

# EQUALITY MAINSTREAMING REPORT



APRIL 2021

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# FOREWORD

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Our objective is to mainstream equality, diversity and inclusion into the everyday work of the college. Equality mainstreaming is a long-term approach, through which we aim to ensure that the work of the college responds to the diverse needs and experiences of everyone we engage with or seek to attract.

Mainstreaming equality requires ongoing and long-term leadership and commitment. This mainstreaming report outlines the progress we have made in 2019 to 2021. It demonstrates our commitment to delivering equality and diversity. It is also an opportunity to build on the progress that we have delivered to date.

West Lothian College's values include being **welcoming to all**. These three words underpin the culture and ethos of our college, and capture our commitment to equality, diversity and inclusion.

Another of our three core values, **always striving for better**, sums up our commitment to continuous learning and improvement. Inequalities are persistent in our society and we need to adapt our practice continually to address these.

In 2020, we introduced a new strategic goal to **lead with vision and empathy**. Achieving that goal requires an understanding of, and commitment to, equality, diversity and inclusion. This report makes that explicit.

Mainstreaming equalities will make work better and fairer for current and future staff. It will make the learning experience better and fairer for applicants and students. It will ensure the college is attractive and accessible to all – regardless of age, ability, gender identity, ethnicity, sexual orientation, marital status or religion.

Our ethos and practice of collaborative working between staff, students and stakeholders is a vital catalyst in making greater progress than we could individually.

This report illustrates the progress we have made over the last two years and outlines our priority outcomes for the next three.

We have made excellent progress in some areas and good progress in others. Areas for attention over the next four years are reflected in our revised outcomes and actions.

# INTRODUCTION




The purpose of this report is to identify the progress that West Lothian College has made in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED) from April 2019-21.

## To do this we will:

1. Make clear our PSED and demonstrate our vision, values and goals
2. Give clear examples of case studies demonstrating how we mainstream the general duty into all our activity and functions
3. Report on progress we have made in achieving our 2017-21 Equality Outcomes
4. Provide and present data on protected characteristics, gender pay gap information and gender diversity within our Board of Governors
5. Identify our three equality outcomes for 2021-25.

We are confident that this report demonstrates the college has made progress in mainstreaming equalities and is embedded in all aspects of curriculum delivery, staff and student support. Our vision, values, goals and behaviours reflect that equality, diversity and inclusion is at the centre of all we do.



## The Public Sector Equality Duty



The PSED consists of a general duty and specific duties. The general duty consists of three main needs that are underpinned by specific duties to assist public bodies to meet the general duty.

## The General Duty



**The general duty requires West Lothian College, in the exercise of our functions, to have due regard to the need to:**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different protected characteristic groups considering the need to:
  - remove or minimise disadvantages suffered by people due to their protected characteristics.
  - meet the needs of people with protected characteristics.
  - encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

## The Specific Duties

The specific duties require the college to publish a report on the progress it has made in integrating the general equality duty into the exercise of its functions to better perform that duty. Our report must include:

- An annual breakdown of the information we have gathered under our duty to gather and use employee information
- Details of the progress we have made in gathering and using that information to enable the college to better perform the general equality duty
- Information on the number of men and women on our board of governors and report on steps we have taken, and intend to take, towards ensuring diversity in relation to the protected characteristics of those members
- Progress and impact made on our equality outcomes as a result of our actions in relation to students and staff.

## The Protected Characteristics

- Age
- Disability
- Gender Reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership (in employment)
- Race
- Religion and Belief
- Sex
- Sexual Orientation

As widening access is central to what we do, we support individuals who may be care experienced, young carers, or vulnerable because of deprivation and social exclusion. Widening access and inclusion are as intrinsic to our equalities, diversity and inclusion work as the nine protected characteristics.

We work closely with a number of organisations to provide a joined-up approach and offer a range of initiatives to those groups who may not be covered by a protected characteristic. Such groups include those who are care experienced, those with caring responsibilities and former veterans. We continue to build upon the extensive Adverse Childhood Experiences (ACEs) aware and trauma-informed good practice and support already on offer at West Lothian College through ongoing awareness raising, staff development, and support and counselling services for those students who have experienced trauma.

The Covid-19 pandemic has shone a spotlight on the broader societal issue of poverty and groups experiencing food insecurity, housing insecurity, digital and financial exclusion. As a result of this, much work has been done by the college and Student Association (SA) to support these vulnerable groups. The unprecedented emergency years and the need to respond quickly to our students experiencing such hardships, particularly at the beginning of the pandemic, superseded the PSED. Included in this activity was our commitment to ensure that every student who required a digital device had access to one.

## Our Vision, Strategic Goals, Values and Behaviours

In 2020, the college updated its vision which is to deliver a highly skilled, enterprising and resilient workforce. This vision is underpinned by four strategic goals and three core values that influence how we act.



**To inspire and enable success for all, we will:**

- Provide a wide range of qualifications at further and higher education level
- Have clear vocational pathways from school to college, and from college to university, apprenticeships or employment
- Have a modern curriculum, responsive to the skills needs of the regional economy and supported by up-to-date and relevant facilities
- Integrate digital technologies across our curriculum and services for students
- Support our students facing financial, learning or mental health challenges.

**To support economic recovery and growth, we will:**

- Provide skilled people to help businesses survive, revive and thrive
- Ensure that all courses are relevant to industry and keep pace with developments in different economic sectors
- Be flexible in what, how, where and when we deliver
- Establish centres of excellence in areas such as computing and early years
- Enhance our STEM activity with schools, employers and partners.

**To strengthen our communities, we will:**

- Deliver more in our communities to reach people who are not in education or employment
- Enhance our partnerships with third sector organisations to achieve shared objectives
- Support our Community Planning Partnership and contribute to achieving its goals.

**To lead with vision and empathy, we will:**

- Be a trauma-responsive college, working with local organisations to support our students
- Support positive mental health and wellbeing of students and staff
- Make work better for our employees by being a caring and supportive employer
- Help our workforce and students adapt to a post-pandemic world of work.

In 2020, all staff took part in determining the behaviours we expect to demonstrated against our three values. These are:

### Welcoming to all

- We are respectful and inclusive, and treat everyone as an individual
- We listen actively, and communicate in an open and supportive way
- We are positive role models, engaging with purpose and enthusiasm

### Students at the centre of everything we do

- We work together and support each other as part of a team
- We are flexible and accommodating, and act on feedback to make changes
- We are understanding and responsive, focusing on individual needs

### Always striving for better

- We evaluate and reflect on our practice to improve and succeed
- We are open to new ways of working, look outwards and learn from others
- We are proactive and forward thinking, preparing for what may come next

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## Diversity, Inclusion, Values and Equalities (DIVE) Initiative

A management restructure in 2020 provided an opportunity to embed equalities in all faculties and departments. All management posts at all levels now have explicit responsibility for equalities, and a faculty director took responsibility for strategic cross-college work. In recognition of the need to create a whole college approach to equalities the college created three levels of staff and student involvement.

## Level One - Equalities and Widening Access Committee

The purpose of the Equalities and Widening Access Committee is to lead the college in meeting its statutory duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

The committee currently meets virtually bi-monthly and comprises strategic decision makers including a vice principal, faculty directors, and Head of HR and People Development, as well as support department heads, student association representatives and a board member. This ensures that equalities and widening access themes are at the heart of what we do and embedded in leadership and management roles and decision-making responsibilities.



## Level Two – DIVE Group

The ‘divers’ are a diverse group of 26 staff and student champions who are empowered to ‘dive in’ to explore diversity, inclusion, values, and equalities with the purpose of mainstreaming these across staff and student populations. Awareness raising is one way in which this is done.

The move to remote working for the majority of students and staff, and the widespread use of digital platforms such as Microsoft Teams, has made information sharing, awareness raising, peer participation and virtual dialogue, easier. DIVE In ‘divers’ have a dedicated Team channel and meet monthly to discuss key equality, diversity and inclusion (EDI) dates and prioritise these for wider promotion on the general DIVE in Team site. Examples to date include leading on LGBT+ History Month and Autism Awareness Week.

## Level Three - DIVE in All Staff

With a designated MS Teams space where all staff are kept informed and actively encouraged to participate in equality events, promoted in the main by DIVE in ‘divers’. All staff can contribute to all areas of DIVE related activity - from learning and development opportunities, exploration of relevant topics and general discussion staff are encouraged to get involved. In light of the ongoing pandemic, this is one of the main ways of mainstreaming equality, diversity and inclusion across the college. Engagement levels, measured by Teams analytics, have been very encouraging so far.

