Item 11

For Approval

Glasgow Kelvin College

Board of Management - 12 June 2023

Public Sector Equality Duty Report 2023

Report by Director of People and Culture

1. Introduction

Members will be aware that the Board of Management have a responsibility to ensure that the requirements of the Equality Act 2010, including the general duty of The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 are addressed appropriately.

The College is required by Statute to publish data in the form of a Report by the 30 April 2023. To enable the College to meet legislative requirements a draft Public Sector Equality Duty Report (PSED) 2023 was published its website with the caveat that it is subject to the approval of the Board of Management on 12 June 2023. The PSED Report is based on data from Academic Years 2019/20 and 2021/22 and includes: a Mainstreaming Report, including staffing data; Equality Outcomes and Action Plan; Pay Gap Information; and Equal Pay Statement.

The draft PSED Report was considered by the Finance and Resources Committee at its meeting on 30 May 2023. The Report was amended considering comments received.

The purpose of this paper is to request approval from the Board of Management to publish the College PSED Report 2023.

2. Public Sector Equality Duty Report 2023

2.1 Focus of PSED Report 2023

The PSED report focuses on the implementation of the PSED at the College. It includes:

- Progress in mainstreaming the general duty into all functions since 2020, including:
  - Employee equality information: an annual breakdown of information on the number and relevant protected characteristics of employees including information on recruitment, development (career progression) and retention.
  - Details of progress made in gathering and using employment information to better perform the general duty.
  - Board of Management diversity information for members at any point serving during the period April 2020 to March 2022: the gender breakdown of board members and how information on the protected characteristics of the board

has and/or will be used to improve diversity amongst members.
    - Gender pay gap information and a statement on equal pay, including occupational segregation.
- A preliminary progress report in delivering Kelvin's set of equality outcomes for 2021 – 2025.
- The College's approach to tackling persistent inequalities, embedding and delivering its agreed Equality Outcomes.
- The College Equality Outcome Action Plan during academic year (AY) 2023/24. Members should note that the College will revisit it's Equality Outcomes to take into account the newly published Equality and Human Rights Commission (EHRC) and Scottish Funding Council's (SFC) National Equality Outcome (NEOs) guidance.

2.2 Key Findings

The key findings of the Report are noted below:

- Most age groups are broadly in line with the FE sector, with the exception of staff aged 51 and over (45.4% of Kelvin's workforce compared to 48.9% in the sector). The average age of staff is 48, with the age range between 22 and 75.
- 5.6% increase in staff disclosing a disability since 2019/20, 13.3% of the workforce.
- 3% of staff are from a Minority Ethnic background, a decrease of 1% since 2019/20. Although marginally higher compared to 2.6% sector wide, it remains an underrepresentation to Glasgow's Minority Ethnic population (11.5%).
- The College has greater parity between men (45.9%) and women (54.1%) compared to the FE sector (61% women).
- No staff members have disclosed that they identify as transgender.
- The College continue to attract and recruit disabled candidates. However, the success rate among disabled applicants was lower in 2021/22 compared to 2020/21.
- Attracting and recruiting Minority Ethnic candidates remains a key challenge for the College. However, in 2021/22, there was an increase in applications by Minority Ethnic people (11.2% of all applicants). 8.7% of staff recruited in the same period were Minority Ethnic.
- The College continues to have a high retention rate of staff with the largest proportion of staff having a length of service between 10 and 20 years. Retention rates remain high for disabled staff and Minority Ethnic staff.
- Membership of the Board of Management is balanced between men and women. During the reporting period there was a greater representation of disabled people making up 12% of the Board, however, only 4% were Minority Ethnic.
- There has been a slight increase of 0.1% to the mean pay gap bringing the figure to 7.9% in favour of men. No gap is evidenced by the median pay gap calculations.
- The Faculty with a gender balance is Business, Creative and Digital Industries (55% female and 45% male). Some curriculum areas have no male teaching staff (Business and Management, Fashion and Design, Beauty Therapy, Childcare and Early Education) and others have no female teaching staff (Automotive, Brickwork, Civil Engineering and Construction Management, Heating and Ventilation, Plumbing and Construction, Refrigeration and Air Conditioning, Service and Maintenance).

- Middle Management, Curriculum Manager, and Operational Management posts are balanced between men and women. There is greater representation of men in Senior Curriculum Manager and Senior Management (Principal, Vice Principal and Directors) posts.
- Although considerable progress has been made towards achieving our Equality Outcomes, there is more to do: greater representation of Minority Ethnic and disabled people across our grading structure, improving LGBTQ+ inclusion, and tackling occupational segregation. We are committed to working alongside partners in the FE sector to tackle persistent inequalities collaboratively in order to make our institutions as inclusive as possible.

Members of the Board of Management are recommended to approve the PSED Report 2023 for immediate publication.

3. Resources Implications

There are no resource implications associated with the report.

4. Impact on Students

There are no impacts on students identified on students as a result of this report. The College seeks to ensure that the culture of its working and learning environment is inclusive.

5. Equalities

The PSED Report 2023 demonstrates the progress made by the College towards the general and specific duties under The Equality Act 2010. The College will continue to make progress to meet its statutory obligations and advance the Board of Management's equality agenda.

6. Risk and Assurance

No risks have been identified as a result of this report.

7. Data Protection

No data protection issues have been identified as a result of this report.

8. Environmental and Sustainability

There are no Environmental and Sustainability implications arising as a consequence of this report.

9. Recommendations

Members of the Board of Management are recommended to:

i) note the content of this report and its appendix; and
ii) approve the Public Sector Equality Duty Report 2023 for immediate publication.

10. Further Information

Further information on the content of this report can be obtained from Doreen Shiels, Director of People and Culture Services (dshiels@glasgowkelvin.ac.uk).

Glasgow Kelvin College

Appendix 1

Public Sector Equality Duty Report 2023

Mainstreaming, Equal Pay Audit and Pay Gap Information, and Equality Outcomes Progress

Introduction from the Principal

To our Glasgow Kelvin College community:

I am proud to share with you our latest Public Sector Equality Duty report that showcases our College's ongoing commitment to equality, diversity, inclusion, closing the pay gap and working alongside partners to tackle persistent inequalities together. Despite the challenges of the pandemic in the last few years, our College community has worked tirelessly to maintain a learning and working environment that is welcoming, respectful, and supportive of people from all backgrounds, especially those most marginalised in our society. As we strive to build a more inclusive College experience for our students, staff, and communities, it is essential that our ethos reflects these values.

In recent years, we have developed ambitious policies and programmes to break down barriers and promote diversity and inclusion across the College. Our staff and students have worked alongside our communities on numerous initiatives to increase access to education. I am especially proud of our Community Hubs in Springburn and Easterhouse, two essential community anchors that were developed during the pandemic and provided much needed respite, opportunities for study and connections for local people.

In the report, you will find the highlights of our efforts to promote diversity and inclusion: our learning and development (CPD) programs, initiatives to support our staff and students, outreach to underrepresented communities, and inclusion in our curriculum. We have also analysed data on the representation of different groups within our workforce and identified successes and opportunities to inform our future priorities to make Glasgow Kelvin College a truly inclusive place to study or work.

While there is still much work to be done, I know there is support across the College's functions to progress equality, diversity, and inclusion. We are working alongside our workforce, student body, and partners to embed good practice and learning from lived experience so we can continue to grow together and unlock opportunities for everyone.

We are proud of the progress which we have made in this period but acknowledge that we have much more to do. We remain committed to building on this foundation and creating a College experience that is welcoming and supportive for all members of our community.

Derek Smeall
Principal and Chief Executive Officer

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About Glasgow Kelvin College

Formed in 2013 through the merger of three of Glasgow's hardest working and best loved Colleges – Stow College, North Glasgow College and John Wheatley College – Glasgow Kelvin College brings together the expertise, skills, creativity, ambition and genuine student-focussed support which was the hallmark of these three legacy organisations.

Glasgow Kelvin offers a high-quality learning experience which provides our students with the skills, knowledge, and confidence to equip them to compete in today's challenging jobs market, or to move on to further, more advanced learning.

We are ambitious for our students, our communities and our many partners, delivering real opportunities in a practical and grounded way. Our learning resources and facilities are second to none with our four campus buildings boasting exceptional student-focused amenities and services.

Importantly, the range of courses available at Kelvin is designed to meet the needs of learners of all ages and all levels of ability, from introductory tasters and National Qualifications, through Higher Nationals, right up to degree level qualifications.

Our Vision

Transforming lives through education.

Our Mission

Glasgow Kelvin College will enhance our learners' aspirations, careers and lives through accessible, inclusive, high quality lifelong learning.

Our Ethos and Values

- **Professionalism:** Performing to the highest standard to lead and deliver enterprise, progression and excellence.
- **Integrity:** Doing the right thing in an honest, ethical and transparent manner.
- **Creativity:** Fostering the development of new ideas and implementing innovative solutions.
- **Being supportive:** Creating a collaborative and inclusive environment which inspires and supports everyone to do their best to achieve individual, team and College goals.
- **Respect:** Demonstrating a commitment to listening, understanding and appreciating the views, needs and aims of others.
- **Being participative:** Encouraging working together and investing in College life.

Figure 1 Glasgow Kelvin College's Values

Our Equality Outcomes (2021 – 2025)

1. Our workforce has good representation of ethnic minority groups across our grading structure and is more reflective of the Glasgow Region by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.

2. Our staff are confident in disclosing a disability and our workforce has good representation of disabled employees across our grading structure by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.

3. Improve the disclosure rate of staff and students in relation to mental health conditions through establishing strategies and support which enables them to maintain good mental health and progress in work and study.

4. Improve LGBTQ+ equality and inclusion for staff and students through improving understanding of inequalities reducing stigma, discrimination and violence.

5. Tackle gender-based violence to keep staff and students safe and able to work and study; reduce the level of gender-based occupational segregation within the College.

6. Staff and students have an improved understanding of equality and inclusion so that they are able to participate in an inclusive learning and working environment and promote good relations between people from different groups.

1. Introduction

Glasgow Kelvin College (Kelvin) serves the North and East of the City with an average of 12,440 students per year. The majority of learners 52% live in Glasgow City itself, making the College truly Glasgow's. The College recruits' students from some of Scotland's most deprived communities: circa 31% of College enrolments are from students resident in the most deprived decile in Scotland. It remains, therefore, uniquely placed to contribute to the Scottish Government's Widening Access strategy.

The majority of the teaching activity is focused on vocational qualifications programmes which support inclusive growth and are designed to respond to labour market intelligence, the needs of its local communities, employers and delivered as part of the Glasgow Regional Outcome Agreement.

Equality, diversity, and inclusion (EDI) are integral elements of the College's ethos. Since the previous Public Sector Equality Duty (PSED) report, our staff, senior management, and Board of Management have renewed their commitment to nurturing a culture which embeds EDI by making it a strategic priority for 2021 to 2025. The general duties of the PSED are considered at the planning and delivery stage of the College's strategic and operational plans. We regularly carry out equality impact assessments as part of our decision-making and planning processes and continue to invest in upskilling our people to understand, prevent and pre-empt any negative equalities-related impact. To advance staff, students, and ultimately, the College's wellbeing, we are committed to ensuring that pay is awarded fairly and equitably. We aim to go above and beyond the minimum legal reporting requirements and explore in depth any pay disparities across all protected characteristics. It is important that employees have confidence in the process of eliminating bias; to this end we adhere to the national terms and conditions, policies and procedures and working practices for the sector negotiated and agreed through the National Joint Negotiating Committee and we are committed to working nationally and locally in partnership with our recognised Trade Unions and external agencies to achieve this.

Due to considerable overlap between our Mainstreaming, Equal Pay Statement and Equal Pay Audit, and Equality Outcomes, we have produced a comprehensive PSED Report instead of multiple standalone documents. We have included a progress report on our Equality Outcomes (2021 – 2025) and what we have learned in the process so far. This report provides a thorough analysis of how the College's commitment to mainstreaming translates into practice, the progress we have achieved to date, our successes and challenges, and our aims going forward.

1.1 About this report

This progress report focuses on the implementation of the PSED at the College. It includes:

- A report on progress in mainstreaming the general duty into all functions since 2020, including:
    - Employee equality information: an annual breakdown of information on the number and relevant protected characteristics of employees including information on recruitment, development (career progression) and retention.
    - Details of progress made in gathering and using employment information to better perform the general duty.

    - Board of Management diversity information: the gender breakdown of board members and how information on the protected characteristics of the board has and/or will be used to improve diversity amongst members.
- Gender pay gap information and a statement on equal pay, including occupational segregation.
- A preliminary progress report in delivering Kelvin's set of equality outcomes for 2021 – 2025.
- The College's approach to tackling persistent inequalities, embedding and delivering its agreed Equality Outcomes.
- The College will revisit its College Equality Outcome Action Plan during academic year (AY) 2022/23 to take into account the newly published Equality and Human Rights Commission (EHRC) and Scottish Funding Council's (SFC) National Equality Outcome (NEOs) guidance.

1.2 How we use the data available to us

Kelvin initially gathers equalities data through its recruitment procedure and as part of this process the data collated is migrated into its HR and Payroll System. The College operates an online recruitment system and equalities data is collected as part of that process. On the successful appointment of a candidate their data is migrated onto the College HR and Payroll System. The College has a self-service system which enables staff to record and update their equalities data at any time. We acknowledge that personal and demographic characteristics are not static and may change over time; as such, staff are reminded regularly to update their personal records and of the importance of accurate data to enable Kelvin to identify challenges and opportunities. Staff may also disclose their demographic information to a Human Resources Business Partner, who, with their consent, can update their records on the HR system to reflect any changes. Disabilities may also be disclosed on the Homeworking and Health and Safety Assessment modules and through our processes that support our Attendance Management and Support Policy and Procedure, which enables us to facilitate a joint discussion about reasonable adjustments or support the purchase of appropriate equipment for staff.

Through our HR systems and processes, we can record and extract other key information that supports us to meet the PSED including for example, leavers, maternity / parental leave, leave, salaries, and recruitment and selection. This information is examined against the nine protected characteristics which enables us to identify gaps or any challenges or barriers which specific groups may face.

Most of our data is quantitative (i.e. can be measured and analysed in numbers) and gathered by the systems such as those outlined above. Before it is analysed, data is anonymised so that individuals are not identified in the process and have increased confidence that their data is processed lawfully and proportionately. Our quantitative data supports us to understand the overall demographic makeup of the College and spot any trends on an annual basis. Additionally, it allows us to compare the College's demographics against sector averages and previous years which can highlight areas in which we are under- or overperforming.

We complement our quantitative data with qualitative data (data that tells us stories and experiences) to understand our staffs' and students' perspectives. These are normally gathered through various formatted surveys, interviews and conversations, and focus groups, in addition to the information collated through formal and informal feedback from staff and students.

In line with the general duty and the specific duties of the Public Sector Equality Duty (PSED), this report presents the College's staff equality monitoring data and discusses any trends that present challenges or opportunities to achieve greater equality and inclusion. Kelvin aims to collect and analyse data beyond what is legally required to explore and understand the intersectional experiences of our staff and students.

The data in this report reflects the publishing cycle required by the Act and includes information on staff **employed at any point** during the annual periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022, and where possible is benchmarked against staffing data in the annual period 01 April 2019 to 31 March 2020 and other external benchmarks. It also includes a snapshot of our workforce on 1 April 2022 and compares this to the data on 1 April 2020 where indicated.

1.3 Key findings

- Most age groups are broadly in line with the FE sector with the exception of staff aged 51 and over (45.4% of Kelvin's workforce compared to 48.9% in the sector). The average age of our staff is 48 whereas the range is between 22 and 75.
- 5.6% more staff are disclosing a disability since 2019/20 increasing the total to 13.3% of our workforce.
- 3% of our staff are from a Minority Ethnic background, a decrease of 1% since 2019/20. Although marginally higher compared to 2.6% sector wide, it remains an underrepresentation to Glasgow's Minority Ethnic population (11.5%).
- Kelvin has greater parity between men (45.9%) and women (54.1%) compared to the FE sector (61% women).
- No staff members have disclosed that they identify as transgender.
- We continue to attract and recruit disabled candidates; however, the success rate among disabled applicants was lower in 2021/22 compared to 2020/21.
- Attracting and recruiting Minority Ethnic candidates remains a key challenge for the College. However, in 2021/22, we saw an increase in applications by Minority Ethnic people (11.2% of all applicants). 8.7% of staff recruited in the same period were Minority Ethnic.
- We continue to have a high retention rate of staff across the College with the largest proportion of staff having a length of service between 10 and 20 years. Retention rates remain high for disabled staff and Minority Ethnic staff.
- Our Board of Management is balanced between men and women. There is greater representation of disabled people making up 12% of the Board. However, only 4% are Minority Ethnic.
- There has been a slight increase of 0.1% to the mean pay gap bringing the figure to 7.9% in favour of men. No gap is evidenced by the median pay gap calculations.
- The most balanced faculty between male and female staff is Business, Creative Industries and Digital Industries (55% female and 45% male). Some curriculum areas have no male teaching staff (Business and Management, Fashion and Design, Beauty Therapy, Childcare and Early Education) and others have no female teaching staff (Automotive, Brickwork, Civil Engineering and Construction Management, Heating and Ventilation, Plumbing and Construction, Refrigeration and Air Conditioning, Service and Maintenance).
- Middle Management, Curriculum Manager, and Operational Management posts are balanced between men and women. There is greater representation of men in Senior Curriculum Manager and Senior Management (Principal, Vice Principal and Directors) posts.
- Although considerable progress has been made towards achieving our Equality Outcomes, there is more to do: greater representation of Minority Ethnic and disabled people across our grading structure, improving LGBTQ+ inclusion, and tackling occupational segregation. We are committed to working alongside partners in the FE sector to tackle persistent inequalities collaboratively in order to make our institutions as inclusive as possible.

Figure 2 Snapshot of staff employed at Kelvin as of 1 April 2022

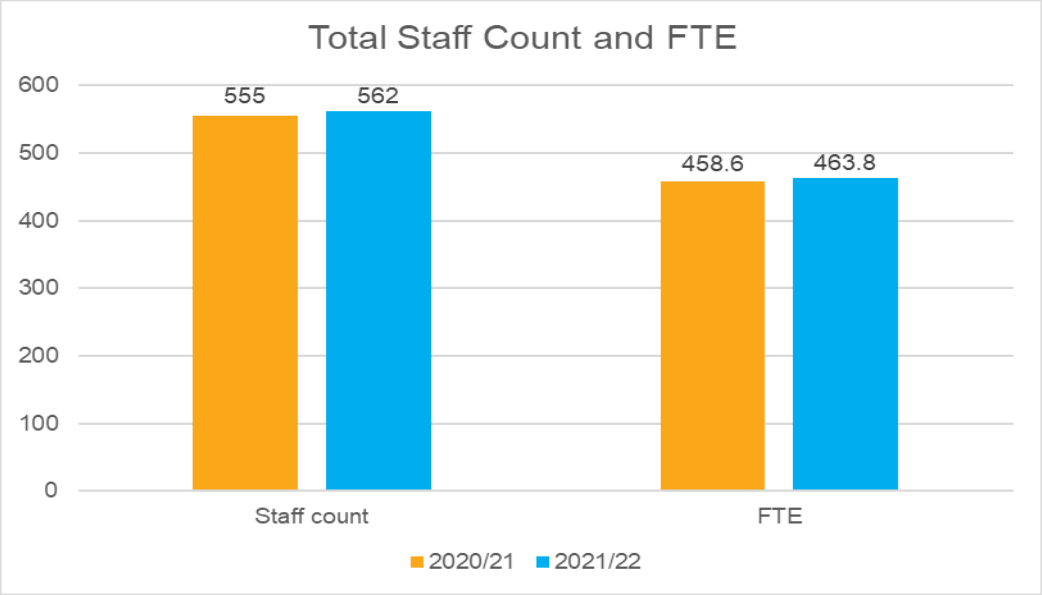
2. Staffing Distribution

The data in this section include anyone who was employed by Glasgow Kelvin College at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022 and is referred to as the financial year (FY) or reporting period.

2.1 Staff (Count and FTE)

Graph 1 below shows throughout 2020/21, the College employed a total of 555 staff (458.6 FTE) with a slight increase in 2021/22 to 562 (463.8 FTE).

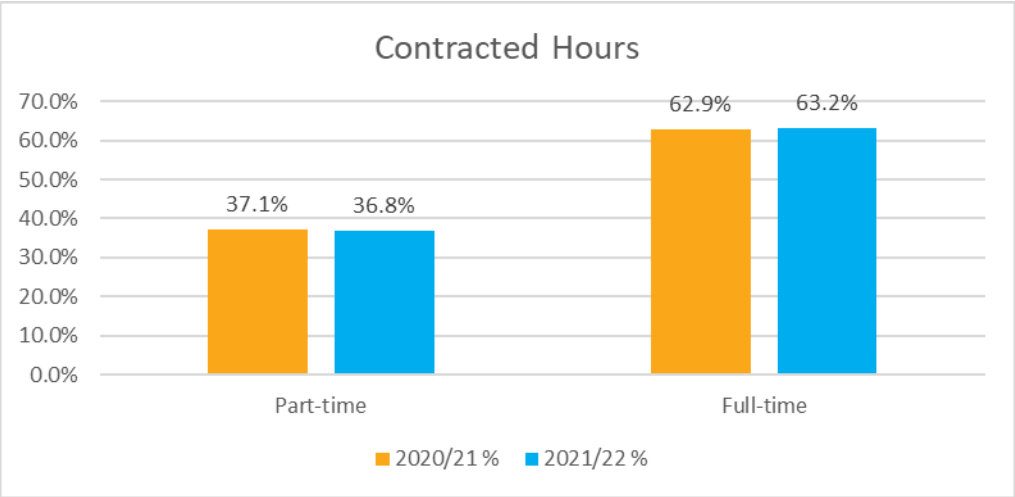
Graph 1 Total staff count and FTE for FY20/21 and FY21/22



2.2 Contract type

Graph 2 below shows the balance between full-time and part-time contracts in each session.

Graph *2* Contracted hours of all staff for FY20/21 and FY21/22

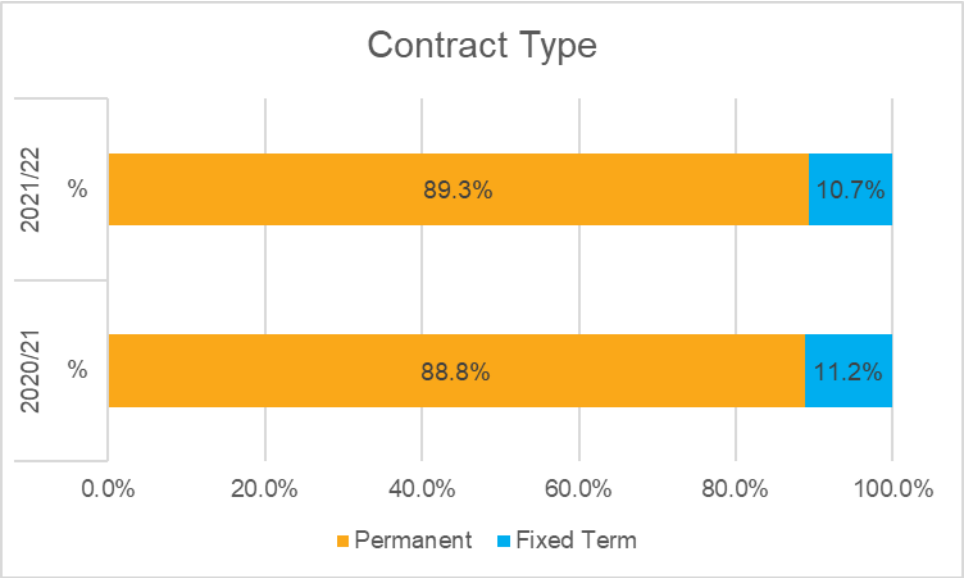


Most staff are employed on a full-time basis at a ratio of approximately 2 full-time staff members for every part-time staff member. The ratio is nearly equal between 2020/21 and 2021/22.

