



# John Wheatley College

## Equality and Diversity Report

Session 2010/11



The Board of Management of John Wheatley College is a Scottish Charity, Charity No. SC021200

## Equality and Diversity Report – Session 2009/10

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## Summary

This document sets out the findings of the College's Equality and Diversity Report for session 2010/11. The Principal, directed by the Board of Management, is responsible for the promotion and implementation of the Board's equality agenda. The undernoted demonstrates the actions taken to fulfil this responsibility.

The report includes the following information:

- **Introduction including Equality and Diversity Involvement, Consultation and Engagement Activities** – this section provides a brief overview of Involvement, Consultation and Engagement undertaken by the College over the period of the report;
- **John Wheatley College – Context - Community Demography, Labour Market Information and College Profile** – this section provides a brief overview of the College's background. A full detailed account of this information is available in the College Plan for sessions 2011/14;
- **College Approach to Equality and Diversity** – the Equality Statement and details of equality and diversity systems and structures including the Equality and Diversity Committee are contained within this section.
- **Accountability for Equality and Diversity** – this section details the responsibility and accountability of the Board of Management and its Standing Committees, the Principal and all staff in promoting equality and diversity and delivering the equality agenda;
- **Learners, Learning and Teaching** – this section describes the learner profile and outlines learner achievement by age, disability, gender and race. It provides information about the impact of Additional Support Services, Tailored Programmes, Guidance and Advice, Partnership Working and Youth Access functions which effectively support access, inclusion, retention, attainment and progression for learners.
- **Equality as a Function of Quality Procedures, Practices and Processes** – this comprehensive section outlines and highlights the extent to which equality promotion and assessment of equalities impacts are embedded within the College quality processes. The Equalities Training and Development section provides an overview of the range and volume of CPD undertaken during session 2010/11. In addition an outline of the College Self Evaluation process is provided, this practice is crucial in embedding equality and diversity into all College functions and services. The analysis of commendations and complaints received assist the College to gauge its strengths and areas for development. In session 2010/11 there was one complaint related to an equality issue which was

resolved timeously. The engagement of learners in quality enhancement is achieved by using a number of methods and the outcome of these activities inform the further development of the Board equality agenda and assist the College in the assessment of equalities impact. In addition to internal self-evaluation the College utilises the services of an independent consultant who provides an objective view of the learning experience, this evaluation assists in embedding the College approach to equality and diversity within the learning and teaching function. The external evaluation is conducted in line with current External Quality Arrangements for Scotland's Colleges. The outcome is reported to the Board of Management and relevant standing committees, and the report assists in both identification of equalities impacts and the further development of services for learners.

- **Workforce Profile** – provides a breakdown of the College workforce by gender, race, disability and age at 31 July 2011. The workforce gender balance is more in favour of female, at 55%. The gender balance of the overall College management is more in favour of female however the senior management team is an area which will continue to be monitored as it continues to be more in favour of males. However, in session 2009/10 the College implemented a Succession Planning Strategy developed in partnership with staff and members of the College's recognised Trade Unions and endorsed by the Board of Management. This was revised during session 2010/11 and is aimed at assisting staff within the College to prepare for future management roles, within or outwith the College. Currently 4.53% of College staff are from a black and minority ethnic background or of other national origin. The number of staff with a declared disability increased from 10.96% in session 2009/10 to 12% in session 2010/11;
- **Equal Pay Statement and Policy** – this demonstrates the Board commitment to equal pay and the actions undertaken by the College to ensure that its pay systems are transparent and based on objective criteria which are free from bias and which do not discriminate unfairly between those on different contractual arrangements. In addition the actions which the College will take over the next three years are identified. The College collects and compares pay information related to gender on an annual basis which includes total pay, total earnings and other work related benefits. The gender pay audit for session 2010/11 demonstrates that there is no gender effect on pay in the majority of grades between women and men, full-time or part-time. Where there is a slight difference in pay between genders within a grade this is due to incremental impact.
- **Recruitment and Selection Statistics – Session 2010/11** – the College monitors recruitment across all the protected characteristics and publishes a breakdown of the recruitment and selection activity by gender, race, age and disability. The College made a total of 26 appointments during session 2010/11 through its external and internal recruitment and selection process, of which 13 appointees were male, 13 were female with one of

the appointees from a BME background and two appointees who declared a disability;

- **Policies and Procedures** – this section outlines the planning and development processes operated by the College to actively involve and consult relevant stakeholders and to carry out equality impact assessment. In addition an overview of the Board approach to equality which is supported by a range of College policies, procedures and associated practices, is provided;
- **Family Friendly Policies and Procedures** – the take up of leave entitlement by staff is monitored across all the reportable protected characteristics but only gender and category of staff are published. The policies continue to be well utilised by staff however there has been a decrease in the number of staff using the family and parental and personal and domestic leave in comparison to the previous session. Most applications for personal and domestic leave were to support staff who had experienced a bereavement. Both genders make use of the leave entitlement under these policies. The College will continue to promote its family friendly policies to all staff;
- **Result of Exit Interviews** – information gathered from exit interviews is used by the College to develop or revise existing policies and procedures or address any areas of concern appropriately. This section reports a brief outline of the views of those staff who have left the College during the reporting period. The College revised and amended the Exit Interview Form with the involvement of stakeholders and the document now specifically includes a section on equality and diversity. This section gathers information relating to the College's approach to equality and diversity, seeks to identify if there are any concerns or suggestions for improvement in this approach and if staff have any comment on their treatment from a discrimination or harassment perspective;
- **Discipline and Grievance** – the College is committed to promoting positive employment relations as well as fairness and consistency in the treatment of individuals. The College monitors the reason for staff discipline and grievance matters when these arise. This assists it in ensuring consistent standards at work; dealing with and identifying issues; monitoring and highlighting potential areas of inconsistency or inequality of treatment. As part of this commitment it monitors and reports the number of discipline and grievance matters on an annual basis. During session 2010/11 no formal discipline or grievance matters arose; and
- **Assessment of Equality Impact**– this section outlines the wide range of mechanisms, over and above those already described as embedded, which assist the College in the development, implementation and review of its policies, procedures, services, functions and plans. It provides some examples of impact assessment relating to the development of College policies, procedures, processes and plans.

## 1.0 Introduction

John Wheatley College undertakes a number of monitoring activities as part of its equality impact assessment process and its commitment to promoting and advancing equality and diversity. These activities also promote good practice and assist the College to comply with its legal obligations. The College monitors equality across all the protected characteristics, disability, race, sex, age, gender reassignment, gender identity, sexual orientation, religion and belief and marriage and civil partnership. It is inappropriate however for the College to publish a detailed breakdown of its statistics across all the protected characteristics due to the sensitive nature of the data collected and the potential risk of the identification of the individuals. Areas monitored by the College include the profile of its workforce, job applicants, promotions, appraisal process, staff involved in discipline and grievance, staff uptake of training and development and staff remuneration. The College also monitors annually the admission and progress of learners by the key areas of race, gender and disability. It also monitors learner commendations and complaints. The results of these monitoring processes are published annually in key areas by disability, ethnicity, gender and age in an Equality and Diversity Report. This is the report for session 2010/11.

In order to streamline and strengthen existing equality legislation, the UK Government introduced the Equality Act 2010 in April 2011. Included in this Act is a new public sector equality duty which, as in previous equality legislation, has 2 parts – a general duty, and provision for specific duties.

The general duty contained in the Act requires public bodies to have due regard to the need to:

- eliminate unlawful conduct;
- advance equality of opportunity; and
- foster good relations across protected characteristics.

A consultation exercise on the “Public Sector Equality Duty Draft Regulations” was launched by the Scottish Government in order to give stakeholders and members of the public the opportunity to put forward their views on proposals for these Regulations. The specific duties will come in to force at a future date and they are intended to offer a clear framework to public authorities to help them deliver the general duty. The consultation exercise on the specific duties was still taking place at the time of writing this report.

The College is required, by statute, to publish sufficient information to demonstrate that it has complied with the general duty. The Board of Management produces an Annual Equality and Diversity Report in December of each year as required.

The College is required to produce and maintain a Race Equality Policy and associated Action Plan. Furthermore the College also has a duty to maintain its

race equality policy and fulfil its arrangements and duties. The College reviews and reports progress against the targets set in its Race Action Plan on an annual basis to ensure that it is meeting the commitments set out in its Policy to fulfil the general and specific duties.

The College currently has in place a Disability Equality Scheme and Action Plan and a Gender Equality Scheme and Action Plan, however both Schemes will be reviewed and revised and incorporated in to a Single Equality Scheme and Action Plan by 31 June 2012. The Single Equality Scheme and Action Plan will cover all the protected characteristics. The Single Scheme is currently being developed in consultation with, and the involvement of, learners, staff, members of its recognised Trade Unions, partners, communities and other stakeholders.

Monitoring , in addition to enabling the College to comply with its statutory equalities obligations, provides a number of other benefits. It assists the College to: establish what is happening in practice; measure progress and impact; and ensure that both its workforce and learner profile are reflective and representative of the diversity of the communities it serves and society as a whole. Monitoring also enables the College to identify any barriers within its organisational structures, work practices or services and modify these accordingly to promote equality of opportunity for all. The Annual Report provides information on what action has been taken in relation to the data collected for the previous session and how best practice is shared within the College.

The Annual Equality and Diversity Report is considered by the Board of Management and relevant Standing Committees.

The Annual Report is published on the College's website and is widely accessible. It is available in alternative formats on request.

## **2.0 Equality and Diversity Involvement, Consultation and Engagement**

The College encourages staff, learners and stakeholders to take part in consultation and involvement activities to ensure their participation in the development of its policies, procedures and associated practice, functions and plans. It conducts consultation and involvement exercises on an annual basis. It also has in place a number of processes and mechanisms which gather data and assess the impact of its policies, procedures and associated practice, functions and plans. It publishes the results and findings of these activities on an annual basis as part of its Equality and Diversity Report.

Consultation and involvement activities carried out during session 2010/11 (and some initial activities for 2011/12) included a range of internal and external exercises.

A combination of qualitative and quantitative information was gathered through a variety of exercises. For these purposes the College utilised:

### **Learner Questionnaires**

Learner questionnaires were made available online and in paper format with alternative formats available on request. Learner engagement and involvement activities were publicised via:

- posters in both of its main campuses,
- links from the Home page of the College's Web-site; and
- an announcement on both the Staff and Learner intranet conferences.

### **Staff Team and Committee Meetings**

Equality and Diversity is a standing item on the agenda of all team and committee meetings.

### **Personal One-to-One meetings**

Staff members took part in unstructured discussions in relation to policies, procedures and work practices. The information gathered from these meetings has contributed greatly to the further development of these areas.

### **Promotion and Publicity**

Throughout academic year 2010/11 the College undertook a wide range of activities to promote equality and diversity. These activities included thematic weeks covering Equality and Diversity, Sustainability and Health and Well-being, these events involve learners, staff and external stakeholders. The College also took part in the Mental Health Awareness week as part of its commitment to the SeeMe Pledge. In addition the College has maintained regular contact with the Glasgow Disability Alliance.

### **External Consultation and Involvement**

Views were sought on widening participation in learning at the College from a range of local partners and stakeholders using a variety of consultation and involvement approaches as part of its planning processes.

A review of the College's website in terms of accessibility for users was undertaken by an external consultant. In addition a survey was conducted with prospective applicants on the College's website and recruitment process during a recruitment campaign.

## Demographic Information of Stakeholders

A wide range of learners and staff were involved in the exercises. Participants included management, support staff and teaching staff as well as learners from a wide variety of programmes.

Those who participated were from both genders and also from a diverse range of ethnic backgrounds, had a range of disabilities, sexual orientations and religions and beliefs. The age of participants varied from 15 years to over 65 years.

The generic outcome of these consultation and involvement exercises assist to inform the Board's equality agenda and are fed back to operational and strategic management teams. The feedback contributes to the development of the College Equality Schemes and Action Plans and helps to continue to improve College policies, procedures, practices, services and functions for learners, staff and other stakeholders.

The College also continually benchmarks itself against other organisations, it considers a wide range of data sources to improve its performance and participates in consultation and involvement exercises.

For example the College participated in the equality and diversity aspect review conducted within Further Education Colleges on behalf of the Scottish Funding Council by Her Majesty's Inspectorate of Education (HMIE). The aspect report on provision in Scotland's College by HMIE, *Equality and Diversity* was published on 17 September 2010. The College was cited twice in the aspect report as an example of good practice. The report was fully considered by the College against its own equality and diversity strategy.

The examples of good practice include:

*There are very good examples of college and school staff sharing CPD in order to enhance their understanding of each other's work and the differences in their respective learners' behaviours and learning styles.*

**John Wheatley College** provides access to a wide range of equality-related CPD for individual; staff and groups of staff. Examples include: *Discrimination Master Class (seminars provided by the Scottish Discrimination Law Association); British Sign Language training; training related to understanding the impact of violence against women; and working with disengaged and challenging young people. The college's 2008-09 Equality and Diversity report records training in 38 different equality-related topics being undertaken by staff in that session. The college's priorities for session 2010-11 include mental health and wellbeing, and challenging homophobia. The college's Board of Management undergoes systematic induction, which includes reference to the college's ethos and approach to equality and diversity. Board members also undertake an annual staff development programme which has included equalities and diversity-related topics.*

*John Wheatley College provides learners with regular learning activities which have equality and diversity themes, through individual and group activities, appropriate to their programme of study. These activities often link in to the college's annual Week of Diversity. This event showcases equality-related work undertaken by learners throughout the year, as well as allowing learners to plan and deliver specific activities for the week. Examples include a collaborative performance with contributions from learners in areas such as Creative Industries, and Hairdressing and Beauty, as well as a themed calendar with art work and text from Art and Design and ESOL learners.*

### **3.0 John Wheatley College**

The College Plan 2011/14 provides comprehensive information about the College profile. The College Plan is available on the College website at <http://www.jwheatley.ac.uk>. The following section provides a summary.