# MAINSTREAMING EQUALITY

West Lothian College has demonstrated our commitment to the general duty by mainstreaming equality across all college activities and functions. The impact of this activity is evidenced and measured against our three equality outcomes.

## Outcome 1 – We will actively promote real access of equality of opportunity for all

### Mental Health

The college developed a very successful partnership with Scottish Association for Mental Health (SAMH) through which SAMH delivered workshops for staff and students and produced a suite of resources. We developed this further when our Student Association and college teams worked together on the Think Positive Project.

### Disability

The college was re-awarded Disability Confident Employer status in 2019, evidencing our sustained commitment to providing opportunities for disabled people and those with long term health conditions to fulfil their potential and realise their aspirations.

### LGBT+

The college was awarded LGBT+ Charter Silver status by LGBT Youth Scotland in 2019 after carrying out a wide range of training and awareness raising activities with staff and students. We host West Lothian Pride and work closely with community partners to raise awareness of LGBT+ issues.

### Ethnicity

To engage more effectively with minority ethnic groups in promoting access to college courses and apprenticeships, we built relationships with the West Lothian Race Forum. We developed and deliver a wide range of ESOL study models to ensure students have access to online, full time and part time study.

### Neurodiversity

Supported by funding from Skills Development Scotland, the college trained staff to enable neurodivergent students to undertake a cyber security course.

The college continues to be a high-performing provider of Project Search, a work-based employability course to enable young people with a disability and/or on the autistic spectrum secure jobs.

### Economic Recovery and Social Renewal

In partnership with West Lothian Council's Community Learning and Development team, we developed and piloted an introductory childcare course in Whitburn.

Concerned about young people being disproportionately affected by high unemployment we developed a range of short courses including Next Steps and Skills Boosts. The Skills Boost model was rolled out to all colleges in Scotland, supported by the Scottish Funding Council.

## Outcome 2 –

### We will create a learning and working environment that meets the needs of all students and staff

#### Staff Health and Wellbeing

A staff survey takes place each year to provide an assessment of staff experience of working at the college. In 2020:

- 99% of respondents shared the view that the college takes positive action on health and wellbeing
- 95% of respondents recommended the college as a place to work
- 94% of respondents were satisfied with the support of their colleagues
- 94% of respondents felt their line manager values their work.

A staff experience group was formed to maintain and improve our work environment to ensure it is accessible and inclusive. Much of the focus has been around staff health and wellbeing and progress is being made towards achievement of the gold award for Healthy Working Lives after achieving silver in 2021.

#### Responding to Student Feedback

We acted proactively on Student Association survey feedback and made improvements to promote equal opportunities. For example, following student responses to a specific equality and diversity question we introduced gender neutral toilets across our campus.

#### Living our Values

Staff development has focused on ensuring that we are welcoming to all, that our students are at the centre of all we do, and that we always strive for better. In 2020 our staff induction programme was revised to include a comprehensive suite of online training that includes courses on equalities. This training has been expanded to all staff and is completed annually.



**Healthy  
Working  
Lives**

## Accessibility

As gender identity becomes more fluid employers risk being accused of discriminatory behaviour by designating a toilet as for specific use by men or women. For this reason, we introduced gender neutral toilets across our campus.

In two buildings that did not have accessible toilets on the upper floor, we installed disabled access to toilets to ensure that students and staff with a physical disability did not have to be dependent on lifts to access toilet facilities.

## Student Health and Wellbeing

During lockdown in 2020 we were concerned that students were experiencing higher levels of mental health difficulties. We adapted our mental health support services to enable students to have access to support available virtually while campus buildings were closed.

Our student support team introduced a range of initiatives to enable students to know how to access staff who were available to support them when they were finding life and/or study difficult.

We recognised the need for students with additional needs to have additional support during transition period and we implemented a transition programme to assist with this which has resulted in high retention outcomes.

## Outcome 3 –

**We will be fair and respectful to all students, staff and stakeholders and we will work to reflect and value diversity in all we do and through relevant strategies, policies, procedures and working practices.**

### Policies and Procedures

All college strategies, policies, procedures and working practices were reviewed in line with equality duties. We are currently developing Equality Impact Assessment training for all staff that we aim to roll out in 2021-22.

### Gender

We created a gender specific cross-college training plan that included rolling out unconscious bias training for all staff.

We were commissioned by Equate and Skills Development Scotland to develop a Train the Trainer course supporting female apprentices that we delivered to training providers across Scotland.

Equate Scotland audited all our marketing materials and were content with gender representation and balance. Our faculties review all learning and teaching materials to ensure they reflect balance across their subject area. We created targeted approaches to our curriculum by developing courses to redress the gender imbalance.

### Spotlights

The following pages provide an insight as to how we have delivered the three equality outcomes.

# Outcome 1

## Spotlight on Student Mental Health Agreement

Student health and wellbeing is a priority at West Lothian College. Working together, our Student Association and teams took part in the Think Positive project to reduce mental health stigma.

### What change did we want to see?



We wanted to ensure that anyone experiencing poor mental ill health felt able to continue their studies without facing stigma or discrimination. We wanted to encourage mental health disclosures by removing perceived or real barriers to doing so. This informed ongoing campaigns and the development of tools that students could access for self-help and referrals.

### What difference did we make?



We focused first on how we could encourage students to declare protected characteristics and disclose mental health conditions to ensure we had more comprehensive data to influence allocation of resources.

To achieve this, we designed health and wellbeing campaigns and ensured that available support was easily accessible for students. Student mental health and wellbeing was integrated across the college in procedures and committees, through staff training, and via internal and external communication channels.

Collaborative approaches improved student health and wellbeing. A new Student Association welfare hub included an innovative

self-help resource, Recharge, which helps students to take ownership of their own health and wellbeing. Recharge packs include information on college services, local and national support organisations, health and wellbeing websites and apps, nutrition information and smoking cessation support. Additionally, Recharge provides free gym membership, beauty and hair treatment, and a welfare pack. Students can self-refer or be referred by lecturers for packs and support is always provided sensitively and discreetly.

In the first two months, the Student Association gave out 130 packs from the welfare hub. During lockdown, vouchers were introduced so that students could select their own choice of hygiene products in a safe way

### How do we know we were successful?



*“I have seen an incredible difference with my students, many whom are living in poverty. I can physically see the difference in terms of personal hygiene and in confidence and positive self-esteem”*

#### Lecturer

*“I have issued a few of these packs to students in need. One student was trying to get money from finance but had reached their limit and couldn't afford everyday essentials. The student was so appreciative for the pack as it freed up money for food.”*

#### Student support staff member

## Spotlight on LGBT Charter

Silver Status Charter Mark achieved in LGBT Charter

### What change did we want to see?

We wanted to demonstrate our commitment to equality, diversity and inclusion for all by achieving LGBT Charter status so that everyone studying, working at or visiting the college feels safe, equal, welcome and supported.

### What difference did we make?

Fifty percent of full-time staff completed LGBT Youth Scotland training including all managers at every level. In addition, 35 staff completed Stonewall LGBT+ training, 32 colleagues completed a Transgender Awareness module and seven completed Tackling Homophobia in the Workplace training.

All college recruitment adverts were reviewed by Equate to ensure they were inclusive. The rainbow flag is now permanently displayed on our recruitment home page to promote equality and inclusiveness.

New employees to the college are offered the option of a rainbow security lanyard. This has received positive feedback from applicants during interviews when interviewers have worn these.

### How do we know we were successful?

The Student Association highlighted areas within the college that did not visibly promote inclusiveness. Working with the LGBT Club and an external volunteer, they carried out an independent assessment of our campus to evaluate college services, visibility of LGBT support, signage and signposting to external services. This resulted in improvements such as:

- Awareness-raising posters on all notice boards
- Rainbow flag flying on the college campus
- Social media campaigns to relay events and activities on and off site
- Contact details for LGBT+ support added to the Recharge and college website
- Gender neutral toilets created and private changing areas.



## Spotlight on Neurodiversity

We created our Cyber Security course for neurodivergent young people following research by Skills Development Scotland into neurodiversity in the tech sector.

### What change did we want to see?

We wanted to provide opportunities for neurodivergent students to study cyber security and achieve positive outcomes for further study or employment

### What did we do?

The college created and delivered a cyber security course to a group of neurodivergent students over ten weeks. We worked collaboratively with the Donaldson's Trust and West Lothian Council's Supported Employment Team to recruit young people onto the course and support them as they studied the qualification.