Women are still more likely to have primary caring responsibilities. Our data demonstrates this, with approximately 1 in 2 women holding a part-time contract compared to approximately 1 in 4 men. The College has in place a Family Friendly and Flexible Working Policy developed in partnership with its recognised Trade Unions, staff and other stakeholders which was introduced in March 2015. It is reviewed every two years or earlier if required based on feedback from staff, operational requirements, legislative changes and developments in case law.

Under this Policy, staff may request a change to their working pattern on a permanent or temporary basis for a limited period. Over the years the policy has been accessed by staff at all levels, including staff in senior roles and management positions. Where a request is rejected for operational reasons the College works with employees to come to an arrangement that is suitable to both parties to support all staff achieve a work life balance and retain staff.

Graph 3 Contract type of all staff for FY20/21 and FY21/22



Graph 3 shows a slight increase in staff employed on a permanent contract from 88.8% in 2020/21 to 89.3% in 2021/22. The College makes limited use of fixed-term and temporary contracts, and this type of contract is used only for a specific reason such as the role being externally funded, to undertake a specific project or to provide cover for a limited period of time, such as maternity leave or long-term sick leave.

It conducts a quarterly review of staff who hold a fixed-term contract to ensure that these are effectively managed. In addition, the FE Sector has in place a National Agreement that ensures that staff who hold a fixed-term contract transfer to a permanent contract after two years of continuous employment within the parameter of the Agreement.

The College offers flexible working opportunities to all staff. This over the years has increased the overall number of part-time posts as the College seeks to ensure that its operational requirements are met. The College is fully supportive of staff who wish to reduce or adjust their working hours to meet their needs whilst maintaining service delivery for our students and our communities. During the pandemic the College introduced hybrid working and this practice has continued; this enables staff to work on College premises and from home for a percentage of the week.

3. Workforce Demographic Overview

The data in this section includes those who were employed by Glasgow Kelvin College at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022.

Table 1 Demographic overview per protected characteristic for FY20/21 and FY21/22

	Benchmark 2019/20	1st April 2020/21	1st April 2021/22	% difference 2020 - 2022
Age				**Age**
Up to 35	24.3%	15%	16.4%	-7.9%
36 to 50	37.9%	39.3%	38.3%	+0.4%
51 to 60	30.1%	32.6%	29.9%	-0.2%
greater than 60	7.7%	13.1%	15.5%	+7.8%
Disability				**Disability**
Yes	7.7%	13.9%	13.3%	+5.6%
No	89.6%	27.5%	31.9%	-57.7%
Not disclosed / Prefer not to answer	2.8%	58.6%	55.9%	+53.1%
Gender reassignment				**Gender reassignment**
Cisgender		15%	18.5%	+3.5%
Not disclosed / Prefer not to answer		85%	81.5%	-3.5%
Marriage and Civil Partnership				**Marriage and Civil Partnership**
Married / Civil Partnership	30.4%	49.6%	49.6%	+19.2%
Single	26.1%	30.1%	30.3%	+4.2%
Divorced / Civil Partnership Dissolved	4.3%	4.5%	4.1%	-0.2%
Separated	0%	1.4%	1.4%	+1.4%
Widowed / Surviving Civil Partner	4.3%	0.7%	0.7%	-3.6%
Not disclosed / Prefer not to answer	34.8%	14.8%	13.9%	-20.90%
Pregnancy and Maternity				
Explored separately in Section 4.4				
Race				**Race**
White – UK and Ireland	89.9%	91.7%	90.9%	+1%
White minorities	3.9%	2.7%	2.9%	-1%
Minority Ethnic	4.2%	3.3%	3%	-1.2%
Not disclosed / Prefer not to answer	2%	2.3%	3.2%	+1.2%

Religion and Belief				Religion and Belief
Buddhist	0.2%	0.2%	0.2%	0%
Christian	31.4%	32.8%	31.5%	+0.1%
Hinduism	0.2%	0.2%	0.4%	+0.2%
Muslim	1.6%	1.3%	1.3%	-0.3%
None	34.3%	33.9%	35.4%	+1.1%
Pagan	0%	0.2%	0.2%	+0.2%
Quaker	0.2%	0.2%	0.2%	0%
Sikh	0%	0.2%	0.4%	+0.4%
Other faith/belief	1.3%	0.7%	0.7%	-0.6%
Not disclosed / Prefer not to answer	30.8%	30.5%	29.9%	-0.9%
Sex				**Sex**
Female	52%	53.5%	54.1%	+2.1%
Male	48%	46.5%	45.9%	-2.1%
Sexual Orientation				**Sexual Orientation**
Heterosexual	70%	69.9%	70.6%	+0.6%
Bisexual	0.8%	1.1%	1.1%	+0.3%
Gay Man	1.3%	1.3%	1.4%	+0.1%
Lesbian / Gay Woman	1.1%	1.3%	1.3%	+0.2%
Not disclosed / Prefer not to answer	26.7%	26.5%	25.5%	-1.2%

3.1 Demographic overview highlights[1]

- On balance, disclosure rates (ie how many people choose to disclose their personal data) have improved across the protected characteristics. A notable exception is race, the disclosure rate of which is 1.2% lower than in 2019/20.
- The proportion of staff who are 51 years old and over has increased by 7.6% since 2019/20 and the proportion of staff who are up to age 35 has decreased by 7.9% in the same period. This trend is consistent with the wider FE sector's demographic makeup. However, in 2020/21, Kelvin had a slightly lower number of staff aged 51 and over (45.4% of the workforce) compared to the sector (48.9%).
- The College has seen an increase in people disclosing one or more disabilities (+5.6% since 2019/20). The percentage of disabled staff in Kelvin (13.3%) is higher than the sector (7.5% in 2021/22), but lower than the Scottish population average (14.9%).
- No staff disclosed that they identify as transgender. This is the same as the last reporting period. Disclosure rates on trans status are consistently low across further and higher education, both in Scotland and the UK in general. However, Kelvin's disclosure rate is higher than average levels (around 75% across Higher Education Institutions in the UK).

[1] Our data is benchmarked against:
- Scottish Funding Council (2023), *College Staffing Data 2021-22,* accessible at College Staffing Data 2021-22 (sfc.ac.uk)
- Scotland's Census (2011), accessible at https://www.scotlandscensus.gov.uk/
- Glasgow City Health and Social Care Partnership (2021), *Demographics Profile,* accessible at Demographics Profile 2021 (hscp.scot)

- Staff are significantly more likely to disclose their marital status to the College since the last report. There are more married people or people in a registered same-sex civil partnership employed by the College (almost 1 in 2) compared to Glasgow's population (Almost 1 in 3).
- The College marginally outperforms the sector in terms of racial representation: 3% of our workforce identify as Minority Ethnic compared to 2.6% sector wide. However, it remains a considerable underrepresentation compared to Glasgow's Minority Ethnic population (11.5%).
- Given the low disclosure rate in terms of religion, all religions except 'no religion' are underrepresented compared to Glasgow's population.
- Kelvin has seen an increase in female staff (+2.1% since 2019/20); however, we continue to have greater parity than Scotland's College sector where female staff make up 61% of the workforce.
- Disclosure rates for sexual orientation remain low with 1 in 4 staff choosing not to disclose or prefer not to say. Non-heterosexual people make up 3.8% of our staff which is 2% lower than the region's demographics.

4. Workforce Demographic Analysis

The data in this section includes those who were employed by Glasgow Kelvin College at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022.

4.1 Age

Table 2 Average, lowest and highest age of all staff for FY20/21 and FY21/22

	2020/21	*2021/22*
Average	48	48
Lowest	21	22
Highest	74	75

Our workforce's composition in terms of age is in line with the wider FE sector in Scotland. This is also the case when we disaggregate our data by sex which shows marginal differences within the sector. Interestingly, between 2020/21 and 2021/22, there was a 5.8% decrease in male staff aged 51-60 leading to an increase in male staff aged 60 or over (explained by current staff moving on to a different age category) and aged up to 35 (through recruitment). On average, our support staff workforce is younger than the academic workforce with approximately 1 in 10 academic staff being up to 35 years old compared to approximately 1 in 5 support staff within the same age category.

Table 3 Age category per job role for FY20/21 and FY21/22

Age	Academic		Support		Leadership		Total	
	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
< 35	10.9%	11.9%	21.9%	23.7%	0%	0%	15 %	16.4%
36 - 50	41%	39.6%	38.9%	37.9%	19.%	21.1%	39.3%	38.3%
51 - 60	33.4%	31.8%	29.2%	26.3%	57.17%	42.1%	32.6%	29.9%
> 60	14.7%	16.7%	10%	12.1%	23.80%	36.8%	13.1%	15.5%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Whilst the College continues to have a high rate of staff on permanent contracts, the proportion of permanent contracts among staff under the age of 35 is significantly lower at 67.5% in 2020/21 and 38% in 2021/22.

Staff on part-time contracts range across all age categories. Kelvin aims to support its staff achieve a greater work-life balance and assist them meet their other commitments such as childcare, caring responsibilities, independent study or help them to prepare for retirement.

Table 4 Age category per contracted hours for FY20/21 and FY21/22

Age	Part-time		Full-time		Total	
	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
< 35	16.5%	17.4%	14%	15.78%	15%	16.4%
36 - 50	40.8%	37.7%	38.4%	38.6%	39.3%	38.3%
51 - 60	26.2%	25.6%	36.4%	32.4%	32.6%	29.9%
> 60	16.5%	19.3%	11.2%	13.2%	13.2%	15.5%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

4.2 Disability

The number of College staff who identify as disabled has increased significantly since 2019/20. The College experienced an increase in staff disclosure during the pandemic as it sought to put in place Government guidelines and support its most vulnerable staff. The approach to support staff with disabilities during the pandemic has helped staff to feel more confident in disclosing their disabilities. The table below shows the breakdown of disclosure for the reporting periods.

Table 5 Disability status of all staff for FY20/21 and FY21/22

Category	2020/21	2021/22
Yes	**13.9%**	**13.3%**
Yes - learning difficulty	0.9%	1.3%
Yes - mental Ill health	2.2%	1.8%
Yes - physical impairment	7.7%	6.2%
Yes - prefer not to specify	3.1%	3.7%
No	**28.1%**	**31.9%**
Not disclosed / Prefer not to answer	**58%**	**54.8%**
Total	**100%**	**100%**

The most common disclosed disability is physical impairment. However, between 2020/21 and 2021/22, there was a decrease in staff with a disclosed mental health condition but an increase in staff with an unspecified disability and staff with a learning difficulty.

The table below shows that more staff with disclosed disabilities are in support roles compared to academic. There is limited representation of people with disclosed disabilities at leadership level.

Table 6 Disability status per job role for FY20/21 and FY21/22

Category	Academic		Support		Leadership		Total	
	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
Yes	**9.2%**	**8.7%**	**19.2%**	**18.1%**	**4.8%**	**0%**	**13.2%**	**12.3%**
Learning difficulty	0.3%	0.3%	1.8%	2.6%	0%	0%	0.9%	1.26%
Mental Ill health	1.6%	1%	3.1%	2.6%	0%	0%	2.2%	1.6%
Physical impairment	4.9%	4.2%	10.5%	8.6%	0%	0%	7%	5.9%
Prefer not to answer	2.3%	3.2%	3.9%	4.3%	4.8%	0%	3.1%	3.6%
No	**20.7%**	**25.1%**	**36.7%**	**38.8%**	**47.6%**	**57.9%**	**28.3%**	**31.9%**
Not disclosed / Prefer not to answer	**70.2%**	**66.2%**	**44.1%**	**43.1%**	**47.6%**	**42.1%**	**58.6%**	**55.9%**
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Staff who have disclosed no disabilities are more likely to be on fixed-term contracts compared to staff with a disclosed disability.

Table 7 Disability status per contract type for FY20/21 and FY21/22

Category	Permanent		Fixed-term		
	2020/21	2021/22	2020/21	2021/22	Total
Yes	86.3%	84%	13.7%	16%	**100%**
No	81.5%	77.7%	18.5%	22.4%	**100%**

4.3 Marriage and civil partnership

Table 8 Marriage and civil partnership status of all staff for FY20/21 and FY21/22

Category	2020/21	2021/22
Married / Civil Partnership	49.6%	49.6%
Single	30.1%	30.3%
Divorced / Civil Partnership Dissolved	4.5%	4.1%
Separated	1.4%	1.4%
Widowed / Surviving Civil Partner	0.7%	0.7%
Not disclosed / Prefer not to answer	14.8%	13.9%
Total	**100%**	**100%**

Staff are significantly more likely to disclose their marital status to the College through self-service with a steady increase in disclosure rates year on year. About 1 in 2 staff are married or in a civil partnership.

Approximately 10% more academic staff are married or in a civil partnership compared to support staff which may be explained through the difference in age demographics. Approximately ¾ of our leadership team are married or in a civil partnership.

Staff members' marital status does not appear to affect their working hours with near parity across all statuses both in 2019/20 and 2020/21.

Table 9 Marriage and civil partnership status per contracted hours for FY20/21 and FY21/22

Category	Part-time		Full-time		Total	
	2020/21	2021/22	2020/21	2021/22	2020/21	2021/22
Married/Civil Partnership	50%	51.2%	49.3%	48.8%	49.5%	49.6%
Single	29.7%	27.5%	30.4%	31.9%	30.1%	30.6%
Divorced/Dissolved Civil Partnership	4.4%	3.9%	4.6%	4.2%	4.5%	4.1%
Separated	1%	0.8%	1.7%	1.7%	1.4%	1.4%
Widowed/Surviving Civil Partner	0.5%	0.5%	0.9%	0.9%	0.7%	0.7%
Not disclosed / Prefer not to answer	14.6%	16%	13.2%	12.7%	13.7%	13.9%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

In terms of permanence, single people are approximately twice as likely (2020/21: 16.8%, 2021/22: 18.2%) to be on fixed-term contracts compared to those who are married or in a civil partnership (2020/21: 7.3%, 2021/22: 8.6%). Given the low numbers of people with other marital statuses, it is difficult to infer trends or conclusions.

4.4 Pregnancy and maternity

17 staff were on maternity leave at some point during the reporting period between 1st April 2020 and 31st March 2022. 4 staff's maternity leave spanned across both years of the reporting period.

Table 10 Total number of staff on maternity leave and average, median, shortest, and longest duration for FY20/21 and FY21/22

Academic Year	Number of staff	Average duration	Median duration	Shortest duration	Longest duration
2020/21	10	164.1 days	162.5 days	107 days	230 days
2021/22	7	172 days	167 days	125 days	242 days

The College has 100% return to work rate following maternity leave. In 2020/21, 3 out of 10 people on maternity leave requested a reduction to their contract which was agreed; in session 2021/22 only one member of staff made a request.

4.5 Race

Table 10 Race and ethnicity of all staff for FY20/21 and FY21/22

Category	2020/21	2021/22
White – UK and Ireland	**91.7%**	**90.9%**
Minority Ethnic	**3.2%**	**3%**
Asian - Indian	0.5%	0.9%
Asian - Pakistani	1.3%	1.1%
Any other Asian background	0.5%	0.5%
African	0.5%	0.2%
Mixed White and Asian	0.2%	0.2%
Any other ethnic group	0.2%	0.2%
White minorities	**2.7%**	**2.9%**
Not disclosed / Prefer not to answer	**2.3%**	**3.2%**
Total	**100%**	**100%**

Although slightly less than 2020/21, the majority of staff are from a White – UK and Ireland background in 2021/22. There was a small decrease in disclosure rates; however, it remains high at 96.8% in 2021/22. Staff from a Minority Ethnic background make up approximately 3% of our workforce. This is lower than Scotland's demographics (4% across the country), but most importantly, lower than Glasgow's population (11.5%). According to the latest benchmarks in 2020/21, Kelvin outperforms the sector in terms of Minority Ethnic representation by 1%.

In terms of sex, there is good balance among staff who are from a White – UK and Ireland background. The gap is wider among staff from a Minority Ethnic background: the Female to Male ratio is approximately 2:1 both in 2020/21 and 2021/22. The gap is even wider among staff from a White minority background with a Female to Male ratio of approximately 4:1.

Staff from Black or minority ethnic backgrounds (exclusive of White minorities) are more likely to be in academic roles whereas staff from a white minority background are more likely to be in support roles. Staff from Minority Ethnic backgrounds make up 3.61% of academic and 3.06% of support staff in 2020/21 compared to 3.22% of academic and 3.02% of support staff in 2021/22. There is no disclosed representation of staff from Minority Ethnic backgrounds (inclusive or exclusive of white minorities) on the leadership team or managerial positions between 2020/21 and 2021/22.

The College continues to attract applicants from a minority ethnic background for posts. However it is less successful in attracting applicants for managerial positions both internally and externally. The College has committed to working with an external agency in Session 2022/23 to work towards an ethnically diverse workforce. In 2020/21, there is marginal difference between racial and ethnic groups in terms of working hours (part-time / full-time); all groups are near the College-wide percentages of 37% part-time to 63% full-time. In 2021/22, approximately ¾ of staff from a Minority Ethnic background were on a full-time contract.

Table 11 Race and ethnicity per contracted hours for FY20/21 and FY21/22

Category	2020/21		2021/22		Total
	Part-time	Full-time	Part-time	Full-time	
White – UK and Ireland	**37.1%**	**62.9%**	**37.6%**	**62.4%**	**100%**
Minority Ethnic	**39.4%**	**60.6%**	**27.3%**	**72.7%**	**100%**
Minority Ethnic excl white minorities	**38.9%**	**61.1%**	**23.5%**	**76.5%**	**100%**
Asian - Indian	0 %	100%	0%	100%	100%
Asian - Pakistani	42.9%	57.1%	33.3%	66.7%	100%
Any other Asian background	33.3%	66.7%	33.3%	66.7%	100%
African	100.%	0%	100%	0%	100%
Mixed White and Asian	0%	100%	0%	100%	100%
Any other ethnic group	0%	100%	0%	100%	100%
White minorities	**40%**	**60%**	**31.3%**	**68.8%**	**100%**
Not disclosed / Prefer not to answer	**30.8%**	**69.2%**	**33.3%**	**66.7%**	**100%**
Total	**37.1%**	**62.9%**	**36.8%**	**63.2%**	**100%**

There are no significant differences between racial and ethnic backgrounds in terms of permanence with groups being similar to the overall College's split.

4.6 Religion and Belief

Table 13 below shows a breakdown of religion or belied for staff during the reporting period. A higher percentage of staff across the reporting period hold no religion or belief. Christian denominations (Church of Scotland, Roman Catholicism, and other) make up the most held religion or belief in Kelvin at 32.8% in 2020/21 and 31.5% in 2021/22. The next most common religion was Islam. Other religions or faith are each held by under 1% of staff.

Table 12 Religion and belief of all staff for FY20/21 and FY21/22

Category	2020/21	2021/22
None	**33.8%**	**35.4%**
Christian	**32.8%**	**31.5%**
Not disclosed / Prefer not to answer	**30.5%**	**29.9%**
Muslim	**1.3%**	**1.3%**
Other faith/belief	**0.7%**	**0.7%**
Quaker	**0.2%**	**0.2%**
Hinduism	**0.2%**	**0.4%**
Sikh	**0.2%**	**0.4%**
Buddhist	**0.2%**	**0.2%**
Pagan	**0.2%**	**0.2%**
Total	**100%**	**100%**

Non-disclosure rates for religion or belief are high; 30% of staff in 2020/21 and 29% in 2021/22 choosing 'prefer not to say'. Due to the low numbers of staff holding religions or beliefs other than no religion/belief or Christianity, we are unable to infer conclusions from further quantitative data analysis.

4.7 Sex

Table 13 Sex of all staff for FY20/21 and FY21/22

Category	2020/21		2021/22	
Sex	**Count**	**%**	**Count**	**%**
Female	297	53.5%	304	54.1%
Male	258	46.5%	258	45.9%
Total	**555**	**100%**	**562**	**100%**

Kelvin's workforce is near balanced in terms of sex with 54.1% female and 45.9% male workforce which is more balanced than the wider further education sector in Scotland.

Table 14 Sex per job role for FY20/21 and FY21/22

Category	2020/21			2021/22		
	Academic	**Support**	**Leadership**	**Academic**	**Support**	**Leadership**
Female	47.2%	62.9%	42.3%	49.2%	61.6%	42.1%
Male	52.8%	37.1%	57.1%	50.8%	38.4%	57.9%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Women are more likely to be found in support compared to academic roles, making up 62.9% of support staff in 2020/21 and 61.6% in 2021/22. Our leadership remains near balanced with 8 female and 11 male staff.

Table 15 Sex per contracted hours for FY20/21 and FY21/22

Category	2020/21		2021/22		
	Part-time	**Full-time**	**Part-time**	**Full-time**	**Total**
Female	47.5%	52.5%	46%	54%	100%
Male	25.2%	74.8%	25.8%	74%	100%
Total	**37.1%**	**62.9%**	**36.8%**	**63.2%**	**100%**

Additionally, women are more likely to be on a part-time contract compared to men (47.5% of women v 25.2% of men in 2020/21, and 46.1% of women v 26% of men in 2021/22).

Similarly, women are more likely to be on a fixed-term contract (14.8% of female staff in 2020/21 and 16.1% in 2021/22) compared to men (8.5% in 2020/21 and 9.7% in 2021/22).

4.8 Gender reassignment

Although the College saw an increase in disclosure rates in terms of staff's trans status, no staff have disclosed that they identify as transgender. The number of people who have opted for 'Prefer not to answer' has doubled from 3 in 2020/21 to 6 in 2021/22.

4.9 Sexual orientation

The majority of our workforce identifies as heterosexual. Although slightly lower than 2020/21, approximately 1 in 4 staff choose 'prefer not to answer' when disclosing their sexual orientation.

Table 16 Sexual orientation of all staff for FY20/21 and FY21/22

Sexual orientation	2020/21	2021/22
Straight/Heterosexual	69.9%	70.6%
Not disclosed / Prefer not to answer	26.5%	25.4%
Bisexual	1.1%	1.1%
Gay Man	1.3%	1.4%
Lesbian/Gay Woman	1.3%	1.3%
Not sure	0%	0.2%
Total	**100%**	**100%**

LGBT staff make up 3.6% in 2020/21 and 3.74% in 2021/22 of our workforce which is similar to other Colleges in Glasgow. However, it is lower than the percentage of LGBT adults in Glasgow (5.6%).

Table 17 Sexual orientation per job role for FY20/21 and FY21/22

	2020/2021			2021/22		
Category	**Academic**	**Support**	**Leadership**	**Academic**	**Support**	**Leadership**
Heterosexual	63.3%	76.9%	90.5%	65%	76.3%	94.7%
Bisexual	0%	2.6%	0%	0%	2.6%	0%
Gay Man	1.3%	1.3%	0%	1.3%	1.7%	0%
Lesbian/Gay Woman	2%	0.4%	0%	1.9%	0.4%	0%
Not disclosed / Prefer not to answer	33.4%	18.7%	5.9%	31.5%	19%	5.3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

When exploring the distribution of LGBT staff across academic, support and leadership roles, we find that gay men and women are more likely to be in academic than support roles across 2020/21 and 2021/22. All bisexual staff are in support roles. There is no disclosed LGB representation at leadership level.

Given the small numbers of LGBT staff in the College, we are unable to infer conclusions from further quantitative data analysis.

5. Staffing Pipeline

The data in this section includes anyone who began employment at or left Glasgow Kelvin College at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022.