#### **3.1 The College's Operational Environment**

John Wheatley College is located in East Glasgow. The majority of the local authority wards which comprise its East Glasgow catchment areas feature in the Scottish Government's most deprived post-code data zones and other related indices of multiple deprivation. Seventy-six per cent of learners live in the 20% poorest data zones as defined by the Scottish Index of Multiple Deprivation (SIMD). In 2008, the Office for Public Health in Scotland study indicated that the area which the College serves has:

- 49% above the national norm of working age adults with no formal qualifications;
- 38% below the national norm for participation in Higher Education (HE);
- 61% above the national norm in terms of unemployment;
- 47% above the national norm for residents with limiting long-term sickness and ill-health;
- 3% above the national norm in respect of single parent households but with wide variations between neighbourhoods, for example, the figure for Parkhead and Dalmarloch is 50% above;
- 98% above the national norm of Incapacity Benefit and Employment Support Allowance claimants; and
- Only 59.7% of the national level of car ownership.

These indicators of profound relative poverty are the primary drivers for many of the features of the College's curriculum and of its operational approach to

engagement with learners. As a consequence of its operational context, the College enrolls a high proportion of learners who require individualised, additional support to assist their learning.

The College works with a range of partners to respond to local developments and regeneration priorities. These include the Community Planning Partnership Boards (CPPs), Community Health Partnerships, Glasgow East Arts Company, the former Glasgow East Regeneration Agency now Glasgow Regeneration Agency and local housing associations. In addition the College also works in close association with the City's Commercial Sexual Exploitation Working Group and the Care Leaver Employment Service, (the College is also represented on the Board of the former to deliver Adult Literacy & Numeracy Services). The College approach to widening access enables brokers of local community interest and local community, voluntary, and partner organisations to commission it to provide community-based programmes for learners who would not normally engage in further education.

The College delivers programmes in two main campuses at Easterhouse and the East End (Haghill) and through a network of community learning centres.

College provision is predominantly part-time at the non-advanced further education (FE) level and designed to provide opportunities for progression to employment or further study. There are a small number of HE programmes. The College is structured around three operational teams; the College Management Team, Curriculum Management Team and the College Services Team. Learning and teaching is delivered through three schools. The School of Core Skills consists of Communication and Languages, Community Development, Business and Numeracy and Support for Learning. The School of Vocational Skills makes provision in vocational areas such as Construction, Health and Social Care, Child Care, Hairdressing, Beauty Therapy and Hospitality. The School of Creative Technologies consists of Flexible Learning, Art, Design and Photography, Sound Technology, Youth Access and Computing.

The College provides programmes for a range of partners including community agencies, housing associations, employers, the East Glasgow Community Health Partnership and Glasgow City Council. It works with local secondary schools and in association with Glasgow's Vocational Programme to provide opportunities for school-age learners. This includes Skills for Work programmes and a range of alternative curriculum programmes designed to meet the needs of young people requiring More Choices, More Chances (MCMC) and Looked After Children (LAC).

The College delivers programmes within Scottish Credit and Qualifications Framework (SCQF) levels 1 and 7. In academic session 2010/11 (the last for which it has audited data) the College delivered 40,498 weighted Student units of measurement (wSUMS) against a Scottish Funding Council (SFC) Target for the session of 38,245. In that session it enrolled 8,416 individual learners.

The College's revenue income budget for 2010/11 is approximately £10m, with grant-in-aid from the SFC accounting for around 70% of that total.

The College building and learning spaces are entirely accessible to those with physical disabilities (as are its network of community-based learning centres). In addition the buildings have also been designed to support learners with sensory disabilities with a comprehensive range of assistive technology to support learners in these respects. Teaching Staff also have access to Care Assistants who can, when necessary, provide other support services to learners. College provision, within its Estate, in many cases exceed that specified in building regulations. Information in respect of College buildings, and guidance about their accessibility, is available on the *DisabledGo* Website [www.disabledgo.info](http://www.disabledgo.info)

## **3.2 College Approach to Equality and Diversity**

### **Vision Statement**

John Wheatley College seeks to offer opportunities in Life-long learning of the highest quality to raise the educational attainment levels in East Glasgow to the Glasgow norm.

It also seeks to play a central role in the economic and social regeneration of these and other communities in its catchment area.

### **Mission Statement**

John Wheatley College strives to provide an excellent and inclusive lifelong learning environment for East Glasgow and the other communities it serves.

### **Equality Statement**

The College Equality Statement is reviewed and endorsed annually by its Board of Management. The current Equality Statement is included below:

'John Wheatley College recognises the strength of a multi-cultural and diverse society and is committed to promoting equality of opportunity for all. The College values the diversity of its workforce and learner population. Its equality policies, procedures, equality schemes and associated action plans apply to all learners, staff, partnership organisations, contractors and service providers who shall be required to comply with their requirements.

It is committed to equality of opportunity for all and strives to ensure that there are no barriers to the progress of learners or staff.

Learners and staff deserve equal and mutual respect at all levels. Mutual respect, cooperation and understanding are expected of all learners, staff partnership organisations, contractors and service providers. Learners and staff should neither condone nor tolerate behaviour that discriminates against

or undermines the dignity or self-esteem of any individual or creates an intimidating, hostile or offensive environment.

The College recognises that the provision of equality of opportunity in the workplace is not only good management practice but ensures the delivery of a high quality service to learners and the communities it serves. The College's continuing commitment to equality and diversity will help all employees to develop their full potential and talents, and ensure resources are fully utilised to maximise the efficiency of the service which the College provides.

It is committed to ensuring that all learners receive appropriate impartial guidance. Learners will be treated fairly and provided with guidance to help them select programmes which assist them to meet their educational and other aspirations. All applicants will be viewed impartially and will not normally be denied access to a programme of study without an educationally justifiable or legal reason. The College seeks to provide all learners with support to assist them progress within their agreed programme of study. In addition learning opportunities are provided which promote equality and recognise the value of diversity in society.

This statement is supported by a number of College policies, procedures and Equality Schemes and associated Action Plans.

In November 2009 the College underwent an HMIe Quality Review. The Inspectorate were, as a consequence, able to make 'unqualified' confidence statements about the quality of the College provision which are detailed below. They were also able to identify at the College a number of sector leading innovative practices. A full copy of the report was published on 19 February 2010 and is available at [www.hmie.gov.uk](http://www.hmie.gov.uk)

### **3.3 Leadership and Management**

#### **Accountability for Equality and Diversity**

Members of the Board of Management are responsible for ensuring that the College meets its legislative equality duties. The progress against its equality agenda and implementation of its equalities schemes is reported at regular intervals to the Board of Management and its standing committees.

Equality is mainstreamed through integration into College management and strategic planning structure. Its budget is constructed to meet the aims of the Board's strategic objectives with resources allocated as appropriate to meet its equality agenda.

The College Plan, approved by the Board of Management for sessions 2011-14, contains specific references to further development of the College approach to equality for learners and employees. This strategic underpinning of equality is evidenced by the College gaining external recognition for the quality of its inclusive provision.

The Principal is accountable to the Chair to the Board of Management for driving forward its equalities agenda within all aspects of the College's strategic and operational functions. The Board of Management set key objectives for the Principal over a twelve month period which makes specific reference to equalities. A copy of these objectives is available on request.

Senior management play a crucial role in driving forward the Board equality agenda through embedding equality in strategic priorities, quality systems and development plans. This ensures that an organised and holistic approach is taken within the College. To achieve this aim the College strategic management team and operational managers consider reports on the implementation of equality as part of their strategic and operational planning processes. This demonstrates to staff College's commitment to equality.

The Career Development Review (CDR) documentation and process for members of the Strategic Management Team explicitly includes a section which requires members to state what specific actions they have taken to promote and implement the Board's equality and inclusiveness agenda. The CDR process aims to ensure that members of the Strategic Management Team are able to demonstrate to the Board of Management progress in its equality agenda.

The College Strategic Plan is translated into Operational Plans for the teaching schools and Support teams. Written Operational Plans communicate to managers the Board's strategic equality aims and objectives, which are translated into clear and agreed College operational objectives. Managers provide regular reports to the Strategic Management Team on their progress against all operational targets, including those related to equalities. This process ensures that members of the Strategic Management Team are kept informed of the progress in terms of the Board's equality agenda.

All College Teams are required to undertake a self-evaluation exercise which involves measuring progress against previously agreed team targets and those contained in the College Plan. The information gathered through the annual Curriculum self-evaluation process is reported in the overall School self-evaluation report and associated operational plan published at the beginning of each academic year and individual Curriculum Team Action Plans. The internal self-evaluation process ensures that managers are directly accountable for embedding equality into their practices, policies, procedures, plans, functions and services.

All managers are required to demonstrate leadership in implementing the Board's equality agenda and in promoting equality and diversity. In addition the College has an expectation of all staff to undertake a leadership role for equalities in the activities they discharge on its behalf and to challenge discrimination in all its forms.

Managers are responsible for ensuring that staff:

- understand their responsibility for promoting equality and eliminating discrimination;
- challenge and report discrimination if it occurs;
- receive appropriate support and assistance to meet their individual needs;
- receive appropriate training and development to assist them in fulfilling the aims and objectives of the College's equalities agenda; and
- understand their role and responsibility in terms of equalities as contained within their job description.

All job descriptions for staff contain a clause relating to their duty and responsibility eliminate unlawful conduct, advance equality of opportunity and foster good relations across the protected characteristics. This ensures that staff clearly understand the Board's commitment to equality and actively challenge discrimination or harassment, should it occur, and promote equality. The College expects all staff members to demonstrate leadership on equality and diversity. This clause in job descriptions was further reviewed in light of the Equality Act 2010.

All new entrants are issued with a range of College policies along with their Statement of Particulars prior to commencing employment with the College. Staff are required to provide signed confirmation that they have read the documents and understand their responsibilities in relation to these policies. In addition as part of its induction process new entrants, in their first week of employment, are provided with a briefing on Equality Policies and the Safeguarding of Children, Young People and Vulnerable Adults Policy and associated procedures by a member of the Human Resources Team. This is to ensure that staff are aware of College policies and its approach to safeguarding and equality. It also provides staff with an opportunity to ask any questions or seek advice on these areas and how they might impact on the work of the College.

Team meetings and briefings are a key means of communication for the College. Information on the Board's equality agenda is delivered by managers to academic and support teams. Communication with staff is face-to face, this means staff involvement in two-way communication and discussion is more possible. This method enables teams to be directly involved in the equality agenda with the aim of improving the services and functions for stakeholders.

Team meetings and briefings, on which equalities is a standing agenda item, include:

- the Strategic Management Team hold a weekly meeting at which Associate Principals and operational managers attend on a regular basis. Associate Principals are responsible for disseminating information to Curriculum Leaders/Senior Lecturers and for feeding back to the Strategic Management Team. Minutes of the Strategic Management Team meetings can be accessed by staff through the College website;
- the Associate Principals (Core and Vocational) hold regular team meetings with the Curriculum Leaders and Senior Lecturers;
- Curriculum Leaders/Senior Lecturers and Support Staff Managers hold regular team meetings with the staff for whom they are responsible;
- the Depute Principal and Assistant Principals hold weekly meetings with operational managers within their area of responsibility; and
- operational managers attend Curriculum Team meetings on an ad hoc basis to provide or obtain information from academic staff on various issues and ensure cross function communication and team work.

Team meetings and briefings have proven to be a successful means of involving staff in influencing the development and implementation of policies, procedures, plans, services and functions for the College both as an employer and a service provider as will be demonstrated later in the report.

The College undertook a review of its Strategic and Operational Management Team during session 2010/11. The number of academic schools increased from two to three this will be reflected in the next report.

### **Annual Planning Events**

Planning events are attended by key personnel, learner and staff representatives. Members are involved in the development of the College Strategic Plan and in agreeing team and individual objectives for their own area and how they will contribute and develop the equality agenda. These are crucial events for the College where representatives, of both staff and learners are directly involved in the planning stage of the College Plan and its operational objectives. However in session 2010/11 continued changes in personnel of the office bearers of the Students' Association unfortunately limited the participation by learners in these processes. A learner representatives' handbook has been developed to help class representatives engage in gathering and conveying the views of their classmates. This enables learners to contribute to and influence equalities related decisions made within the College

## **Equality and Diversity Committee**

The Equality and Diversity Committee oversees the Board's equalities agenda. Its membership includes members of the strategic management team, managers/staff from across College functions and levels, Human Resources Team, representatives of recognised Trade Unions and the Students' Association. The Senior Vice Principal acts as Chair of the Equality and Diversity Committee which ensures the necessary authority and access to resources to drive forward the Board's Equality Agenda.

The structure, remit and effectiveness of the Equality and Diversity Committee is reviewed annually. A core number of staff from across the College staffing structure and levels form the membership of the Equality and Diversity Committee. The Committee has responsibility for progressing the Board's equality agenda to ensure a consistent approach.

To support the work of the Committee sub-groups and short-life working groups are established to undertake specific tasks as the need arises. The use of sub-groups or short-life working groups allows the College to involve, and utilise the skills and experience of staff and learners encouraging those with particular interests to contribute to the development and implementation of policies and procedures, systems, working practices, teaching and learning strategies and curriculum development in order to integrate and promote still further equality into all aspects of the work of the College.