To meet the needs of students we carried out an assessment prior to the course commencing on what students required in class and to carry out assessments. We conducted an environmental assessment to ensure we had appropriate quiet spaces available for students. Start and finish times were planned not to coincide with other students to reduce the risk of stress in busy areas.

### What difference did we make?

All students completed the course successfully, and were positive and enthusiastic about their learning experience. The lecturer received individual training on supporting students with autism which provided an excellent insight into the challenges these students faced and gave the lecturer confidence in how to approach these challenges. More widely, we built the capacity of staff to understand how to deliver to neurodivergent students alongside neurotypical.

### How do we know we were successful?

Partner feedback was excellent and very complimentary of the support that the students received from the start to the end of the course. The lecturer made a lasting impression with the students who were made very comfortable by their honest and accessible approach. The main factors underpinning the success of the course were making sure the environment was comfortable for the students, individual student support needs were met, course materials were adapted appropriately.





## Spotlight on Project Search

Project Search is delivered in partnership with West Lothian Council's Supported Employment Service and NHS Lothian to support young people with additional support needs and/or autism into employment

### What change did we want to see?

Project Search challenges stereotypical perceptions of hiring people with additional support needs, traditional recruitment practices and provides real life work placements for our students to prepare for employment. We wanted to see improved outcomes for students with additional support needs and/or autism through supporting a cultural shift within organisations on what these individuals add the workforce.

### What did we do?

The college is part of a mature strategic partnership with West Lothian Council's Supported Employment Service and local employers to implement Project Search. It is delivered fully in the workplace and supported by the educator, work coach and workplace buddy. A true partnership approach and innovative delivery ensure that all students are supported during their journey into employment.



### What difference did we make?

Students, their families, staff, and employers have benefited from Project Search through supported work placement opportunities. Feedback from students and their families is positive and employment outcomes have impacted significantly on their lives.

### How do we know we were successful?

West Lothian Project Search was recognised by being awarded Project Search Top Achiever for achieving the best employment outcomes in the UK for students. In the first three years of delivering Project Search, nearly 100% of students gained and have sustained employment. Colin McGill from our 2020 cohort was awarded the NHS Young Achiever Award.

*"I wouldn't be where I am today if it wasn't for the Project Search team, I never imagined myself working in the hospital in a job I love."*

#### Student

*"The changes we saw in our son were amazing. He was shy, only engaged with people he knew well and lacked confidence until he entered Project Search. The course helped him develop confidence and skills, and has made new friends."*

#### Parent





## Outcome 2

### Spotlight on Staff Health and Wellbeing

Our People Strategy aims to provide a safe and healthy working environment for employees, and places wellbeing at the heart of staff experience by encouraging staff to maintain and promote their own health as well as others.

#### What change did we want to see?

The college provides a safe, healthy working environment through effective induction, supportive line management with additional support from health and safety and HR partners, sickness absence management, wellbeing initiatives and access to occupational health, counselling, physiotherapy, flu vaccinations and an employee assistance service for all staff. We wanted to improve upon this to make work better for colleagues, in particular during the emergency years of the Covid19 pandemic.

#### What difference did we make?

We improved wellbeing for staff through organising health promotion activities, awareness-raising events to encourage exercise such as a Walking Challenge, and wellbeing events including a Tea & Talk day to promote good mental health.

In 2020-21 we introduced an annual Wellbeing Day that staff could take at any time to carry out any activity that added positively to

their health and wellbeing. Examples of how colleagues used this day were shared in the Principal's weekly update to all staff.

In December 2020, to enable colleagues to be able to benefit from the festive break after a period of intensive activity during the pandemic, we ran an online Christmas Advent calendar with daily health and wellbeing activities to be completed during the working day.

#### How do we know we were successful?

Our work in this area led to the award of the NHS Silver Award for Healthy Working Lives, an endorsement that the college strives to improve health, safety and wellbeing in a structured way. Importantly, 99% of respondents in the 2020 staff survey agreed that the college takes positive action on health and wellbeing.

*"There are frequent healthy working email tips, initiatives like seated yoga and Cycle September - things staff are encouraged to join in with. We were given a Wellbeing Day on top of leave. These are positive and concrete measures, not just policies that tick a box."*

**Employee.**

## Spotlight on Combating Student Poverty

Support for students at the college beyond making sure they can finish their courses successfully.

### What change did we want to see?

The economic impact of the coronavirus pandemic has led to challenging times for students. Increasing numbers are struggling financially and students already experiencing poverty are finding it harder than ever before. Many have lost part-time jobs, some have partners who have been made redundant, and others are homeless. We want to remove as many barriers to learning as possible so that our students can focus on achieving their qualification during the most challenging time they have ever had to face.

Although not a protected characteristic, poverty is an underlying condition for many students and is a significant barrier to learning. The college and Student Association worked together to put in place a comprehensive package of support, some open to every student and some delivered to students who expressed a particular need.

### What did we do?

The college began providing free soup and roll three years ago to alleviate student hunger and extended this in 2021 to provide a free hot breakfast. This followed feedback from staff and the Student Association that some students were passing out in afternoon classes through hunger because they couldn't afford to eat. To avoid the stigma that often surrounds free meals, our existing soup offer and the new hot breakfast are available to all students. Students

do not have to prove that they are hungry or that they are not able to afford to pay for lunch.

Our Student Association worked with local charities, community groups and social enterprises in West Lothian to help students facing financial difficulties. In the lead up to Christmas they worked with the Ladywell Baptist Church Community Fridge, The Larder and the West Lothian Foodbank to provide hot meals to students and their families who were affected by poor mental health, poverty or Covid19. For students with children, who faced additional financial pressures over the festive period, the Student Association accessed help from River Kids and West Lothian Financial Inclusion Network so that no child went without Christmas presents. With the support of the West Lothian School Bank, they enabled students to get school clothes for the new term for their children.

### What difference did we make?

*"I would just like to say that these meals have really help myself and my son through tough weeks. The Student Association were so understanding and helpful. This means I don't need to worry about putting hot food on the table."*

**Student.**





## Spotlight on Student Mental Health

Even before the pandemic, increasing numbers of students were experiencing poor mental health. Covid restrictions exacerbated this with disrupted learning, forced social isolation, financial problems and uncertainty.

### What change did we want to see?

We wanted to respond to the mental health challenges experienced by students by developing, enhancing and adapting our support services to accommodate pandemic restrictions and continue to help students become more resilient and look after their mental health.

### What did we do?

We built on existing counselling provision and launched an enhanced student counselling service in March 2020 that is available to all students. Students are able to receive up to six counselling sessions with a qualified counsellor. The college subscribed to TogetherAll in April 2020, an online mental health support resource that students going through a tough time can access free at any time.

We embarked on a partnership with Listen Well Scotland to offer a new service called LT4U (Listening Time for You), a safe place where students can explore their concerns or worries in confidence with a trained listener.

We created The Man Cave, a new initiative developed and run by lecturers to provide a safe space for male students to talk about mental health.

By supporting students who have caring responsibilities to study and manage their course along with their caring duties, we enhanced

our support and achieved the Going Further for Student Carers award. We work closely with Carers of West Lothian to ensure students receive whatever support they need to deal with the challenges that being a carer can bring.

### What difference did we make?

Through adapting existing services and developing new services, we have increased opportunities for students to access the help they need. We expanded what we offer and ensured this was accessible throughout lockdown so that students who are struggling with their mental health could access the support they need in a way which suits them.

*"I suffer with mental health issues and without continued support and encouragement I would never have managed to complete my HNC and gain a place at university... with the anxiety that I have, I sometimes struggle with tunnel vision and I was given continued support through my many meltdowns. I cannot thank the team enough for their continued support and encouragement."*

**Former student**



## Spotlight on Healthy Body Healthy Mind

The process of achieving the Healthy Body Healthy Mind 4-star award connected activity in mental health, physical health, tobacco reduction, food and nutrition, poverty and wellbeing support.

### What change did we want to see?

Through working in partnership, the college and the Student Association wanted to help students understand the links between mental health, physical exercise, food and nutrition, and poverty. We wanted to make sure that all students experiencing mental ill health felt able to continue their studies without facing stigma or discrimination.

### What difference did we make?

We linked separate initiatives led by the college and the Student Association which had a very positive impact on student health and wellbeing. This led to the creation of a Student Mental Health Agreement, a welfare hub and Recharge pack, and a range of health and wellbeing events throughout the year.

We increased student participation in sports activity with support from Scottish Student Sport, our sports lecturers and the Student Association's Recharge initiative. We established a clean air campus with aim of progressing to a smoke free campus which we achieved in July 2020.