5.1 New starts and Leavers

Table 18 Total new starts and leavers for FY20/21 and FY21/22

Year	New starts	Leavers
2020/21	11	31
2021/22	39	70

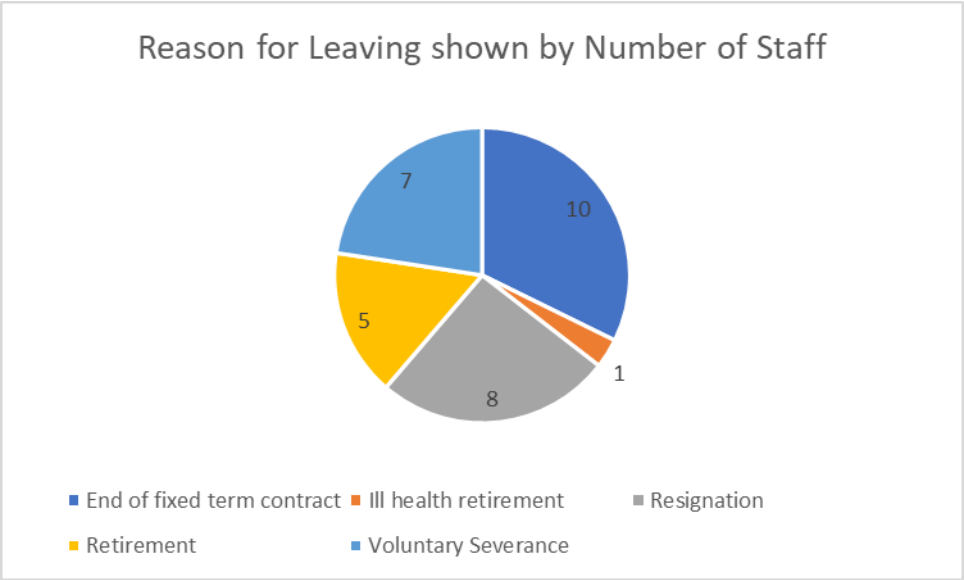
2020/21

Of 31 leavers in 2020/21:

- 17 were on a part-time and 14 on a full-time contract.
- 13 leavers were on a fixed-term contract.
- 15 were in support roles, 13 in academic roles, and 3 in senior leadership.

The number of staff broken down by the reason for leaving is shown in the graph below:

Graph 3 Total number of staff per reason for leaving in 2020/21



11 staff commenced employment at the College during the same period:

- 4 on a part-time and 7 on a full-time contract.
- 7 in a support role, 3 in an academic role and 1 in senior leadership role.
- 4 on a fixed-term (3 of which were short-term and left within the same academic year) and 7 on a permanent contract.

In terms of demographics, there is a near-equal split of women and men leaving the College in 2020/21 (15:16 F:M). The ratio of new starts during the same period was 5:6 F:M.

The majority of leavers were from a White – UK and Ireland background (87%) and 10% from a Minority Ethnic background. Given the low numbers of Minority Ethnic staff in the College and no new starts from a Minority Ethnic background in the same period, this has led to the decrease of Minority Ethnic representation in our workforce.

Of all leavers, approximately 1 in 4 had disclosed a mental, physical or other disability to the College. About 9% of new starts in the same period disclosed a disability whereas 54.5% did not disclose any data.

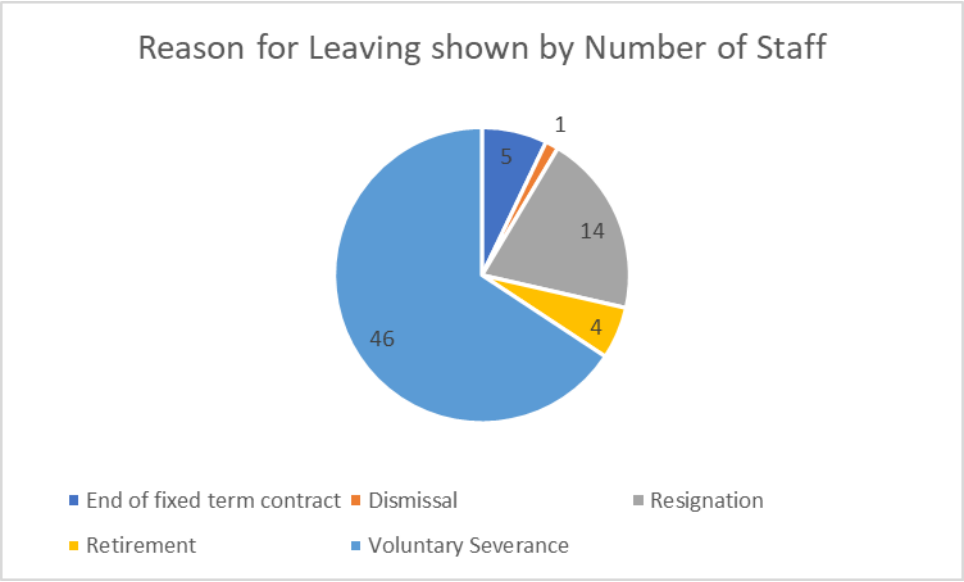
2021/22

With the implementation of the voluntary severance scheme, 70 staff exited the College in 2021/22:

- 44 were on a part-time and 26 on a full-time contract.
- 31 were in a support role, 34 in an academic role, and 5 in a managerial or senior leadership role.
- 52 were on a permanent and 18 on a fixed-term contract.

The number of staff broken down by the reason for leaving is shown in the graph below:

Figure 4 Total number of staff per reason for leaving in 2021/22



39 people began employment at the College during the same period:

- 21 on a part-time and 18 on a full-time contract.
- 22 in a support role, 16 in an academic role, and 1 in senior leadership role.
- 27 on a fixed-term contract (12 of which were short-term and left within the same academic year) and 12 on a permanent contract.

In terms of demographics, 55.7% of leavers were women and 44.3% were men. More women (59%) began employment at the College in the same period compared to men (41%).

The majority of leavers were from a White – UK and Ireland background (95.7%). 1 leaver was from a White minority background and the remainder had not disclosed their race to the College. Of 39 new starts, 1 was from a White minority background, 2 from an Ethnic Minority background and 30 from a White – UK and Ireland background. 6 people chose not to disclose their ethnic background to the College.

No people with a disclosed disability exited the College during this period. However, 4 of the new starts in this period had disclosed a learning, physical or other disability to the College.

The College is currently reviewing its recruitment and selection strategy and process to strengthen the diversity of our workforce and improve the representation of people from a Minority Ethnic background. We are seeking external support from specialist organisations and consultants who can help us to assess our recruitment material and processes and recommend actions which not only eliminate potential bias and barriers but will improve the College's approach to inclusive recruitment. The College is also currently reviewing its exit process to ensure that the reason for staff leaving our employment is captured more consistently. This will assist us to understand the reason staff leave our employment in more detail and explore whether certain structural issues are contributing to certain demographics exiting the College which can subsequently inform further action we need to take to increase staff retention and make the College a more inclusive workplace.

It should be noted that the College has operated a Voluntary Severance Scheme over the two reporting periods to achieve a reduction in staff costs by voluntary means. The purpose of the Scheme is to assist the College in achieving the objectives outlined in its medium-term Financial Forecasts and Operating Plan, which were predicated upon on-going reductions in staffing numbers to maintain financial stability. The challenges the College will face over the next five years are both unprecedented and extreme.

The College will continue to concentrate on improving its disclosure rates for its staff during Academic Year 2022/23.

5.2 Recruitment

The College recruited 13 staff members in 2020/21 and 38 staff members in 2021/22; these include academic, support, managerial and senior leadership roles, but not Board of Management vacancies. The full breakdown of our recruitment statistics across both years is available in Appendix A.

- The highest percentage of applicants across both years were under 35 years old followed by those aged between 36 and 50. However, in 2020/21, applicants aged between 36 and 50 were more likely to be shortlisted. In the same period, 1 in 4 appointments were aged under 35 years old and the remainder were between 36 and 50.
- 7.5% of applicants in 2020/21 disclosed a disability. The percentage increased to 11% in 2021/22. Of the staff members appointed in 2020/21, 12.5% disclosed a disability compared to 9.4% in 2021/22.
- Under 1% of applicants identified as transgender in 2020/21 and 2021/22. No appointments of transgender applicants were made in either period.

- In 2020/21, 5.3% of applicants were from a Minority Ethnic (excl. White minorities) background and 9% were from a White minority background. No appointments of applicants from a Minority Ethnic or White minority background were made in that period. During the following period, 11.2% of applications were made by people from a Minority Ethnic (excl. White minorities) background and 7.9% from a White minority background. Of those appointed, 8.7% were from a Minority Ethnic (excl. White minorities) background and 4.3% from a White minority background.
- 51.9% of applicants in 2020/21 were female and 45.9% were male. Of those appointed, 50% were female, 37.5% were male, and 12.5% did not disclose their sex during the recruitment process. The composition of applicants in 2021/22 was female-dominated (61.1%; male: 35%). 60% of those appointed were female, 35% male, and 5% did not disclose their sex during the recruitment process.

5.3 Paternity Leave

As part of the College's Family Friendly and Flexible Working Policy staff may be eligible for Statutory Paternity Leave or Additional Paternity Leave within the terms of the associated legislation.

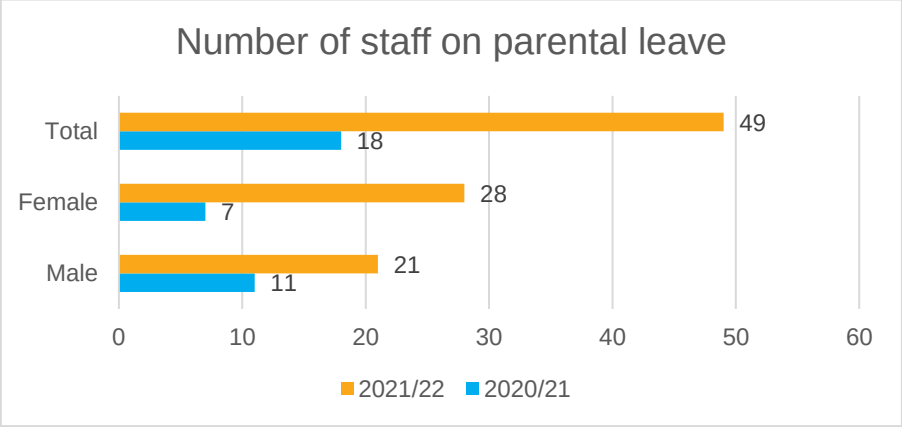
The graph below shows the number of staff who were eligible for leave during the reporting periods.

Graph 5 Total number of staff on paternity leave for FY20/21 and FY21/22

5.4 Parental Leave

The graph below shows the number of applications received over the reporting period for parental leave. The College actively encourages staff, male and female, to use their entitlement to parental leave and the data demonstrates the leave is used by both genders. Previously there was a low take up of this leave by male staff however the College has promoted routinely the leave available to staff to support their parenting responsibilities and the take up from male staff has improved.

Graph 6 Total number of staff on parental leave by sex for FY20/21 and FY21/22



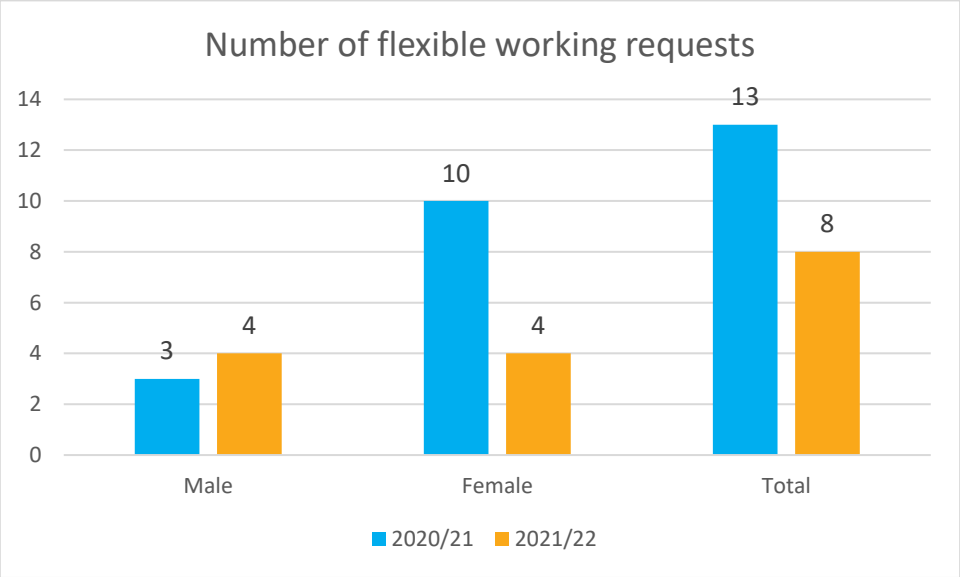
5.5 Personal and Domestic Leave

Only two members of staff, both female, took personal and domestic leave in each period (2020/21 and 2021/22).

The College continues to promote the leave which provides support to all staff, male and female, to undertake caring responsibilities. Through promotional campaigns and advice provided by managers and the People and Culture Services Team prior to the pandemic there had been a gradual increase in the number of male staff accessing support from the policy.

5.6 Flexible Working Requests

Graph 7 Total number of flexible working requests by sex for FY20/21 and FY21/22



6. Length of service

The length of service of our staff is calculated from their start date to the end of the reporting period (31st March 2022). The full breakdown is available in Appendix B.

Our data shows that we have a high retention of staff across the College. 31% of our staff have been employed by the College for between 10 and 20 years, and 23% between 5 and 10 years. Just under 1 in 5 staff have been employed for over 20 years.

The majority of staff with a disclosed disability (38%) have been employed for between 5 and 10 years. 1 in 4 staff with a disclosed disability have a length of service of over 20 years.

Just over a third of staff from a Minority Ethnic background have been employed for between 10 and 20 years, and 18% for over 20 years. Approximately half of staff from a White minority background have a length of service of between 5 and 10 years, and 27% for between 10 to 20 years. There are no staff from a White minority background with a length of service of over 20 years.

In terms of religion, 27% of our staff have been employed for 5 to 10 years and 22% for under 2 years. About 1 in 5 have a length of service of between 5 and 10 years. 31% of Christian staff have been employed for 10 to 20 years whereas 28% for between 5 to 10 years. An equal percentage of Christian staff (17%) have been with the College for between 2 to 5 years or over 20 years. Staff with another religion or belief are equally likely to have a length of service of between 5 to 10 years and 10 to 20 years (31% each).

Female staff are more likely to have a length of service of over 20 years (21%; male: 17%) and male staff are more likely to have a length of service of between 2 to 5 years (15%, female: 12%). There are no significant differences in other lengths of service.

1 in 2 bisexual staff have a length of service of between 2 to 5 years, and 1 in 4 of up to 2 years or over 20 years. Most (67%) gay men have been employed at the College for between 5 and 10 years. An equal percentage (17%) of gay men have a length of service of up to 2 years or over 20 years. 1 in 2 gay women have a length of service of between 5 and 10 years whereas a third have been employed for between 10 to 20 years. 17% of gay women have been with the College for between 2 and 5 years. All of our staff who are unsure about their sexual orientation have been employed for under 2 years.

7. Board of Management Composition - at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022.

The Board of Management is responsible for the governance of Glasgow Kelvin College. The strategic direction of the College is set by the Board which is responsible for all College policy. It conforms to legal responsibilities as defined by the Further and Higher Education (Scotland) Act 1992 and is an Assigned College of the Glasgow Colleges' Regional Board.

At the time of writing this report the Board of Management has 15 members, including two staff representatives elected by the academic and support staff respectively, and two student representatives and the College Principal.

Members of the Board serve on a voluntary basis, without remuneration, take an active interest in the work of the College and attend various College events. The Board normally meets five times a year. Papers relating to the Board of Management are published on the College website after meetings.

The Board revised its attraction strategy in relation to Board Member recruitment to encourage applications from a diverse cross-section of the region's population as part of its recruitment and appointment process. The Board will however always, above all other considerations, appoint the person who has the skills required at that time. The Board established a succession planning approach for Board Members through the creation of co-opted positions, this was aimed at preparing members for full membership.

The Board of Management signed up to the Scottish Government's Partnership for Change. The Pledge asks public, private and third sector organisations to set a voluntary commitment for gender balance on their boards of 50/50 by 2020 to ensure public bodies reflect Scotland's diversity.

In support of the Pledge, the Board made a commitment to seek to improve its gender balance in line with the Gender Representation on Public Boards (Scotland) Act 2018, the Board sought to improve the representation of women in non-executive positions on public boards, noting the 'gender representation objective' – a target that women should make up 50% of non-executive board membership.

In Academic Year 2020/21the College had achieved its commitment to the 50/50 pledge. The Membership of the Board at the time of writing this report consists of 8 males and 7 females. Both the Chair and Vice Chair are male. Having recently undertaken a recruitment exercise the Board of Management composition will be 18, 9 male and 9 female with effect from 01 August 2023.

The data in this section includes all individuals who served as a member of the Board of Management of Glasgow Kelvin College at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022.

In terms of age, 48% of the Board were 51 or over in FY2021/22, a 4% increase from FY2020/21. Two members were up to 35 in 2021/22, a slight decrease from three in FY2020/21. However, an additional member between 36 and 50 was recruited in FY2021/22 bringing the total to five from four in FY2020/21. Approximately one in four members did not disclose their age.

There was greater representation of people with disabilities on the Board in 2021/22 (FY 2020/21: 8%, FY2021/22: 12%). In FY2021/22, 76% of Board members disclosed that they have no disability whereas three preferred not to answer. There was an equal number of members who were married and those who were single both in FY2020/21 and 2021/22, making up 64% of the Board. Approximately one in three members in FY2020/21 and one in four members in FY2021/22 preferred not to answer.

People from White – UK and Ireland backgrounds made up 80% of the Board both in FY2020/21 and 2021/22. Representation of Minority Ethnic people decreased from 8% in FY2020/21 to 4% in FY2021/22. There has been a slight increase in non-disclosure (FY2020/21: 12%, FY2021/22: 16%). Approximately half of Board members in FY2020/21 and FY2021/22 had no religion and 28% were Christian, with Roman Catholic being the most common denomination. 4% of members were Muslim across this period. 20% of members preferred not to answer in FY2021/20, an increase from 12% in FY2020/21.

The Board continues to have parity in terms of sex with 13 female and 12 male members across FY2020/21 and FY2021/22. 80% in FY2020/21 and 72% in FY2021/22 of the members identified as heterosexual, whereas 4% across both years identified with a sexual orientation other than heterosexual. One in four preferred not to answer in FY2021/22, an increase from one in six in FY2020/21.

The College will work with current and future Board members to encourage the disclosure of demographic information particularly in areas where the rates are low, such as age, marital status, or sexual orientation. This may also encourage other staff across the College to disclose their demographic information which will give us a more comprehensive picture of our workforce. Similarly, we are revisiting our Recruitment Strategy to ensure that candidates understand the importance of equalities monitoring and how the College process their data, and that it captures data across all protected characteristics in a sensitive, proportionate manner.

The College is committed to recruiting more members from a Minority Ethnic background so that the constitution of the Board better represents the Glasgow Region. The College will do this by promoting opportunities through a number of organisations and networks to maximise our reach and attract a more diverse pool of candidates. All members of the Board of Management routinely receive training and development in a wide range of equality and diversity topics.

8. Gender Pay Gap Information

8.1 Pay Gap Information

The **Equality Act 2010 ('the Act')** provides protection against sex discrimination. The Act entitles male and female employees to equality in their pay and other terms of employment (such as holiday entitlement, pensions contributions and any other benefits) if they are doing equal work for the same employer. This is known as 'equality of terms'. It does so by providing that a sex equality clause is incorporated into contracts of employment, ensuring that women's contractual terms are no less favourable than men's, and vice versa. The College's contractual terms and those incorporated through National Collective Bargaining are applied equally to all staff regardless of protected characteristics.

The Equality Act 2010 gives a right to equal pay for equal work to:

- men and women;
- persons who are disabled and persons who are not;
- persons who fall into a minority racial group and persons who do not;
- any other protected characteristic; and
- contractual status.

The purpose of this report is to outline progress in meeting the following specific duties to:

- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime) based on the most recent data available.
- Under The Act the College needs to show the six measures of the gender pay gap:
  - Mean gender pay gap. The difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.
  - Median gender pay gap. The difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.
  - Mean bonus pay gap. The College do not pay bonuses.
  - Median bonus pay gap. The College do not pay bonuses.
  - Bonus proportions. The College do not pay bonuses.
  - Quartile pay bands. The proportion of male and female relevant employees in the lower, lower middle, upper middle and upper quartile pay bands.
- Publish an equal pay statement which will specify the policy on equal pay between men and women.
  - In the equal pay statement specify the occupational segregation between male and female staff in particular grades and in particular occupations.
- The Public Sector Equality Duty (s.149 of the Equality Act 2010) (PSED) places a requirement on the College to be proactive in addressing pay gaps and assesses the different impacts associated with protected characteristics of employment policy and practice. The PSED is about achieving real positive outcomes for men and women and narrowing the gender pay gap.

8.2 Equal Pay

An equal pay audit is a process of comparing the pay of employees carrying out equal work in order to highlight any differences, considering the reason(s) for those differences, making action plans to rectify any that are unlawful, and then monitoring progress and improvements.

An Equal Pay Audit involves:

- The comparison of pay of men and women; persons who are disabled and persons who are not; and persons who fall into a minority racial group and persons who do not doing equal work.
- The identification of any equal pay gaps.
- The explanation and justification of gaps using objective criteria.
- The addressing of any gaps that cannot be satisfactorily explained on the grounds of work content.
- Ongoing monitoring.

8.3 Benefits of Conducting an Equal Pay Audit

The benefits of conducting an equal pay audit include:

- Identifying, explaining and, where unjustifiable, eliminating pay inequalities.

- Having rational, fair and transparent pay arrangements.
- Demonstrating to employees and to potential employees a commitment to equality.
- Demonstrating College values to those it does business with.
- Meeting the public sector equality duty.

8.4 Recommended Model for Carrying out an Equal Pay Audit

The following steps are recommended when carrying out an equal pay audit:

- Decide the scope of the audit and identify the information required.
- Determine where men and women are doing equal work.
- Collect and compare pay data to identify any significant pay inequalities between roles of equal value.
- Establish the causes of any significant pay inequalities and assess the reason for them.
- Develop an equal pay action plan to remedy any direct or indirect pay discrimination.

The College's Equal Pay Audit considers staff regardless of protected characteristics across all grades and roles.

8.5 Approach

The data used in this Audit has been extracted from Cintra, the College HR and Payroll Information System, for all staff employed at 1st April 2022. The previous audit used a snapshot of 1st April 2020.

The equal pay audit highlights the key analysis and findings. The audit examined potential differences between male and female (sex/gender) and according to service, to test whether any differences are significant and to determine their cause: sex (gender); age; disability; race (ethnicity), length of service and sexual orientation. In some areas whilst the analysis has been undertaken the statistics are not reported to protect the identity of individuals.

8.6 Equal Pay Analysis

8.6.1 Key Findings and Recommendations: Pay Gap Analysis

In comparison to the previous data reported in 2021 (taken on 1 April 2020). Table 20 below demonstrates the gender pay gap based for the College using the mean as the calculator. The data shows that the gender pay gap is still in favour of males and has increased slightly by 0.1%.

Table 19 Mean - Overall Gender Pay Gap on 1 April 2022 in comparison to 1 April 2020

1 April 2022			1 April 2020		
Gender	Hourly Rate All Staff	7.9% in favour of male	**Gender**	Hourly Rate All Staff	7.8% in favour of male
Female	£20.72		**Female**	£19.69	
Male	£22.49		**Male**	£21.35	

Table 21 below demonstrates the gender pay gap based on the median. The median is generally used to calculate the gender pay gap.

Table 20 Median - Overall Gender Pay Gap on 01 April 2022 in comparison to 01 April 2020

1 April 2022			1 April 2020		
Gender	Hourly Rate All Staff	No Gap	**Gender**	Hourly Rate All Staff	No Gap
Female	£23.82		**Female**	£22.82	
Male	£23.82		**Male**	£22.82	

The proportion of males and females in each pay quartile is shown below:

1 April 2022	
Lower Quartile	
Female	**Male**
51.2%	**49.6%**
Lower Middle Quartile	
Female	**Male**
47.2%	**52.8%**
Upper Middle Quartile	
Female	**Male**
53.7%	**46.3%**
Upper Quartile	
Female	**Male**
64.2%	**35.8%**
1 April 2020	
Lower Quartile	
Female	**Male**
66.6%	**34.4%**
Lower Middle Quartile	
Female	**Male**
53.4%	**46.6%**
Upper Middle Quartile	
Female	**Male**
45.8%	**54.2%**
Upper Quartile	
Female	**Male**
50.4%	**49.6%**

Dividing the College into four equally sized blocks of employees based on hourly earnings demonstrates that there are more females concentrated at the lowest grade however the other quartiles are fairly well balanced.