To continue to mainstream and embed equality into day-to-day activities managers with responsibility for key areas are invited by the Committee to present an overview of actions that have been taken in their area to promote and develop the equalities agenda. This approach ensures that each manager is accountable for the assessment of equality impact and for reporting on the progression of equality and diversity matters in their area. The Equality and Diversity Committee produces a schedule of functional areas to be invited to its meetings for each session.

The Equality and Diversity Committee meets at least three (3) times in an academic Session. Copies of the minutes are presented at the Strategic Management Team, the Joint Consultative Committee, the Board of Management and relevant standing committees. Copies are available from the College website and the Human Resources (HR) Section.

The College approach to equalities is supported by a wide range of policies and procedures and a structure which aims at ensuring that equality is an integral part of all its functions and services provided for both staff and learners.

Members of the Equalities Committee during session 2010/11 have been influential in taking forward the Board's equality agenda. Key areas in which they have been involved include:

- involvement activities to assess the on-going impact of the College's Disability Equality Action Plan and Gender Equality Action Plan;
- a rolling programme of consultation and involvement activities as part of the College's equality impact assessment programme;
- a review schedule for policies, practices and functions in relation to equality matters for staff and learners;
- planning of a Week of Diversity for staff and learners; and
- further development of the College's policies, procedures and practices.

#### **4.0 Learners, Learning and Teaching**

##### **4.1 Learner profile**

*John Wheatley College operates in one of the most challenging educational environments in Scotland. Managers and staff are achieving the college's mission to provide an excellent and inclusive lifelong learning environment for East Glasgow and the other communities it serves.*

**HMIe, John Wheatley College Review, 19 February 2010**

Indicators of profound relative poverty, such as those contained within the Scottish Index of Multiple Deprivation (SIMD), are the primary drivers for many of the features of the John Wheatley College's curricular provision and of its operational approach to engagement with learners. As a result the College attracts many learners who require additional support to learn. The College, by welcoming and supporting learners who have few or no formal qualifications, provides an inclusive and accessible point of entry to both further and higher education.

The detailed headcount breakdown of learner profile data, for session 2010/11, is available on request.

Analysis of college enrolment data across the Equality Characteristic categories of Age, Disability, Ethnicity and Gender highlighted the points detailed below.

- Age
  - 91% of learners, on average, completed their course.
  - Learners aged under 18, 94%, were most likely to remain.

- 19% of the 18 -25 year old learners did not complete, this age group had the lowest level of completers.
- Learners under the age of 18, for the third consecutive year were the largest age cohort.
- Disability
  - Disability was declared by 23% of enrolled learners **and** 23% of those who remained on course to the end.
  - In 8 out of the 9 categories of collated disability data, 90% or more, completed the course.
  - In the Mental Health category 83% of learners remained.
  - In the Multiple Disability category, 95% of learners completed their programme of study.
- Ethnicity
  - 88% of enrolled learners and 90%, who went on to complete their studies, indicated Scottish ethnicity.
  - 21% of learners who indicated 'any other white background' and 23% of those indicating 'Chinese' origin failed to complete.
  - Among learners identifying their ethnicity as Scottish, 3% more men than women remained in college.
- Gender
  - 2% more men than women completed their course.
  - 9% fewer women than men, in the 18 -25 year old group, completed their programme.
  - 2% fewer women than men, aged 18 or under, remained.
  - In headcount, at enrolment and on completion, the number of women who indicated Chinese ethnicity was more than double that of men.

In addition, College and School outcomes, those successful/ not successful, analysed against retention/ course completion shows that:

- 90% of College learners were successful, with females at 91% and males at 89%.
- 87% of learners in the Vocational School succeeded, again 2% more females successful than males.
- 92% of learners in the Core School were successful. However 2% more men were successful compared to women.

Health issues and the impact on learners of their caring responsibilities are reported to be both:

- the main reason for leaving College; and

- the cause of their sporadic attendance, which ultimately impacts on attainment.

Available data, examined and described within the Learner Evaluation of the College Experience report, highlighted the undernoted matters.

- Faith and Gender groups are equally represented across:
  - campuses; and
  - attendance modes.
- Among learners who indicated a disability:
  - part-time learners were double those of full-time; and
  - females were double those of men.

## 4.2 Supporting Learners

**Additional Support Services** – The College, as a consequence of its catchment area and subsequent learner profile, has a well-developed and comprehensive array of Additional Support Services. This includes an extensive, and effectively used, bank of resources which aid learners.

The College, in taking into account the complex and sensitive issues that learners might face, provides a centralised service from enquiry through interview and on to enrolment. Learners who require additional support form a significant cohort within the College, in particular:

- 23% of all enrolled learners indicated that they had a disability; and
- numbers of English as a Second or Other Language (ESOL) learners remains high.

**Tailored Programmes** - The College successfully runs a variety of programmes designed and delivered explicitly to enable learners to address the challenges they experience. These practical programmes support and enable learners to develop vocational and personal skills, and include provision for learners:

- who are Looked After;
- who require More Choices More Chances as a consequence of being not in employment, education or training; and
- with Additional Support Needs (ASN).

These programmes have had a positive equalities impact through the raising of awareness, and changing attitudes, among:

- members of the public who make use of College facilities such as the Salons and Training Restaurants;
- College staff; and
- other learners.

**Guidance and Advice** - This team provides varied and extensive effective guidance activities to all learners, including those participating in outreach programmes. A supportive environment and approachable staff enable effective guidance which meets learner needs. Learners' educational needs are discussed, at pre-entry interview, in order to identify appropriate support and/or arrange diagnostic testing where required.

Parameters for learner support awards are set by The Scottish Funding Council (SCF), however the College's Finance Team consistently ensure that they apply these in order to maintain equality whilst assessing, processing and distributing support funds.

**Partnership Working** - The College, in responding to national priorities, local developments and regeneration requirements works closely with an extensive range of partners. These include:

- Glasgow City Council, Education and Social Work Department;
- Community Planning Partnerships (CPPs);
- Glasgow Regeneration Agency (GRA);
- Glasgow North East Community Health Partnership (CHP);
- Glasgow East Arts Company (GEAC); and
- local housing associations.

Agencies who work with learners' who would not normally engage in Further Education, are enabled via the College's approach to widening access, to commission community-based provision which meets their specific needs.

**Youth Access** - this service with its 'open to all' access policy, is very inclusive and flexible and supports young people from across the local area. Within the College's Youth Access Programme a Youthwork curriculum, which is underpinned by and reflects A Curriculum for Excellence, is effectively utilised; and within this support is offered to learners individually based on their interests, needs and abilities at the time of engagement.

## 5.0 Equality as a Function of Quality Procedure, Practices and Processes

Throughout session 2010/11, the College gathered and analysed both qualitative and quantitative equalities information from the combination of

activities undertaken with learners, staff and other stakeholders as part of its quality procedures, practices and processes.

## **5.1 Equality and Diversity Training and Development**

The College's Staff Development Policy both underpins and directs the Continuous Professional Development Programme (CPD) and the content of sessions delivered within Quality Days, to effectively ensure staff are made aware of, and supported to fulfil, their duties in respect of Equalities. The comprehensive CPD programme dually supports the promotion of equality and diversity and the elimination of discrimination, through effectively combining in-house events and external training. College CPD is planned and provided in response to the strategic and operational objectives arising from:

- legislative up-dating;
- external quality review;
- internal self-evaluation; and
- outcomes from the College CDR process.

CPD applications within the College require staff to identify which College and/or national priorities, including those relating to Equality and Diversity, the activity addresses. In addition, on completion of College supported CPD activities staff members are required to evaluate the impact that the training has had/ will have on learners, learning, College services and/or functions.

Annually an element of the College Budget is identified specifically for quality and CPD. This money covers only the cost of external training it does not include the cost of staff time which the College recognises is a significant and increasing opportunity cost. This session priorities included:

- implementation of the Board equalities agenda;
- Teaching Qualifications;
- Health and Safety related training; and
- ICT related training.

This session Equalities related in-house and external related CPD activities undertaken, by College staff, included:

- Introduction to Equality and Diversity;
- Equality Act 2010;
- Gender Equality / Sexual Orientation;
- Equalities – Religious Belief;
- Disability/Race Equality;
- SDLA Conference – Equality Act 2010 – What will it mean for you?;

- Working Better with the Equality Act;
- Protecting Vulnerable Groups Legislation Information Event;
- Equality and Diversity: Creating Systematic Change;
- Planning for Impact - are we making a difference?;
- Profound and Complex Needs – National Steering Group;
- Developing a High Quality Learning Experience for all Students: Embedding Equality and Diversity in the Curriculum; and
- National Equality and Diversity Conference.

During Induction, for new staff, both the strength of the College's commitment to equality and diversity; and the importance of their respective roles in maintaining an inclusive ethos are highlighted and reinforced.

To support promotion and adherence to the Board equalities agenda, the College in Session 2010/11 piloted and then purchased additional staff access to an on-line training package provided by Educare. This package provides access to 16 assessed learning modules, over half of which relate to Equalities, including:

- Safety in Business: Safeguarding People and Productivity;
- Personal Safety Programme;
- NSPCC Preventing Bullying Behaviour;
- An Introduction to Equality and Diversity;
- Child Protection Awareness;
- NSPCC Safer Recruitment and Selection;
- Protecting Vulnerable Adults; and
- Samaritans WorkLife Stress Management.

This resource is enabling the College to both monitor and evaluate effectively staff participation in, and progress with, equalities related training.

## **5.2 Self-evaluation**

The College's Annual Self-evaluation Reporting process is based on the external evaluation model utilised by HM Inspectorate of Education (HMIe) on behalf of the Scottish Funding Council. Self-evaluation Annual Reporting underpins the mainstreaming and embedding of equality into all College functions and service delivery.

In session 2010/11 the majority of reports, from both the Curriculum Areas and the College Service and Function Teams, included pertinent equalities observations and/or examination. The overarching academic area Self-

evaluation Reports, from the Core and the Vocational Schools, identified how their respective curriculum area team has contributed to the promotion of the equality agenda and provided examples of good practice.

### **5.3 Commendations and Complaints**

In relation to Session 20110/11 there were no distinct Equalities issues apparent in the analysis of complaints. Only one of the received complaints related to an equalities matter and this was appropriately and timeously addressed by an SMT member. The College does not require complainants to complete an equal opportunities monitoring form, therefore analysis of such data is not possible.

### **5.4 Learner Engagement in Quality Enhancement**

Throughout the session learners were provided with the opportunity to participate in evaluation activities at both Programme Team and College levels. Learner engagement activities replicated, in the main, that of previous sessions with learners being afforded the opportunity to participate in:

- centrally co-ordinated Quality Review meetings;
- full class discussions and reviews; and
- on-line surveys.

The Quality Review Group (QRG) approach, for Session 2010/11, involved a significant change in methodology, in that staff visited whole classes of learners, rather than representatives' from classes having the option to attend a lunch-time meeting. The immediate benefits evident from the revised approach were the:

- number of learners involved was significantly increased; and
- inclusion, by design, of a representative sample of learners from across the whole College; in terms of subject, attendance pattern, genders and ages.

Additionally, it became evident during the process, that the quality not just the quantity of data was significantly improved by the Quality Review Group approach. All members of staff who led groups commented that the approach:

- appeared to suit learners, both enabling them to speak comfortably among their peers and to fully engage with the process; and
- furthermore, not only enhanced their own understanding of learner issues, but provided them with invaluable qualitative rather than quantitative evaluation.

The opportunity to participate in the final learner evaluation activity of the session, the College Experience Survey, was provided to all learners. The survey was made available in both paper and electronic formats; with, at its conclusion, all paper submissions added to the e-survey to facilitate efficient and effective analysis. It was widely advertised across campuses and community learning centres; and on the internet, via the College's Home page; all of which facilitated inclusion of the widest possible range of learners.

Almost all survey respondents made positive comments with regard to the programmes, support provided by staff, quality of learning experience and/or life impacting experience. Exemplified in the following quotes:

*"There's always someone around to help you if you are unsure of things, the Staff at John Wheatley College has been amazing and I would like to thank them all for being so kind. There is nothing the college has to improve on."*

*"The college encourages everyone to learn. It is very friendly and can provide suitable equipment for your needs"*

*"They (the College) excel at helping people with disabilities & learning difficulties"*

The use of electronic survey mechanisms, for learner engagement in Quality Processes and Learner Evaluation of the College Experience, facilitated the more efficient and effective analysis of collected and collated information. In particular it afforded the scrutiny of data to identify any significant differences in College experience.

From an equalities perspective the evident differences included the following:

- double the number of ethnic groups were represented; (8 compared to 4, among learners attending the East End campus. The total number of groups represented across the College was 10.)
- 12% more women than men reported improvement in communication skills as a consequence of college attendance;
- 7% more women than men used their Individual Learning Plan to Track progress/ attainment;
- higher percentage of men than women indicated "Prefer not to answer"; (4% higher re' Sexuality, 6% higher re' Religion/ Belief)
- faith groups and gender groups are equally represented across both campuses and all attendance modes; and

- among learners who declared a disability:
  - part-time learners were double those of full-time; whilst
  - women outnumbered men 2:1.

## 5.5 External Consultation, Evaluation and Review

### Evaluation of the Learning Experience

This external evaluation conducted in line with current External Quality Arrangements for Scotland's Colleges, is:

- undertaken annually and is now in its seventh year; and
- reported upon by the independent consultant, a former Assistant HMIe.