### How do we know we were successful?

*"Your stop-smoking and smoking prevention work was great. Your partnership work with WLDAS is a great asset to West Lothian College. The tailored workshops with hair and beauty, sports and fitness, and childcare students were outstanding and a great example to other institutions. Your clean-air campus policy promotion and signage is great."*

#### Ash Scotland

*"We loved your work around the Daily Mile and really loved your 'hang out your washing in public campaign' and brilliant work on increasing participation from students who don't usually engage in physical activity!"*

#### Scottish Student Sport

*"We're excited to see how this work continues to develop and have thoroughly enjoyed working with you throughout the year. Clear enthusiasm, dedication and hard work has been put into improving the health and wellbeing of your students and this is evident in the report submitted"*

#### NUS Healthy Body Health Mind





# Outcome 3

## Spotlight on Equalities Week

Equalities Week is a highlight in our college calendar and raises awareness of the protected characteristics and celebrates diversity.

### What change did we want to see?

We are committed to raising awareness of equalities, diversity and inclusion through events during an annual Equalities Week. The objective of this week is to not just to raise awareness but to celebrate diversity.

The aim of this annual event is to involve every part of the college to develop their understanding of equality, diversity and inclusion, and encourage them to tackle inequality. The focus of Equalities Week in 2018-19 was on raising awareness of the nine protected characteristics. In 2019-20, we focused on celebrating diversity.

A wide range of innovative activities took place including flooding the college in rainbow colours, offering cultural menus in the canteen, and support staff wearing t-shirts displaying the nine protected characteristics. The Student Association ran a poster competition, rainbow lanyards were purchased for all staff, and LGBT Youth and GBV training delivered to staff and social care students.

### What difference did we make?

The college received LGBT+ Silver Award for our commitment to supporting staff and students from the LGBT+ community. Every college team took part in a full range of activities around the nine protected characteristics. Our marketing team used social media platforms to highlight the events and promote case studies.



## Spotlight on Gender based Violence

One in five people will be victims of domestic violence and we wanted to raise awareness of this in our college community.

### What change did we want to see?

The purpose of our awareness raising initiatives was to highlight gender-based violence (GBV) to staff and students. We wanted to encourage conversations about GBV and ensure appropriate and visible signposting to support networks was in place.

### What did we do?

In November 2019, we took part in the 16 Days of Action for the Elimination of Violence Against Women rally. Following this, a speaker from the campaign spoke to groups of male students to encourage them to sign up to the campaign.

This was followed by awareness-raising activities for staff and students that included a presentation from Fiona Drouet about her charity, EmilyTest, which has been campaigning to raise awareness of GBV and stimulate change in policy, professional practice, intervention and support in Scottish education. She shared the story of her daughter's suicide following an extended period of violence at university. The college continues to build on this, for example, through the roll-out of the Rape Crisis online learning module for students.

### What difference did we make?

Having a focus on GBV has opened up dialogue on this sensitive topic and has ensured our college community is a safe place for those impacted to access support.

*"The campaign around gender-based violence has really resonated with me. I didn't fully understand what coercive control was. The college's work, raising awareness in this area, has allowed me to recognise previous unhealthy relationships which had both manipulation and control happening on a frequent basis. If in that position now I would have a greater understanding and know where to access support."*

**Staff member**

**#EMILYTEST**  
Love Conquers Hate

## Spotlight on Addressing the Gender Balance in Early Learning and Childcare

Only 4% of the early years workforce in Scotland is male, and we designed a course to encourage men to consider a career in early learning and childcare.

### What change did we want to see?

The early learning and childcare workforce is facing a skills shortage, with Scotland needing around 11,000 new childcare employees to meet the Scottish Government's commitment to provide 30 hours of free childcare to eligible 2-year-olds and 3 and 4-year-olds.

### What did we do?

We launched a new part time learning course for males interested in starting a career in early learning and childcare

### What difference did we make?

We achieved thirteen enrolments on the course, a great success when previously a total of three male students had been recruited across all previous courses.

*"In the past childcare has been seen as a women's role. That never put me off applying for the course. Once I decided that's what I wanted to do I went for it and never looked back. There is so much more to childcare than simply looking after children!"*

#### Student

*"There's absolutely no reason men can't do this job just as effectively as women and I haven't been treated any differently just because I am a guy."*

#### Student





## Spotlight on The Neil's Hugs Foundation

The college worked in partnership with the Neil's Hugs Foundation to challenge and reduce the stigma associated with poor mental health.

### What change did we want to see?

By working with the Neil's Hugs Foundation our Business, Creative and Enterprise Faculty aimed to reduce stigma around mental health. Their relationship has grown beyond this to influencing our curriculum.

### What difference did we make?

From 2019, the founder of Neil's Hugs Foundation, Donna Paterson-Harvie has worked with our lecturers and students to support students with their mental health. This includes taking part in induction talks with students to highlight the mental health and pastoral support the charity can offer students. Neil's Hugs offers students and staff individual mental wellbeing support. Many students reach out to Donna when they hear about her work and this has made a significant difference to the mental health of our students.

In partnership with one of our health and social care lecturers, the Student Association and various student groups, Donna launched a range of events to get students talking about mental wellbeing such as tea and talk events. Hundreds of students and staff took part in these events.

Donna has been an active member of the faculty's employer advisory forum as the leader of a charity and contributes to shaping our curriculum, in particular on the value of work experience opportunities. Students worked

with Donna to redesign the charity's logo, leaflet information and re-launch its social media. This enabled Neil's Hugs to reach a wider audience and support even more of our students as knowledge about the charity has grown. A small group of students worked on a complete overhaul and redesign of the charity's website which proved a great work placement for students. In December 2020, hospitality students made up hundreds of treat bags for distribution in the local community. Donna arranged for distribution through a community foodbank and this provided valuable experience to our students.

The involvement of Neil's Hugs Foundation across the college has grown each year. In recognition of this, Donna Paterson-Harvie was named a lifetime College Ambassador in 2019.

*"Welcoming Neil's Hugs Foundation into our college community has been fantastic. The massive change to the stigma surrounding mental health and the ability to be more open about this has been significant for students and staff."*

**Lecturer**

*"Donna has changed my life for the better with her support."*

**Student**



## Spotlight on Developing our Young Workforce

Our vision is to develop a highly skilled, enterprising and resilient workforce. As one of the largest employers in West Lothian, we wanted to offer employment and work experience opportunities to young people.

### What change did we want to see?

Less than 7% of our workforce is under the age of 30 and we wanted to address this age imbalance, as well as demonstrate our commitment to the Young Person's Guarantee.

### What did we do?

We took several steps to achieve this including offering Modern Apprenticeships, providing Project Search internships, work placements for college students and Career Ready internships for school pupils.

Student placements, for example in our Marketing team, offered our students the opportunity to gain vital real-life work experience and put their learning into practice. We also offered work placements to school students undertaking Foundation Apprenticeships and university students as part of their degree.

We supported the Career Ready scheme by providing placements for school pupils to take part in work experience where they developed skills that helped them determine and pursue their career aspirations.

### What difference did we make?

By making a tangible commitment to the younger workforce the college supports and offers opportunities to young people to develop their potential and address workforce succession and skills planning.

"I am finding it really interesting and a great way of demonstrating my employability skills. It has helped me put into words exactly what I do in my day to day work and shows evidence to back up my skills that I would put on a CV."  
Modern Apprentice

*"Offering a Modern Apprenticeship opened up a new, different part of the labour market, we received strong applications and with Katie the team has benefitted through a new member joining who is motivated, dynamic and diligent in their work, keen to learn and share her experiences from other jobs and education which gives fresh ideas and her enthusiasm contributes to a positive team dynamic."*

**Manager**



# STUDENT DATA

The diagram below shows the last published performance indicator comparison (2018-19). Our student performance exceeded the national results in all key groups monitored by the Scottish Funding Council.