Quartile 1 – there is a difference of £0.41p in favour of males in the hourly rate paid between the median female and male as opposed to £1.47 in 2020 a reduction of £1.06p

Quartile 2 - there is a difference of £1.29 in favour of males in the hourly rate paid between the median female and male as opposed to £2.74 in favour of males in 2020 a reduction of £1.45p

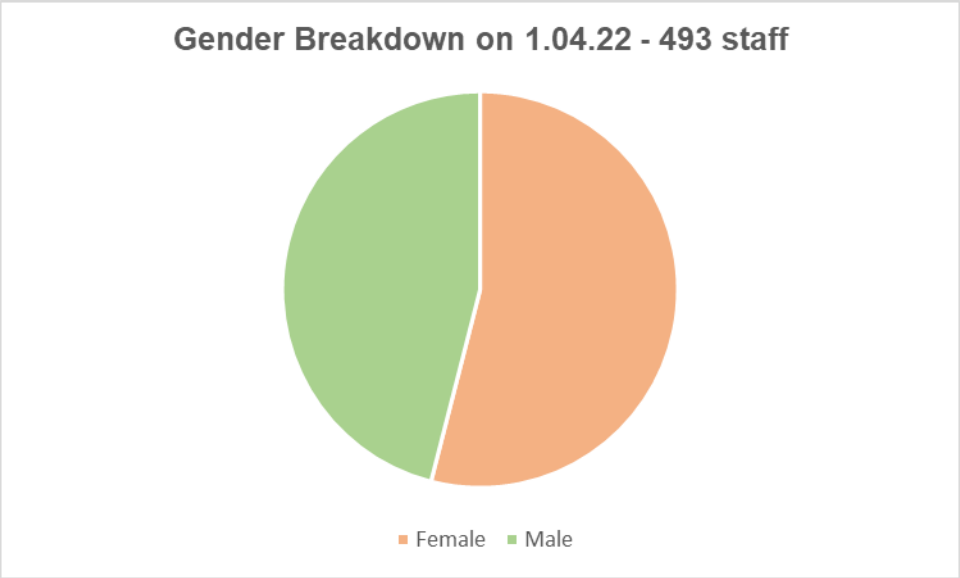
Quartile 3 - there is no difference in the hourly rate paid between the median female and male which was the same in 2020.

Quartile 4 - there is a difference of £2.46 in favour of females in the hourly rate paid between the median female and male as opposed to £2.41 in favour of females in 2020 an increase of £0.06p

The hourly rate between categories of staff is explored in further detail later in the report.

8.7 Detailed Pay Gap Analysis

Graph 8 Gender breakdown of all staff as of 1st April 2022



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

- access to the Local Government or Scottish Teachers Pension Scheme. All staff are automatically entered into the scheme subject to the terms of the Scheme, however, they can opt out;
- annual leave and other leave entitlement;
- Occupational Sick Pay;

- open access to training and development; and
- the provisions within all policies and procedures.

The College conducted the equal pay audit using Human Resources data. The equal pay audit looks at pay patterns across grades, occupational categories, full-time and part-time, permanent and temporary staff and the effect of increments. All roles within the College have been subjected to job evaluation using the College Job Evaluation System, Further Education and Role Analysis (FEDRA) and evaluated by an external consultant. The analysis for all staff has been completed by grade.

College Employers Scotland is the body through which the Scottish Government's Policy of National Bargaining is delivered and implemented in the college sector, in partnership with the trade unions (EIS-FELA, GMB, Unite and Unison). College Employers Scotland represents the employers' view on national pay, terms and conditions for college staff. The College is a signatory of the National Recognition and Procedures Agreement (NRPA) which covers colleges in Scotland, and it applies the pay and terms and conditions agreed Nationally.

Locally the College has in place a Recognition and Procedures Agreement and the machinery for implementation of this Agreement is the joint consultation and negotiation committee with its recognised Trade Unions, EIS-FELA and Unison, which covers areas not included with the NRPA. Staff have access to the terms and conditions which cover their staff group.

8.7.1 Gender Pay Gap - All Staff

The gap can be measured in various ways, and it's important to understand how, in any specific context, the gap is being measured[2]. A gender pay gap can be expressed as:

- a positive measure, for example, a gap of 13.9% this indicates the extent to which women earn, on average, **less** per hour than their male counterparts.
- a negative measure, for example, a gap of –9.2% this indicates the extent to which women earn, on average, **more** per hour than their male counterparts.

Table 22 below indicates the gender pay gap at 01 April 2022 in comparison to 01 April 2020 for all staff and further broken down into full-time and part-time by gender.

[2] Gender Pay Gap Reporting, How to calculate, publish, and communicate your gender pay gap. CIPD March 2023, available at https://www.cipd.co.uk/knowledge/fundamentals/relations/gender-pay-gap-reporting/guide#gref

Table 21 Overall Gender Pay Gap on 01 April 2022 in comparison to 01 April 2020 by gender – full-time and part-time

Category	Pay Gap at 01.04.2022		Pay Gap at 01.04.2020	
	Mean	Median	Mean	Median
Overall figure (all women / all men)	7.9% in favour of male	No Gap	7.8% in favour of male	No Gap
Comparing women's and men's full-time hourly rates of pay (excluding overtime)	8.3% in favour of male	4.6% in favour of male	7.6% in favour of male	1.5%in favour of male
Comparing women's and men's part-time hourly rates of pay (excluding overtime)	4.7% in favour of male	No Gap	4.5% in favour of male	No Gap

The data shows the gender pay gap for all staff has increased slightly using the mean as the calculator. Using the median as the calculator, however the gender pay gap has closed.

In relation to full-time staff the gender pay gap increased using both the mean (0.7%) and the median (3%) as a calculator. The gender pay gap for part-time staff slightly increased using the mean calculator by 0.2% and the gap has closed using the median as the calculator.

8.7.2 Gender Pay Gap in UK and Scotland

The gender pay gap data reported on behalf of the College is compared to the gender pay gap in relation to Scotland and the UK against the latest figures from the Annual Survey of Hours and Earnings (ASHE) from the Office for National Statistics. The publication provides a range of data looking at the gender pay gap for the UK. ASHE provide both the mean and the median values for earnings.

Table 23 shows the median figure in respect of the gender pay gap for the College in comparison to Scotland and the UK based on the figures published by ASHE and published by the Scottish Government. Both organisations use the Median as the calculator.

Table 22 Pay Gap measurements: comparing median in GKC to the UK and Scotland – 2022

Category	Pay Gap in UK	Pay Gap in Scotland[3]	Pay Gap in Glasgow Kelvin College
	Median	Median	Median
Overall figure (all women / all men)	14.9% in favour of men	12.2% in favour of men	No Gap
Comparing women's and men's full-time hourly rates of pay (excluding overtime)	8.3% in favour of men	3.7% in favour of men	4.6% in favour of men
Comparing women's and men's part-time hourly rates of pay (excluding overtime)	-2.8% in favour of women	Unavailable	No Gap

The College pays the same hourly rate for each role regardless of gender or contract status. Therefore, there is no impact on whether an individual is working full-time or part-time. The pay gap for full-time employees is 3.7% solely due to a higher percentage of female staff having been recruited. As staff proceed through the incremental scales the difference in the hourly rate will even out.

8.7.3 National Minimum Wage

Glasgow Kelvin College since it was established in November 2013 has paid all of its employees above the National Minimum Wage. The College has held accreditation under the Glasgow Living Wage and Scottish Living Wage since conception. The College, however, outsources its catering, cleaning and security services. The Low Pay Commission notes that most underpaid workers are concentrated in the largest low-paying occupations including hospitality and cleaning. Women are more likely to be employed in these roles than men.

The College has achieved accreditation as a National Living Wage Employer to demonstrate its strong public commitment to the Living Wage and tackling in-work poverty in Scotland.

The College has worked with its Procurement Service and external contractors to ensure rates of pay paid to cleaners, catering and security staff meet the National Minimum Wage.

8.7.4 Gender Pay Gap Analysis– Support Staff by Grade

The College support staff grading structure consists of grades 1 to 8, with salary scale points from 1 to 28 informed by its job evaluation system. Posts which are on the same grade have equivalency. A band for each post consists of 3 or 4 scale points. There is a clear path for progression with an annual increment awarded until it reaches the maximum scale point for the post.

[3] https://www.nts.org.uk/our-people/gender-pay-gap-reporting

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

Salary placement of staff on pay scales is systematic and applied consistently. All roles have been subjected to job evaluation using the College job evaluation system Further Education and Development Role Analysis (FEDRA). This system has been adopted for use for the National Job Evaluation project being undertaken jointly by the Trade Unions and the Employers' Association who act on behalf of the colleges in Scotland for the Further Education Sector. Support staff roles will be evaluated as part of the National process.

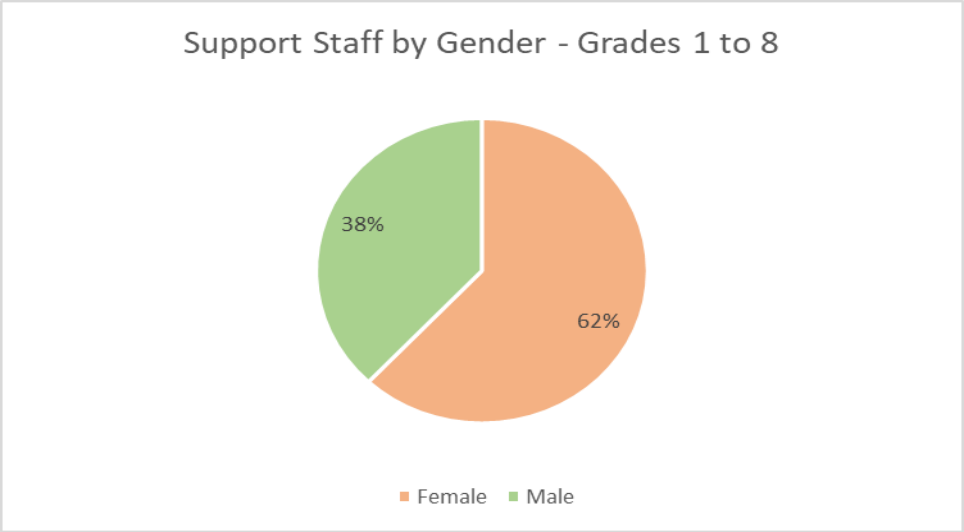
Since all roles were first evaluated in academic year 2013/14 the College has undertaken routinely an annual review of support staff roles in partnership with managers, staff and Trade Unions. This approach has assisted the College to ensure that each role continues to be appropriately graded and remunerated within its staffing structure.

Terms and conditions are negotiated with recognised Trade Unions, and these set out the terms and conditions for salary placement for all staff regardless of employment status or protected characteristics. The College salary placement rules for staff groups are consistently monitored. These are reviewed and updated when appropriate in partnership with recognised Trade Unions. The College is part of the National Collective Bargaining process within the Further Education Sector and this mechanism determines, through negotiation, pay, terms and conditions of service for college staff.

8.7.5 Gender Balance across Support Grading Structure

Overall, the College employs a higher percentage of female staff than male staff within its support staff structure, grades 1 to 8.

Graph 9 All support staff (Grades 1 - 8) as of 1st April 2022 by gender



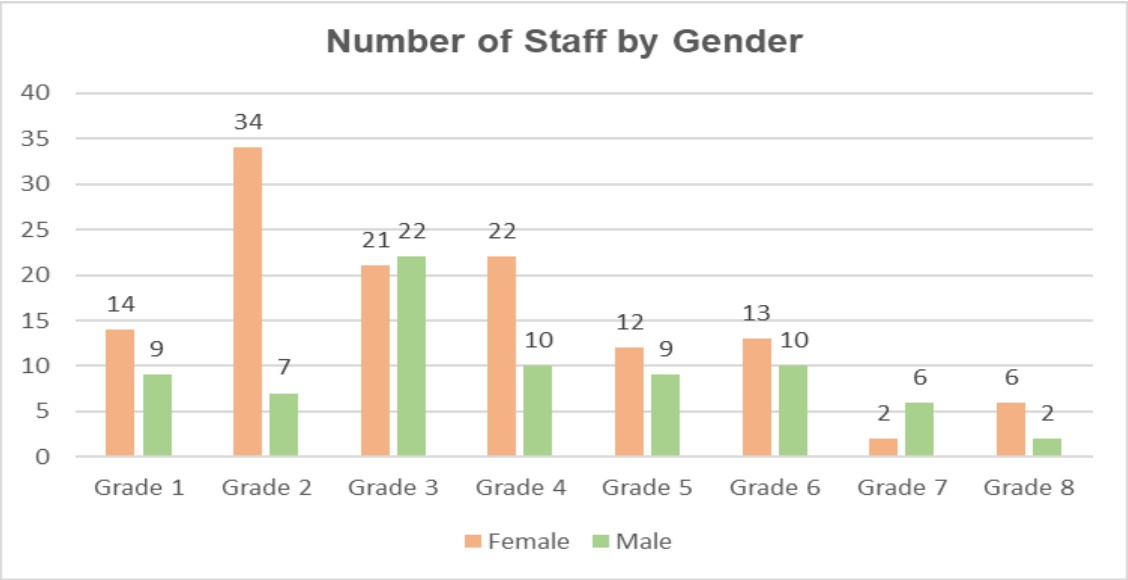
There was a higher percentage of female staff, both full-time, 57% and part-time, 78% in a support grade in comparison to male staff.

Graph 10 below shows the gender balance across the grades. There appears to be an uneven distribution of males and females within a number of grades of the support staffing structure.

The data as seen on graph 10, shows an imbalance in the following grades:

- Grade 2 – there is a higher concentration of female staff; this grade covers mainly administrative based roles.
- Grade 4 and 5 – there is a higher concentration of females; these grades cover administrative and professional roles. A number of roles are externally funded and do not form part of the College's substantive staffing structure.
- Grade 7 – there is a higher concentration of males; this grade includes middle management roles.
- Grade 8 – there is a higher concentration of females; this grade covers heads of department and upper managerial roles.

Graph 10 Gender balance across support grades



8.7.6 Hourly Rate – Support Staff – Full-time and Part-time

On average when comparing the hourly rate between men and women, across support staff grades 1 - 8, within the College on 01 April 2022 using the mean as the calculator, the data shows that:

- there is a percentage difference in the hourly rate between male and female support staff of 4%;
- there is a percentage difference in the hourly rate between full-time male and female staff of 4% in favour of male;
- full time male staff earned 0.76p more per hour; and
- there is a percentage difference in the hourly rate between part-time male and female staff of -1.5%; and
- part-time female staff earned £0.23p more per hour.

On average when comparing the hourly rate between men and women, across support staff grades 1 - 8, within the College on 01 April 2022 using the median as the calculator, the data shows that:

- there continues to be no percentage difference in the hourly rate between male and female staff;
- the percentage difference overall between full-time male and female staff was 4%. There was no difference reported on 1 April 2020;
- full-time male staff earned £0.65p more per hour.
- there is a percentage difference in the hourly rate between part-time male and part-time female staff of 7.9%; and
- part-time female staff earned £1.23p more per hour.

The percentage difference between part-time male and female of 7.9% was lower than that reported on 1 April 2020 at 11.61%. The data demonstrates that there is a higher proportion of female support staff who are part-time (42) than male (13). Part-time female staff are spread across grades 1 to 8, however the majority of these staff are concentrated at grades 1 to 4. Male staff who hold a part-time support staff role are less spread across the grades with the majority being concentrated at grade 4. Examining the data through further analysis confirms that the gender pay gap is a direct impact of incremental progression with either full-time or part-time post holder(s) not having reached the maximum of the scale point for the role.

Data analysis shows across the individual grades using the mean as the calculator, there is a slightly higher hourly rate either in favour of one gender or the other. Grade 1 indicates that the gender pay gap is in favour of female, at -3.38% whilst the gender pay gap within grades 2 to 8 are either slightly in favour of female or male. Further analysis confirms that the percentage difference relates to ongoing incremental progression and through time this will even out unless there is further staff movement. The recruitment and promotion activity within a particular grade will initially lower the average hourly rate for one gender or the other for that group. However, with the advancement of the salary through the scale points as a result of incremental progression any pay gap will be addressed.

8.7.7 Teaching Staff by Grade – Gender Pay Gap Analysis

National Collective Bargaining in May 2017 introduced a five pay scale structure for non-promoted teaching staff and three levels for promoted teaching staff each with a fixed scale point, level one to three. Glasgow Kelvin College promoted teaching staff fall into the National Level 2 and 3, Curriculum Managers at level 2 and Senior Curriculum Managers at Level 3.

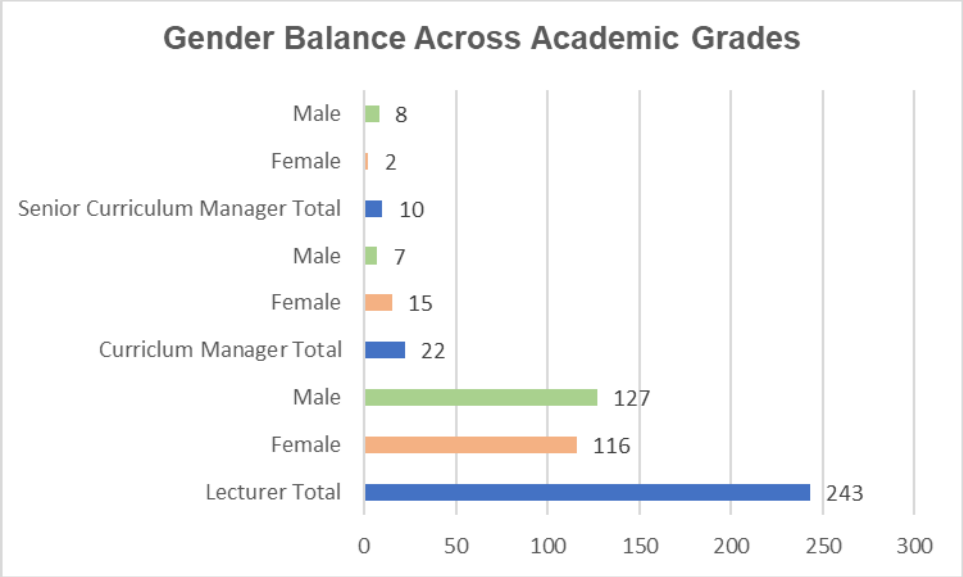
National Collective Bargaining introduced the harmonisation of salaries and terms and conditions across the Further Education Sector. At the time of reporting teaching staff did not come under the scope of the National Job Evaluation Scheme.

National Collective Bargaining has introduced salary assessment rules for teaching staff which are based on the possession of a TQFE and relevant industrial or recognised teaching service. All service calculated is based on start and finish employment dates, regardless of the number of working hours.

There is a clear path of progression with an annual increment applied to teaching members of staff until they reach the maximum scale point for the post. The salary placement rules applied equally regardless of gender, race, disability or any other protected characteristic. Staff have access to their salary assessment details and the assessment can be explained fully by a member of the Human Resources Team. Two members of the Human Resources Team review and authorise a salary assessment. A fixed scale point is applicable to promoted teaching staff.

The gender balance for non-promoted and promoted teaching staff is shown in graph 11 below.

Graph 11 Gender balance across academic grades



On 1 April 2020 the gender balance for non-promoted teaching staff was more in favour of males, 52%. A higher proportion of female staff held a Curriculum Manager role (68%) and a higher percentage of male staff held a Senior Curriculum Manager role (80%).

The gender pay gap for all teaching staff, non-promoted and promoted, using the mean as the calculator, was very slightly in favour of males on 1 April 2022 at 0.07%. There was no gap using the median as the calculator for either date.

The gender pay gap on 1 April 2022 for non-promoted teaching staff was 0.17% in favour of males. In relation to all promoted teaching staff using the mean and the median as the calculator there was no pay gap.

Further analysis at each level when comparing full-time and part-time staff, shows a percentage of -1.47% in favour of females for full-time staff and -0.17% in favour of females for part-time staff.

Overall, the hourly rate of pay between males and females, part-time and full-time, across the teaching grade structures do not display any significant pay discrepancies.

8.7.8 Operational and Senior Management by Grade – Gender Pay Gap Analysis

The Operational and Senior Management grading structure ranges from grades 9 to 13. All roles have been subject to Job Evaluation and posts of the same grade have equivalency. A salary band for each grade consists of three scale points.

The gender balance is evenly spread across these grades (grade 13 has one role holder, male). In comparison to 01 April 2020 the gender pay gap on 1 April 2022 is as follows:

- Grade 9:
  - position on 1 April 2020 – no gap
  - position on 1 April 2022 – no gap
- Grade 9a:
  - position on 1 April 2020: No gap
  - position on 1 April 2022: 8.6% in favour of male, this is solely due to incremental progression which will be addressed with the advancement of the salary through the scale points.
- Grade 10:
  - position on 1 April 2020: 0.29% mean, and 0.53% median, in favour of male
  - position on 1 April 2022: 2.6% in favour of male, this is solely due to incremental progression which will be addressed with the advancement of the salary through the scale points.
- Grade 11:
  - position on 1 April 2020: no gap
  - position on 1 April 2022: no gap
- Grade 12:
  - position on 1 April 2020: no gap
  - position on 1 April 2022: 2.9% in favour of male, this is solely due to incremental progression which will be addressed with the advancement of the salary through the scale points.

8.7.9 Gender Occupational Segregation

Occupational segregation is understood as the concentration of female and male staff:

- in different kinds of jobs (**horizontal** segregation) or
- in different grades (**vertical** segregation)

Occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market and consequently contributes to the pay gap. Women tend to be concentrated in the lower paid jobs (e.g. caring, catering, cleaning, clerical, and the lower grades within an organisation).

As an employer and provider of education services Glasgow Kelvin College is committed to tackling occupational segregation. The College recognises the benefits of utilising talent and skills and is committed to ensuring that stereotypical perceptions and unconscious bias do not inhibit an individual in learning, work or life.

The College acknowledges that the gender balance in Departments and Curriculum areas either favour one gender or the other, within some subject areas in relation to teaching roles there is no gender balance. Female staff whilst concentrated in lower graded posts they are also equally spread throughout the grades both in senior and operational management, teaching and support. The College has been successful over the past two years in encouraging both genders into non-traditional roles.

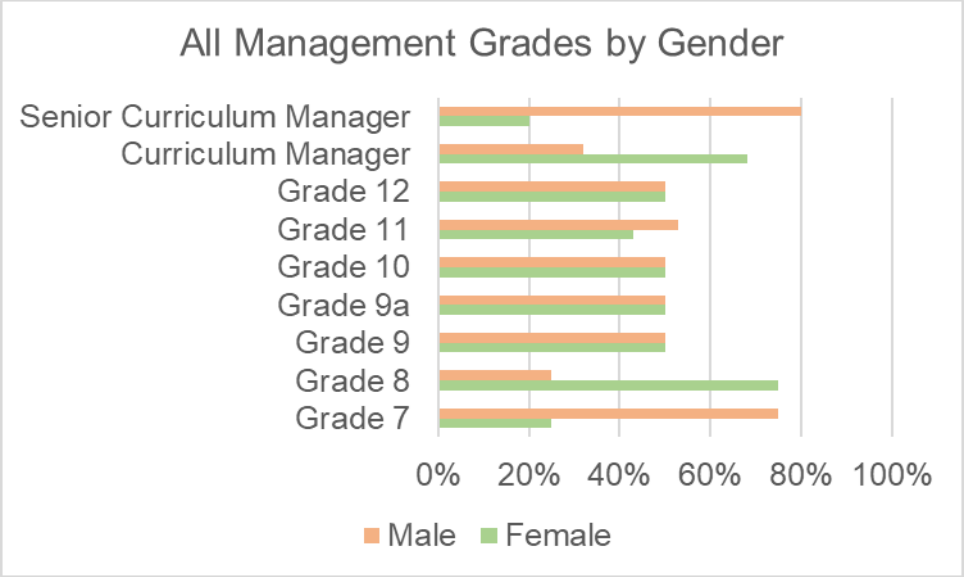
The College will continue to consider and identify approaches which would further encourage all genders into non-traditional roles.

