

Equalities Outcome Plan

2018– 2021

2018/19 Review

All College Action Plans adhere to the guidelines and ethos of Equality and Diversity

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REVIEW OF EQUALITIES OUTCOME PLAN 2018/19

This document forms the 2018/19 review of our Equalities Outcome Plan 2018 – 2021 and should be read in conjunction with the following documents:

- Lanarkshire Regional Outcome Agreement 2018 – 2021
- Regional Strategy 2018 – 2021
- Equality Mainstreaming Report 2019
- Gender Pay Gap report 2018 – 2019
- Gender Action Plan 2017 – 2021
- Access and Inclusion Strategy and Action Plan
- Corporate Parenting Plan (revised 2018)
- STEM Strategy
- Apprenticeship Strategy 2017 – 2021
- British Sign Language (BSL) Plan 2018 - 2024

These documents are available from the College website here:

<https://www.nclanarkshire.ac.uk/us/strategy-and-performance/outcome-agreement>

Further information on the College's approach to equality and diversity is available here:

<https://www.nclanarkshire.ac.uk/us/equality-diversity>

If you have any questions about our published equality and diversity information, please contact:

Brian Gilchrist,

Assistant Principal: Organisational Development

Brian.gilchrist@nclan.ac.uk

01698 232391

Stephanie Kirkham

Equality and Diversity Adviser

Stephanie.kirkham@nclan.ac.uk

01698 232391

Regional Outcome 1	2017/18 Action	2017/18 Update	2018/19 Action	2018/19 Interim Update	Person(s) Responsible
Colleges will demonstrate leadership and commitment and strive to eliminate discrimination, advance equality and foster good relations.	College to sign Stigma Free Lanarkshire pledge and establish partnership with Lanarkshire Links, See Me Scotland and other relevant organisations.	The College signed the Stigma Free Lanarkshire pledge in January 2018 to demonstrate our commitment to challenging mental health stigma discrimination. We have also engaged with Lanarkshire Links and other agencies to deliver CPD to staff and students to raise awareness of these important issues and to increase confidence for those providing support to others.	Refresh of 'All Equal. All Individual campaign.	This has been deferred to enable our new equality and diversity steering group to reflect on how this campaign sits within our wider equality and diversity strategy. In the meantime, we have continued to promote the objectives of All Equal. All Individual through the use of the posters created as part of the original campaign.	Senior Management Team AP: HR AP: Systems HR Manager OH Team Learner Engagement
	Equalities Dashboard embedded in online Annual Curriculum Evaluation (ACE) processes.	The ACE presents equalities data for retention and attainment for all courses across the Equality Act 2010 protected characteristics. This enables course teams to be aware of particular issues and to discuss and identify the appropriate	Publication of College British Sign Language Plan	Following consultation, our BSL Plan was published in Autumn 2018 and is available on our website here BSL Plan 2018 - 2024	

	actions that are being, or will be, taken.		
College to commit to 'Disability Confident' initiative	The College is a signatory to the Disability Confident initiative and we highlight this on our website, publications and our recruitment processes.	Achievement of Investors in People reaccreditation;	Following our third annual review in the 2016 – 2019 cycle, we were reaccredited as an Investor in People (Silver) in February 2019
		Development of partnerships with Lanarkshire Links / Lanarkshire Carers' Centre / See Me Scotland, including Student Peer Support Programme	Partnership with Lanarkshire Links has continued over past two years and regular CPD sessions are delivered to both staff and students. Lanarkshire Carers' Centre have attached our Corporate Parenting meeting. Further work is required on introducing the Student Peer Support Programme.

Regional Outcome 2	2017/18 Action	2017/18 Update	2018/19 Action	2018/19 Interim Update	Person(s) Responsible
Colleges in the Lanarkshire region will offer a breadth of curriculum choice that meets the needs and aspirations of all learners, including those from under-represented groups.	Develop market research and regional employment information available to support curriculum planning;	Market Research and regional employment information is now available to all faculty management teams. This draws from a number of official sources	Continued engagement to promote participation from SIMD10 areas	Our levels of participation from SIMD10 areas remains high. Further information on the level of participation from SIMD10 areas is available in our Regional Outcome Agreement	SMT Heads of Faculty Head of Marketing and Communications
	Raise awareness of KPI information and promote discussion around the influence that all staff can have in increasing retention and achievement;	All staff now have access to the College's KPI dashboard and this is embedded in curriculum planning and evaluation processes. This means that real-time information is available to faculty staff and appropriate early intervention can be considered. This is being demonstrated in lower early and further withdrawal rates. There is still work to be undertaken in converting our levels of partial success to successful	Continued work to meet targets required through gender action plan to address under-representation by 2021	For actions undertaken to support our Gender Action Plan, please see Gender Action Plan 2017(18) Review	