In relation to promotion of equality and diversity the Evaluation of the Learning Experience, this session's report confirmed that:

- *in all the classes observed, lecturers met the individual needs of learners very well;*
- *staff have a high level of awareness of learners' capabilities and any background issues or learning difficulties which might impair progress;*
- *the relatively small average class size often enables them (staff) to spend time with learners on a 1:1 basis, providing assessments of learners' progress, helping learners develop skills and techniques, and suggesting ways in which they might improve performance and achieve high standards;*
- *some classes, for example in flexible learning and community-based ICT programmes, are specifically organised to meet the needs of individual learners rather than whole groups;*
- *the availability of high quality paper-based and online resources in the FLU and community learning centres enables learners in these groups to work independently, with 1:1 help from the lecturer;*
- *most learners, but particularly the younger ones, are gaining substantially in self-belief and are more confident about their future;*
- *staff members constantly provide advice and support as a routine part of the teaching process, and on a one-to-one basis;*
- *lecturers are highly supportive of learners, encouraging them to achieve and progress by building on their strengths rather than focusing on their weaknesses;*

- *there was a slight increase in the level of response to the Equalities question in lesson evaluations, perhaps reflecting the college's clear commitment to the promotion of equality and diversity; and*
- *this (commitment to Equalities promotion) is evident in lecturers' relationships with their students, the support they provide for learners with disabilities and learning difficulties, the atmosphere of tolerance and respect which is present in classes, and the development of provision in English for speakers of other languages.*

In addition, this session, it was highlighted that over the seven years of the project two issues with an Equalities Impact had become evident. Firstly, learners are more challenging, the learner profile of the College has changed substantially and there is increased provision for young people who often have poor records of attendance and attainment at secondary school. However, in general staff have adapted provision very successfully to meet the needs of these learners.

Secondly, a more inclusive and diverse college now operates, with:

- *staff in all areas showing enormous commitment to inclusion, openness and student-centred learning;*
- *well supported, high quality programmes and opportunities for people with learning difficulties and disabilities;*
- *staff who are steadily improving their understanding of the needs of these learners and are increasingly expert at providing the additional support they require;*
- *a more ethnically and culturally diverse learner body;*
- *learners from other countries and cultures who are generally very well integrated into mainstream courses, and are valued contributors to class activities; and*
- *increased provision of courses in English for speakers of other languages (ESOL) which help these learners develop their communication skills and improve their opportunities for employment and further study.*

The outcomes from the Evaluation of the Learning Experience are fruitfully used by the College:

- *during team and management level discussions of the consultant's aggregated report; and*
- *to ensure that specific areas for development are identified, and acted upon, by relevant teams and staff.*

## 6.0 Workforce Profile

As part of the College commitment to equality and diversity, and in accordance with the legislation, the College monitors the profile of its workforce on an annual basis. One of the objectives of the Board equalities agenda is to promote and increase the representation of under-represented groups within the workforce. It is an essential prerequisite of any positive action programme that a full picture of the current workforce profile is obtained. In this way it is possible to identify areas where specific groups with protected characteristics are under-represented.

To obtain the necessary data the College issues to all new entrants a questionnaire titled the Workforce Profile. The information gathered from this document is transferred to the College's Human Resources System and assists the College to produce a profile of its workforce. Personal data for staff is checked on an annual basis to ensure that the information held is relevant and accurate. The information provides a datum against which future development of the College's equality agenda can be measured. The College amended its Workforce Profile document in session 2010/11 to include a wider range of protected characteristics in light of The Equality Act 2010, which came in to force on 1 October 2010.

The workforce profile is based on the staff in employment with the College at 31 July in any given year. The College employed a total of 200 staff at 31 July 2011. Each year the College undertakes an analysis of its workforce in key areas including gender, race and nationality, disability and age. The College gathers information relating to other protected characteristics but it does not publish a detailed breakdown of its statistics due the sensitive nature of the data collected.

## 6.1 Support Staff and Senior Management

At 31 July 2011 the College employed 77 support staff (85 including College management), of which 49 were full-time and 28 were part-time. In comparison at the 31 July 2010 the College employed 86 (95 including College management) support staff of which 52 were full-time and 34 were part-time. Table 1 below shows the breakdown of support staff by gender over the two sessions.

**Table 1 - Support Staff Gender Session 2010/11 and Session 2009/10 (excluding Management)**

Staff Category	Session 2010/11		Session 2009/2010	
	Male	Female	Male	Female
Full-time	49%	51%	48%	52%
Part-time	25%	75%	29%	71%
All Support Staff	40%	60%	41%	59%

The data shows that the College overall employs more female staff than male, the number of female staff has slightly decreased in terms of full-time but has

increased in relation to part-time female staff. During session 2010/11 a total of 14 support staff left the service of the College, 6 male and 8 female.

The College made 4 appointments to its support staff structure, 3 male and 1 female.

### All Support Staff and Senior Management

Table 2 shows the breakdown of support staff by gender and by scale point for sessions 2010/11 and Table 2a shows the breakdown for session 2009/10 for comparison.

**Table 2 – Support Staff and Senior Management – Breakdown by gender by Scale Point shown in percentage – session 2010/11**

Scale Points	10-15	16-22	23-26	27-38	39-50	Scp 51 / College Management
<b>Full-time Male</b>	33%	75%	75%	39%	75%	87%
<b>Full-time Female</b>	67%	25%	25%	61%	25%	13%
<b>Part-time Male</b>	20%	100%	0%	33%	0%	0%
<b>Part-time Female</b>	80%	0%	100%	67%	0%	0%
<b>Total Male</b>	27%	78%	43%	37%	75%	87%
<b>Total Female</b>	73%	22%	57%	63%	25%	13%

**Table 2a – Support Staff and Senior Management – Breakdown by gender by Scale Point shown in percentage – session 2009/10**

Scale Points	10-15	16-22	23-26	27-38	39-50	Scp 51 / College Management
<b>Full-time Male</b>	37.5%	62.5%	50%	35%	75%	78%
<b>Full-time Female</b>	62.5%	37.5%	50%	65%	25%	22%
<b>Part-time Male</b>	33%	0%	33%	33%	0%	0%
<b>Part-time Female</b>	67%	100%	67%	67%	0%	0%
<b>Total Male</b>	35%	50%	40 %	35%	75%	78%
<b>Total Female</b>	65%	50%	60%	65%	25%	22%

The data shows that there more women at the lower end of the scale, 27% male and 73% female, it would appear there is an increase in the number of women at these scale points in comparison to the previous session, 35% male and 65% female. However the difference in gender balance is attributable to staff turnover at this level which involved five staff leavers, one full-time male, three part-time males and one part-time female mainly due to sessional or fixed-term posts.

The data for the middle scale points 16 – 22 show the gender balance at 78% male and 22% female. There was movement at this level as a result of staff turnover with the staffing complement reducing from 11 to 9 staff involving three leavers, one full-time female and two part-time females and 1 new start, part-time male.

The gender balance at the higher scale points 23 – 38 remains more in favour of female gender, 35% male and 65% female. Staff turnover is the main reason for the change to the gender balance (one leaver, full-time female and one new start, part-time male).

The highest scale points 39 to management are more in favour of male gender, 83% male and 17% female. There are currently no female members in the College's Senior Management Team there is however a more equitable gender balance within the Operational Management Team and the middle management level.

The College monitors and reviews the profile of its workforce as a matter of routine to inform the development and implementation of its Workforce Plan. The Plan ensures that the use of current and future staffing is fully considered in the light of the grant-in-aid awarded to the College by the Scottish Funding Council and the agreed learner activity target.

The workforce planning exercise is undertaken to ensure that the College has the necessary staffing to support its mission and strategic objectives. This process takes cognisance of operational requirements, curriculum and activity targets, service provision, changing legislation and the external environment, such as the Curriculum for Excellence and national strategies for lifelong learning.

The Workforce Plan is discussed with both strategic and operational management and is agreed through the College's strategic planning processes. Early indication of resource implications and trends are communicated to the Assistant Principal, Finance and Corporate Services to ensure that the College's budget requirements are fully informed. The Assistant Principal utilises this information to produce the overall College budget for consideration by the Board of Management.

The Workforce Plan has highlighted the implications of the demographic structure of the current workforce and the likely impact of retirement on the College's future management capacity. In order to prepare the College's workforce for future managerial positions the College produced a Succession Plan with the involvement of staff and representatives of the Trade Unions. Developing of staff potential requires a commitment to managing careers and utilising a range of training and development opportunities. The College is keen to ensure that all staff have the opportunity to engage in experiential opportunities and continuous professional development to aid personal and professional development to prepare them for managerial roles should they wish to apply for such posts. Such an approach will assist the College in successfully managing succession planning.

The Succession Plan was reviewed and revised during session 2010/11 and sets out how the College will put in place appropriate programmes to develop the capacity of existing staff to fill any future gaps which might exist in the College's management structure as demographic trends impact over the next five to ten years.

The Plan does not seek to identify individuals who might be capable of being 'fast tracked' into senior or middle management positions. This approach would be contrary to the College's open recruitment policy which underpins its equalities policies. The Board of Management considered and approved the revised Succession Planning Strategy at the October 2011 meeting for immediate implementation.

The goal for the College is to have a diverse management group with a wide span of competencies qualities and life experiences whilst achieving a balance between developing internal expertise and bringing fresh 'blood' into the College. It is recognised that succession planning is a process that will evolve over time as structures and requirements change and the College will continue to monitor and review staffing levels and developments within its service context.

The College strives to ensure that it offers competitive and fair levels of remuneration in order to attract and retain good quality candidates. To demonstrate this continuing commitment the College was successful in gaining The Glasgow Living Wage Employer Award in session 2009/10.

The Glasgow Living Wage Campaign is supported by a diverse range of businesses across Scotland employing nearly fifty thousand workers. It aims to persuade employers in Scotland to pay all workers at least £7.15 per hour. The College goes beyond the standard set by the Glasgow Living Wage Campaign.

## 6.2 Senior Lecturers, Curriculum Leaders and Assistant Associate Principals

The gender balance relating to Senior Lecturers, Curriculum Leaders and Assistant Associate Principals for session 2010/11 in comparison to session 2009/10 is shown in table 3 below.

**Table 3 - Senior Lecturers, Curriculum Leaders and Assistant Associate Principals – Sessions 2010/11 and 2009/10**

Staff Category	Session 2010/11		Session 2009/2010	
	Male	Female	Male	Female
Full-time	55%	45%	64%	36%
Part-time	0%	100%	33%	67%
Total	52%	48%	60%	40%

The overall gender balance at this level is more in favour of male. Looking at the gender balance across the grades - at Senior Lecturer level the gender

balance is more in favour of male, 57% male and 43% female however the balance at Curriculum Leader and Assistant Associate Principal level is more in favour of female, 43% male and 57% female. Comparing the staffing compliment for session 2010/11 and 2009/10 the percentage change is attributable to staff turnover. Four Senior Lecturers (one female and three males) left the service of the College; one member of staff was appointed internally to an Acting Senior Lecturer position (female).

In addition the College restructured its middle management level during session 2010/11 these changes will be reflected in the report for 2011/12.

### 6.3 Permanent Lecturers

At 31 July 2011 the College employed 70 permanent lecturers, 41% male and 59% female. In comparison at 31 July 2010 it employed 72 lecturers, 40% male and 60% female.

Table 4 below shows the gender breakdown for full-time and part-time staff for session 2010/11 in comparison to session 2009/10.

**Table 4 - Permanent Lecturers by Gender – Sessions 2010/11 and 2009/10.**

Staff Category	Session 2010/11		Session 2009/10	
	Male	Female	Male	Female
Full-time	57%	43%	51%	49%
Part-time	20%	80%	21%	79%
Total	41%	59%	39%	61%

The number of full-time female staff has decreased with a slight increase in part-time staff. Two full-time female lecturers left the service of the College during session 2010/11, one female staff member requested, and was granted, a reduction in working hours under the College's Work-life Balance Policy and two females were appointed to an Acting Senior Lecturer position. The College appointed one full-time male and one full-time female. In addition one full-time male and two part-time females who were employed as temporary lecturers were confirmed in post.

During session 2009/10 the College made two external academic appointments, one male (Construction) and one female (Construction) [the successful candidates did not take up post until session 2010/11 and the impact of these appointments on the gender balance have been included in this Equality and Diversity – session 2010/11].

The College has consistently undertaken a review of its salary placement rules for academic staff and has made a number of amendments to promote and ensure equality.

An analysis of salaries by gender for permanent academic staff across the scale points demonstrate to the College that the gender balance for males and females appear to be equally well spread across the scale points for this staff group.

Table 5 below shows the breakdown in relation to the lower scale points in comparison to the higher scale points by gender.

**Table 5 – Permanent Lecturers - Breakdown by Gender by Scale Point 2010/11**

<b>Gender</b>	<b>Scale points 6 - 8</b>	<b>Scale points 9 - 12</b>
Male	2	27
Female	0	41

#### **6.4 Temporary Lecturers**

The employment of fixed-term (temporary) academic staff to meet service demand has formed part of College workforce planning since its transfer from local authority control in 1993. The conditions of employment which transferred from the local authority as a result of the Transfer of Undertaking (Protection of Employment) Act have been modernised systematically to promote the College as a good employer, ensure the elimination of any potential discrimination, direct or indirect, and to meet the legislative obligations. The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 came into effect on 1 October 2002. By session 2005/06 the College had addressed the final outstanding issue which was related to the use of successive fixed-term contracts.

The College now makes more limited use of academic fixed-term (temporary) contracts where possible and when such contracts are used they are closely monitored. Staff who gain four years service, and there is a continued demand for the service, are offered a permanent contract based on the average number of hours they have worked during that period.

At 31 July 2011 the College employed 24 fixed-term (temporary) lecturers as opposed to 36 in session 2009/10.