8.7.10 Management

There are 64 management posts including senior management, operational management and middle management, teaching and support staff grade 7 and above.

The gender balance for management posts on 1 April 2020 was slightly in favour of female however the balance is now 50/50.

Graph 12 Breakdown of all managerial roles by gender as of 1st April 2022



The gender balance is more in favour of male or female across grades 7 and 8. The gender balance across the levels of management is even at grades 9, 9a, 10, 11 and 12.

8.7.11 Teaching Staff

The College had three Faculties at the time of writing this report:

- Business and Creative Industries
- Health, Care, Community and Learner Development
- Engineering, Construction and Science

8.7.12 Curriculum Areas - Gender Balance

The gender balance for teaching staff and promoted teaching staff is considered further broken down by:

- Faculty
- Subject area
- Full-time
- Part-time (including staff on fixed-term contracts)

There are 31 subject areas of which 20 have both genders albeit there is a higher concentration of one gender or the other. Key points taken from the data, Appendix D, with regards to the gender balance within the curriculum are outlined below. There has been movement within many of the subject areas which has impacted on the balance more in favour of one gender. The subject areas with a more even gender balance have reduced with staff turnover and a reduction in the number of teaching roles within the College.

A breakdown of subject areas includes:

- a more even gender balance (approx. 40% to 60% split) can be found in subject areas such as:
  - Art, Design and Graphics
  - Photography
- a higher concentration of females in subject areas such as:
  - Jewellery
  - Performing Arts
  - Core Skills
  - Hairdressing
  - Health and Social Care
  - Support for Learning
  - Mathematics
- a higher concentration of males in subject areas such as:
  - Computer and Digital Media
  - Carpentry and Joinery
  - Music Business and Music Performance
  - Sound and TV
  - Sport
  - Electrical Engineering and Science
- some subject areas remain female dominated:
  - Business Management
  - Fashion and Design
  - Beauty Therapy
  - Childcare and Early Education

- some subject areas remain male dominated:
  - Automotive
  - Brickwork and Construction
  - Civil Engineering and Construction Management
  - Heating and Ventilation
  - Plumbing and Construction Schools
  - Refrigeration and Air Conditioning
  - Service and Maintenance
- a male dominated subject area that has improved its gender balance is Electrical Engineering and CAD

Of the three Directors of Curriculum two are male and one female. The Business and Creative Industries Faculty has a fairly even gender balance, however Health, Care, Community and Learner Development has a higher percentage of female staff including management level and Engineering, Construction and Science a higher percentage of male staff including the management level. The gender balance at management level has improved since reporting in April 2020.

The College has had some success in attracting staff into non-traditional areas and the majority of subject areas have both genders represented. The Faculty of Engineering, Construction and Science and Health, Care, Community and Learner Development, however, have had limited success.

8.7.13 Support Staff

The analysis across the support functions considers 12 Support areas. The previous Report demonstrated that there was a much higher proportion of females or males in specific service areas and none of the support functions had a gender balance. This position has changed considering the data on 1 April 2022.

Previously, of the 14 support areas in place at that time 10 had a higher concentration of female staff. Of the 12 support staff areas all have a gender mix. A more detailed breakdown by department is shown in Appendix D.

8.7.14 Support Staff – Gender by Department

Key points taken from the data shown with regards to the gender balance within the Support Staff functions include:

- there is a higher concentration of females in support staff areas such as:
  - Student Information Services (82%)
  - Human Resources and Organisational Development (90%)
  - Administration and Secretariat (81%)
  - Finance (87%)
  - Business Development, Foundation Apprenticeship and Marketing (80%)
  - Advice, Guidance and Admissions, Learner Engagement and Library (74%)
  - Health, Care and Learner Development - Support Services for Learners (87%)
  - Community Engagement (71%)

- there is a higher concentration of males in support staff areas such as:
  - Estates (87%)
  - ICT Technical Services (86%)
  - Business and Creative Industries - Support Services for Learners (60%)
  - Engineering, Construction and Science - Support Services for Learners (63%)

There has been some movement in the support areas with all departments seeing achieving a gender mix however most remain heavily weighted in favour of one gender or the other.

The gender balance in areas which are traditionally male dominated including Estates and ICT continue to have a high concentration of male staff whilst the more administrative and professional areas such as Business Development, Library, Human Resources have a higher concentration of female staff.

In order to attract a diverse candidate base to challenge gender norms and stereotyping, including encouraging any genders into non-traditional roles, the College continues to:

- Promote itself as an employer of choice through an effective recruitment strategy.
- Offer attractive terms and conditions, including policies and procedures which provide the ability to balance a career with family commitments.
- Operate anonymous recruitment and shortlisting software and process to assess applicants exclusively on their suitability for the position and reduce the risk of conscious and unconscious bias.
- Provide unconscious bias training for all those involved in the recruitment and selection process.
- Offer appropriate professional learning and development to all staff regardless of contract status or protected characteristics.
- Monitor and assess each recruitment campaign.
- Create and implement a culture and working environment in which staff want to stay and seek regular feedback from staff about how they feel about the College as an employer.
- Build and maintain partnerships with local schools, employers and industry to encourage males and females into jobs and careers which challenge the gender norms and stereotyping which may encourage learners into the employment of the college or education in the future.

8.8 Equal Pay Statement

Glasgow Kelvin College recognises the importance of equality and valuing diversity, and it is committed to ensuring that all staff are treated equitably regardless of their age, race (including nationality, ethnic or national origin), disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital, civil partnership or parental status, religion or belief, or lack of religion or belief. We believe as part of these principles that staff should receive equal pay for work of equal value.

The College recognises that in order to achieve equal pay for employees carrying out equal work it should operate a pay system which is transparent, based on objective criteria and free from unfair bias on any grounds, including sex, race or disability. This is a fundamental principle which is central to College policy on equality and diversity and pay related policies and practices.

The legislative framework Under the Equality Act 2010, employees regardless of gender, race or disability have the right to equal pay for work of equal value; this applies to all employees regardless of full or part-time status, casual or temporary contract or length or service.

8.8.1 How the College put Equal Pay into practice

The College workforce comprises of two employee groups whose pay and conditions of service are set under different National Collective Bargaining arrangements, which cover pay and terms and conditions.
The College commitment to equal pay is demonstrated by:

- operating set terms and conditions for salary placement for all staff regardless of employment status based on National Collective Bargaining or through its Board of Management, Remuneration Committee for Senior Staff;
- monitoring and reviewing pay practices in partnership with Trade Unions and when appropriate staff representatives and members of the Board of Management;
- reviewing and revising, where necessary, written terms and conditions in partnership with its recognised Trade Unions and members of the Board of Management;
- providing open access for staff to their own personal information;
- evaluating all posts, including senior management, using Job Evaluation System, Further Education Development and Role Analysis (FEDRA) and addressing any anomalies subsequently identified, locally or nationally;
- reviewing and updating pay and grading structures in partnership with representatives of its recognised Trade Unions underpinned by the FEDRA job evaluation system;
- conducting an equal pay audit and reporting the findings in its Equal Pay Statement and Equal Pay Audit Report as part of the published PSED Report;
- not operating long pay scales and ranges;
- providing training and guidance for those staff directly involved in decisions about pay and benefits;
- encouraging all staff to make appropriate provisions for their pension with the support of its recognised Trade Unions; and
- impact assessing pay policies and practices.

The College equal pay objectives are to:

- ensure that any unfair, unjust or unlawful practices that impact on pay are eliminated locally or raising concerns nationally if they arise;
- ensure that its pay arrangements remain free from bias; and
- take appropriate remedial action to address any elements of the pay arrangements that may be unfair, unjust or unlawful.

By following these principles and fulfilling its objectives the College intends to avoid unfair discrimination and reward.

However, the College is concerned that there has been no agreement at a national level between the Employers' Association and EIS/Fela to introduce a national job evaluation scheme for teaching staff.

8.8.2 Tackling Occupational Segregation

In Scotland, higher numbers of women in comparison to men work part-time and fewer women than men hold senior management positions[4]. In the College, 33% of staff work part-time, of which 22% are female staff and 11% are male staff. Overall, the balance of male and female staff in College management positions is even, however some specific grades have a higher percentage of male staff, such as Senior Curriculum Manager level, some grades favour one gender over the other and there is a higher number of female staff in lower graded support staff roles, grades 1 and 2. As such this contributes to the College's gender pay gap both positively and negatively. The College recognises that long-term changes are needed to reverse significant and persistent occupational imbalances.

The College takes a number of steps to seek to address occupational segregation and close the gender pay gap.

These are as follows:

- monitoring the impact of College pay practices across the protected characteristics (PCs) and reporting the impact by gender by grade;
- monitoring and reporting the profile of roles within the College by gender to identify any areas of occupational segregation and identify actions to address occupational segregation;
- encouraging males and females to apply for non-traditional roles through innovative recruitment advertising;
- monitoring and reporting the workforce profile by gender, full-time and part-time by grade on an annual basis;
- operating flexible working practices for staff at all levels;
- monitoring and reporting the take up of flexible working opportunities gender and report the take up in the PSED Report;
- operating and monitoring the utilisation of work-life balance policies across all the protected characteristics and reporting the impact by gender;
- operating open access to professional development and monitoring and reporting by protected characteristics and the take up of such opportunities;
- professional development review procedures; access to Professional Development Funds and access to Organisational Development Funds which aim to support staff in their career aspirations;
- mentoring and coaching opportunities open to all staff and specific activities to support and encourage under-represented groups;
- analyse progression in terms of grade and between job groups by gender; and
- operating workforce planning approach.

[4] https://www.closethegap.org.uk/content/gap-statistics/

9. Continuous Professional Development

The College continued to provide a full and wide range of training and professional activities for staff which is accessed by all staff. This section provides information on four key areas:

- Kelvin Learning Academy
- Professional Development Fund
- Professional Teaching Qualifications
- Staff Development Days
- Professional Development
  - All staff are provided with online training in Equality and Diversity. This course is compulsory and must be completed by new entrants within the first month of commencing employment and then every two years thereafter.

9.1 Kelvin Learning Academy

The College is currently developing a Learning Academy to help it fulfil its commitment to invest in the professional and personal development of all staff. The concept will drive our commitment to inspire a culture of innovation, collaboration, inclusion, and teamwork to deliver excellence and realise ambition through our people. This initiative will drive progress towards building an organisation that thrives with inspired, dynamic, and empowered people. This ethos is also embodied throughout the People Strategy.

By establishing the Glasgow Kelvin College Learning Academy, we aim to:

1. Upskill the capacity of our people by advocating for lifelong learning and by providing high-quality opportunities to participate in continuous personal and professional development.
2. Enhance the quality of our teaching and learning we provide to our learners.
3. Create a culture that fosters a passion for learning, creativity, and ambition for individual and organisational growth.

To ensure we meet the needs of our staff our approach to the delivery of continous professional development has changed based on staff feedback. This includes:

- The introduction of themed months and bitesized learning – sessions are focussed on staff feedback and operational requirements and are delivered throughout the month
- Sessions delivered during staff development days and themed months are recorded to enable staff to access them at a time convenient to them
- A review of our Professional Development Review process

- The introduction of more sessions on professional dialogue around learning and development
- An online CPD log to encourage self-reflection and record learning (this compliments MyPL)
- Sharing best practice events
- External collaboration (i.e., participation within professional bodies) and industrial placements
- Increased funding and support for those studying the TQFE
- Pre-TQFE activities (i.e., such as the PDA and the LandD units) for teaching staff
- The promotion of free online training and development

Future initiatives currently being developed:

- Line management programme to prepare our future and current managers to take on this role effectively – this training will be open to all staff
- Dedicated leadership course (a course for emerging leaders and accredited programme)
- Mentoring and coaching schemes (including reverse mentoring)
- Opportunities for organisational transformation

Our Learning Academy will play a key role in helping us to achieve our inter-related strategic objectives of attracting, developing, and retaining a diverse workforce. Essentially, the Learning Academy will enable us to invest in our people and support them to fulfil their potential. This, in turn, will play a significant role in providing an excellent learner journey for all our students.

Taking a person centred approach to help direct all aspects of our professional learning within the College ensures that the needs of our staff are met. Through our approach we seek to create a positive culture by truly listening to our staff and developing effective professional learning opportunities for everyone to fulfil their personal and professional aspirations.

9.2 Professional Development Fund

As part of the College's commitment to supporting the professional development of its staff, an element of the Continuous Professional Development budget is identified annually to enable individuals to bid for support to undertake certificated programmes in order to enhance their skills and knowledge. Applications are invited from all staff on an annual basis.

The professional development fund has supported staff to gain qualifications such as:

- First Degrees;
- Postgraduate Certificate and Diplomas;
- Masters Degrees;
- Research Qualifications;
- Professional Examinations leading to Membership of Professional Bodies;
- Short Professional Development programmes;
- HNC/D; and
- Open University modules.

9.3 Professional Teaching Qualifications

Each year the College supports teaching staff to complete a Teaching Qualification in Further Education (TQFE) or a Professional Development Award in Teaching Practice (PDA). During this reporting period the College supported 20 staff to achieve the TQFE and is currently supporting a further ten staff in session 2022/23.

9.4 Staff Development Days

The College organises and delivers three staff development days per academic year. All staff are invited to participate. Part-time staff and staff on fixed-term contracts are remunerated if the Development Day is out with their working pattern. The Development Days are organised for different days of the week in order to ensure that staff are able to participate in at least one.

The College ran a wide range of activities during the reporting period, for example:

- All Behaviour is Communication
- Safeguarding and Child Protection
- Gender Based Violence
- Adverse Childhood Experience
- Mental Health First Aid
- Pre-retirement – Planning for the Future
- Mental Health and Wellbeing
- Mindfulness
- Unconscious Bias

9.5 Professional Development

The College has an agreed Professional Development budget, and staff have the opportunity to apply for professional development to support them in their role. The budget is also utilised to provide College wide training aimed at staff at all levels. Activities staff attended during this reporting period included, for example:

- Managing Conflict
- Enhancing Inclusive Practice and Autism
- Understanding Autism
- Gender Equality Policy and Practice in Scotland and India
- Managing the Menopause
- Coaching Skills for Managers

In accordance with the requirements of the Equality Act 2010 the College monitors the protected characteristics of the staff who access and are supported through its Continuous Professional Development procedures and systems. The data demonstrates that staff across the protected characteristics are accessing and being supported to undertake activities.

The data gathered however highlighted that some Departments did not appear to be participating in the Staff Development Days and this has been discussed with the relevant managers. The College will continue to monitor this situation to ensure that all staff are in a position to participate.

10. Discipline and Grievance

During the reporting period the College managed two disciplinaries and two grievances. None of the cases were associated with an equality and diversity matter.

The College seeks feedback, where possible, from staff who go through the process and from the managers who applied the procedure to ensure that the process is supportive and corrective. The policies and procedures were revised taking account of the feedback received. Training and development to support the awareness and application of these policies and procedures is provided.

11. Mainstreaming Highlights

The period covered in this report presented numerous challenges to the College and the wider sector in Scotland. The ongoing pandemic and lockdown measures disrupted and, in many ways, reshaped the way we work, learn, and connect. Kelvin continues to be agile and adapt its service delivery according to the national government advice without compromising the quality of learning or dismissing the additional pressures on our staff, students, and partners. We quickly became aware that the impact of the pandemic and lockdown restrictions was disproportionately experienced by our people from marginalised backgrounds or in vulnerable circumstances and put many initiatives and measures in place to alleviate some of the burdens.

For a significant part of this reporting period, the College's operations continued without staff in two key posts related to our equalities work: the Equality and Inclusion Lead and Organisational Development Lead. However, the mainstreaming highlights we proudly present below are a testament to our staff, students, and communities' commitment to embed equality and inclusion across the College's services and functions despite the temporary absence of a centralised equalities support coordinator.

11.1 Equality Impact Assessments

Equality Impact Assessments (EQIAs) are woven throughout the College's decision-making process. Our key decision-makers are trained to conduct EQIAs on any significant changes or decisions that may have an impact on equalities groups, and if necessary identify alternative pathways (e.g., amendments or further consultation) before they are implemented. Building on statutory guidelines and good practice across the sector, we have developed a bespoke EQIA process and guide so that current staff can carry them out seamlessly and new staff recruited in decision-making roles understand the importance, value and process in carrying out an EQIA.

Our EQIAs are published on our website for public access. Below are some examples of EQIAs completed within this reporting period.

- Dignity and Respect Policy and Procedure
- Equality, Diversity and Inclusion Policy
- ICT Acceptable Use Policy
- Lone Working Policy
- No Smoking (Smoke Free) Policy
- Professional Learning and Development Policy
- Safeguarding Children, Young People and Vulnerable Adults Policy

11.2 Policies, Procedures and Practice

The College operates a wide range of policies and procedures to support its operational and working practices both as a service provider and an employer.

The College reviews and revises its policies and procedures as part of the Board of Management's Policy Review Schedule every two to three years. Training and development to support the awareness and application of policies and procedures related to employment takes place each session through the delivery of staff development days, themed months and specific management or staff awareness training activities.

During the reporting periods the College consulted with staff and Trades Union representatives on a number of policies, procedures and practices, these included:

- Dignity and Respect Policy and Procedure
- Professional Learning and Development Policy
- Lone Working Policy
- Equality, Diversity and Inclusion Policy
- No Smoking Policy
- ICT Acceptable Use Policy
- Safeguarding Children, Young People and Vulnerable Adults Policy

Whilst policies are reviewed in accordance with the Policy Review Schedule the College invites feedback routinely from staff. This ensures that practice is routinely reviewed and revised to ensure that barriers are eliminated, and the needs of all staff are met.

As a result of direct feedback from staff, data gathered throughout impact assessment processes, and our commitment to equality, diversity and inclusion we have taken a number of actions, to support our practice including for example:

- Promotional campaigns to support our zero-tolerance stance on bullying, harassment, victimisation and discrimination and to support the implementation of our Report and Support online reporting tool. The implementation of the College's Report and Support platform enables staff and students to report an incident(s) and request support from an advisor. The site contains information and support for staff and students.
- A change to how we deliver our training and development activity, introducing 'Themed Months' in addition to our staff development days. Regular training is provided for staff and managers on a wide range of equality, diversity and inclusion identified by staff, Teams and the College. More details can be found in section 9 of this report.
- We have worked with external partners to deliver development and information sessions and review our practice: these include SAMH, WhoCares Scotland, Scottish Equality Network, AdvanceHE, Able Scotland, Scotland BSL, RNID, Age Scotland.
- We have implemented R;pple software and provided training on suicide prevention.

- Working with our Student Association, the delivery of sessions setting out the expectations of the College from students to advance its equalities agenda and create a positive learning environment and learner journey for all students.

- We appointed a Health and Wellbeing Engagement Lead to develop further our approach to mental health and wellbeing for staff and students. In addition, a Wellbeing Officer was appointed to support our students.
- Ran focus groups with staff to identify and barriers and take appropriate action to address these – the feedback from staff who attend the focus group in session in the reporting periods further informed and shapes our policies, procedures and work practices to meet the needs of the College and our diverse workforce.

11.3 Student Support Services

Equalities is at the centre of the services provided by our Advice, Guidance and Learner Support team to support Glasgow Kelvin College students.

We work in a trauma-informed, needs-led model, meaning each student gets to inform us about their situation, requirements, and previous support. This ensures that we are adequately supporting each student as an individual regardless of their disability, age, sex, or any other protected characteristic. Some examples include:

- We use a 'Tell Us About Your Needs' questionnaire which we send to all students who have highlighted at application or enrolment stage that they have a barrier to their education. The questionnaire allows them to inform us of how they are affected, and this starts the needs led support for the student. The student takes ownership of their own support without feeling like they are being singled out.
- Counselling service process – Students are either referred or self-refer for Counselling and attend an assessment prior to formal Counselling taking place. This is to ensure that our service can meet the needs of the student depending on their own situation and requirements.
- We support students to become more independent and use assistive technology to overcome certain barriers to their learning (e.g. dyslexia). For example, we supported students to use immersive reader and dictation software while delivering exam responses as opposed to relying on the non-medical personal support of a reader and scribe.

11.4 Library Services

Our Kelvin Library follows an 'Equalities calendar' and highlights current topics via their monthly 'Spotlights'. Each topic is explored by using mixed media resources including films and videos, audio clips, articles and presentations.

11.4.1 16 Days of Action Against Gender-Based Violence

Our Library Services put together information resources to support students understand what gender-based violence is and the different ways it may be manifested, recognising the indicators and signs of someone experiencing gender-based violence, and signposting to internal and external services. After being the first College in Scotland to receive White Ribbon status in 2017, the College's Student Support Services continue to champion White Ribbon Day and run campaigns throughout the year to raise awareness with men and boys towards preventing gender-based violence.

We also provide resources for our teaching staff to use in curriculum delivery to raise awareness of gender-based violence.

11.4.2 Celebrative / Commemorative Dates

Despite the challenges of the pandemic and digital/hybrid learning, the College's Library Services continued to celebrate or commemorate key dates throughout the academic calendar such as International Day of People with Disabilities, World Mental Health Day, Dyslexia Awareness Week, Autism Acceptance Week, Black History Month, LGBT History Month and World Aids Day.

11.4.3 ESOL students' national dishes

The Library Services showcased many of our ESOL students' national dishes and what they mean to them and used the opportunity to introduce staff and students to cultures across the globe. Students from Somalia, Thailand, Sudan, Angola, Poland, Azerbaijan, Russia, Greece, Namibia, and Nigeria participated in this campaign and shared their personal stories and recipes with the Kelvin community.

11.5 Student Association

The Student Association (SA) have four main priorities which currently include:

- Inclusion
- Health and Wellbeing
- Positive Mental Health
- Gender-Based Violence

The SA promote and support various national and international campaigns throughout the year and have collaborated with the College on specific projects. These include LGBTQ+ History Month, Black History Month, 16 Days of Action to Eliminate Violence Against Women amongst many others.

Numerous clubs and societies for allies and people with protected characteristics or from marginalised communities are supported by the College and the SA including:

- LGBTQIA+ society: The Kelvin LGBTQ+ Society is a students' society formed to provide an open and welcoming space for people under the LGBTQ+ banner (lesbian, gay, bisexual, trans, queer and questioning, as well as other sexual and gender identities such as asexual, intersex and genderqueer) and their allies to meet in a safe social environment.
- Parent Patrol: The Kelvin Parent Patrol is a students' society which aims to provide an open and welcoming space for anyone who is a Parent or Carer to join a safe social environment, so that they can get to know each other and find support in their peers. The club's aims include providing a safe space to speak to someone about your experiences. We will share weekly family recipes, arrange events like buggy walks, share days out and fun activities for families.
- Stand Tall: The Kelvin Stand Tall Society is a students' society formed to provide an open and welcoming space for anyone who identifies as Male to join a safe social environment, so that they meet and support each other. It welcomes **all men** from different backgrounds, ethnicities, sexualities, and at different points in their College and life journey. The club's aims include educating, supporting and empowering men to speak out on the issues that are affecting them most, in today's society with a major focus on tackling the male mental health crisis. This is a group in which students can find peer support, make new friends, and campaign on important issues.
- We Care Society: The Kelvin We Care Society is a students' society which aims to provide an open and welcoming space for anyone who is care experienced. This is a safe social environment, so that students can get to know each other and find support in peers. The club aims include providing safe space to speak to people about experience within or after leaving the care system. It supports students to explore what they are entitled to within the College as well as statutory and third-sector provisions.
- Women Together Society: The Kelvin Women Together Society is a students' society formed to provide an open and welcoming space for anyone who identifies as a woman to join a safe social environment, so that they can get to know each other. It welcomes women from different backgrounds, ethnicities, sexualities, and at different points in their College and life journey. The club's aims include educating and empowering women to speak out. It is a safe space to chat and get support from their peers.
- ESOL Speaking Society: The Kelvin ESOL Speaking Society is a student's society formed to provide an open and welcoming space for both ESOL (English for speakers of other languages) students and their friends to meet in a friendly social environment, which will help them get to know each other and practice speaking English.