	<p>completion and these discussions are ongoing as part of our curriculum evaluation processes.</p> <p>The College has also participated as one of five colleges in the Scottish Government Retention and Attainment Project as a means of sharing good practice.</p>		
Continue to review curriculum offering and act on evaluative feedback received.	<p>All faculties have an annual Curriculum Delivery Plan (CDP), which is informed by our strategic objectives and the needs of our local communities. We continue to evaluate our curriculum offering and the learner journey as a whole. This is also reported via Education Scotland and our most recent evaluation is available here: NCL Enhancement Plan and Report 2018(21)</p>	<p>Seek opportunities to increase retention and attainment rates for care-experienced learners to support national ambition of 75% by 2021.</p>	<p>For actions undertaken to support our care experienced learners, please see our Corporate Parenting Plan & Update</p>

Regional Outcome 3	2017/18 Action	2017/18 Update	2018/19 Action	2018/19 Interim Update	Person(s) Responsible
<p>All learners will have an equal opportunity to come to college and achieve positive outcomes.</p>	<p>Review of admissions / student funding process</p>	<p>A multi-disciplinary review of the admissions and student funding has taken place, applying a range of business improvement and lean management techniques.</p> <p>Sponsored by a Vice Principal and involving staff from Student Funding, ICT & Information Systems, Marketing and Learner Engagement, the project identified specific pressure points and the group re-engineered some College processes</p>	<p>Launch of revised staff induction, which will ensure that all staff are aware of support available for students to ensure that needs are identified at met at an early stage;</p>	<p>The College has a bespoke organisational induction for teaching staff, which is supported by local induction at department / team level.</p> <p>We have combined a range of equality and diversity information and useful sources of guidance on our website and we are currently developing a dedicated section of the intranet to ensure that all staff receive the information they need to support our students.</p>	<p>AP: Finance</p> <p>AP: Systems</p> <p>AP: HR</p> <p>Heads of Faculty</p> <p>Head of Marketing and Communications</p>
		<p>This work has enabled us to smooth out some of the peak demand periods and has provided a better learner experience. We have also been able to launch our August courses earlier and are encouraging applications</p>	<p>Further development of marketing collateral – images, website content etc to promote positive and inclusive messages and encourage applications from under-represented groups;</p>	<p>The Marketing and Communications team continue to develop and source a wide range of marketing collateral to support equality. In the current year, this has focused on</p>	

	<p>and interviews to be processed earlier than before, which is having a positive impact across a number of areas.</p> <p>Reviewing our admissions process has also enabled us to look at how we provide information to students and have taken particular actions in relation to providing information to care experienced students in our role as a Corporate Parent.</p>		<p>apprenticeships, females into construction and a new women into football performance course.</p> <p>The team are now also working closely with the Equality and Diversity Adviser to support her work.</p>
<p>Pre-registration events to provide information to encourage students to seek support before starting at College.</p>	<p>Pre-registration events now take place prior to the summer break. This enables an earlier relationship between the learners and the College and means that discussions around support required can be undertaken much earlier. This provides a much better student experience and also smooths out demands on key support</p>	<p>BSL Action Plan to be published in Autumn 2018 and associated actions will have a significant impact on access for students and prospective students who use British Sign Language.</p>	<p>Following consultation, our BSL Plan was published in Autumn 2018 and is available on our website here BSL Plan 2018 - 2024</p>

		teams at the start of the academic year.			
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Regional Outcome 4	2017/18 Action	2017/18 Update	2018/19 Action	2018/19 Interim Update	Person(s) Responsible
Colleges will increase engagement with stakeholders to develop a better awareness of equality of opportunity for a developed workforce.	NewsCLAN to be relaunched as stakeholder newsletter;	This action was put on hold pending the review of our wider Communications Strategy.	Review of information available to schools team and faculty staff to facilitate stakeholder engagement at a wide range of events – particularly in relation to DYW activity	This work has not yet taken place due to changes within the Marketing team structure, although some early discussions have happened. A working group will meet before the end of the 2018/19 session to look at this issue in preparation for 2019/2020. Following recent schools events, the group will also consider how we can support external events through a variety of real	Head of Marketing and Communications
	Promotion of case studies to challenge stereotypes especially in relation to gender and disability or additional support needs.	We have continued to focus on challenging stereotypes, particularly around Engineering apprenticeships and the achievements of learners in the faculty of Supported Learning. We also strive to use imagery in our course publications and on our website that challenges stereotypes, which is particularly			