The gender balance for this group of staff at 31 July 2011 was 46% male and 54% female. At 31 July 2010 the gender balance was 39% male and 61% female. During session 2010/11 a total of thirteen temporary academic staff became unavailable for work having obtained employment elsewhere, four male and nine female. In addition two fixed-term academic staff were offered a permanent position under The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (one full-time male and one part-time female) and one full-time female applied for and was appointed to a permanent position with the College.

An analysis of salaries by gender for temporary academic staff across the scale points demonstrate to the College that the gender balance for males

and females appear to be equally well spread across the scale points for this staff group.

Table 6 below shows the breakdown of staff by gender in relation to the lower scale points there are more female staff on scale point 8. In comparison the higher scale points are more in favour of female.

**Table 6 – Temporary Lecturers - Breakdown by Gender by Scale Point 2010/11**

Gender	Scale points 6 – 8	Scale points 9 - 11
Male	6	5
Female	6	7

The College will continue to closely monitor its use of fixed-term (temporary) contracts.

## 6.5 Gender – All Staff

The College employed 200 staff at 31 July 2010 as opposed to 228 at 31 July 2009.

Table 7 below shows the percentage of full-time and part-time staff by gender and demonstrates that the College overall employed more females than males at 31 July 2010. Table 7a shows the percentage of staff by gender for session 2009/10 for comparison.

**Table 7 – Breakdown of All Staff by Gender – Session 2010/11**

Session 2010/11	Overall Gender	Full-time Staff	Part-time Staff
Male	45%	56%	29%
Female	55%	44%	71%

**Table 7a – Breakdown of All Staff by Gender – Session 2009/10**

Session 2009/10	Overall Gender	Full-time Staff	Part-time Staff
Male	43%	54%	30%
Female	57%	46%	70%

The College employed slightly more female staff than males at 31 July 2011. There was an overall decrease in the number of full-time and part-time female staff employed. Whilst the College appointed more female staff a larger proportion of female staff left the service of the College. Further information on the recruitment statistics can be found in section 9 of this report.

## 6.6 Ethnic Background – All Staff

The College continues to evaluate and review its recruitment and selection processes to ensure that it attracts a wide candidate base and that the best person for the job is selected. It is pro-active in reaching job candidates from

diverse backgrounds and abilities making reasonable adjustments to facilitate applications and attendance at interview. Vacancy advertising clearly demonstrates the College's commitment to equality. Advertisements are placed in a diverse range of media, including the DisabledGo website, and distributed to external partners. Recruitment packs demonstrate commitment to equality, including monitoring information which demonstrate increasing levels of representation of those with protected characteristics within the workforce. Detailed information about the diversity of its workforce assists candidates to make an informed choice about the College as an employer.

Of the 200 staff employed at 31 July 2011 the College employed a total of nine members of staff from a black and minority ethnic (3.62%) or other national background (0.91%). Monitoring data of the College Workforce Profile demonstrates that from 2005 to 2011 the percentage of staff from a black and minority ethnic (BME) or other national background has consistently increased rising from 2.24% in session 2002/03 to 4.82% at 31 July 2010. At 31 July 2011 the percentage decreased slightly to 4.53% with three staff, one full-time male and two part-time females obtaining employment elsewhere.

The Scottish Funding Council reported in session 2007/2008 that 12,167 staff were employed within the Further Education Sector of which 164 employees were of a BME background, circa 1.35%. At the time of publishing this report more up to date data was not available.

## **6.7 Disability – All Staff**

At 31 July 2010 a total of 10.96% of the College's workforce, had requested that they be recognised as having a disability, at 31 July 2011 this figure had increased to 12.00% of the workforce.

There are 24 staff within the College who have formally disclosed a disability they consist of 16 full-time and 8 part-time staff. There are 12 support staff (including management) across the grades and 12 academic staff ranging from Lecturer (temporary) to Senior Lecturer. A number of staff have disclosed a disability or long-term health condition to the College but have not formally intimated this through its recording system and the College respects the rights of the staff members concerned not to make such a formal declaration. Other staff may have chosen not to disclose their disability.

The College holds the Employment Services Agency's Positive about Disabled People Award and has a supportive approach to staff, and the employment of individuals, with a disability or who develop a disability or a long-term health condition whilst in employment. The Disability Symbol is a nationally recognised award that enables employers to demonstrate their commitment to good practice in employing and retaining disabled people. It also enables disabled people to know which employers will be positive about their abilities.

The College encourages staff who have, or develop, any disability or long-term health condition whilst in its employment to inform its Human Resources

Section. The College status as a Disability Symbol holder is audited on an annual basis by a representative from JobCentre Plus.

The College signed up to the 'see me' Pledge on 30 November 2009 to demonstrate its commitment to challenging stigma and discrimination in relation to mental health. During the involvement and consultation exercises in session 2010/11 staff feedback was positive about the College's commitment to supporting staff with mental health difficulties. The College will continue to develop its approach to promoting mental health and developing its support mechanisms as part of its equalities agenda.

The College is aware that achieving a diverse, high-quality workforce by successfully attracting and recruiting staff from a wide range of backgrounds is only part of the process and that it is essential to ensure that the staff who are recruited are incorporated into the College culture. The College seeks to create an inclusive environment where staff from diverse backgrounds know that they are valued and systems are in place to ensure that all staff are supported into the working environment. The College is committed to retaining staff and ensuring that they have a positive working experience.

The Scottish Funding Council does not yet report on staffing information for Colleges in Scotland by disability. This makes inter-institutional comparisons difficult. However, the College worked in partnership with the Scottish Funding Council during sessions 2009/11, in conjunction with three other colleges, reviewing the format of the Staffing Return which is completed by all Scottish colleges on an annual basis and returned to the Scottish Funding Council. The revised format will seek to gather equalities data in relation to sex, race, age and disability across the FE Sector this should assist the College benchmark its workforce profile against other colleges.

## 6.8 Age

One of the major driving forces for succession planning is the aging workforce. An analysis of the workforce age profile informs the College succession planning and future recruitment strategy.

Table 8 below shows the age profile of College staff broken down into category of staff for last session. The age of staff has been calculated on the employees' date of birth at 31 July 2011.

**Table 8 – Age Profile of Staff by Category at 31 July 2011**

Category of Staff	% of staff age 40 and below	% of staff age 41 – 50	% of staff age 51-60	% of staff age 61 or over
All Staff	29.5%	30%	33.5%	7%
Support Staff & Management	17.5%	12%	11.5%	1.5%
SL, CL and AAP*	0.5%	3%	6.5%	0.5%
Lecturers	5.5%	11.5%	14%	4%
Temporary Lecturers	6%	3.5%	1.5%	1%

The data demonstrates that at the 31 July 2011 the percentage of staff in each category who will be 51 years of age or more is:

- All Staff – 40.5%;
- Support Staff and Management – 13%
- Senior Lecturers, Curriculum Leaders and Assistant Associate Principals – 7%
- Lecturers – 18%; and
- Temporary Lecturers– 2.5%

The College monitors the age profile of its staff across grading levels and functions/curriculum areas as this assists with forward planning. The curriculum areas with the highest concentration of staff age 50 or over for the forthcoming session is reported in the College’s Workforce Plan each year and it assists with succession planning. In addition the data assists with identifying future training and development activities and to ensure that staff are fully utilised. Table 9 demonstrates the age profile of the College’s workforce at 31 July 2011.

**Table 9 – Breakdown by gender by age at 31 July 2011**

<b>Category of Staff</b>	<b>Percentage of staff age 40 and below</b>	<b>Percentage of staff age 41 – 50</b>	<b>Percentage of staff age 51-60</b>	<b>Percentage of staff age 61 or over</b>
<b>Male</b>	30%	27%	37%	6%
<b>Female</b>	29%	32%	31%	8%

The College’s Workforce Plan provides a picture of staff demography over the long-term to enable the College to plan ahead, where possible, to support service delivery. At 31 July 2011, a total of 40.5% of the College’s workforce were aged 51 or over and 7% were aged 61 years of age or over.

The increasing age profile will inevitably have an impact on College staff with many of them taking on carer responsibilities. There is a statutory right to Emergency Family Leave, which allows time off work for an employee to arrange for the care of an elderly or disabled relative. The Work-life Balance Policy in relation to Personal and Domestic Leave currently entitles staff to up to three days paid leave in the event of an emergency. The College continues to develop its approaches to work-life balance in consultation, and with the involvement of, staff, Trade Union representatives and management to support and assist those who have parental or caring responsibilities.

## 7.0 Equal Pay Statement and Policy

The Equality Act 2010 gives women and men a right to equal pay for equal work. John Wheatley College embraces the promotion of equality and diversity in employment. The College believes that irrespective of age, disability, race, sex, gender reassignment or gender identity, religion or belief, sexual orientation or marital status/civil partnership, staff should receive equal pay for work of equal value, for the same or broadly similar work and for work rated as equivalent.

The College understands that equal pay between men and women is a legal right under both domestic and European law. It is acknowledged that other UK legislation in place in relation to age, disability, race, gender or gender identity, religion or belief or sexual orientation and part-time and fixed-term employees covers equal pay.

The College contends that it is good management practice, and in its interest, that pay is awarded fairly and equitably. It is important that employees have confidence in the process of eliminating gender bias and the College is therefore committed to working in partnership with its recognised Trade Unions to achieve this aim.

It is recognised that in order to achieve the principle of equal pay for employees doing equal work, that the College should operate a pay system which is transparent and based on objective criteria which are free from bias and do not discriminate unfairly between those on different contractual arrangements.

The College has already taken steps to implement its commitment to equal pay by:

- operating set terms and conditions for salary placement for all staff regardless of employment status;
- monitoring and reviewing pay practices in partnership with Trade Unions and when appropriate staff representatives which has led to changes in the salary assessment process. Staff have access to their own personal information;
- eliminating the lowest scale points on the support staff pay scale structure;
- re-evaluating all posts during session 2010/11, including senior management, using its Job Evaluation System, Further Education Development and Role Analysis (FEDRA);

- reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Union underpinned by the FEDRA job evaluation system in session 2010/11;
- conducting an equal pay audit on an annual basis and reporting the findings in its Annual Equality and Diversity Report;
- not operating long pay scales and ranges and ensuring that there is no overlap between pay scales or ranges;
- monitoring the impact of the College's pay practices across the protected characteristics and reporting the impact by gender and by scale point in its Annual Equality and Diversity Report;
- monitoring and reporting the gender profile of roles within the College to identify any areas of occupational gender segregation and identify any actions necessary to discourage occupational gender segregation;
- encouraging both genders to apply for non-traditional roles through innovative recruitment advertising;
- providing training and guidance for those staff directly involved in decisions about pay and benefits;
- monitoring and reporting the workforce profile by gender, full-time and part-time by grade on an annual basis in the Annual Equality and Diversity Report;
- monitoring and reporting the take up of flexible working opportunities across all the protected characteristics and report the take up by gender on an annual basis in the Annual Equality and Diversity Report;
- encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions;
- monitoring the utilisation of work-life balance policies across all the protected characteristics and reporting the impact by gender on an annual basis in the Annual Equality and Diversity Report;
- revising its pay protection policy; and
- developing further its assessment of equality impact approaches which enables policies, procedures and work practices to be assessed and identify any actions required to ensure equality.

Over the next three years, sessions 2011/14, the College will seek to:

- continue to implement its revised Succession Planning strategy;

- continue to encourage both genders to apply for non-traditional roles through innovative recruitment and selection processes;
- gather data on access to training and mentoring opportunities;
- analyse progression in terms of grade and between job groups by gender; and
- review and develop further the Board's work-life balance policies in conjunction with staff and representatives of recognised Trade Union.

The Board of Management and College Principal are responsible for ensuring that employees are treated equitably. The Board's Personnel and Staffing Committee and Equality and Diversity Committee have the role of ensuring the success of the Equal Pay Statement and Policy. The Human Resources Manager has additional responsibility to ensure that the initial starting salaries are consistent with the Policy.

The Equal Pay Statement and Policy is reviewed on an annual basis in consultation with and the involvement of, stakeholders to monitor progress. It will be revised in line with statutory requirements.

The Equal Pay Action Plan will be further developed and implemented during session 2011/12.

## **7.1 Grading and Remuneration**

The College is aware that pay system discrimination can contribute to the gender pay gap and it has set terms and conditions for salary placement for all staff regardless of employment status. The College salary placement rules for staff groups are consistently monitored, reviewed and updated, when appropriate in partnership with recognised Trade Unions.

### **Grading Structure and Job Evaluation**

The College group jobs into pay bands and with the assistance of its job evaluation system, FEDRA, roles are grouped into grades. Jobs on the same grade are regarded as being work of equal value.

The College recognises that pay systems discrimination can contribute to the gender pay gap and the importance of an effective job evaluation scheme that is analytical, non-discriminatory, in both design and implementation which, covers all roles within the organisation can assist in addressing this issue.

The College's Equal Pay Action Plan for session 2010/11 contained a commitment to review objectively the remuneration of all posts. A total of 66 roles were evaluated using FEDRA over sessions 2009/10. The outcome of FEDRA was implemented in session 2010/11. A small number of anomalies were identified by the process and these will be managed appropriately.

## **Support Staff**

The College identifies appropriate salary bands within scale points 10 – 50 for support posts using its existing job evaluation system. Posts which are on the same band are regarded as being broadly equivalent. A band for each post would normally consist of 3 scale points with a clear path for progress with an annual increment being awarded until the maximum scale point for the post is reached. The introduction of FEDRA did not change this structure but it assisted the College group like posts together based on the outcome of the job evaluation exercise undertaken.

There are set terms and conditions in place in relation to the salary placement of appointees (internal and external) these are applied equally regardless of employment status or protected characteristics.