The Student Association Executive Committee is made up of 3 Vice Presidents, 2 Women's Officers, an LGBTQ+ Officer, an ESOL and International Officer, an Equality and Diversity Officer, a Campaigns Officer and a Care Experienced Officer. The Executive Officers are supported by Presidents to promote and support their own relevant campaigns.

11.6 Free Internet Provision

To combat digital exclusion and inequalities among students during Covid-19 restrictions, the College secured 400 free SIM cards with 30GB of internet to be distributed via the Student Support Services on a first-come first-served basis. This initiative particularly supported students from marginalised backgrounds (e.g. migrant students or students from disadvantaged socioeconomic backgrounds) who relied on our in-campus internet provision for learning and personal use.

11.7 International Women's Day 2021 – Spotlight on the College's Inspirational Women

To mark International Women's Day, we approached women colleagues across the College who were interested to spotlight and share their professional and intersectional lived experiences. Colleagues from across roles, grades and backgrounds shared their stories showcasing the diversity of experiences and identities of our workforce; this included a lecturer's story on embracing and owning their identity as a Black person while navigating the further education sector, and another lecturer's journey from growing up in one of Scotland's most deprived areas to her current role.

11.8 Marking Gender Equality Month with our staff's commitment to Gender Equality

Our Equality and Inclusion Lead organised a campaign to mark Gender Equality Month and contextualise it to the work we deliver. The campaign involved personalised case studies of how staff across the College are committed to gender equality and included examples of curriculum inclusion, peer support, and challenging individual or systemic bias.

11.9 Mentoring with Tigers UK

One of our senior colleagues was invited to be a mentor in the Inspiring Women in Leadership team at Tigers UK.

Tigers UK are an expanding training and development organisation who work out of the north of Glasgow. They are long-time valued partners of the College through a variety of training initiatives and Foundation Apprenticeships.

The programme involves the mentoring of a young person aged 18-24 to support their career development. Tigers UK also have a vision to increase the gender balance within management and leadership roles for women by supporting them to build confidence and be inspired, enhancing their abilities for future leadership roles.

They brought together fifteen women who currently hold leadership / influential roles, who as a collective group, would create a mentorship programme for young women who they identify as showing leadership potential regardless of sector, job role or current education status.

Our colleague said:

"It is always a real privilege to try to support someone who is starting out on their career, in whatever path they choose. Having worked in partnership with Tigers during the Build North Glasgow programme, I am really enthusiastic to be a mentor on their Inspiring Women in Leadership programme.

My hope is that some of my career experience will be beneficial to those being mentored along with the great employer connections we have here at the College."

11.10 Mentoring with MCR Pathways

MCR Pathways is a national, award-winning school-based mentoring programme. It supports young people to find, grow and use their talents, and helps them to build confidence, broaden aspirations and explore their future pathways. MCR's Young Talent programme helps young people progress to positive post-school destinations.

The College has been a long-standing partner of the programme. We offer regular information sessions to all staff and provide flexibility with staff's lunch breaks and working hours to encourage our workforce to participate.

11.11 Community Achievement Awards

The Community Achievement Award is a Scottish Credit and Qualification Framework accredited course which is designed to support, recognise and accredit learning and achievement in a community setting. The award is based around a 3-stage process:

- Planning – choosing an activity and setting milestones.
- Implementing – carrying out the activity as outlined in the planning stage.
- Evaluating – reviewing success, identifying learning and looking at the benefits to the self and others.

The Awards are available up to SCQF level 7 (equivalent to an HNC). As recognised qualifications, the award supports students to plan their next move - progressing into jobs or onto a College course. In addition, the students all agree that the project has helped them to integrate more quickly into their community and make friends through the school.

11.11.1 Street Connect

In October 2020, a group of 5 learners from Street Connect, a charity which hopes to transform lives of people who struggle with addiction, homelessness, and poor mental health, signed up to the Glasgow Kelvin Community Achievement Awards. The Awards provide accreditation for work and learning which takes place in a community setting.

The learners participated in online recovery meetings, setting goals of maintaining their recovery, gaining friendship and support, increasing confidence and self-esteem, and obtaining a qualification. This earned them a level 4 Community Achievement Award for participation in community activities.

On completion of their Level 4 Awards, they signed up to a level 5 Award for assisting in the delivery of community activities. They redecorated Street Connect's premises and have successfully painted almost every room in the property. Their goals included learning new skills, improving time keeping, working as a team, and showing commitment to a task. The redecoration of the centre provided a welcoming space for service users who often do not feel welcome in society.

On completion of their Level 5 Award, the learners have signed up for a Level 6 Award. They delivered a new programme to provide Covid19 survival packs to homeless people and those struggling to survive in the pandemic. They have sourced food, PPE, toiletries, and other essentials which they will distribute to those in need. Their goals include increased confidence and self-esteem, learning new skills including organisational skills and giving back to their community.

They have welcomed others into the team, including a person who has been living on the street for almost 8 years. They assisted with the delivery of the Covid survival packs to enable them to gain a Level 5 Award. They also assisted with ICT skills, enabling the team to get online which allowed them to seek additional supplies for their survival packs. The group got involved in Wider Access activities and encouraged other service users to join in the learning activities.

Below are some quotes on how participating in the Awards has impacted on each of the team:

"I'm delighted that Glasgow Kelvin College has enabled us to quantify our good work and gain formal qualifications. The project team hopes to continue working with Glasgow Kelvin College and other organisations to make a real change on the shopfloor to our community."

"It's brilliant. I got a qualification in geography when I was in school and I'm moving forward by getting a qualification at a higher level."

"This has given me the confidence to apply for an SVQ."

"I feel good that I've become a student during lockdown and not sat around doing nothing. I'm going to do other courses in the College."

"It's given me confidence in myself. It's great to be a student."

"I feel good to be gaining a qualification while I'm homeless. It will improve my confidence."

11.11.2 ESOL students

An innovative group of Glasgow Kelvin College's Level 4 ESOL students gained their Community Achievement Awards and helped to spotlight the importance of partnership working during lockdown.

Glasgow Life has supported the Glasgow Kelvin College students, all of whom are parents of children at St Roch's Primary, to work with the school to provide storytelling sessions to the younger primary pupils. It not only relaxes the children and gives them a bit of light relief but is also helping the students to improve their English language skills.

A mixture of Farsi, Arabic, French and Tamil-speaking residents, many of the students already have gained skills and qualifications in their home country but discovered that their qualifications aren't recognised in the UK. Taking on the storytelling project, they hoped to give something back to their new community and the initiative presented itself as a perfect vehicle for them to practice a new language and undertake their Community Achievement Awards.

Over several weeks, the students worked together to identify and rehearse the chosen reading material and then delivered a delightful in-person storytelling session to the eager St Roch's pupils. They also recorded their stories so that these can be heard again and again.

Two of the learners are now volunteering for the Healthy Living Initiative by cooking and providing their products in the Royston Community Pantry. Another is going on to study Health and Social Care at Glasgow Kelvin College and a further two have been recording their storytelling in their first language to feature on Youtube as part of the city-wide 'Families in Partnership' Project.

The hard work of the Glasgow Life Family Support and Engagement Worker, has been central to the activity and success of the initiative. The project itself has been a very welcome confidence-boost for the students in building their resilience and feedback from the pupils and the school has been extremely positive. In the words of one participant:

"This course has helped me be more involved in the community. Now I feel more in control."

The group were delighted to receive their Award certificates at a ceremony at Roystonhill Community Hub and are now looking forward to taking their studies to the next level.

Family Learning Officer, Glasgow Life, said:

"Our Family Support and Engagement Worker Margaret has a very strong relationship with the parents at Saint Roch's Primary. She really went the extra mile in supporting the group to keep going during this challenging time. Meeting parents individually for walks or just outside their flats and helping with important issues such as accessing digital devices and free school meal payments meant that parents were then more able to think about furthering their own skills, and Margaret was very creative in considering new ways to deliver this learning during the pandemic."

Director of Curriculum for Health, Care and Community Learning and Development said:

"We're delighted that this group of students have gained their Community Achievement Awards while not only studying another course at Glasgow Kelvin, but also supporting local children in their learning – storytelling is a marvellous way to bring cultures together.

"We're indebted to our school partner, St Roch's Primary, and Glasgow Life for helping to drive this innovative project. In particular we are grateful to [Glasgow Life staff member] for helping the students to build capacity into their own community. This is precisely what the Community Achievement Awards are about. Our heartiest congratulations go to them all for their hard work."

This success story for ESOL students is yet another example of Glasgow Kelvin College's commitment to its communities as a community anchor, and the many strong partnerships which help local residents to flourish.

11.12 Green Gown Awards 2021

Glasgow Kelvin College was shortlisted as a finalist in the Green Gown Awards 2021, Student Engagement category for its East End Community Garden project.

With four campuses across Glasgow's East and Northeast communities, Glasgow Kelvin is committed to its 'Green' strategy, with a focus on delivering skills around renewable energies, carbon reduction and sustainability.

The Community Garden project was developed over 2018 - 2021, transforming a piece of waste-ground in Glasgow's East End to create a peaceful and eco-friendly greenspace with environmental sustainability and learning at the core of its vision.

Students from the College, with staff supervision, have worked to design and build an inspirational and absorbing space which hosts a wide range of features supporting accessibility, biodiversity and contributing to carbon reduction. These include wheelchair accessible amenities, a kitchen garden, fruit trees and many more environmental elements to attract urban wildlife and add pleasure to the garden experience.

Mental wellbeing and health for College students and the local community is of real significance, especially throughout the pandemic, and it is hoped that the garden goes some way to creating a haven and escape from some of the societal pressures everyone has been experiencing.

The College has worked with a range of funding partners and contractors to help it create the garden and support its UN Sustainable Goals commitment.

The UK and Ireland Green Gown Awards' finalists, representing over 862,219 students and 156,000 staff, are leading the way with their commitment to the global sustainability agenda and proving the value that universities and Colleges bring to the economy and society even in the most challenging times.
The finalists emphasise an institution's role in enabling and empowering young people to tackle pressing global issues to ensure they have a better tomorrow. Finalist projects show the power post-16 education possesses and the seriousness with which it takes its responsibility in creating a better world and a new generation of leaders.

Iain Patton, CEO, EAUC says:

"It is clear from the number and quality of applications, that sustainability and the now irreversible sustainability movement is not only resilient but profoundly energised, opportunistic and dynamic! UK and Irish universities and Colleges have turned Covid 19 challenges into opportunities and ensured that every change is a change for sustainability."

Glasgow Kelvin College Principal, Derek Smeall, said:

"We are absolutely delighted to learn that our community garden project has been shortlisted for these prestigious national awards. This is great recognition of the immense hard work which students and staff have put into creating this space and spurs on our commitment to sustainability and carbon reduction across the College. Being shortlisted alongside so many excellent initiatives from our educational colleagues is a wonderful accolade and I am immensely proud of the effort and dedication of all those involved at Glasgow Kelvin to bring us this far."

11.13 Foundation Apprenticeship Creative and Digital Media: Equality, Diversity and Inclusion Project

The FA CDM group acted as an in-house production company, devising, and creating a range of digital materials to promote events in the EDI calendar. This material included posters, short films, infographics, and other social media content and was produced both for the College's digital platforms and for external partners such as Glasgow City Council:

- Production of films and other social media content for Glasgow City Council's Twitter feed to promote 16 Days of Activism Against Domestic Violence
- Production of films, posters and other content for Kelvin's digital platforms to promote Hate Crime Awareness Week and LGBTQ+ History Month
- Creation and maintenance of Twitter and Instagram feeds, linked to Kelvin platforms, promoting all the above.

11.14 Inclusion in Sport

Our Sport department continues to embed equality and inclusion throughout its curriculum to widen access to students from backgrounds that are often underrepresented in the subject. The curriculum includes conversations about race, gender, religion, age and sexual orientation in relevant modules (e.g., Working Effectively and Safely with Clients) and standalone modules such as Inclusion in Sport, Applied Exercise Prescription for Specialist Population Groups and Applied Fitness Assessment for Specialist Population Groups aimed at equipping students to embrace the diversity of people they are likely to work with during their careers. The department has also set up learner support programmes that include support measures such as additional time and space to digest the subject matter in order to encourage students with disabilities to succeed on the course.

The department has several students who have progressed from the College's Support for Learning department, two of whom are on track to complete the course at HND level. Additionally, the department provides alternative engagement methods for students who are fasting due to their religious practices such as reducing practical participation and changing their role to an observer / assessor.

11.15 Tackling Digital Exclusion in partnership with the Scottish Council of Voluntary Organisations (SCVO)

SCVO and Glasgow Kelvin College have offered a range of free qualifications which will help to address some of the challenges of digital inclusion in Scotland's communities.

The Digital Inclusion Qualifications are aimed at digital champions who are supporting local people to get online. Co-designed by representatives from SCVO, a group of professionals from the housing sector and staff from Glasgow Kelvin College, the courses are delivered online and are free of cost. There are no entry requirements other than having a strong interest in digital inclusion.

Working closely with SCVO and SCQF (Scottish Credit and Qualifications Framework), the College has designed a suite of qualifications to support those delivering digital skills to the community. Working at their own pace, learners will progress through the courses from Level 4 to Level 8 on the framework and appropriate support and resources will be provided throughout that journey.

The programme covers an introduction to learners engaging with digital technologies and the importance of this to tackling isolation, providing skills, and improving employability. This then progresses to how to deliver digital skills and support learners and the final section helps individual learning providers to set up and manage projects.

The College was delighted to lend its expertise and energy to help accredit the courses in partnership with SCVO. As an active community collaborator, we were pleased to promote the qualifications as a further example of its commitment to the communities it serves and its efforts to build capacity into Scotland's voluntary organisations through SCVO membership.

Glasgow Kelvin College Vice Principal - Curriculum, said:

"The College is thrilled to be able to support an influential national organisation like SCVO to offer upskilling to its members. Digital Inclusion skills have been critical to ensuring some of Scotland's most vulnerable citizens have been able to engage throughout the pandemic and this will continue in the time to come.

The initiative highlights the importance of partnership working to tackle societal challenges such as digital poverty in our communities. We are extremely proud of the hard work of all the parties involved."

Digital Participation Manager with SCVO, said:

"Digital inclusion isn't just about having devices and connectivity; it's also having the skills and confidence to navigate the digital world. These qualifications have been designed to support those working in our communities helping to build these skills – Digital Champions.

We've been delighted to be able to work in partnership with a community collaborator like Glasgow Kelvin College to develop these invaluable qualifications to help empower Digital Champions working in our local communities. The past 12 months have shown us how important it is for everyone to have the skills and confidence they need to be online."

11.16 Kelvin Student named Volunteer of the Year at SCVO Awards

Kelvin's HNC Working with Communities student, Shawn Fernandez, has been named Volunteer of the Year at the recent SCVO Awards. 28yr old Shawn from Springburn has worked tirelessly for his community over the last few years since 2017, combining this with his part-time study.

As a volunteer with Central and West Integration Network which works with individuals to support asylum seekers and refugees, migrant workers and black and minority ethnic residents in Glasgow, Shawn became aware of the many issues which confront elderly residents including isolation, loneliness and their vulnerability to fraudulent scams. He set about tackling this by organising cyber-crime prevention awareness workshops which not only informed about fraudulent scams but also brought together groups of excluded and vulnerable elderly people in a social setting, helping them to build relationships.

Other local charities benefitted from his input, including his work to secure an allotment and create a community garden encouraging refugees to spend time in nature to support their health, wellbeing and social inclusion.

Shawn also works as a volunteer within Springburn Community Hub as part of his work placement. He was delighted to receive the SCVO Award and is pictured here with his very proud mum.

A police officer in Malaysia before arriving in Scotland in 2017, Shawn is acutely aware of the role of community development in engaging residents to help civic participation and support crime prevention. The HNC Working with Communities has been of huge benefit to him, and he is quick to express his thanks to the College and to his tutors. He says:

"Special thanks to my tutors who have helped me to develop my knowledge on the importance of collective approaches which has formed the foundation for my volunteering journey. Thanks go to Glasgow Kelvin and the dedicated staff for providing learning opportunities to the new Scots and supporting their integration in the community."

Glasgow Kelvin College Principal, Derek Smeall, said:

"We are absolutely delighted at the recognition of this remarkable young man's dedication and hard work. Shawn is a worthy recipient of the award and we're very proud to play a part in his exciting journey. Congratulations to him and well done to the staff who have supported him in his learning."

11.17 'Can Do' Partnership with Leonard Cheshire

The College is proud to have a long-lasting relationship with Leonard Cheshire, an organisation that provides support to people with disabilities to live, learn and work as independently as they choose whatever their ability. They offer a variety of services including residential and supported living, therapy suites, social activities and training.

The most recent projects with the College were awe-inspiring, truly capturing the spirit of giving back to the community; whether it was spending time packing Care and Share bags or designing and building lanterns to be donated to some of Leonard Cheshire's social care services.

This was an opportunity for participants to reach out to people who might be isolated through lockdown restrictions. It was to make a statement that people are always thinking about them. The lanterns were a way of adding a bit of light to the darker days we were experiencing.

The residents from the Glasgow services were blown away by the generosity. They were grateful about how kind-hearted our participants were to take the time to think about them. Can Doers realised how a small gesture could go a long way. What was initially a one-off project, led to some participants doing a full Building Communities project. A couple of residents and participants befriended each other. Together, they shared online experiences and made social connections through lockdown restrictions. Activities included an online birthday party, learning Makaton, and visiting Five Sisters Zoo. The group also came up with the idea of a couple of virtual walks around the Gold Coast in Australia and Redwood National Park in California.

11.18 Partnership with Tamil Nadu Apex Skill Development Centre for Healthcare in India

Glasgow Kelvin College's long-standing partnership with stakeholders in India was further strengthened by a new Memorandum of Understanding (MOU) agreed between the College and the Tamil Nadu Apex Skill Development Centre for Healthcare.

The Centre has a target to train 50,000 people by 2026 in all aspects of healthcare. The aim of the MOU is for the College and the Centre to share learning and teaching practices, to develop new networks across both countries, to identify new opportunities for Glasgow Kelvin students and staff and, potentially, new business opportunities.

Whilst Healthcare is an important aspect of Glasgow Kelvin's curriculum, the MOU also empowers the College to build on its own networks of healthcare training partners and to present a Scotland-wide approach to working with this important new Indian partner.

The relationship has already brought about benefits to the College and the Centre, as well as in healthcare training provision at a national level in both countries.

11.19 Report and Support

In 2021, Glasgow Kelvin College launched its dedicated Report and Support system. Report and Support is an online reporting tool developed by an organisation called Culture Shift. It enables a student or member of staff of Glasgow Kelvin College to report an incident(s) related to bullying, discrimination, or harassment; hate crime (i.e. hostility or prejudice based on disability, race, religion or belief, sexual orientation, transgender; racism and gender-based violence (i.e. domestic abuse, sexual violence, and sexual harassment).

Two reporting options are given - report anonymously or with your name and contact details. Staff and students may also report on behalf of someone.

Depending on the nature of the reported incident and whether the complainant is a student or staff member, certain policies and support mechanisms are triggered. For students who submit a report about an incident, e.g. Being bullied because of your race or nationality, then, in most cases, a Student Support Services Advisor from the Student Support Services Team will be in touch. For staff members who have submitted a report about an incident, e.g., being sexually harassed, then, in most cases, an HR Business Partner from the Human Resources Team will be in touch.

Only a very limited number of staff from the College have access to the reports submitted through Report and Support, for staff it is the HR Team and for Students, the Student Support Services Team. These staff will provide support and signpost and provide advice and guidance in relation to a report which may, in fact, be a complaint and best made through the College's complaint processes.

The College's decision to put in place Report and Support is part of our commitment to being a safe and inclusive place to learn, work and thrive. How we approach supporting students and staff is based on this commitment and builds on our existing policies and procedures.

We also continue to be part of Fearless Glasgow, a partnership group of Colleges and universities in the West of Scotland, united in tackling gender-based violence together. The Fearless partnership includes Glasgow Clyde College, City of Glasgow College, Glasgow Kelvin College, Ayrshire College, Glasgow Caledonian University, University of Glasgow, University of Strathclyde, University of the West of Scotland, the Royal Conservatoire of Scotland, and Glasgow School of Art.

The group, supported by Police Scotland and the Scottish Government, aims to affect change by raising awareness, challenging harmful behaviours and attitudes, and offering enhanced support to students and staff across Glasgow and the West.

Alongside partners, we work together on campaigns, share ideas and resources, and work alongside specialist support groups to improve access to help and information across our campuses.

Since its launch in 2021 the College has received one named complaint from a staff member which was managed through its formal procedures, and five anonymous complaints, one from a student, and four were unspecified. In response to the anonymous complaints received we undertook promotional campaigns and targeted training and awareness sessions on the particular subject area of the complaint. It is recognised that the College has in place a range of mechanisms through which staff and students can submit a complaint however it is acknowledged that further work is required to promote the Report and Support platform and to ensure that this information is fully captured to identify any trends and patterns in order to inform future actions.

11.20 Age Inclusion

Glasgow Kelvin College strives to be an age inclusive workplace, where employees of all ages have an effective voice, feel respected, valued and able to fulfil their aspirations and potential.

Age Scotland offer organisations support to work with them on their AIM (Age Inclusive Matrix) Project. This is an in-depth project which enables organisations to analyse relevant areas to ensure that they are age inclusive and take steps to implement change where necessary.

The first stage of the process was to carry out an extensive consultation with staff across the College via online surveys, one-to-one interviews, and focus groups to ensure the outcome of the AIM project met the needs of individual employees and the College as a whole.

Following the consultation, an action plan was developed to support and monitor progress in delivering our commitment to age inclusion.

Our current action plan focuses on:

- working to build managerial capacity relating to succession planning and upskilling of our staff across all ages;
- removing barriers and fostering opportunities;
- putting mechanisms in place to support transfer of knowledge between staff;
- raising awareness of age-related health policies and procedures;
- tackling bias, and
- facilitating open conversations between staff, their line managers, and our People and Culture representatives.

The impact of our actions will be monitored and assessed and articulated in greater detail in our next report.

11.21 Action for Children – STAY mentoring project

Action for Children continue to be present in Glasgow Colleges, including Kelvin, working with our Student Support Services departments to help young learners who may be struggling.

The STAY mentoring project offers tailored one to one support to young people at College including those who are care experienced, students transitioning from school and students in vulnerable circumstances. The Action for Children STAY mentor incorporates a holistic approach to student support, assisting with any barriers to engagement a student might face.

Support is provided for bursary enquiries, application support, emotional wellbeing, budgeting advice, peer mentoring, and sign posting to appropriate agencies for additional support. Assistance is provided to students with ongoing issues out with the College such as housing, employment, homelessness, family disputes and liaising with other professionals. The goal of STAY is to ensure students feel supported and stay engaged with their College course. Any students who are at risk of dropping out of College receive help to progress into a positive destination, whether that be employment or further study.

11.22 Springburn Community and Youth Hub

Glasgow Kelvin College's pioneering project, Springburn Community and Youth Hub, was a finalist in the Herald Higher Education Awards and has been shortlisted in the widening Access category.

The Hub is an exciting initiative which runs for two evenings per week at the College's Springburn campus in the heart of the North Glasgow community. It delivers health and lifestyle skills and activities to local young people, adults and children all under one roof. The programme provides learning opportunities in a safe, welcoming and social environment where families can make friends, have fun, learn and potentially progress to College.