		important for our engagement with schools.		and simulated interactive activities.	
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Regional Outcome 5	2017/18 Action	2017/18 Update	2018/19 Action	2018/19 Interim Update	
Learners will have increased opportunity for progression into organisations that value equality and diversity.	Continue to work with placement providers – particularly those in less diverse industries, to promote the benefits of an inclusive approach.	<p>Our staff continue to engage positively with placement providers and, through promoting the achievements of our current and former students, we are striving to use our position to influence the decisions and culture of the industries with which we engage.</p> <p>We have also sought to promote an inclusive approach and to challenge stereotypes in our engagement with industry bodies as a means of influencing employers.</p> <p>We are also acting on this ourselves, with a recent example being the</p>	<p>Continue to work with placement providers – particularly those in less diverse industries, to promote the benefits of an inclusive approach.</p> <p>Commitment to SFC Work Placement Standard</p>	<p>Our staff continue to engage positively with placement providers and, through promoting the achievements of our current and former students, we are striving to use our position to influence the decisions and culture of the industries with which we engage.</p> <p>We have also sought to promote an inclusive approach and to challenge stereotypes in our engagement with industry bodies as a means of influencing employers.</p> <p>The College is committed to the SFC Work</p>	<p>Heads of Faculty Teaching Staff Work Based Assessors</p> <p>SMT</p>

		<p>appointment of a previous outstanding female apprentice in Fire and Security Systems to a role in the College as a Workbased Assessor, who is now responsible for visiting employers to support apprenticeships.</p>	<p>Placement standard as faculties have continued to work to increase the opportunities for placements and work experience within our courses. We have also looked for other ways of promoting employability in line with the SFC guidance and recent examples include the Mather Café at our Kirkintilloch campus run by students with financial support from the John Mather Trust and our regular Market Day activity (which includes a pop-up 'Student Essentials' shop run by our Supported Learning students.</p> <p>More information on the SFC Work Placement Standard can be found on the SFC Website</p>	
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Regional Outcome 6	2017/18 Action	2017/18 Update	2018/19 Action	2018/19 Interim Update	Person(s) Responsible
<p>Colleges within the Lanarkshire region will ensure that equality is embedded in all that we do and is supported by the appropriate regional resources</p>	<p>Appointment of Equalities Adviser (title to be agreed) to review, and drive forward equality initiatives, strengthen analysis and reporting and provide support to faculties and corporate services areas.</p>	<p>Following discussion early in the 2017/2018 session regarding the need for this post to be in place to support organisational activity, the College advertised the full-time, permanent role of Equality and Diversity Adviser in Spring 2018. Following a competitive external recruitment process, our new Equality and Diversity Adviser, Stephanie Kirkham, started with the College in August 2018.</p>	<p>Relaunch of revised staff induction, with enhanced content relation to equality and diversity.</p>	<p>The College has a bespoke organisational induction for teaching staff, which is supported by local induction at department / team level.</p> <p>We have combined a range of equality and diversity information and useful sources of guidance on our website and we are currently developing a dedicated section of the intranet to ensure that all staff receive the information they need to support our students.</p> <p>Following the 2017/2018 action to identify appropriate e-learning to support equality and diversity, the College now has an appropriate module in place as part of</p>	<p>AP: HR AP: Quality Enhancement</p>

				<p>a wider suite of e-learning materials and this will be rolled out to staff before the end of the 2018/2019 session.</p>
			<p>Relaunch of Personal Development review (PDR) process</p>	<p>Early discussions are underway to take this action forward. The College has developed a draft Professional Learning Policy and further consultation will be required to fully develop PDR process.</p> <p>In August 2018 the College was accredited by GTCS to support Professional Update for GTCS registered staff, this is a process that requires staff to demonstrate engagement with professional standards and to develop as reflective practitioners.</p>

<p>Implementation of revised e-learning package to increase awareness for all staff.</p>	<p>The College has had some e-learning in place for equality and diversity since merger. However, we wished to progress this as part of an integrated approach to e-learning, rather than as a standalone package. Through discussions between relevant teams, we have identified an appropriate package and, following review by our equality and diversity adviser (once appointed) we expect to roll this training out to all staff.</p>	<p>Continued support of a wide range of CPD to enhance knowledge and skills for staff and students</p>	<p>The College supports a wide range of CPD. In January 2019, we held our first ever Equality and Diversity CPD week and over 250 staff participated in formal training and information sharing sessions on a number of equality and diversity related topics, including sectarianism, LGBT and CPD related to mental health. We also celebrated LGBT History month for the first time at an organisational level across our three main campuses, where feedback from students has focused on the ethos of inclusivity that this promoted.</p>
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			<p>Increase our engagement with the Equality Challenge Unit and actively seek opportunities to be part of sector wide projects to share learning and experience.</p>	<p>ECU is now renamed as AdvanceHE but continues to support colleges in Scotland. Following discussion at sector networks, the College has had an early discussion with AdvanceHE relating to possible participation in a national project focusing on how colleges may be better able to support disabled staff.</p>
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