KEY GROUPS (> 160 hours)	SCOTLAND		WEST LOTHIAN COLLEGE		Sector comparison
	Enrolments	Completed Successful	Enrolments	Completed Successful	
10% most deprived postcodes	21,222	65.6%	351	72.6%	7.0%
20% most deprived postcodes	40,297	66.0%	921	73.3%	7.3%
Fees paid by employer	9,496	83.3%	826	89.3%	6.0%
Ethnic minority	9,990	69.9%	157	75.2%	5.3%
Disability	27,709	65.5%	832	69.4%	3.9%
Care Experienced	4,152	58.7%	144	66.0%	7.3%
<b>GENDER (&gt; 160 hours)</b>					
FE Females	47,337	65.7%	1,798	77.0%	11.3%
FE Males	45,494	69.4%	1,077	73.1%	3.7%
HE Females	21,298	73.0%	648	73.8%	0.8%
HE Males	19,085	69.6%	443	71.1%	1.5%
<b>AGE (&gt; 160 hours)</b>					
Under 18	31,656	61.5%	872	66.2%	4.7%
18-20	42,186	69.4%	902	71.0%	1.6%
21-24	18,465	70.6%	407	74.4%	3.8%
25-40	30,669	72.7%	1,155	79.0%	6.3%
41 and over	10,765	72.7%	633	84.2%	11.5%

As well as using our own data we work closely with organisations such as West Lothian Council, the Scottish Funding Council and Skills Development Scotland to incorporate their data sets into our analysis and subsequent planning.

We have identified three areas where the data is telling us that the college working with our partners to improve outcomes.

## Gender

Key observations on student gender data:

- The gender split of the populations of Scotland and West Lothian are stable and balanced at 51% female and 49% male. The gender split on our full-time courses, was 56% female and 44% [specify FE and HE]. Part time courses had a significantly higher proportion of females (65%). This imbalance largely reflects the subject nature of our part time portfolio which serves typically female dominated sectors.
- Retention on college courses for female students improved significantly across all levels and modes, in particular full time higher education. However, male retention decreased significantly on full time courses, particularly at further education level. Students most at risk of withdrawal were 16-19 year-old males studying full time STEM further education qualifications, although males aged over 25 studying part time STEM higher education qualifications were least at risk of withdrawal.
- Due to the impact of the pandemic, 1,280 students were unable to complete their courses and deferred into 2020-21. Male students were impacted significantly more than females, over half of female deferred students were over 25, and nearly two thirds of male deferred students were 16-19 years old.
- Overall, in 2019-20 female students were more successful than their male counterparts across all levels and modes of study. The difference in overall success was ten percentage points which was the largest gap it has been over the last three years

## LGBT+

Key observations on student lesbian, gay, bisexual (LGB) data.

- There is not a significant difference between the numbers of lesbian, gay, bisexual and non-heterosexual (LGB) people applying and enrolling with us in recent years. LGB students tend to apply more for part time courses. However, this pattern is reversed for enrolments, with LGB students better represented in full time courses and under represented on part time courses.
- Overall success rates for LGB and non-heterosexual students from 2017-18 to 2019-20 show a slight decrease. Those identifying as LGB have a slightly lower success rate overall and on part time courses, and a similar success rate on full time compared to the average.
- There is not a significant difference between the numbers of transgender people applying and enrolling with us over the years on either full time or part time courses.
- Success rates from 2017-18 to 2019-20 show a slight increase for transgender students. Those identifying as different to birth have a slightly lower success rate overall and on part time courses, and a much lower success rate on full time compared to the college average.

## Ethnicity

Key observations from student ethnicity data:

- There are some differences between student enrolment and success rates between BME students and white students.
- Full-time BME enrolments from 2018-19 to 2020-21 have increased from 3.2% to 4.34%. The proportion of credits delivered to BME students in 2019-20 was 4.2%, the highest in the past three years.
- Overall student success from the BME ethnic group over the three years from 2017-18 to 2019-20 has improved year on year rising from 76.2% to 83.1%.
- Overall student success from students declaring as Mixed ethnicity dropped from 77.3% to 74.4%. For students in the White ethnic group, success dropped from 68.68% to 50%, the lowest for three years.

# BOARD OF GOVERNORS AND COLLEGE LEADERSHIP

## Board of Governors

The Board provide guidance, support, strategic leadership and direction to the college and act with the best interest of the college and its students in mind. As at April 2021 there was an even number of male and female board members as follows:

	Female	Male
Chair	-	1
Non-Exec Members	5	7
Student Members	2	-
Staff Members Including Principal	2	1
<b>Total</b>	<b>9</b>	<b>9</b>

The proportion of women board members has increased from 44% to 50% over the past two years and we have therefore achieved our aim of a gender balanced board of governors. This was a result of a variety of initiatives including board open evenings, and reviewing the wording and presentation of adverts and other

materials to reduce unconscious bias. Our board proactively seeks to ensure it is representative of the West Lothian community, and all board vacancies are advertised internally and externally with an emphasis on promoting opportunities to diverse groups and under-represented communities.

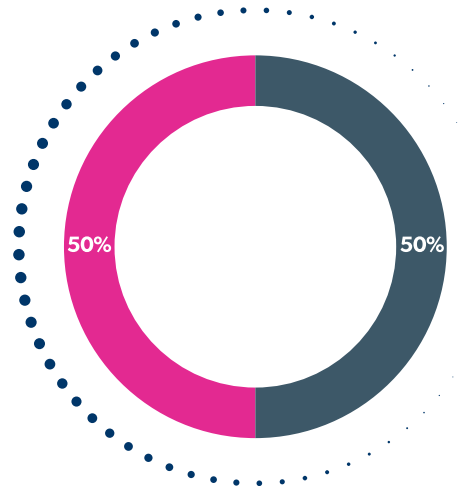
**44% TO 50%**  
**INCREASE IN THE PROPORTION  
OF WOMEN BOARD MEMBERS  
OVER THE PAST TWO YEARS**



## Leadership and Management

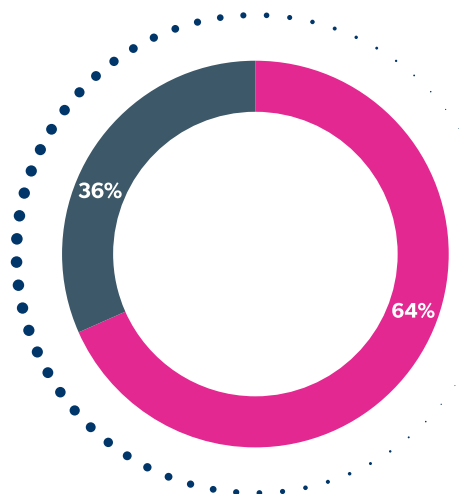
The principal, executive leadership team and college leadership team undertake the management functions of the college. The principal reports directly to the Board. The leadership and management restructure that took place in 2020 resulted in a greater proportion of women in these roles at all levels.

**Board of Management**

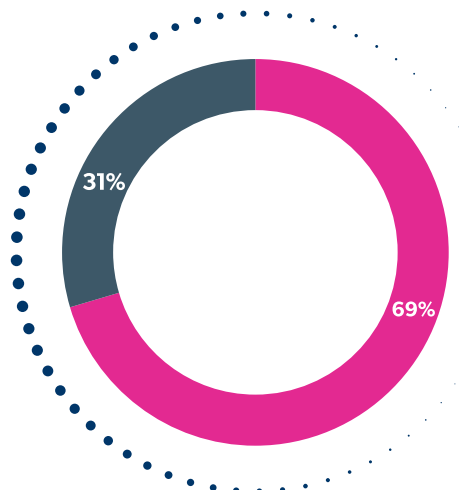


**Leadership Team**

 Female  
 Male



**Operational Management**



# STAFF DATA

The reporting period for the data contained with this report is April 2019 to March 2020. For the purpose of this report, gender is reported as male/female only. However, we recognise that people may identify as something other than this (eg non-binary) and this option is given in our equality and diversity questionnaire during the recruitment process. The split between male and female employees in the college can be seen below. The workforce is predominantly made up of females with 69% of staff female and 31% male.

## Gender Pay

This section refers to the balance of gender pay within the college. The gender pay gap is the difference between men's and women's average hourly earnings. The table below shows the difference in the gap within the college. The mean has decreased significantly since the previous report in April 2019 with a 6.33 percentage point decrease in the gap between male and female average hourly earnings.

An alternative method of measuring the difference is using the median, which has also decreased since the previous report with a gap of 31.92 percentage points compared to 38 percentage

	Male	Female	Gap	April 2019	Difference
Mean	£19.89	£17.66	11.1%	17.4%	6.3 percentage points decrease
Median	£22.15	£15.08	31.9%	38.0%	6.1 percentage points decrease

According to a report published by Close the Gap and Colleges Scotland ('Equal Pay Reviews and Job Evaluation'), there are three main factors causing the gender pay gap:

- Occupational or job segregation, where women and men do different types of work or women tend to be clustered at more junior grades within organisations. For West Lothian College, a significantly higher proportion of female staff occupy support staff posts, while a higher proportion of males occupy lecturing posts, which attract a higher rate of pay.
- Lack of flexibility in working practices which means that women, who tend to do more childcare and care of older people

and sick people, find it hard to balance work and family life. For West Lothian College flexible working opportunities are facilitated, however more flexible working arrangements for timing of hours, part time and sessional working exist for support roles which are generally lower paid.