Developed in early 2021 as a response to a need for amenities and activities for young people during the pandemic restrictions, the project plans were developed to include adult learners and children from 4yrs and up. In partnership with Police Scotland, Springburn Community Hub and NG Homes, the College opened its Springburn Campus in October to establish the Springburn Community and Youth Hub. The initiative is funded through the College's Widening Access Budget which targets community capacity building and engagement.

Staffed by College Teaching Staff, Community Learning and Development workers, Support Staff, students and youth workers, the College offers a range of engaging and fun activities. These include taster sessions in Hair, Beauty, Fitness, Healthy Eating, Digital, ICT. Sports, games and creative activities are delivered to 4–11-year-olds under the guidance and supervision of trained Sport and Fitness students and staff and a range of outdoor activities such as water sports and orienteering are being enjoyed by local young people.

The project is already delivering qualifications at Levels 2 and 3 and encourages participants, many of whom have few or no qualifications, to continue their learning journey by potentially progressing onto mainstream programmes. Numbers continue to grow on a weekly basis.

As a renowned community anchor, the Hub is further developing the College's ability to support community provision and widen access to opportunity in communities where the effects of the pandemic were felt most acutely, delivering on its ambition and priorities of strengthening communities and building capacity.

College Principal, Derek Smeall, said:

"We are delighted that the College's work in the community is being recognised in this way and are thrilled that this innovative programme has been shortlisted in such a prestigious and high-profile awards ceremony. To find ourselves in a field of such impressive finalists is a real pleasure. Glasgow Kelvin College's ethos addresses widening access for all, from entry-level right through to advanced level and the Springburn Community and Youth Hub is an inspirational model for creating progression opportunities for our communities."

11.23 Wellbeing

11.23.1 Workplace Buddies and Walk'n'Talk

The College quickly became aware that home working posed challenges for many of our staff, particularly those with caring responsibilities. For some, the new way of working increased their feelings of loneliness and social isolation or caused a deterioration of their mental health and wellbeing. Throughout lockdown, we supported our staff by offering additional breaks and flexible working schedules to alleviate some of the pressures. Staff were also encouraged to maintain their social connections with colleagues either digitally or through socially distant meetups. We offered many wellbeing and social activities online through Teams.

For example, over the festive breaks, we introduced 'Walk'n'Talk', a match-making initiative that staff could sign up to connect colleagues who live in near proximity so they could arrange socially distant walks/activities to combat social isolation, improve their health and wellbeing, connect with new people across the College, and encourage respite.

11.23.2 Fitness for physical and mental wellbeing

Kelvin continues to be an advocate for fitness as a tool for physical and mental wellbeing. Colleagues from across the College including our Sport, Fitness, Outdoor Education and Community department have and continue to deliver regular fitness classes such as yoga, spin, and MetaFit, activities to suit everyone. When allowed by government advice during lockdown restrictions, we utilised the outdoor spaces on our campuses to deliver socially distant classes for staff and our communities and provided digital alternatives for people to pursue their own fitness journey.

11.23.3 Wellbeing course for part-time students

Our Health, Care, and Community Learning and Development Wider Access Team developed and launched a wellbeing course for part-time students. The unit was divided into 10 modules and delivered via our digital learning platform. It was designed to support students through the challenges of studying, with each module promoting and encouraging good mental health and wellbeing. Upon completion, students were awarded a College Certificate.

11.23.4 Domestic Abuse Support Sessions

The College has a strong relationship with Glasgow East Women's Aid (GEWA) and is a proud advocate of eliminating gender-based violence (GBV) across society. Research has shown that lockdown restrictions exacerbated the rates of domestic abuse across the country.

The College arranged for GEWA to offer weekly support sessions online for staff and students. The sessions offered information and advice for those experiencing domestic abuse and people who were supporting friends or family experiencing domestic abuse. We also ran signposting campaigns to facilitate access to further support for staff, students or their loved ones.

In session 2022/23 GEWA delivered training for our managers to raise awareness about GBV, what it is, the impact, how to respond and how to sign post. We also provided GBV awareness training for staff and ran a number of campaigns for staff and students. Feedback from staff and managers has been positive with staff and students stating that they are more aware of the support available and the different forms of abuse and what Coercive Control is.

11.23.5 Anti-racist training with Charlie Waller Memorial Trust

The College organised anti-racist training sessions in partnership with the Charlie Waller Memorial Trust for staff to raise awareness of racism and the impact of everyday behaviour, language or microaggressions on minority ethnic people. The session also covered the mental health impact of racism and tools to support staff from a minority ethnic background.

11.23.6 Corporate Parenting

We continue to be a proud corporate parent, working alongside Who Cares? Scotland (WC?S) and partners to ensure the rights of care experienced people are upheld and they have the best chances and outcomes in life.

WC?S supported us through Corporate Parenting Refresher Training to remind our staff of our legal duties as set out in the Children and Young People (Scotland) Act 2014 and additional resources aimed at equipping our workforce with the knowledge, confidence, and skills to support care experienced people as effectively as possible.

We also are part of WC?S Collaborative Corporate Parenting Network: a space for Corporate Parenting pioneers to come together, collaborate, and share their plans and ambitions for corporate parenting.

11.23.7 Enhancing your Communications Skills and Handling Difficult Scenarios

Delivered by Blue Ptarmigan, this series of workshops were aimed at line managers to enable them to better handle difficult conversations, manage performance, take ownership, handle emotions, and prevent workplace issues arising in the first place.

Participants reported feeling better equipped to tackle difficult conversations and sensitive issues with their staff while being aware of their own emotions, ultimately reducing stress levels for any parties involved.

11.23.8 Trauma Informed Practice

Designed and delivered by NHS Education for Scotland, this training programme was open to all members of our workforce, particularly those working alongside people (including children and young people) who may be affected by trauma. The aim of these workshops is to help individuals and teams examine how they work through a trauma informed lens.

The Programme provides accessible, evidence-based trauma training resources, including a leadership development component, as well as a team of Implementation Co-ordinators to support all sectors of the workforce to embed and sustain trauma-informed practice.

11.23.9 Suicide Awareness and First Response Training

Considering the impact of the pandemic and lockdown restrictions on people's mental health, we organised and delivered sessions aimed at staff across the College to support them in recognising the key symptoms which someone may experience if their mental health is deteriorating or having suicidal thoughts. The sessions also provided participants with the knowledge and skills to respond in the first instance so that people are no longer in danger, and how to escalate the issue both internally and externally to signposting partners.

12. Looking into the future

In an everchanging landscape, the College seizes and proactively creates new opportunities to become a more diverse, equitable, and inclusive place to study, work, or connect. Equality, Diversity and Inclusion are key pillars of our People Strategy, Access and Inclusion Strategy and College Strategy, providing solid foundations and buy-in across the College to mainstream equalities, reduce pay gaps and occupational segregation, progress our Equality Outcomes, and work in partnership to contribute to the new Scottish tertiary sector's National Equality Outcomes and tackle persistent inequalities together.

The successful appointment of our Equality and Inclusion (EI) Lead post in January 2023, an addition to our People and Culture Team has brought a renewed sense of enthusiasm and engagement across the College. We have revised the remit for our Equality and Inclusion Committee (EIC) and the EI Lead alongside representation from the student body, our recognised Trade Unions and staff across grades and functions will form our EIC. The Committee will be Chaired by one of our Vice Principals on an annual rotational basis. The EIC remit reflects our current priorities and embeds collaborative working with external partners and the wider tertiary sector. The Committee acts as a critical friend to the College and a bridge between staff, students, and decision-makers regarding equality and inclusion matters.

The EIC and staff across the College are supporting several projects and initiatives in the short, medium and long term. Part of the EIC remit, is to collate a SMART (specific, measurable, achievable, relevant, and time-bound) action plan to act as a live guiding document, strengthen accountability, and incorporate equalities work across the College. The following sections highlights some of the key priorities that the College and EIC will focus on in the current and following two academic years (2023 – 2025).

12.1 Streamlining our data capturing

The EIC will assist the College in its review of how it collates its data in both quantitative and qualitative formats to both inform its future actions and assess the impact of those actions.

The EIC will assist us to consider our current processes used to collect and analyse data, with the aim of enhancing how we facilitate data capturing and analysis, how we use the data to identify gaps or address barriers to improve our practice.

It is evident, for example, with the high drop off in disclosure rates in respect of staff across the protected characteristics that further work is required to promote the confidence of staff in disclosing. We aim to develop further our data capturing mechanisms and visualisation tools to improve data collation, analysis and reporting in order to ensure we are efficient in identifying patterns, opportunities and challenges across protected characteristics and intersectional experiences to inform future actions that make a difference.

12.2 Equalities self-assessment

Further developing our data capturing processes and improving our understanding of the information, we will carry out a comprehensive self-assessment of equality, diversity and inclusion across the College.

We are currently engaging with potential external consultants who will support us to undertake a full audit of our equality and inclusion policies, procedures and practices. The audit will assist us in assessing, reviewing and developing the equalities potential of our policies, practices, curricula, resources and data. We are keen to encourage our staff and students in the College, especially those from underrepresented backgrounds or who are not regularly engaged, to work with us to enrich our qualitative understanding of people's experiences and what we can do to support their aspirations while reducing the barriers they face in their learning or professional journey.

We envisage self-assessment will remain an integral part of Kelvin's fabrication with the EIC leading regularly on this process. The audit provides us with an opportunity to pause, engage with staff, students and partners, and identify our challenges and opportunities in order to inform our future priorities.

12.3 Cultural calendar

To support us with the celebration and commemoration of key dates in our cultural calendar the EIC will oversee the consultation activities with our students, staff and partners to:

- Identify the dates that are important to our community.
- Assist us to develop a series of activities throughout each academic year that aim to raise awareness and celebrate the diverse groups that make up the College.
- Influence individual and structural change for the benefit of all our staff and students.

12.4 Branding and communications

The College launched its new website in January 2023. As part of this project, we created a new bank of images and, to fit with our brand strategy, we used images that reflect our own students in the natural College environment. Our images emphasise the rich and diverse cultures, backgrounds and ethnicities across the Kelvin campuses.

At Kelvin we are an international community of staff and students from a wide range of ethnic backgrounds and first languages who have chosen to make Glasgow their home. In our marketing communications we take lots of opportunities to showcase our diversity and we use it as a key motivator to attract future students who can immediately see themselves represented in our community.

We are also embarking on a longer-term branding revamp of our campuses and communications which will allow us to audit our current resources and build new material that make and demonstrate Kelvin as an inclusive space to learn or work.

We acknowledge that whilst we may benchmark well within the FE Sector, in comparison to Glasgow's demographics we have key challenges regarding our workforce diversity, including a low representation from minority groups in relation to ethnicity, religion or belief, and sexual orientation. To meet these challenges, the College is taking actions across the full employee journey including reviewing its recruitment and selection strategy, its staff learning and development opportunities and working closer in partnership with external organisations. Through our continued commitment to improve our workforce diversity and ensure our people work and develop in an inclusive, supportive culture and environment we can see some positive outcomes with high staff retention amongst staff and little turnover.

Our aim is to attract a more diverse workforce and ensure that staff successfully progress where there is underrepresentation whether this is through our management structure or out with our organisation. The College recognises that a series of sustained, inter-related actions are required to bring about the changes to achieve its ambitions in terms of a diverse workforce.

12.5 Menopause café

Working in partnership with our staff and recognised Trade Unions we developed and implemented a Menopause Policy, this has since been superseded by a National Menopause Policy developed by the FE Sector and its recognised Trade Unions through the National Joint Negotiating Committee. To support its implementation, we delivered a series of awareness raising workshops for all staff and specific training for line managers on supporting staff who are experiencing the menopause.

The College also runs Menopause Cafés where staff can meet in an accessible, respectful, and confidential space to share their experiences and connect. Staff are actively encouraged to share their experiences with the People and Culture Team to help us improve support and practice to meet the diverse needs of staff experiencing the menopause.

12.6 Breastfeeding Friendly Scotland Scheme

Breastfeeding Friendly Scotland (BFS) is a national scheme run by local health boards and is available to organisations and business for free. It aims to help organisations and business, and people who breastfeed to know their rights and responsibilities.

A College representative attended the scheme's 'train-the-trainer' programme and has briefed our staff and student body about the scheme, their rights and responsibilities. We will work with our Estates Team to ensure that all our campuses are inclusive of people who are breastfeeding and that our practice ensures that staff are supported.

12.7 Black Further Education Leadership Group (BFELG)

The College has made no progress in attracting those from a minority ethnic background into managerial roles.

It has therefore engaged with BFELG and is exploring affiliation prospects. The College is aware that another FE College has engaged with the BFELG, and it is currently seeking feedback on the impact this has had within their organisation. BFELG is a collective of Black leaders with experience in Further Education and exists to:

- challenge systemic racism for the benefit of all Black communities and the wider UK society as a whole;
- to be the authoritative voice of Anti-racism in F/HE, schools, public, voluntary and private sectors; and
- to further the interests of people from ethnically diverse backgrounds who share a lived experience of the effects of racism.

Affiliation would unlock a number of benefits for the College including CPD sessions and a 10-Point Plan which works as a framework to support organisations in becoming more inclusive of Black people and proactively anti-racist. The group also release research and publications on the experiences of Black students and staff in further education and run a dedicated Job Board to drive diverse recruitment in the sector.

A report for consideration on the benefits of working the BFELG for the College, staff and students, will be presented to our Senior Management Team in the near future.

12.8 Emily Test

EmilyTest is a Scottish Government-funded charity in Scotland working to improve gender-based violence (GBV) prevention, intervention and support in further and higher education. It was set up in 2016 following the death of undergraduate student, Emily Drouet, after she was subjected to a campaign of GBV from a fellow student. EmilyTest is involved in a breadth of work – from talks to campaigns, partnership-building to creating the first GBV Charter for further and higher education.

The College has expressed an interest in achieving the EmilyTest Gender Based Violence Charter. We are working with the organisation to strengthen further our GBV prevention and response strategies and build internal capacity through policies, practices, and CPD. We work alongside the other two Glasgow College's and other education institutions across Scotland in eliminating GBV.
In addition, we work with Colleges Development Network to support upcoming campaigns within the Sector and our EI Lead is an Emily Test champion.

12.9 Collaboration, practice and learning exchange

The College is part of numerous networks and communities of practice which enhance our understanding of structural and systemic issues, and good practice in mainstreaming equalities within our sector and beyond. We meet regularly with other further and higher education institutions across Scotland through fora such as the Scottish Equality Forum, College EDI Leads Network, Glasgow Colleges Regional Group and College Development Network.

Going forward, we are exploring opportunities to work more closely with other Colleges on a number of equalities initiatives such as collaborative celebrations of key dates in the equalities calendar to share challenges, approaches and good practice.

12.10 Leaders Unlocked

The College is in discussion with Leaders Unlocked to identify prospects for collaborative peer engagement and student-led training to develop student voice, leadership and social action.

Leaders Unlocked enables young people and underrepresented groups to have a stronger voice on the issues that affect their lives. In education, policing, health, justice and elsewhere, they help organisations to involve the people who matter and shape decision-making for the better.

12.11 Partnership with Lemon Tree Hotels

Lemon Tree Hotels is a pioneer, leading by example in its recruitment of disabled workers to the business. As India's biggest mid-market hotel chain, it proactively seeks out to employ disabled people at its 44 sites across the country in a range of roles from support staff to line managers. Given our long-lasting relationship with many partners in India, we are planning a series of learning exchange events in Scotland including a showcase of Lemon Tree Hotels' approach to employing disabled people to key partners in Scotland.

Ultimately, the aim of these events is to introduce work-based learning frameworks and sustainable employment for people with disabilities or additional support needs (ASN) by engaging employers, support organisations, education providers and government partners to share the global best practice from Lemon Tree, raise awareness of the opportunities available by employing people with disabilities or ASN and secure the engagement of a number of hospitality employers to be part of the programme development in Scotland.

13. Equality Outcomes Progress and embedding National Equality Outcomes (NEO)

13.1 Equality Outcomes (2021 – 2025) Progress

Equality Outcome (2021-2025)
Our workforce has good representation of ethnic minority groups across our grading structure and is more reflective of the Glasgow Region by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.
Since 2021, we have experienced a decrease in staff from a Black or minority ethnic background (-2.2%) including White minorities through our ongoing voluntary severance scheme, retirement and external progression. Although we are outperforming the sector in terms of ethnic and racial representation, progress towards achieving this outcome has been stifled due to a lack of turnover at a managerial level and a necessity to reduce our workforce. Attracting talent from a minority background remains a challenge across the sector despite individual and concerted efforts. In this reporting period, Kelvin has implemented a few initiatives to drive recruitment and promote the College as a welcoming and inclusive working environment for candidates from a Minority Ethnic background. These include: • Delivering internal anti-racist training to raise awareness across staff on the issues faced by Minority Ethnic people, contextualised to further education, the barriers they may face in accessing the sector, and personal responsibilities in making the College a more equitable institution. • Running unconscious bias training targeting recruiting managers to eliminate any discrimination in the recruitment process. • Revising the careers page on our website to include a race equality statement so that prospective applicants from a Minority Ethnic background can immediately read and feel encouraged by the College's commitment to race equality and inclusion. We will continue to work in partnership with current networks and seek to engage with new networks to attract underrepresented groups into our employment to ensure our workforce reflects the Region's population and our student body. Further information about our work with the Black Further Education Leadership Group is available in Section 10.7. We are also engaging with external consultants to support us in reviewing and strengthening our recruitment and retention processes. In the meantime, we continue to deliver CPD opportunities to staff across the College to minimise bias and barriers in the recruitment process, and support current staff from a Minority Ethnic background to progress in their careers. Additionally, we are exploring coaching and mentoring opportunities for our current workforce.

Our staff are confident in disclosing a disability and our workforce has good representation of disabled employees across our grading structure by 2025. Progression of existing staff to managerial positions will improve through better preparing our staff for promotion.
During the pandemic the College experienced an increase in the number of staff disclosing their disabilities so that reasonable adjustments could be made considering the new ways of working. The College continues to raise awareness of the rights of those with disabilities and the adjustments that are available to support people in their role and career. We provide an extensive programme of awareness raising sessions to all staff and specific training to strengthen the skills of line managers to support their teams. So far, this has included sessions such as neurodiversity, mental health and suicide, assistive technology, and working with BSL interpreters. The impact of actions has seen an overall increase of 5.6% in staff who have disclosed a disability between 2019/20 and 2021/22. There is representation of staff with a disclosed disability in support staff at a managerial level however not beyond Grade 6 and there are staff who have disclosed a disability at managerial level within academic roles. There are no staff with a disclosed disability at senior management level. As part of the review of our recruitment and retention process, we are exploring how we can make processes at the College more inclusive for people with disabilities. Our marketing and promotional material is being reviewed to reflect the diversity of our College community and proactively encourage prospective candidates with disabilities to apply. We are developing a management development programme to support and encourage staff to develop their skillset and progress through our career structure.
Improve the disclosure rate of staff and students in relation to mental health conditions through establishing strategies and support which enables them to maintain good mental health and progress in work and study.
Staff and student mental health and wellbeing has been one of the College's key priorities during this reporting period. Our teams have worked tirelessly to provide holistic support that can enhance our community's wellbeing. We provide in-house counselling for students, demand for which has grown immensely as a result of the pandemic and growing pressures on our student population. The College employs a Wellbeing Officer who is specifically responsible for students and another who is responsible for staff and students; alongside colleagues across the College, they coordinate a range of activities and initiatives. These include specific sessions on managing stress and building resilience, supporting other staff and students' wellbeing, managing finances, women's and men's mental health, mental health first training and others.

All of our staff have access to our Employee Assistance Programme that offers a range of services including financial advice, financial management and resilience, and counselling. Staff are also frequently reminded to approach their line manager or a People and Cultural colleague to discuss flexible working that can enable them to find greater work/life balance and suits their individual needs.

We are also promoting active travel through our Velocity Hub and provide support to students and staff to access and repair bikes; this contributes to making the College a more environmentally friendly place to study and work and promotes a healthy lifestyle.

Additionally, we have been providing free breakfast for students on our campuses to alleviate some their financial pressures, encourage attendance and contribute to their sense of belonging. Importantly, the College has deployed R;pple, a crisis intervention tool, across our hardware which intercepts harmful online searches related to suicide and signposts the users to internal and external support services.

The College continues to implement multiple mental health and wellbeing initiatives. We have recently launched a mobile app provided by Unum which provides staff and their family members free access to mental health support, GP consultations, second opinion services, and health and wellbeing advice. We are working closely with our staff and students to understand their needs and ensure that future measures we put in place prevent ill mental health and respond effectively to their circumstances.

Our Student Association developed a Student Mental Health Agreement (SMHA) in conjunction with NUS Scotland's Think Positive Campaign. The SMHA is developed over a two-year period, with the first year allowing institutions to gather feedback from students to shape the work of the SMHA. The second year consists of the launch of the SMHA, and delivery of the work. The SA will continue to monitor and evaluate the work as it is delivered throughout AY 2022/23.

The SMHA contains five main working areas, they are as follows:

- **Promotion of College Support Services:** which includes working with the College support departments and teaching areas to identify and promote services available to students, including counselling services, wellbeing workshops and physical activities, such as fitness classes and lunchtime clubs.
- **Tackling Stigma:** working to end the stigma surrounding poor mental health.
- **Student Involvement:** encouraging students to voice their opinions in all aspects of college life and to take ownership of clubs and societies.

- **Health & Wellbeing:** creating a safe social spaces to help students connect with each other and work with our partner organisations to create events throughout the year and promote their services.
- **Improving links with External Mental Health Agencies**: building stronger links with existing organisations and develop new relationships with organisations that can help support students.

The SA will report routinely to various College committees throughout the year and monitor outcomes and successes.

Improve LGBTQ+ equality and inclusion for staff and students through improving understanding of inequalities reducing stigma, discrimination and violence.

The College has delivered several awareness training events during the reporting period working in partnership with external organisations. These include LGBT Youth Scotland Workshops and LGBT Awareness Training online via our Moodle platform.

We are also currently exploring the LGBT Charter having recently appointed our EI Lead.

The three Glasgow Regional colleges produced a Trans and Gender Reassignment Guide for staff members supporting students or colleagues. The College is in the process of refining the document to meet the needs of Kelvin College with the support of our EI Lead and anticipates a launch before the end of academic year 2022/23.

The Student Association established student ambassadors to support and promote the different protected characteristics including LGBTQ+ and delivered a series of campaigns throughout the reporting period.

Tackle gender-based violence to keep staff and students safe and able to work and study; reduce the level of gender-based occupational segregation within the College.

The College has proudly supported the implementation of Report and Support through Fearless Glasgow, a group of universities and Colleges tackling gender-based violence collectively. The Report and Support tool enables eponymous and anonymous reporting of incidents by students and staff or on behalf of a student or staff member to ensure that College and university campuses are safe places for everyone to live, work and study free from sexual harassment and gender-based violence.

During this period, we partnered with Glasgow East Women's Aid to deliver Domestic Abuse Support sessions to support our community's understanding of domestic abuse, how to access support, and how to support someone else who may be experiencing domestic abuse.

Going forward, we will work with EmilyTest to undertake the charter for Colleges and universities which involves a comprehensive review of our policies and practices to ensure they meet the appropriate standard in preventing and tackling incidents of gender-based violence. During the reporting period we trained 30 staff in GBV First Responder training across the College at different grades and Departments to support staff and students and ensure they flet confident and skilled in taking disclosures of GBV. We recognised that students may not always disclose within a support setting such as wellbeing or counselling but rather they might disclose to someone they know and trust, like a member of staff. Steps were taken to identify who would be most suitable to undertake the training and to act as a first responder, we included staff from Human Resources, Advice, Guidance and Learner Support, Student Association and Course Tutors. The College will seek to train further staff in AY 2022/23 and 2023/24.

The College is currently developing a GBV Policy in partnership with key stakeholders.

The Student Association identified GBV as one of its priorities for AY 2022/23 and they continue to strengthen partnerships with external organisations such as White Ribbon Scotland and Glasgow East Women's Aid to support our students. They continue to run ongoing events and awareness raising campaigns.