The remuneration levels for support staff are analysed and reported in this report by gender. The College also monitor remuneration levels by other protected characteristics by scale point on an annual basis however it is inappropriate for the College to publish a detailed breakdown of these statistics to avoid the potential identification of the staff concerned.

## **Academic Staff**

A salary band applies to all basic grade and senior lecturer staff. The salary band previously covered 18 scale points, of which 14 were active (1-11 Lecturers and 12 – 14 Senior Lecturer). However in light of The Employment Equality (Age) Regulations 2006 the College reduced the scale points to 14 of which only 12 scale points are currently active, the scale points for lecturing staff were reduced from 9 to 6, it could take up to five years for a lecturer to reach the maximum of the scale (6 – 11 Lecturers) and a Senior Lecturer three years (12 – 14 Senior Lecturer). Salary assessments are carried out for academic staff based on qualifications, experience and recognised service. All service is calculated based on start and finish employment dates regardless of the number of working hours.

An analysis of academic salaries by gender and scale point has shown an equal balance of full-time and part-time males and females at each scale point. The College will continue to monitor and report the impact of using the criteria on staff in this area. Any sign of potential discrimination identified by this analysis will be addressed immediately.

There is a clear path of progression with an annual increment being applied to academic staff on pay bands until the maximum scale point for the post is reached. This is applied equally regardless of gender. Staff are advised that they have access to their salary assessment details and that the assessment can be fully explained by a member of the Human Resources Team. Salary assessments are checked and authorised by two members of the Human Resources Team.

The College proactively reviews the terms and conditions for all staff on regular basis taking into consideration current and pending legislation, developments in case law and best practice. This proactive approach has assisted the College over the years to address any potential for discrimination, direct or indirect, which may have had an impact on staff.

## **8.0 Equal Pay Audit 2010/11**

The College collects and compares pay information related to gender on an annual basis which includes basic pay, total earnings and other work related benefits.

Benefits which are also considered as part of pay are applied equally to all staff regardless of protected characteristics, type of contract or hours work (part-time staff receive an entitlement on a pro rata basis), these include:

- access to the Local Government or Scottish Teachers Pension Scheme, all staff are automatically entered into the scheme and have the option to opt out if they choose, however the College encourages staff to make provision for their future by making appropriate pension arrangements;
- annual leave entitlement;
- Occupational Sick Pay; and
- all policies and procedures.

An equal pay audit is conducted on an annual basis by the College using Human Resources data for each session. The equal pay audit looks at pay patterns across grades, occupational categories, full-time and part-time staff and the effect of increments.

Although the pay audit included other protected characteristics such as different ethnic groups, age and disabled and non-disabled people, only the overall outcome in relation to gender will be published in this report. It is inappropriate for the College to publish a detailed breakdown of its equal pay audit due the sensitive nature of the data collected and the potential risk of individual identification.

The College generated staff pay data following the application of its job evaluation system, FEDRA, in order to carry out the equal pay audit for session 2010/11.

There is no gender effect on pay in the majority of grades between men and women, full-time or part-time. Where there is a slight difference in pay between genders within a grade this is due incremental impact. The commencement of new staff within a particular grade will initially lower the average salary for that group.

Overall, pay between males and females across the majority of the grade structures do not seem to display any pay discrepancies with the exception of one grade. Support Grade 4 demonstrates a 7% difference in pay towards female this is the result of only one female, full-time at the top of the scale on this grade.

However there appears to be an uneven distribution of males and females within certain grades. This is an issue of successful succession planning and recruitment by encouraging both genders to apply for non-traditional roles through innovative recruitment advertising rather than an issue of equal pay.

The College has an all male senior management team. As previously stated, the Board of Management approved a Succession Plan which was, in session 2009/10, revised in session 2011/12. This seeks to ensure that adequate preparation is provided for all staff to enable them to progress internally and externally to positions of responsibility. Trades Union representatives on the Joint Consultative Committee assisted in the revision of this document.

During session 2010/11 the College reviewed and revised the terms and conditions associated with its pay protection practice in consultation with its recognised Trade Unions. Both the pay protection period and remuneration package during the protected period were reduced to ensure that any equal pay issues are minimised.

Support and academic grades did not show a significant pay gap when looking at remuneration levels across the grades.

Details of the College's workforce profile at 31 July 2011 are detailed in section 6 of this report. Information in relation to the recruitment and selection statistics for session 2010/11 are contained in the next section of this report.

The equal pay audit for session 2010/11 has demonstrated that there is no gender pay issue within the College. There is an issue of gender imbalance within some grades and this will continue to be monitored. The College's recruitment and selection processes endeavour to ensure the best candidate for the job is selected.

## **9.0 Recruitment and Selection Strategy and Statistics for Session 2010/11**

### **9.1 Recruitment and Selection Strategy**

The College recruitment and selection strategy seeks to select the best candidate for every job vacancy and achieve a fair and consistent approach in its Recruitment and Selection Procedures by promoting equality of opportunity. The Board's equality policies reaffirm its commitment to equal opportunities in employment.

As an employer the College is committed to promoting equality of opportunity, it operates recruitment and selection procedures which are fair, lawful and objective. It is in the College's interest to achieve a fair and consistent approach in its recruitment and selection procedures for all categories of employees not only to ensure that the best candidate for the job is selected, but also to:

- avoid discriminatory practices;
- ensure equal access to all jobs;
- comply with employment legislation; and
- ensure good human resource management practice.

The College has clear written procedures for recruitment and selection which are made available to everyone involved in the recruitment process.

The Recruitment and Selection Policy was reviewed in consultation with, and the involvement of stakeholders, in session 2010/11 taking full cognisance of the requirements of the Equality Act 2010. The revised Policy was considered at the first meeting of the Joint Consultative Committee in session 2011/12 and its impact reported in the next annual report. The Policy aims to outline the practices which will give candidates equality of opportunity. The principles, which are set out in the policy, apply equally to the recruitment and promotion process and to internal and external candidates. To ensure that the College's Policy and Procedures are carried out consistently every Board Member and College manager who participates in the recruitment and selection process must have received appropriate training in the process and the related equality and diversity legislation. This will assist in ensuring a consistent approach to recruitment and selection across the College.

The success of the College depends on the success of its employees. It therefore follows that it is important that the appropriate employees are recruited by investing the necessary time and effort in the recruitment and selection process.

As part of the Board's on-going commitment to its equalities agenda, advice is periodically sought from external agencies with a view to improving the College's recruitment strategy and selection practices. The College has expanded the variety of websites and media used to advertise its job opportunities to ensure that it reaches a more diverse candidate base. As a matter of routine the College trials various media and assesses the impact of these on attracting a diverse range of candidates. Monitoring the media ensures that a diverse candidate base is reached and it assists the College to obtain value for money.

The College continues to review the text used in its advertisements to ensure that it clearly demonstrates its commitment to equality and diversity with the aim of attracting and retaining candidates from diverse backgrounds.

The College has consistently attracted candidates from diverse backgrounds which is reflected in its workforce profile. In addition the College is aware that one of the causes of the gender pay gap is occupational segregation and it is committed to addressing this issue by widening its advertising campaigns to encourage as broad a range of applicants as possible into non-traditional roles. As a result of this approach the College has been successful in recruiting female academic staff into its Construction Team and male academic staff on to its Hairdressing and Beauty Team. All curriculum teams have a mix of male and female staff. However this is not the case for all support teams therefore the College will continue to monitor the gender balance across these areas.

## **9.2 Monitoring**

To assist the College to monitor its recruitment and selection processes all candidates are invited to complete an Equal Opportunities Monitoring Form which is returned in a sealed envelope. This information is not divulged to the selection panel and is used solely for monitoring purposes. Early in session 2011/12 the College reviewed further the Monitoring Form with the involvement of stakeholders and the document will be amended in light of the feedback received. The Form covers all protected characteristics.

Recruitment and selection statistics are drawn from the Equal Opportunities Monitoring Form. A breakdown of the recruitment and selection statistics for academic year 2010/11 are detailed in the following section.

It is inappropriate for the College to publish a detailed breakdown of its recruitment and selection statistics across all protected characteristics due the sensitive nature of the data collected however information related to disability, race, gender and age have been reported.

## **9.3. Recruitment and Selection Statistics – Session 2010/11**

In session 2010/11 the College placed 16 advertisements, both internally and externally. The College received 313 direct expressions of interest this number does not include recruitment packs that may have been downloaded from the College's website. A total of 227 applications were returned. It should be noted that not every candidate will return or fully complete the Equal Opportunities Monitoring Form.

The College made a total of 26 appointments from the roles which were advertised. Of the 26 appointments, four were support/management roles, two appointments will also be shown in the report for session 2011/12. Of the 22 academic appointments, one appointment was an Acting position and 21 appointments were made from within the internal staffing complement as a result of the management restructuring exercise which took place in session 2010/11 these appointments will also be will be reflected in the report for next year. The College undertook an equality impact assessment in consultation

with its recognised Trade Unions on the selection process in relation to its management restructuring exercise.

In addition the College made temporary academic appointments across a range of curriculum areas.

Of the 227 applications received, for internal and external appointments, 79 were female, 142 were male (6 refused to provide this information).

In relation to personal information of the 227 applications received the percentage of applicants who preferred not to answer or did not respond in relation to the equality information requested were:

Gender	0%	Disability	9%
Marital Status	8%	Ethnicity	13%
Dependents	27%	Religion	33%
Age	14.5%	Sexual Orientation	35%

The response rates received from applicants have improved in the majority of areas with the exception of dependents, religion and sexual orientation. Sexual Orientation and Religion appear to have received less of a response rate than the other areas. The College regularly reviews its recruitment documents to ensure that all areas of equality are fully promoted. Candidates are encouraged to share information with the College to assist it to continue to improve its processes and attract a wider candidate base. The impact of the recruitment advertising processes are monitored through its ability to attract a diverse range of candidates and the information collected from candidates assists the College to gauge its success in achieving this aim.

The College fully respects the rights of individuals not to respond to its Equal Opportunities Monitoring questionnaire and to their right to privacy.

#### **9.4 Academic Posts**

The College placed 11 adverts for 22 posts internally and received 44 direct expressions of interest of which 42 applications were returned and 40 were shortlisted.

Of the 22 appointments, 21 were made from within the internal staffing complement as a result of the management restructuring exercise which took place in session 2010/11. Of the 21 appointments ten were male and 11 female. One internal post was advertised as an Acting Up opportunity for existing staff and this related to an Acting Senior Lecturer position to which a female was appointed.

Of the 40 applicants invited to attend for interview 53% were male and 47% female. Of the 40 applicants 5% declared a disability and 2.5% were from a BME background. The age range of the applicants varied between 40 and 65 years. Of those who were appointed 45% were male and 55% female, 5% had a declared disability and 2.5% were from a BME background.

## **9.5 Support Posts**

The College received 269 expressions of interest of which 183 applications were returned in response to 5 support posts externally. Of the 183 applicants 67% were male, 33% were female, 3% disclosed that they had a disability, 89% did not have a disability and 8% refused to provide this information, and 8% were from a BME background and 11% declined to provide this information.

28 applicants were invited to attend for interview, 61% male and 39% female. Of the applicants who provided information relating to disability none were appointed. Of the applicants who provided information relating to ethnicity one was from a BME background. The age range of applicants varied between less than 21 and 65 years and over.

Of the 4 applicants that were appointed, 75% male and 25% female, none declared a disability and one was from a BME background.

## **9.6 Recruitment and Selection 2010/11 - Summary – Equality Data**

Of the 26 appointments 13 were male and 13 female, two disclosed a disability and one was from a BME background. The age of candidates appointed fell in the range of 21 to 65 years.

## **9.7 Recruitment Process - Review of College Website**

### **Further Education Colleges: Recruitment Equality for the 21<sup>st</sup> Century**

An independent study of websites of 100 UK Further Education colleges was commissioned by R21 Education, a leading job board for Further Education colleges in the UK and part of R21 Media. The study was a collaborative venture involving equality screening of college websites in the area of recruitment between Anne Tynan, an Equality and Diversity specialist and R21 Media. A wide range of UK colleges, when invited, volunteered to participate in the study. John Wheatley College was not one of the College's selected to participate in the UK study. The output was a report titled 'Further Education Colleges: Recruitment Equality for the 21<sup>st</sup> Century?' which details the findings of the study. A copy of the report is available on request.

A copy of the report Recruitment Equality for the 21<sup>st</sup> Century was distributed to key personnel involved in the development and maintenance of the College's website. The document will be considered during the on-going development of the website.

Whilst the College was not invited to participate in the UK study the independent advisor agreed to undertake a review of the College's website on the same basis as the published study. The College website scored 62% which placed it in the top group of Excelling. There was one recommendation relating to the font size used on the College's Homepage and the

recommendation has been addressed. In addition a link to the College's equality and diversity policies and equality logos have been added to the recruitment area its website.

A copy of the report was presented at the College's Equality and Diversity Committee for discussion and members were invited to make any additional suggestions for improving the College's website.

It was agreed at the Equality and Diversity Committee that a survey of applicants would be undertaken during the next recruitment campaign organised by the College to gather the views of users on accessibility, availability of Equality and Diversity information, inclusivity of application and recruitment processes and availability of information on building accessibility. The purpose of the survey was to assist in the further development of the College's website in the area of recruitment and the College recruitment process. The outcome of the survey is outlined in the next section of this report.

### **Survey of College Website and Recruitment Process**

In order to evaluate its Recruitment process the College undertook a survey early in session 2011/12. During the recruitment campaign for three support posts the survey questionnaire was issued to prospective applicants. The survey invited applicants to provide their views on the initial recruitment process covering the advertisement, media used, application form and College website. The survey also invited applicants to put forward any suggestion for improvements.