- Pay structures that have a different impact on women and men. This might, for example, include pay structures that allow employees to negotiate a starting salary. To address this, the college in recent years, in line with the national bargaining agreement sets out clear criteria for lecturing starting salaries and support staff starting salaries, has put guidance in place that has been agreed locally with trade unions.



## College Staff by Role/Gender

A more detailed breakdown of the male/female split within the college roles is shown in the charts below. Support staff roles have the highest percentage of female staff compared to lecturing and management roles – 78% of staff in support roles are female. This could be a contributing factor to the gender pay gap as support roles are lower paid than lecturing and management roles. Lecturing roles are the closest to being evenly split between both genders with 57% female and 43% male.

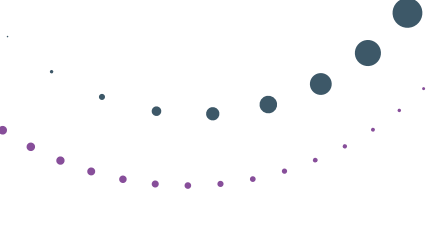
## Employee Information

The majority of the college's employees are in the 30-49 age bracket, followed closely by the 50-64 age bracket. Approximately 4% of staff are in the age 65-74 age bracket and it therefore is important to consider people who may potentially retire and plan appropriately.

Around 4.5% of staff within the college report having a disability. However, this could be higher as a third of staff have not disclosed whether they have a disability or not. This is an increase on 2018-19 even just 3.26% of the workforce reported as having a disability. West Lothian College is a Disability Confident Employer and promotes this on job adverts when recruiting.

## Employee Data

Age	Number	Percentage
16-29	24	6.0
30-49	179	44.7
50-64	178	44.5
65-74	15	3.7
74+	4	1.0
Not Disclosed	0	0.0



<b>Disability</b>	<b>Number</b>	<b>Percentage</b>
Yes	18	4.5
No	249	62.2
Not Disclosed	133	33.2

<b>Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
White	295	73.7
Indian	1	0.2
Pakistani	1	0.2
Bangladeshi	0	0.0
South Asian Other	0	0.0
Chinese	0	0.0
Black Caribbean	0	0.0
Black African	1	0.2
Black Other	0	0.0
Mixed	0	0.0
Other	0	0.0
Not Disclosed	102	25.5

<b>Nationality*</b>	<b>Number</b>	<b>Percentage</b>
British	279	69.7
Irish	1	0.2
Rest of Europe	8	2.0
Elsewhere**	2	0.5
Not Disclosed	110	27.5

<b>Religion</b>	<b>Number</b>	<b>Percentage</b>
Buddhist	1	0.2
Christian	119	29.7
Hindu	2	0.5
Jewish	0	0.0
Muslim	1	0.2
Sikh	0	0.0
No Religion	121	30.2
Not Disclosed	156	39.0



<b>Sexual Orientation</b>	<b>Number</b>	<b>Percentage</b>
Bi-sexual	3	0.7
Gay Man	2	0.5
Gay Woman/Lesbian	2	0.5
Heterosexual/Straight	256	64.0
Other	0	0.0
Not Disclosed	137	34.2

## Staff Recruitment

Of those hired in the period between April 2019 and March 2020, 70.9% of applications were from women. The percentage of women hired compared to the amount who applied is slightly lower, however many employees hired were women. The percentage of male applicants hired has increased slightly from 25.2% in 2018-19 to 27.7% in 2019-20.

**70.9%**  
**APPLICATIONS WERE  
 FROM WOMEN**

Eight percent of candidates interviewed and 3.6% of those hired in this time period reported as having a disability. This is also an increase to the previous year where only 6.1% of candidates interviewed and 1.7% of those hired reported as having a disability. This suggests that promoting the college's status as a Disability Confident Employer is having a positive impact on recruitment activities.

**3.6%**  
**OF THOSE HIRED REPORTED  
 AS HAVING A DISABILITY**

# NEXT STEPS IN OUR MAINSTREAMING APPROACH

Following a survey involving staff, students, stakeholders and the public and an extensive data analysis we have recognised three areas of inequality that we are committed to address through our Equality Outcomes for 2021-25. Almost all survey respondents (96%) agreed or strongly agreed with the three outcomes and over 92% agreed with identified outputs.

## What is the Inequality?

Our data tells us that there is work to be done in attracting, recruiting, and retaining staff and students from under-represented groups.

## Outcome 1

We will be welcoming to all and be proactive in attracting, recruiting and retaining staff and students from under-represented groups.

## Outputs (what needs to happen to achieve the outcome)

- Fulfil our commitment to challenge racism, by reviewing and deciding how best to use the Tackling Racism on Campus Project Resources to address the race and structural barriers that exist within our college, which affect both staff and students.
- HR and People Development to review their advertising, recruitment and retention practices and implement any changes as appropriate in line with the Scottish Government's Minority Ethnic Toolkit.
- Work with external businesses, organisations and partners who have a positive record of accomplishment in supporting and/or engaging with under-represented groups implement targeted student recruitment campaigns across a breadth of qualifications.
- Better understand reasons why under-represented staff and student groups may not stay.
- Attract those potential students who may be reluctant to apply due to barriers.
- Develop our BSL plan to attract applicants from BSL community.
- Develop our Gender Action Plan.

## What is the Inequality?

Not all students are starting from the same point. We know that many of our students face extremely complex and challenging family and personal circumstances, many of which have been exacerbated by the pandemic.

## Outcome 2

We will keep students at the centre of everything we do by ensuring that every student feels welcome, safe and supported in both physical and virtual learning environments.

## Outputs (what needs to happen to achieve the outcome)

- Prioritise the most pressing inequalities and barriers that our students face through actively working with the Student Association and the Student Support team.
- Further investment and resource allocation to mental health for our students.
- Further investment and resource allocation of digital devices.
- Revisit and further develop the GBV Action Plan.
- Further development of the BSL Action Plan.
- LGBT+ visibility and ally-ship.
- Review and develop the Corporate Parenting Plan.
- Promote Going Further for Student Carers and monitor progress against the actions.
- Improve outcomes for young male students.

## What is the Inequality?

We know that poverty, disability, being a young carer or being care-experienced are all significant factors which can impact upon our students' ability to succeed.

## Outcome 3

We will always strive for better by removing barriers to learning and by being proactive in enabling all students to succeed.

## Outputs (what needs to happen to achieve the outcome)

- Take active steps to tackle poverty in our student population through a range of initiatives.
- Better understand the barriers particular disabled groups face.
- Build on the existing support we offer and champion our young carers to succeed.
- Support and champion our care-experienced students to succeed, as committed and proud corporate parents.
- The college and student association will work in partnership to improve student mental health and wellbeing by creating a Student Mental Health Agreement.

Our focus in the first three months will be to create a set of actions to address these inequalities and a method of measuring progress and/or success. Previously, although we have been able to demonstrate actions and activities, the impact of these have been difficult to measure.

The college is committed to support our community by aligning our activities with

West Lothian Council to enable a cohesive partnership approach to tackling inequality for our staff and students.

We are confident that the key to success is engaging with our community groups and partners to ensure that we are truly mainstreaming equality in all we do.

# APPENDIX 1 - POPULATION STATISTICS IN SCOTLAND IN 2021

Scotland's Census aims to officially report on every person and household in Scotland. This is normally run every ten years but, due to the pandemic, the census for 2021 has been moved to 2022.

The 2011 Census data are therefore shown in the following tables. Student data is from 2019-20, the most recent complete year.