Staff and students have an improved understanding of equality and inclusion so that they are able to participate in an inclusive learning and working environment, and promote good relations between people from different groups.

The College has created opportunities for staff and students to engage with various equality and inclusion topics. Throughout this period, our Library Services have built on key cultural dates to improve our community's understanding of various identities and experiences including Black History Month, LGBT History Month and Autism Acceptance Week. Similarly, our Student Association supports a number of societies that provide a safe and welcoming environment for students with certain identities or lived experiences such as being LGBTQ+ or care experienced.

Our workforce continues to engage with CPD opportunities to support their understanding of equality and inclusion that enhances the experience of our students, colleagues, and visitors. The College organises and promotes internal and external opportunities that cover a range of experiences and provide contextual practice improvement recommendations.

Staff also engage in more informal ways to improve their understanding of equality and inclusion. Our initiatives and campaigns are captured and communicated to all staff on a regular basis via our internal communications such as newsletters, Teams, and Principal updates. Equality and inclusion features throughout our People Strategy which puts our staff at the centre, with Strategic Priority 4, Nurture a culture which embeds Equality, Diversity and Inclusion strengthening our commitment.

The College will continue to provide opportunities that improve our student and staff's understanding of equality and inclusion, and how they are embedded culturally, strategically, and operationally. Beyond awareness raising sessions, we are planning a series of workshops on active allyship, challenging inappropriate behaviour or language, and our personal responsibilities in creating an equitable and inclusive environment. We will give confidence to our staff in challenging in discrimination and promoting inclusiveness. We will review and further develop a learning programme for student representatives so that each cohort is aware and informed of equalities issues to ensure that the most marginalised voices are represented and empowered to influence change in the College working in partnership with our Student Association.

Through our EI Committee, we are engaging with staff and students to embed equality and inclusion across the College functions. The Committee has oversight of campaigns and initiatives, and supports the College to develop an inclusive curriculum, campaigns and initiatives, and promotional materials that reflect the communities we represent.

13.2 Contributing to National Equality Outcomes (NEOs)

The Equality and Human Rights Commission (EHRC) and Scottish Funding Council (SFC) published a report titled “Tackling persistent inequalities together” in January 2023 which includes a set of National Equality Outcomes (NEOs) to address the persistent inequalities in the tertiary system. Institutions across the sector are anticipated to contribute to the NEOs as part of their Public Sector Equality Duty.

All nine protected characteristics under the Equality (Scotland) Act 2010 are included in the NEOs; however, there is no evidence included of inequalities in terms of Marriage and Civil Partnership or Pregnancy and Maternity. Although NEOs focus on student inequality, staff inequality is also considered as it is likely to impact on students in relation to their experience and the representation of the tertiary system. The College will fully consider these elements when it develops its approach to implement the NEOs.

Kelvin’s Equality Outcomes (2021 – 2025) and our evidence base significantly overlap with the NEOs and the identified persistent inequalities in tertiary education. In light of the FE Sectors and our own unique challenges in the last few years, we recognise that there is still significant progress to be made. We are confident that by placing the NEOs at the heart of our work on equality and inclusion for the next period, we can contribute to significant progress on our internal and sector-wide landscape. Therefore, we remain committed to:

- Attracting, retaining, and cultivating a more diverse workforce that better reflects the Glasgow Region and our student body.
- Kelvin being a safer and more inclusive place to work, learn, participate, or partner with, and staff and students have confidence in challenging and using our reporting and support mechanisms.
- Achieving positive mental health outcomes and providing tailored support that puts individual needs and lived experiences at the core.
- Building on and enhancing our infrastructure to contribute to higher attainment, retention, and success rates for all.

Glasgow Kelvin College welcomes this collaborative approach in making tertiary education in Scotland as inclusive as possible through the NEOs. Over the next few months, continue to work with our staff and students, EI Committee, senior leadership, and Board of Management to define how the College can contribute to the NEOs. This will involve a review of the data we currently hold to establish our baseline metrics which can enable us to track progress quantitatively. It is likely that we will have to review our annual student and staff experience surveys to include questions which will allow us to collect quantitative and qualitative data that can be disaggregated by protected characteristic. Additionally, we will establish focus groups that can help us delve deeper into some of the patterns or trends our quantitative data may show and work with our external partners.

The College will continue to promote its reporting mechanisms to encourage staff and students alike to capture incidents of any nature. This will allow us to identify any key areas of concern and patterns which merit additional attention. We are developing various promotional methods to promote the report and support tool on campus and digitally. In combination with data about the nature of complaints, disciplinaries and grievances, we can further understand any persistent issues against people with certain protected characteristics

which can in turn inform our practices, policies and initiatives to make the College safer and more inclusive.

The College is committed to taking a proactive anti-racist approach. Over the next period, the College will engage with anti-racist experts to undertake a holistic organisational review to learn from our successes and identify challenges and opportunities in our journey towards anti-racism. Additionally, we will continue to frequently monitor our data, build on good practice within the sector and utilise available resources (e.g., the resources created as part of the Anti-Racist Curriculum and Tackling Racism on Campus projects by Advance HE) to build on our inclusive recruitment practices, organisational culture, and curricular. We will encourage current and students and past where possible, particularly those with lived experience, to be involved in this process which would provide us with important feedback on their College experience.

The College as an employer is contracting due to the ever-increasing financial challenges it faces with limited funding and cost of living increases. This in conjunction with a low turnover of staff makes the diversification of our workforce more challenging. We will however, work with faculties and departments to identify any significant disparities across their staff and student bodies in terms of sex. Although there are imbalances which are persistent across the sector, we are exploring proactive initiatives that would encourage people of the underrepresented sex to study or work in those fields. As part of this process, we are reviewing our website and promotional material to reflect a greater diversity of the people in each department, include explicit statements of inclusion, and describe the systems we have in place for learners and staff to thrive. In terms of targeted initiatives, we are exploring partnerships with private, public, and third sector organisations that enable us to reach those who are underrepresented. We will also continue our outreach work in our local schools and communities, and work with our Community Hubs to unlock possibilities for participants in fields they may not have considered due to bias or stereotypes.

Wellbeing has always been an integral part of our College's culture. Particularly during the pandemic and post pandemic, we are acutely aware of the increase in mental health issues within our communities. Also, we acknowledge there is a direct association between mental health and poverty increased by the impact of the cost of living crises. We are experiencing an increasing demand for student support services and counselling as a result of socioeconomic issues such as the cost-of-living crisis. Although the College, as discussed above, has a range of wellbeing elements and activities embedded throughout the student experience, a considerable number of students are underachieving or even leaving their educational journey early as a result of mental health and personal issues. We will continue to provide a suite of wellbeing services that support student wellbeing including opportunities for physical activity and exercise, regular workshops on managing their mental wellbeing such as mindfulness, counselling referrals, financial wellbeing and signposting to appropriate resources. In addition, our student association and support services continuously plan events, activities and campaigns that enhance their sense of belonging and facilitate connections. To complement these, we are exploring additional approaches such as buddy systems that support students to feel part of our community and organically create informal peer support networks.

A similar approach applies to staff wellbeing, with a number of measures already in place to support our workforce maintain positive mental health outcomes. We will continue to provide both formal and informal wellbeing mechanisms such as our Employee Assistance Programme, access to Able Futures, exercise classes, flexible working, and relevant CPD. In addition, we will continue to schedule wellbeing days across the year that focus on team building, facilitating connections with colleagues across the College, and developing skills and tools to maintain positive mental wellbeing. The College is supporting line managers to build on their capacity and approach to look after their teams' wellbeing through bespoke CPD sessions, policies and procedures, and practical resources. Additionally, we are working with internal and external wellbeing networks to learn from and share good practice, exchange ideas, and form partnerships that allow us to develop collaboratively.

In doing so, we acknowledge that people from certain backgrounds such as men, LGBTQ+ people or Minority Ethnic people may face disproportionately higher rates of ill mental health or access to mental health and wellbeing support. We are committed to design and deliver mental health and wellbeing services that are informed, up to date with good practice and intersectional so that they are equitable and inclusive. We will integrate people with lived experience at the heart of these services and follow human-centered approaches that are effective and tackle people's unmet needs. Furthermore, we will source and attend training, conferences and events that will strengthen our organisational understanding of particular lived experiences and intersections related to mental health and wellbeing which in turn can inform the improvement of our policies and practices.

Appendix A – Recruitment Statistics

A.1 Age

Table A 1 - Percentage of applicants, shortlisted applicants and appointments by age category

	Academic Year 2020/21					Academic Year 2021/22				
	< 35	**36 - 50**	**51 - 60**	**> 60**	**Prefer not to say**	**< 35**	**36 - 50**	**51 - 60**	**> 60**	**Prefer not to say**
All applicants	44.4%	35.3%	13.5%	0.8%	6%	41.3%	39.6%	14.1%	1.7%	3.4%
All shortlisted applicants	35.3%	44.1%	8.8%	2.9%	8.8%	45.6%	33.3%	14.9%	1.8%	4.4%
Total appointments	25%	75%	0%	0%	0%	33.3%	37.5%	25%	0%	4.2%

A.2 Disability

Table A 2 - Percentage of applicants, shortlisted applicants and appointments by disability status

	Academic Year 2020/21			Academic Year 2021/22		
	Disabled	**Non-disabled**	**Prefer not to say**	**Disabled**	**Non-disabled**	**Prefer not to say**
All applicants	7.5%	90.2%	2.3%	11%	83.9%	5.1%
All shortlisted applicants	14.3%	85.7%	0%	9.9%	85.8%	4.3%
Total appointments	12.5%	87.5%	0%	9.4%	90.6%	0%

A.3 Gender reassignment

Table A 3 - Percentage of applicants, shortlisted applicants and appointments by gender reassignment status

	Academic Year 2020/21			Academic Year 2021/22		
	Cisgender	**Transgender**	**Prefer not to Answer**	**Cisgender**	**Transgender**	**Prefer not to Answer**
All applicants	98.5%	0.8%	0.8%	96.7%	0.6%	2.8%
All shortlisted applicants	100%	0%	0%	97.1%	0%	2.9%
Total appointments	100%	0%	0%	100%	0%	0%

A.4 Race

Table A 4 - Percentage of applicants, shortlisted applicants and appointments by race group

	Academic Year 2020/21				Academic Year 2021/22			
	Minority Ethnic	**White – UK and Ireland**	**White minorities**	**Prefer not to say**	**Minority Ethnic**	**White UK and Ireland**	**White minorities**	**Prefer not to say**
All applicants	5.3%	83.5%	9%	2.3%	11.2%	76.8%	7.9%	4.1%
All shortlisted applicants	2.4%	88.1%	9.5%	0%	7.8%	77.3%	9.9%	5%
Total appointments	0%	100%	0%	0%	8.7%	87%	4.3%	0%

A.5 Religion

Table A 5 - Percentage of applicants, shortlisted applicants and appointments by religious group

	Academic Year 2020/21				Academic Year 2021/22			
	None	Christian	Other religion, faith or belief	Prefer not to say	None	Christian	Other religion, faith or belief	Prefer not to say
All applicants	51.9%	31.6%	7.5%	9%	53.8%	29.6%	5.2%	11.4%
All shortlisted applicants	64.3%	23.8%	7.1%	4.8%	59.6%	24.8%	4.3%	11.3%
Total appointments	50%	50%	0%	0%	65.2%	21.7%	4.3%	8.7%

A.6 Sex

Table A 6 - Percentage of applicants, shortlisted applicants and appointments by sex

	Academic Year 2020/21			Academic Year 2021/22		
	Female	Male	Prefer not to Answer	Female	Male	Prefer not to Answer
All applicants	51.9%	45.9%	2.3%	61.1%	35%	3.5%
All shortlisted applicants	50%	47.1%	2.9%	56.7%	40%	2.2%
Total appointments	50%	37.5%	12.5%	60%	35%	5%

A.7 Sexual orientation

Table A 7 - Percentage of applicants, shortlisted applicants and appointments by sexual orientation

	Academic Year 2020/21							Academic Year 2021/22						
	Heterosexual	**Bisexual**	**Gay man**	**Lesbian**	**Other**	**Not sure**	**Prefer not to say**	**Heterosexual**	**Bisexual**	**Gay man**	**Lesbian**	**Other**	**Not sure**	**Prefer not to say**
All applicants	88%	0.8%	2.3%	0.8%	0%	1.5%	6.8%	80.5%	5%	2.3%	1.9%	0.6%	1%	8.7%
All shortlisted applicants	85.7%	2.4%	4.8%	0%	0%	2.4%	4.8%	76.6%	9.9%	2.8%	0.7%	2.1%	0%	7.8%
Total appointments	100%	0%	0%	0%	0%	0%	0%	91.3%	8.7%	0%	0%	0%	0%	0%

Appendix B – Length of service

Based on staff employed by the College as of 1st April 2022.

B.1 All staff

Table B 1 Length of service of all staff

Length	%
Up to 2 years	14.0%
2 to 5	13.0%
5 to 10	23.1%
10 to 20	31.0%
Over 20	18.9%
Total	**100%**

B.2 Disability

Table B 2 Length of service by disability status

Length	Non-disabled	Disabled	Not disclosed	Total
Up to 2 years	72.5%	8.7%	18.8%	100%
2 to 5	56.3%	9.4%	34.4%	100%
5 to 10	26.3%	7.0%	66.7%	100%
10 to 20	21.6%	8.5%	69.9%	100%
Over 20	18.3%	11.8%	69.9%	100%
Total	**33.7%**	**8.9%**	**57.4%**	**100%**

B.3 Race

Table B 3 Length of service by race group

Length	Minority Ethnic	White - UK and Irish	White minorities	Not disclosed	Total
Up to 2 years	4.3%	76.8%	1.4%	17.4%	100%
2 to 5	4.7%	90.6%	3.1%	1.6%	100%
5 to 10	1.8%	90.4%	7.0%	0.9%	100%
10 to 20	3.9%	92.2%	2.6%	1.3%	100%
Over 20	3.2%	96.8%	0.0%	0.0%	100%
Total	**3.4%**	**90.3%**	**3.0%**	**3.2%**	**100%**

B.4 Religion

Table B 4 Length of service by religious group

Length	Christian	None	Other	Not disclosed	Total
Up to 2 years	17.4%	55.1%	4.3%	23.2%	100%
2 to 5	40.6%	48.4%	1.6%	9.4%	100%
5 to 10	38.6%	41.2%	4.4%	15.8%	100%
10 to 20	32.0%	22.2%	3.3%	42.5%	100%
Over 20	28.0%	23.7%	2.2%	46.2%	100%
Total	**31.8%**	**34.9%**	**3.2%**	**30.0%**	**100%**

B.5 Sex

Table B 5 Length of service by sex

Length	Female	Male	Total
Up to 2 years	56.5%	43.5%	100%
2 to 5	48.4%	51.6%	100%
5 to 10	53.5%	46.5%	100%
10 to 20	52.3%	47.7%	100%
Over 20	59.1%	40.9%	100%
Total	**54.0%**	**46.0%**	**100%**

B.6 Sexual Orientation

Table B 6 Length of service by sexual orientation

Length	Straight/Heterosexual	Bisexual	Gay Man	Lesbian/Gay Woman	Not Sure	Not disclosed	Total
Up to 2 years	79.7%	1.4%	1.4%	0.0%	1.4%	15.9%	100%
2 to 5	89.1%	3.1%	0.0%	1.6%	0.0%	6.3%	100%
5 to 10	79.8%	0.0%	3.5%	2.6%	0.0%	14.0%	100%
10 to 20	61.4%	0.0%	0.0%	1.3%	0.0%	37.3%	100%
Over 20	59.1%	1.1%	1.1%	0.0%	0.0%	38.7%	100%
Total	**71.4%**	**0.8%**	**1.2%**	**1.2%**	**0.2%**	**25.2%**	**100%**

Appendix C – Board of Management Composition – at any point during the reporting periods 01 April 2020 to 31 March 2021 and 01 April 2021 to 31 March 2022.

C.1 Age

Table C 1 Total count and % by age category

Age	2020/21		2021/22	
	Count	%	Count	%
Up to 35	3	12%	2	8%
36 to 50	4	16%	5	20%
51 to 60	8	32%	8	32%
Over 60	3	12%	4	16%
Prefer not to answer	7	28%	6	24%
Total	**25**	**100%**	**25**	**100%**

C.2 Disability

Table C 2 Total count and % by disability status

Disability	2020/21		2021/22	
	Count	%	Count	%
No	21	84%	19	76%
Yes - Prefer not to say	1	4%	2	8%
Yes – Physical disability	1	4%	1	4%
Prefer not to answer	2	8%	3	12%
Total	**25**	**100%**	**25**	**100%**

C.3 Marriage and Civil Partnership

Table C 3 Total count and % by marriage and civil partnership status

Marriage and Civil Partnership	2020/21		2021/22	
	Count	%	Count	%
Civil Partnership	1	4%	1	4%
Divorced	1	4%	1	4%
Married	7	28%	8	32%
Single	7	28%	8	32%
Widowed	1	4%	0	0%
Prefer not to answer	8	32%	7	28%
Total	**25**	**100%**	**25**	**100%**

C.4 Race

Table C 4 Total count and % by race

Race	2020/21		2021/22	
	Count	%	Count	%
Asian - Pakistani	1	4%	0	0%
Other	1	4%	1	4%
White British	19	76%	19	76%
White Irish	1	4%	1	4%
Prefer not to answer	3	12%	3	16%
Total	**25**	**100%**	**25**	**100%**

C.5 Religion

Table C 5 Total count and % by religion

Religion	2020/21		2021/22	
	Count	%	Count	%
Christian – Church of Scotland	1	4%	2	8%
Christian – Protestant	1	4%	0	0%
Christian – Roman Catholic	5	20%	5	20%
Christian – Other	1	4%	0	0%
Muslim	1	4%	1	0%
None	13	52%	12	48%
Prefer not to answer	3	12%	5	20%
Total	**25**	**100%**	**25**	**100%**

C.6 Sex

Table C 6 Total count and % by sex

Sex	2020/21		2021/22	
	Count	%	Count	%
Female	13	52%	13	52%
Male	12	48%	12	48%

C.7 Sexual Orientation

Table C 7 Total count and % by sexual orientation

Sexual Orientation	2020/21		2021/22	
	Count	%	Count	%
Heterosexual	20	80%	18	72%
Lesbian / Gay Woman	1	4%	1	4%
Prefer not to answer	4	16%	6	24%

Appendix D – Gender Balance by Role and Department

D.1 Gender Balance for Teaching Staff by Department on 1 April 2022

Table D 1.1 Total and % BCDI teaching staff by sex and contracted hours

Faculty – Business, Creative Industries and Digital Industries	No of Staff	Female FT	Female PT	Male FT	Male PT	% - 2022 Female	% - 2022 Male
Faculty Management	9	6	0	3	0	67%	33%
Art, Design and Graphics	5	2	1	0	2	60%	40%
Business and Management	6	4	2	0	0	100%	0%
Computer and Digital Media	7	0	1	4	2	14%	86%
Fashion and Design	7	2	5	0	0	100%	
Jewellery	3	1	1	1	0	67%	33%
Music Business and Music Performance	9	0	2	2	5	22%	78%
Performing Arts	7	3	3	0	1	86%	14%
Photography	5	1	1	2	1	40%	60%
Sound and TV	7	0	1	5	1	14%	86%
Total Staff and Gender Split	65	19	17	17	12	55%	45%

Table D 1.2 Total and % HCCLD teaching staff by sex and contracted hours

Faculty – Health, Care, Community and Learner Development	No of Staff	Female FT	Female PT	Male FT	Male PT	% - 2022 Female	% - 2022 Male
Faculty Management	10	8	0	2	0	80%	20%
Beauty Therapy	7	2	5	0	0	100%	0%
Childcare and Early Education	12	8	4	0	0	100%	0%
Community Development	7	2	2	1	2	57%	43%
Core Skills	24	7	11	3	3	75%	25%
Hairdressing	7	2	4	0	1	86%	14%
Health and Social Care	19	5	9	1	4	74%	26%
Hospitality	4	2	0	0	2	50%	50%
Sport	13	0	3	5	5	23%	77%
Support for Learning	13	4	5	3	1	69%	41%
Total Staff and Gender Split	116	40	43	15	18	72%	28%

Table D 1.3 Total and % ECS teaching staff by sex and contracted hours

Faculty – Engineering, Construction and Science	No of Staff	Female FT	Female PT	Male FT	Male PT	% - 2022 Female	% - 2022 Male
Faculty Management	11	2	0	9	0	18%	82%
Automotive	6	0	0	5	1	0%	100%
Brickwork and Construction	9	0	0	8	1	10%	100%
Carpentry and Joinery	5	1	0	4	0	0%	80%
Civil Engineering and Construction Management	7	0	0	7	0	0%	100%
Electrical Engineering and Science	17	2	1	12	2	18%	82%
Heating and Ventilation	5	0	0	4	1	0%	100%
Mathematics	3	1	1	1	0	67%	33%
Mechanical Engineering and CAD	7	1	0	6	0	14%	86%
Plumbing and Construction Schools	4	0	0	3	1	0%	100%
Refrigeration and Air Conditioning	5	0	0	4	1	0%	100%
Science	7	2	2	3	0	57%	43%
Service and Maintenance	4	0	0	4	0	0%	100%
Total Staff and Gender Split	90	9	4	70	7	14%	86%

D.2 Support Departments - Gender balance on 01 April 2022

Table D 2 Total and % support staff by department, sex and contracted hours

Gender by Support Department	Number of Staff	Female FT	Female PT	Male FT	Male PT	%- Female	% - Male	Gender - Head of Service
Student Information Services	16	9	2	5	0	82%	18%	Female
Human Resources and Organisational Development	10	6	3	1	0	90%	10%	Female
ICT Technical	21	3	0	18	0	14%	86%	Female
Administration and Secretariat	26	15	6	5	0	81%	19%	Female and Male
Finance	16	11	3	2	0	87%	13%	Male
Estates	23	1	2	16	4	13%	87%	Male
Advice, Guidance and Admissions and Library	35	19	7	5	2	74%	26%	Female

D.3 Support Departments - Gender balance on 01 April 2022

Table D 3 Total and % support staff by department, sex and contracted hours

Gender by Support Department	Number of Staff	Female FT	Female PT	Male FT	Male PT	%- Female	% - Male	Head of Service
Business Development	20	12	4	3	1	80%	10%	Female
Community Engagement	17	5	7	2	3	71%	29%	Female and Male
Engineering, Construction and Science - Support Services for Learners	8	2	1	3	2	37%	63%	Director - Male
Business and Creative Industries - Support Services for Learners	5	0	2	2	1	40%	60%	Director - Male
Health, Care and Learner Development - Support Services for Learners	8	2	5	0	1	87%	13%	Director - Female

D.4 Gender Balance across levels of Managerial Posts on 1 April 2022

Table D 4 Total and % of managerial staff by sex

Management Level	Number of posts	Female	Male	Female	Male
Senior Management (Principal, Vice Principal and Directors)	9	3	6	33%	77%
Operational Management	7	3	4	43%	57%
Senior Curriculum Manager	9	2	7	22%	88%
Curriculum Manager	22	15	7	68%	32%
Middle Management - Support	16	8	8	50%	50%

Appendix E – National Equality Outcomes (College-related)

Protected Characteristic	National Equality Outcome
Age	The success rates for College students aged under 19 will improve.
Disability	The success and retention rates of College and university students who declare a mental health condition will improve. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course. Disabled staff and students report feeling safe in the tertiary system. Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on College Boards and university Courts.
Gender reassignment	Trans staff and students report feeling safe to be themselves in the tertiary system.
Race	Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress. Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist. Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in College Boards. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.
Religion and belief	Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.

Sex	Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. Institutions can evidence approaches that prevent and respond to violence, harassment and abuse. Men (staff and students) know how to access mental health support (recognising intersectionality within that group). Institutions will have regard to significant imbalances on courses and take action to address it.
Sexual orientation	Lesbian, Gay and Bisexual staff and students report that they feel safe being ‘out’ at university and College.

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