The College received 113 applications for the three positions advertised and 43 applicants, 38% responded to the survey.

Of the 43 applicants 42 felt that the advertisement for the post clearly demonstrated the College's commitment to equality. One applicant suggested that the College add a specific statement about its commitment to equality for everyone. The majority of applicants accessed the recruitment pack through the College website, 53%, followed by S1Jobs and a request submitted by email to the Human Resources Section, 20%, contact by telephone was least utilised at 7%.

All of the applicants who participated felt that the recruitment packs were easy to access on the website and that College website provided a clear indication on its accessibility. In relation to equality and diversity information 95% of the applicants felt that the availability of information was clearly indicated, the information was easy to access and of good quality.

The recruitment pack was felt to be informative by all the respondents. 41 applicants felt that the application form was easy to complete however one applicant felt that the format could be improved and one other felt that options for downloading the documents from the website could be provided. Applicants were asked if they felt guidance notes on how to complete the

application form would be of assistance, of the 40 applicants who responded 24 felt that guidance notes would be beneficial.

The College has considered introduction an online recruitment application form for vacancies and 75% of the respondents stated that they would have preferred to have completed their application form online. The College will explore this option during session 2011/12.

Information in respect of College buildings, and guidance about their accessibility, is available on the *DisabledGo* Website [www.disabledgo.info](http://www.disabledgo.info). Applicants were asked if they accessed the information available on the buildings accessibility of the 38 who responded a third confirmed that they had visited the DisabledGo website for additional information.

Applicants were invited to add any further comments about the College website or the recruitment documents/process. Comments submitted include:

- condense the documents as too many attachments;
- application was easy to understand and complete, friendly and easy to use;
- not all people have access to the internet;
- impressed with the information and details on conditions that were provided, good amount of information about the post;
- formatting of forms was a little wayward, with various tabulations, automatic font size and space issues;
- member of staff spoke to was very helpful; and
- pack was emailed within two hours of reading about the job vacancy in the job centre.

In light of the comments received from the overall survey the College will:

- explore the possibility of introducing an online application form – 75% of applicants felt that stated that they would have preferred to have completed an online application; and
- add a clear statement of its commitment to equality and diversity to its advertisements.

## **10.0 Policies, Procedures and Associated Work Practices.**

The College approach to equality is supported by a range of policies, procedures and associated practices which underpin its equalities agenda. The College has specific policies which promote and support equality for staff

and learners. All of these policies and procedures are available from the College's website.

There is a systematic process for the equality impact assessment, development and review of the Board's policies, procedures and associated practice. In addition, legislative changes, developments in case law and recognised best practice require these areas to be monitored and reviewed on an on-going basis. The College has a Policy Schedule in place which ensures the routine review and revision of policies and procedures. This Schedule is monitored and updated when required to ensure that developments in the legislation, case law or best practice are taken into account.

The College approach to mainstreaming equalities is supported by processes, policies and procedures to ensure that all areas of its equality agenda are an integral part of all functions and services provided for learners and staff. This is achieved through a range of informal and formal consultations and other involvement mechanisms.

Staff or learners who believe that they have suffered any form of discrimination on any grounds are encouraged to raise the matter through the College's agreed policies and procedures which include the Dignity at Work Policy and Procedure, Commendations and Complaints Procedure, Disciplinary and Appeals Procedure and Grievance Procedure. A copy of the relevant policies and procedures are issued to all new entrants, learners, external contractors, agency staff and partnership organisations. The policies and procedures clearly demonstrate the College commitment to equality.

During session 2010/11 the College reviewed and revised a wide range of its employment policies, in consultation and with the involvement of stakeholders, including:

- Attendance at Work Policy and Procedure;
- Acceptable ICT Use Policy;
- Health and Safety Policy;
- Recruitment and Selection Policy and Procedure; and
- Management of Criminal Records Information Policy and Procedure.

A range of policies and procedures are currently under review and will be implemented during session 2011/12, these include:

### **10.1 Annual Disability Audit and Personal Emergency Egress Plan (PEEPs)**

The College conducts an annual Staff Disability Audit. A memorandum is issued to all staff reminding them about the College commitment to equality of opportunity for all and to ensure that there are no barriers to the progress of staff with a disability or underlying health condition. The College seeks to actively promote disability equality and is committed to eliminating discrimination and unfair treatment in every aspect of its policies, functions and activities which may impact on staff. Staff are actively encouraged to

seek assistance if they should develop a disability or long-term health condition during their employment with the College. Furthermore staff are periodically reminded of the procedure for obtaining assistance. This proactive approach has encouraged staff to disclose to the College that they have a disability and it has ensured that staff received the appropriate assistance which they require.

In addition staff who have disclosed that they have a disability are issued with an annual Disability Audit pro-forma. The information provided by staff ensures that the College is taking a proactive approach to putting in place reasonable adjustments. The number of staff who have disclosed that they have a disability or long-term health condition has increased from 10.96% in session 2009/10 to 12.00% in session 2010/11.

The College also operates a comprehensive Personal Emergency Egress Plan system (PEEPs) which allows those staff and learners with disabilities which may affect their exit from College buildings during an emergency to register individual evacuation plans designed to suit their needs.

PEEPs information is gathered at the point when an employee commences employment as part of the College's Workforce Profile and when a learner enrolls as part of their Individual Learning Plan. This ensures that staff and learners are aware of the assistance available and that any necessary arrangements are put in place immediately.

In addition PEEP has also been incorporated into the College Attendance Management process to ensure that staff who are absent from work/returning to work are fully supported. Also PEEP forms part of the College Annual Disability Audit which requests updated information from staff members who have chosen to formally disclose their disability or underlying health condition to the College.

## **10.2 Family Friendly Policies and Procedures**

As part of its commitment to Equal Opportunities and family-friendly measures, John Wheatley College supports the principle of work-life balance. The benefits of family friendly policies and flexible working practices for the College include the recruitment and retention of staff in keeping with its overriding purpose to ensure the delivery of a high quality educational experience for all learners. To ensure that the best interests of the students are given full consideration at all times the College recognises that there needs to be an equitable balance between the core business requirements of the College and the welfare of staff. The College approach to family friendly and flexible working practices aims to assist employees balance work and non-work commitments.

The College has clear supporting procedures for assisting staff to achieve a work-life balance. The Policy and procedures are applied equally to all staff. The following section provides information on staff utilisation of family and parental leave and personal and domestic leave.

### 10.3 Family and Parental Leave Applications

In academic year 2010/11 the College received 32 applications for leave associated with family and parental leave as opposed to 54 applications in session 2009/10.

Table 10 shows a breakdown of the number of staff involved, by gender and the main reasons given by staff when applying for family and parental leave.

**Table 10 – Breakdown of Staff Applications associated with Family and Parental Leave – Session 2010/11 and 2009/10**

Session	No of Applications	No of Staff Involved	No of Days Leave	Gender Breakdown	Reason for Application
2010/11	32	16 staff – 8 female and 8 male	39.5 days All paid	Female – 14.5 days and Male – 25 days	Child Care Provision (81%) School Activity (15%) Childcare/Support related to child's disability (4%)
2009/10	54	23 staff – 16 female and 7 male	62.5 days 61.5 paid and 1 day unpaid	Female – 51.5 days and Male – 11 days	Child Care Provision (81.6%) Maternity Support (8%) Childcare/Support related to child's disability (8%) School Activity (1.6%) Appointments (0.8%)

The number of applications received in session 2010/11 reduced with an equal number of applications received from male and female staff. However male staff applied for more leave than females. The number of male staff accessing this entitlement has slightly increased in comparison to the previous session however the number of days requested by male staff rose by 44%. The number of female applicants decreased as did the number of days requested. The College has actively promoted its Work-life Balance Policy to all staff and encouraged both genders to utilise their leave entitlement.

As part of its commitment to gender equality the College routinely promotes its family friendly policies to all staff. Staff are informed of their entitlement when they commence employment with the College to ensure that all staff, including male staff, are aware of their entitlement. The College continued to promote and develop its family friendly policies during session 2010/11.

The feedback from staff from the involvement and consultation exercises which took place in session 2010/11 was positive with many staff indicating that they have adjusted their working patterns or received support from their

manager and the Human Resources Team in finding solutions to the barriers which they faced.

Of the 32 applications applied for 56% were received from academic staff and 44% from support staff. The direct cost of family and parental leave in session 2010/11 was £5,469 (£2,642 support staff and £2,827 academic staff). In session 2009/10 the direct cost was £8,638 (£2,030 support staff and £6,608 academic staff).

#### 10.4 Personal and Domestic Leave Applications

The College received 54 applications for leave under the Work-life Balance Policy associated with personal and domestic leave in session 2010/11 as opposed to 89 applications in session 2009/10.

Table 11 below shows the number of applications received broken down by number of staff involved, number of days leave granted by gender and the reasons. The information for session 2009/10 has been included for comparison.

**Table 11 – Breakdown of Applications for Leave associated with Personal and Domestic Leave**

Session	No of Applications	No of Staff Involved	No of Days Leave	Gender Breakdown	Reason for Application
2010/11	54 28 female and 26 male	48	76.5 days	Female – 33 days Male – 43.5 days	Bereavement (54%) Care of Dependents (34%) Domestic/Other (9%) Child/Dependent hospitalised (3%)
2009/10	89 53 female and 36 male	61	116 days	Female – 73.5 days Male – 42.5 days	Bereavement (54%) Care of Dependents (29%) To secure their home (7%) Inclement weather/Other (10%)

There was a significant decrease in the number of applications for personal and domestic leave received by the College in Session 2010/11 in comparison to session 2009/10. The number of staff submitting an application decreased from 61 in session 2009/10 to 48 in session 2010/11 and the number of days taken by staff decreased by 34%. The main reason for personal and domestic leave continues to be bereavement leave which accounts for 54% of the applications which is similar to session 2009/10. The second main reason for requesting time off related the care of a dependent at 34%, the gender balance for staff requesting time off was 48% male and 52% female.

Of the 54 applications received 45% were from academic staff, 46% from support staff and 9% from management (Curriculum Leader level and above).

The direct cost of leave associated with personal and domestic leave for session 2010/11 was £10,655 (£3,807 support staff, £5,412 academic staff and £1,436 management). The direct cost of leave associated with personal and domestic leave for session 2009/10 was £15,524 (£4,624 support staff, £9,052 academic staff and £1,848 management).

In addition the Principal provides further assistance by means of granting leave with or without pay on compassionate grounds (within his delegated authority) to enable situations not foreseen by the Policy to be addressed.

The feedback from staff from the involvement and consultation exercises which took place in session 2010/11 was positive with many staff stating that the College is very understanding and supportive during times of personal and domestic crisis. The College will continue to further review and develop its Work-life Balance Policy in order to support staff.

## **10.5 Flexible Working Applications**

Employees with parental responsibility for young or disabled children or carer responsibilities have the right to formally request a change to their working arrangements in order to enable them to work more flexibly. The College has continued to offer the opportunity to all staff to request such a change to their working arrangements and has operated beyond the requirements of the legislation. It has granted a number of applications submitted by staff for carer responsibilities or who wish to achieve a better work-life balance. The College gives any request it receives serious consideration and follow through a defined procedure to review whether the request can be granted.

The College has 23 staff members operating a reduced working week, term-time working or operating a flexible working pattern, 17 female, five of whom hold management positions and 6 male members of staff, one of whom holds a management position, a total of 11.5% of the workforce at 31 July 2011.

The College continues to work in partnership with staff and representatives of its recognised Trade Unions to further develop its policies, procedures and support mechanisms to assist staff to achieve a work-life balance.

## **11.0 Exit Interviews**

All staff leaving the service of the College are invited to participate in an exit interview. The purpose of the exit interview is to assist the College to monitor the reasons for staff turnover, make an informed decision about the vacancy, inform the revision of job descriptions, introduce or adapt existing policies, procedures, work practices or address any areas of concern appropriately. The College seeks to improve upon its existing policies and procedures and the feedback from staff is invaluable in this process.

Exit Interviews are conducted by a member of the Human Resources Team and the results are discussed with the line manager. The results from the

Interviews are published annually in the College's Annual Equality and Diversity Report. There were 56 leavers in session 2010/11 as opposed to 43 in session 2009/10.

The leavers' for each session by staff category is shown below:

<b>Staff Category</b>	<b>2010/11</b>	<b>2009/10</b>
Support/Management staff	14	12
Permanent academic	11	2
Temporary academic staff	13	14
Easter revision	18	15

A breakdown of staff leavers by reason in session 2010/11 is shown in Table 12 below along with the data for session 2009/10 for comparison.

**Table 12 – Breakdown of Staff Leavers and Reasons for Leaving – Sessions 2010/11 and 2009/10**

<b>Reason</b>	<b>Number of Staff Session 2010/11</b>	<b>Number of Staff Session 2009/10</b>
<b>Easter Revision</b>	18	15
<b>End of Temporary Contract</b>	13	12
<b>Dismissal</b>	0	0
<b>Resignation</b>	9	13
<b>Retirement</b>	2	2
<b>Capability</b>	0	1
<b>Voluntary Severance</b>	14	0

In Session 2010/11 the employment contract for 13 temporary academic staff ended or expired as the staff concerned had not worked for the College for some time, these staff did not take part in the exit interview process. It should be noted that 18 staff were employed for Easter revision and employment contracts for these individuals were for one to two days, these staff do not take part in the Exit Interview process.

Of the 31 staff leavers, 9 resignations, 2 retirements and 14 voluntary severance, 4 members of staff volunteered to participate in the Exit Interview process. The College actively encourage staff to participate in its Exit Interview Process and an appointment is organised for leavers, where circumstances permit, as a matter of course.

