to gender identities, but particularly to members of our transgender community.
Context	<p>Reports such as that published by Stonewall in 2017 focusing on hate crime:</p> <p>https://www.stonewall.org.uk/system/files/lgbt_in_britain_hate_crime.pdf</p> <p>continue to highlight that LGBT people continue to face harassment and intimidation within society. For example, the Stonewall 2017 reports that almost 9 in 10 LGBT people experiencing a hate crime in the twelve months prior to the research had been insulted, pestered, intimidated or harassed and 18% of trans had been victims of a hate crime or incident because of their perceived or actual sexual orientation. Further studies by Stonewall in 2018 relating to universities found that two in five students (42%) have hidden their identity at university for fear of discrimination.</p>

College Wider Link	Staff confidence in supporting trans students – in terms of awareness and appropriate discussion is the single most recurring theme in recent discussions. While the number of students identifying as trans remains low, it is clear from discussions with staff that is an area in which they would welcome much more support that we have previously provided.
Protected Characteristic	Gender Reassignment; Sex; Sexual Orientation
General Equality Duty	<ul style="list-style-type: none"> • Eliminating discrimination and prohibited conduct; • Advancing equality of opportunity; • Fostering good relations.

Equality Outcome 4	All students and staff will be confident discussing disability – particularly in relation to mental health, knowing that they will be provided with support and understanding.
Context	<p>Mental health was an increasing area of work, in relation to support for students and staff before the coronavirus pandemic. However, with the effects of long Covid and the ongoing impact of the pandemic on mental health, we need to be focused and prepared for a lengthy period of recovery.</p> <p>The World Health Organisation (WHO) has stated that the pandemic has disrupted or halted critical mental health services in 93% of countries worldwide while the demand for mental health is increasing. Bereavement, isolation, financial concerns and fear are triggering mental health conditions or exacerbating existing ones, as well as the effects of ‘long Covid’ and susceptibility to coronavirus itself.</p> <p>This means that the persistent inequalities around access to education and participation in employment experienced by people with disabilities are likely to increase, and to affect a larger number of people.</p>
College Wider Link	<p>NCL recognised the importance of mental health in the early stages of the pandemic and we sought to increase the level of support available to staff and students, through services such as Togetherall, the Talking Rooms, increased referral to external services, as well as creating opportunities for staff and students to come together to maintain social connection and a sense of community.</p> <p>However, the effects of the pandemic and the long-term mental effects will be with us for some time, even if we do not yet fully understand the impact of these effects, we can be certain that they may be significant, based on early research. We need to ensure that the support for mental health in particular does not fall away as we</p>

	<p>return more fully to campus and staff and students return to more standard patterns of work and study.</p> <p>In addition to work on mental health, our previous work on disability that was begun with AdvanceHE but deferred due to the pandemic will also be taken forward under this Equality Outcome.</p>
Protected Characteristic	<p>Disability; Race; Sex;</p>
General Equality Duty	<ul style="list-style-type: none"> • Advancing equality of opportunity; • Fostering good relations

Equality Outcome 5	NCL will be known for communicating at a human level, with kindness and compassion
Context	<p>In relation to all Equality, Diversity and Inclusion activities, it is important that we see people before statistics and individuals before issues. NCL should offer a safe space for our students and staff, in terms of delivering a positive work and study experience, but also kindness, compassion and understanding should anything go wrong.</p>
College Wider Link	<p>Recent analysis of our complaints handling procedure indicates that this is sometimes unduly bureaucratic and we sometimes don't always communicate in a way that is compassionate and understands the perspective of the other person – we can sometimes be driven by a focus on process or the decision taken.</p> <p>We have also identified that many of the situations that end up in the complaints handling process relate to instances where our communication could have been better or more compassionate in the early stages of a discussion.</p> <p>Recognising that raising any issue can be daunting, but even more so if this relates to a protected characteristic. We consider that it is appropriate and clearly relevant to the three strands of the public sector equality duty to set this wider Equality Outcome, aimed at ensuring that all of our interactions are underpinned by compassion, fairness and kindness.</p>
Protected Characteristic	All
General Equality Duty	<ul style="list-style-type: none"> • Eliminating discrimination and prohibited conduct; • Fostering good relations.

These equality outcomes do not specifically cover the protected characteristic, Marriage or Civil Partnership. This is because our research and internal evidence does not highlight that this characteristic has any effect within the NCL environment. We will, however, continue to monitor data in relation to this characteristic and to act appropriately on any concerns raised.

15 Further Information and Comments

Further information on our Equality, Diversity and Inclusion activities are available on a dedicated section of our website at <https://www.nclanarkshire.ac.uk/us/equality-diversity> and we will continue to promote our activity via the news section of our website here <https://www.nclanarkshire.ac.uk/news>

Information on the Equality Act 2010 and the public sector duty is available from the Equality and Human Rights Commission at <https://www.equalityhumanrights.com/en>

If you have any comments on our report or if you want to give us feedback on how we are doing, you can contact us digitally here <https://www.nclanarkshire.ac.uk/us/contact-us/complaints-feedback-suggestions> or give us a call on 0800 640 5638