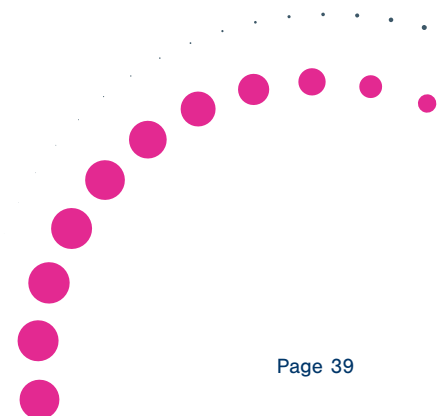
Overall	West Lothian	West Lothian College Staff	West Lothian College Students
Test Population	175,118	400	7,991

Sex	West Lothian	West Lothian College Staff	West Lothian College Students	Comment
Male	48.9% (85550)	31.0%	37.6%	Under-represented compared to popn
Female	51.1% (89550)	69.0%	62.3%	Over-represented compared to popn
Prefer not to Say or Other	0.0% (0)	0.0%	0.1%	



Age	West Lothian	West Lothian College Staff	West Lothian College Students	Comment
Age 0-15	20.2% (35435)	0.0%	5.8%	
Age 16-29	17.1% (29924)	6.0%	23.6% (16-19) 11.6% (20-24) 59.1% (25+)	Staff profile is older than the popn. student profile is younger than the popn.
Age 30-49	30.2% (52973)	44.8%	-	Staff profile is older than the popn.
Age 50-64	18.8% (32881)	44.5%	-	Staff profile is older than the popn.
Age 65-74	8.2% (14373)	3.8%	-	
Age 75+	5.4% (9514)	1.0%	-	
Not Disclosed	0.0%	0.0%	0.0%	

Disability	West Lothian	West Lothian College Staff	West Lothian College Students	Comment
Disabled - All	18.5% (32448)	4.5%	18.7%	Staff profile has lower % of declared disability
Disabled - Male	44.5% (14442)	62.3%	Not Seperated Out	Male staff more disabled compared to popn.
Disabled - Female	55.5% (18006)	33.3%	Not Seperated Out	Female staff fewer disabilities compared to popn.



<b>Ethnicity</b>	<b>West Lothian</b>	<b>West Lothian College Staff</b>	<b>West Lothian College Students</b>	<b>Comment</b>
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<b>White</b>	97.6%	73.7%	83.1%	
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<b>Indian</b>	0.4% (2.4% BAME)	0.3% (0.9% BAME)	- (4.2% BAME)	
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<b>Pakistani</b>	0.8%	0.3%	-	
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<b>Bangladeshi</b>	0.0%	0.0%	-	
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<b>South Asian Other</b>	0.2%	0.0%	-	
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<b>Chinese</b>	0.3%	0.0%	-	
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<b>Black Caribbean</b>	0.1%	0.0%	-	
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<b>Black African</b>	0.3%	0.3%	-	
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<b>Black Other</b>	0.0%	0.0%	-	
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<b>Mixed</b>	0.3%	0.0%	0.7%	
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<b>Nationality</b>	<b>West Lothian</b>	<b>West Lothian College Staff</b>	<b>West Lothian College Students</b>	<b>Comment</b>
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<b>British</b>	96.4%	69.8%	-	
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<b>Irish</b>	0.3%	0.3%	-	
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<b>Rest of Europe</b>	3.0%	2.0%		
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<b>Elsewhere**</b>	2.4%	0.5%	-	
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<b>Not Disclosed</b>	0.0%	27.5%	-	<b>High proportion not disclosing</b>
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<b>Religion</b>	<b>West Lothian</b>	<b>West Lothian College Staff</b>	<b>West Lothian College Students</b>	<b>Comment</b>
Buddhist	0.7% (other)	0.3%	0.1%	
Christian	52.2%	29.8%	25.5%	Lower proportion staff and students than popn.
Hindu	See Other	0.5%	0.0%	
Jewish	See Other	0.0%	0.0%	
Muslim	1.0%	0.3%	2.0%	
Sikh	See Other	0.0%	0.1%	
No Religion	40.2%	30.3%	67.3%	Higher proportion no religion compared to popn.
Not Disclosed	6.0%	39.0%	3.9%	High proportion of staff not disclosing

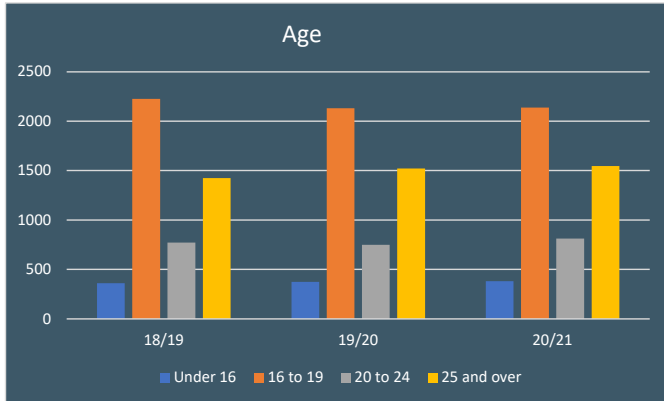
<b>Sexual Orientation</b>	<b>West Lothian</b>	<b>West Lothian College Staff</b>	<b>West Lothian College Students</b>	<b>Comment</b>
Bi-Sexual	0.0%*	0.8%	2.3%	
Gay Man	0.0%*	0.5%	0.9%	
Gay Woman/ Lesbian	0.0%*	0.5%	1.0%	
Heterosexual/ Straight	99.0%*	64.0%	78.8%	
Other	1.0%*	0.0%	-	
Non-Disclosed	-	34.3%	16.7%	High proportion not disclosing