The data collected is too limited to provide any meaningful feedback. However, those staff who participated made a range of comments regarding their employment whilst at the College these included:

- liked interacting with young people and seeing them progress;
- having the flexibility to introduce new materials into the programme; and

- knowing that working at a higher management level still has an impact on the learners through contributing to the enhancement of the learning experience.

The College's Exit Interview Form specifically includes a section on equality and diversity. This section gathers information relating to the College's approach to equality and diversity, if there are any concerns or suggestions for improvement in the College approach and if staff have anything to say about their treatment from a discrimination or harassment perspective.

Staff comments received in relation to equality included:

- policies are very thorough and the College raises awareness;
- no concerns about equality and diversity issues;
- college keeps up to speed, just need to ensure that it is always transmitted;
- college is exemplary in this area; and
- have felt harassed in the past (but not victimised) more a conflict of personalities than anything else and this was resolved.

Staff were invited to describe the culture or 'feel' of the College, staff comments included:

- positive;
- good, relaxed and informal feel;
- generally upbeat, more deflated recently but that is to cutbacks, etc; and
- here to make a difference to people's lives and this view is shared by most staff, occasional examples of pettiness and confrontation across all levels.

Staff felt that the communications within the College are excellent and that the processes are good but these are not utilised by everyone. Areas for improvement included communications with outreach staff and across teams.

Staff that provided feedback on customer service and relations felt that a strength for the College is that it makes students aware of their responsibilities and rights.

When asked how the College could gather and make better use of the views and experience of its staff comments included:

- regular annual surveys;
- feel temporary staff tend not to voice their opinions in case it impacts on future contracts;
- a questionnaire at the end of the academic year at quality days to highlight any issues over the year with working environment or personal issues and see changes year on year;
- staff should be made more aware that their views are taken into account, would provide more constructive feedback if value to opinion recognised.

All those who participated stated that they would recommend the College as an employer. Additional comments on staff time at the College included:

- valuable and rewarding time, only downside is that further promoted posts get further away from main reasons for being here and the contact with students; and
- enjoyed the majority of my time here.

## **12.0 Staff Discipline and Grievance – Session 2010/11**

The College is committed to promoting orderly employment relations as well as fairness and consistency in the treatment of individuals. As part of this commitment the College monitors the number of disciplinary and grievance cases and reporting on these on an annual basis. It also reports informal complaints if they are related to equality issues, discrimination or harassment. This enables the College to monitor the reasons for staff discipline and grievance matters to assist it in promoting standards at work, dealing with and identifying issues, monitoring and highlighting potential areas of inconsistency or inequality of treatment. The number and reasons for disciplinary and grievance cases are scrutinised to establish if there are any trends, underlying themes or issues which require to be addressed by the College.

In session 2010/11 there were no disciplinary or grievance cases. In session 2009/10 the College trained a number of its managers, at different levels, in conflict resolution. Similar training for new managers is planned for session 2011/12. Such training assists in the management of conflict resolution which can assist in reducing the number of disciplinary and grievance cases by resolving issues which may arise at an earlier stage.

## 13.0 Equality Impact Assessment

The College has in place a wide range of mechanisms to assist in the development, implementation and review of its policies, procedures, services, functions and plans. The assessment of the impact and review of its activities is carried out systematically, at least, on an annual basis. These mechanisms are aimed at continually meeting the needs the College's stakeholders through the process of involvement and consultation. The outcome of many of these processes has been reported in this annual report.

Impact assessment, including equality, is achieved through mechanisms such as:

- the review of data related to learner satisfaction surveys, learner enrolments, learner achievement, learner and public commendations and complaints and learner discipline;
- the review of data from staff discipline, staff grievance (informal and formal) staff complaints, statistics from the Employee Counselling Service, exit interviews with staff and learner retention levels;
- the Joint Consultative Committee and Equality and Diversity Committee;
- the College annual planning process in relation to strategic and operational plans including Academic Plans;
- the review of programmes, processes and services provided on a regular and systematic basis to ensure that they meet the needs of staff, learners and the communities which the College serves and to take appropriate steps to remedy deficiencies identified;
- the Programme Planning process which seeks to identify and remove unnecessary or unjustifiable barriers and promote all areas of equality and inclusion;
- the systematic monitoring and reviewing policies and functions, in consultation or with the involvement of stakeholders, to seek to provide appropriate facilities and conditions of service to meet the specific needs of staff, learners and stakeholders;
- the evaluation of annual team self-evaluation reports, presented to the Strategic Management Team and relevant Board of Management standing committee;
- the review of all learning and teaching materials on a regular and systematic basis to ensure that they promote and embed equality;
- the review of all College materials to ensure that they promote and embed equality;

- the requirement of external contractors, partner organisations and agencies to support the College's practice on equality issues;
- inclusion of responsibilities for equality in all job descriptions;
- production of appropriate printed materials on request to meet the needs of learners and staff;
- provision of additional support and guidance for learners from underrepresented groups as required, with particular support given to those entering into non-traditional subject areas;
- integration of appropriate citizenship themes in all teaching programmes offered by the College;
- the review of data from focus groups with stakeholders, questionnaires and surveys;
- equality matters as a standing item on agendas for team, operational and strategic management meetings;
- staff development records;
- Individual Learning Plans; and
- external audits conducted by independent consultants.

College staff are required to routinely:

- fully consider which decisions, new functions, work practices, policies and procedures will impact on particular or all protected characteristics;
- report the findings and results of impact assessment in self-evaluation reports, where appropriate; and
- consider the effectiveness of its arrangements and mechanisms for impact assessment and reporting outcomes on an annual basis.

The information gathered assists the College with identifying if there is a potential adverse impact on one or more of the targeted protected characteristics or if there is unlawful, direct or indirect, discrimination taking place, it also assists the College to continue to improve and develop its services.

The College focuses on the development of a strategic approach to equalities and builds on best practice. This helps it to mainstream equality issues across the work of the College and to continue to promote access and inclusion. Senior management play a key role in ensuring that the College is taking a holistic, strategic approach to mainstreaming and embedding equality as a core principle in the conduct of its services and functions. Whilst

management has a key leadership role in terms of promoting and implementing equalities the College expects all staff to demonstrate and fulfill a leadership role on equality and diversity matters in the activities they undertake on the College's behalf.

Consulting and involving stakeholders and improving community engagement is a key area for the College and it continues to deploy a variety of approaches to involve a diverse range of people and external partners in its processes. Ensuring there is access for all stakeholders to participate in its consultation and involvement processes is important. Therefore College seeks to continue to promote and develop its inclusive approach to gain a wider perspective on the work which it undertakes and the services which it offers.

Through impact assessment and continual monitoring of performance data the College seeks to develop and improve its policies, procedures, services, functions and plans to meet the needs of its stakeholders and to identify to any weaknesses in its application of equality and diversity approaches.

The College is currently developing a Single Equality Scheme and Action Plan with the involvement of and in consultation with learners, staff, recognised Trade Unions, partners and service users which will identify the targets and achievements in relation to its equality agenda and meet the needs of its stakeholders. The College has undertaken a wide range of consultation and involvement activities as part of the development of its Single Equalities Scheme and Action Plan during session 2010/11. It is anticipated that the Single Equalities Scheme will be further developed and produced for approval by the Board of Management in June 2012. A Single Equality Scheme will ensure that a single co-ordinated approach is taken and that staff responsible for taking action have only one point of reference. The College is aware that there is a degree of public concern about specific equality matters being diluted into a single document. However, it is the view of the College that working with stakeholders it will be able to produce a Single Equality Scheme which strongly promotes areas of equality across all protected characteristics.

A combination of qualitative and quantitative information was gathered through a variety of exercises with stakeholders during session 2010/11 (and some initial activities for 2011/12). The outcomes in relation to these exercises which assess the impact of the changes or developments implemented by the College to support its equality agenda, where the impact is most apparent, are summarised below.

These include:

- the continued review and development of the College's recruitment strategy and selection processes has led to a more diverse workforce;
- a significant improvement in the College's staff retention rate;

- staff feedback about the benefits of flexible working arrangements at all levels of the College's staff structure under its Work-life Balance Policy were positive;
- an increase in male staff accessing personal and domestic and family and parental leave;
- higher levels of staff returning to work after long-term disability or illness related absence and increased staff retention;
- the outcome of focus groups with staff suggest that, overall, the work experience of staff from under-represented groups is positive;
- feedback from staff demonstrated confidence, in their colleagues, that should an issue of discrimination arise, they would be supported;
- staff feedback was positive about the College commitment to supporting staff with mental health difficulties;
- staff widely reported that there is a high level of awareness of equality and diversity throughout the College and that this is an integral part of its ethos and service provision;
- succession planning was seen by staff as a positive way to increase the opportunities for under-represented staff to progress within the organisation;
- to encourage and widen learner participation a range of marketing and publicity strategies have been deployed and learner feedback indicates a high level of satisfaction with these activities;
- learners have indicated the opportunity to mix with learners from different backgrounds, ages and abilities is appreciated;
- learners reported that their additional support needs which they disclosed at the application stage were acted upon;
- an effective way of promoting equality and diversity is the Week of Diversity, this is highly regarded by learners and staff;
- varied teaching approaches, tailored to meet individual requirements, has been reported by learners as having a positive impact and contributing effectively to their progress;
- as a result of attending College learners have indicated that they have developed an increased awareness of both rights and responsibilities in relation to:
  - themselves,

- their peers and/or
- the wider community.

Sources of evidence to support the contents of this report are listed in appendix 1.

#### **14.0 Annual Equality and Diversity Report**

The College will produce an Annual Equality and Diversity Report for each academic year in the month of December. The report will be considered by the College's Board of Management and its relevant standing committees, a copy will be published on the College's website and issued to interested parties on request. The matters arising from the report will be included in the College's Single Equality Scheme and Action Plan to ensure that its equality agenda is driven forward.

**Sources of Evidence****Source/Document**

Academic Board minutes  
ACS Health and Safety Report  
Audit Scotland – external audit report 2004/05  
Audit Committee Annual Self Evaluation Report session 2008/09  
Best Value Review Annual report  
Board of Management and standing committees - papers  
Board of Management Development Events  
Board of Management Langland's Report Evaluation 2006/07  
British Computer Society Annual Audit Report October 2008  
Bursaries Reports to Academic and GP Committee  
Career Development Review documentation  
Chaste (Co-ordinating Health and Safety in Tertiary Education) Report  
Clerk to the Board's On-Board Report (bi-annual)  
College Annual Report  
College Newsletter  
College Plan  
College Policies and Procedures  
Commendations and Complaints procedure  
Commendations to staff  
Community Planning Partnerships: Papers and Minutes  
Curriculum for Excellence – Building the Curriculum Documents  
Curriculum Planning and Review Records  
Directory of care services  
East Glasgow Pathfinder website  
Effective Self-evaluation reporting ... Board Paper  
Annual Equality and Diversity Report  
Estates Development Strategy  
Evaluation of the Learning Experience Report session 2010/11  
Extended Learning Support Records  
External Awards  
External commendations  
Guidance policy, procedures and records  
Health and Safety Annual Report  
Health and Safety Committee Minutes  
Health and Safety Policy  
Health and Safety Procedures  
HMle College Review Report: John Wheatley College February 2010  
HMle Annual Engagement Activity Report April 2009  
HMle Aspect Report: implementing Inclusiveness in FE  
HMle Computing Aspect Report October 2009  
HMle Aspect Report Sustainable Development in Scotland's College

HMle Aspect Report Equality and Diversity September 2010  
 HMle College Feedback from Computing Aspect Inspection Task July 2009  
 HMle Creative Digital Industries Aspect Report October 2009  
 HMle College Feedback from Creative Digital Industries Aspect Inspection Task  
 HRM Performance Review Report  
 HMle Reports:
 

- Eastbank Academy;
- St Mungo's Academy;
- and Whitehill Academy

 HR records  
 ICT Strategy  
 Individual Learning Plans (ILP)  
 Internal and external audit reports  
 Internal verification records  
 Investors in People Report  
 Job descriptions  
 Job Centre Plus Magazine  
 Joint Consultative Committee Minutes  
 KPMG Annual External Audit Report  
 Langlands Report: Standards in Corporate Governance  
 Learning and Teaching Strategy  
 Learner Engagement Activity Feedback session 2010/11  
 Learning Networks Reports  
 Library/FLU resources  
 Library Self-Evaluation Report  
 Literacies Project Reports  
 Management Planning Meetings: Minutes  
 Minutes/documents relating to consultation with external partners  
 Minutes of College Committees  
 Minutes of team meetings  
 Management Development Programme – staff records  
 Money Matters – advice booklet  
 Partnership at Work Award  
 Performance Indicators  
 Project Team Annual Reports  
 Positive About Disabled People Quality Standard  
 Publicity materials  
 Quality Day Programmes  
 Quality procedures  
 Review of Communications Strategy  
 RoSPA Gold Award  
 School Academic Plans  
 Schools' Link Handbook  
 Scottish Executive: Working and Learning Together to Build Stronger  
 Communities.  
 Self-evaluation annual reports  
 Service Level Agreement – Skills Development Scotland -Careers Scotland  
 Service Level Agreement – Glasgow Life  
 SQA EV Reports  
 Staff Attendance Records

Staff Development Policy  
Staff Development Records

Staff Induction Programme  
Strategic Management Team Minutes  
Student Induction Materials  
Support Services Plans  
Timetabling System Records  
Youthstart Annual Report  
Widening Access Progress Report  
Wylie Bisset Annual Internal Audit Report  
Wylie Bisset Internal Audit Report on Corporate Governance