**\*Estimated figures as this question was not included in the 2011 census following some initial research**

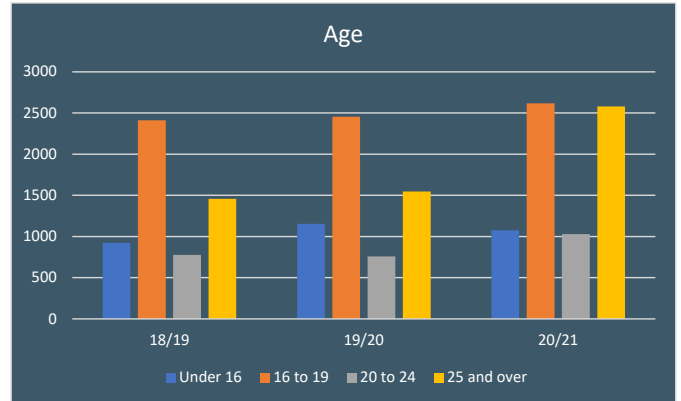
# APPENDIX 2 - STUDENT DATA

## Age

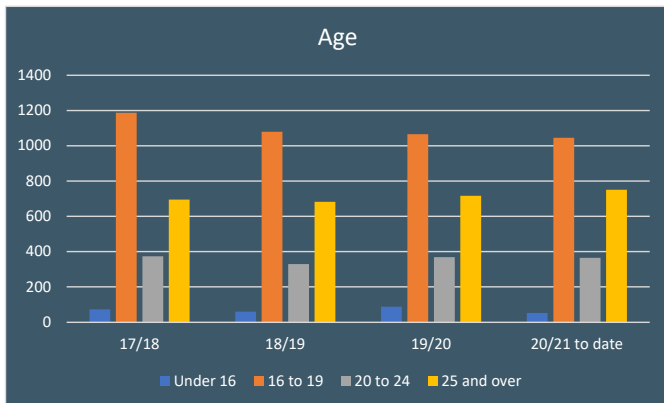
### Full Time Applications



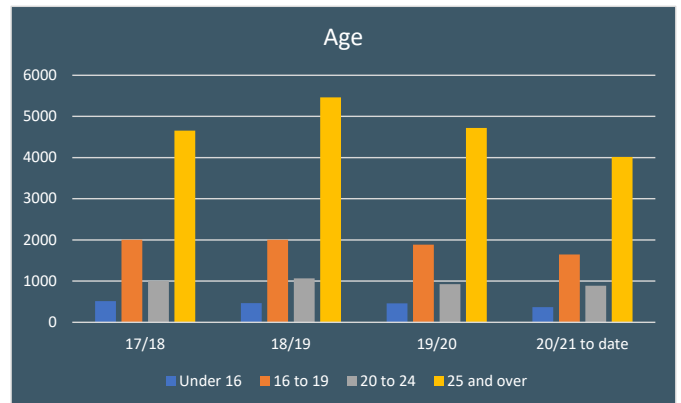
### All Applications



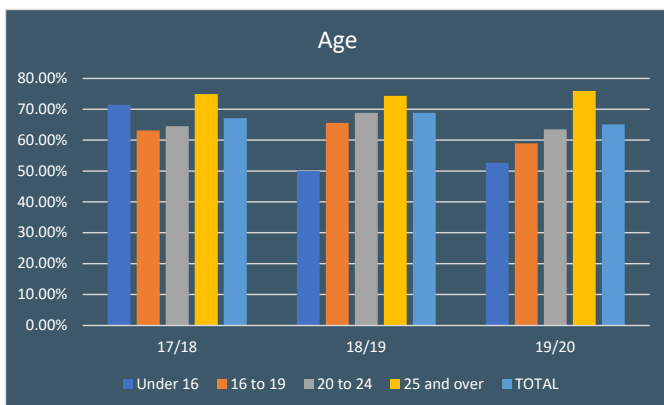
### Full Time Enrolments



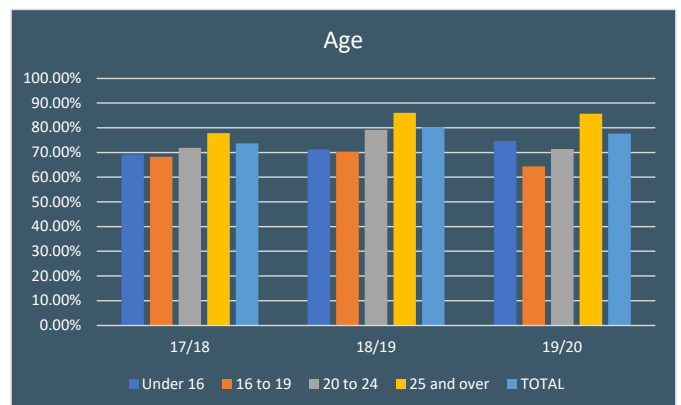
### All Enrolments



### Full Time PIs

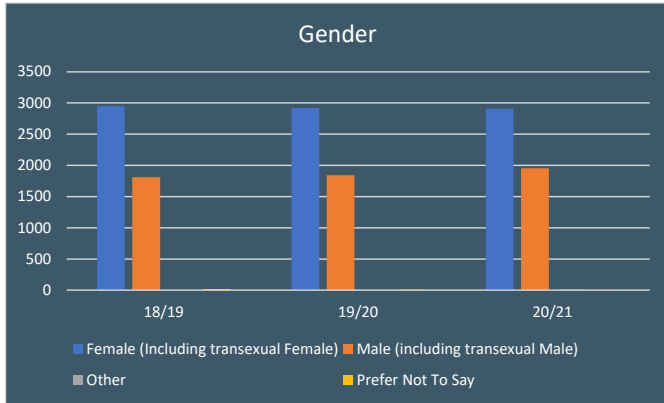


### All PIs

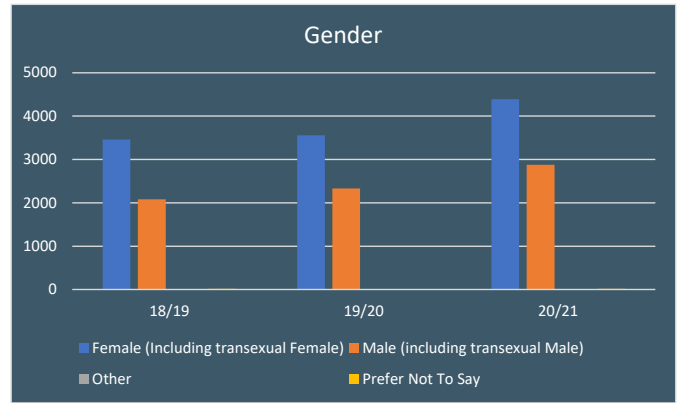


# Gender

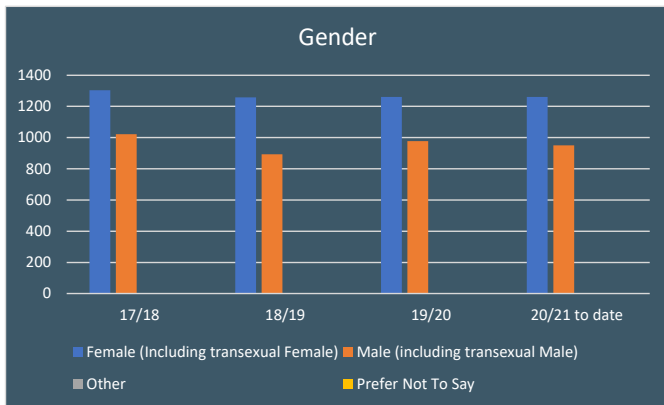
## Full Time Applications



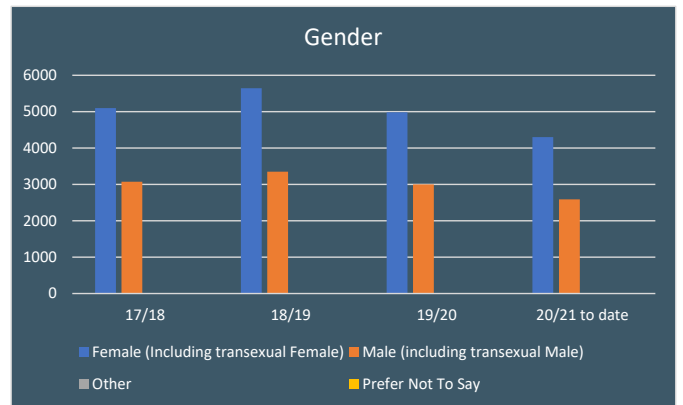
## All Applications



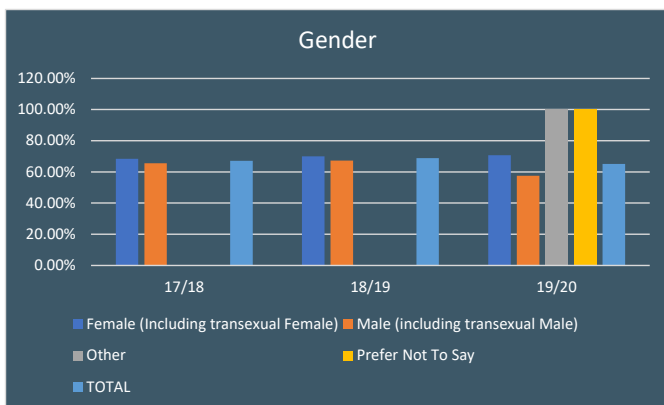
## Full Time Enrolments



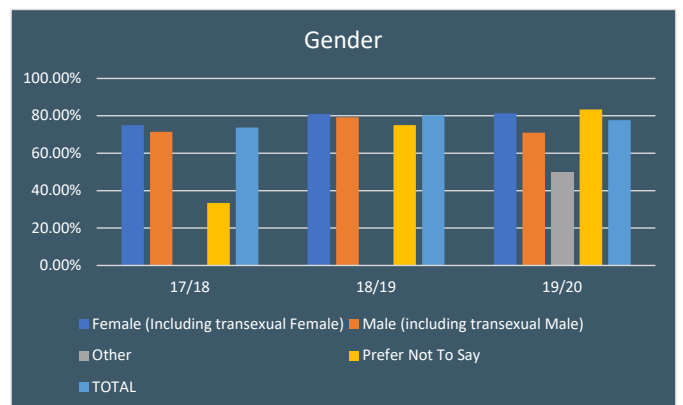
## All Enrolments



## Full Time PIs

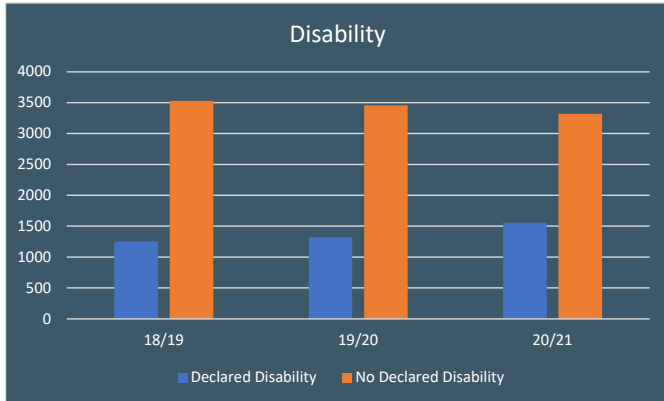


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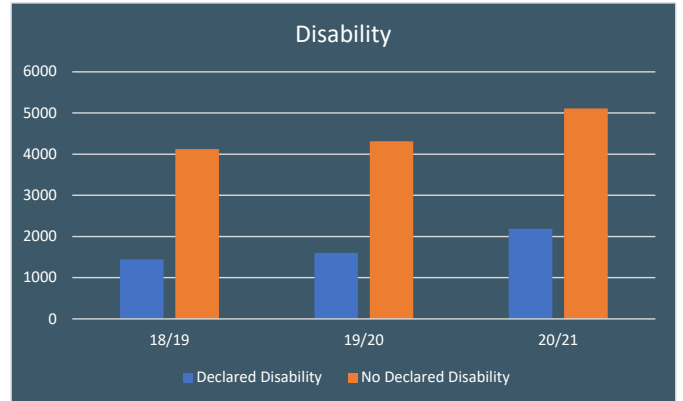


# Disability

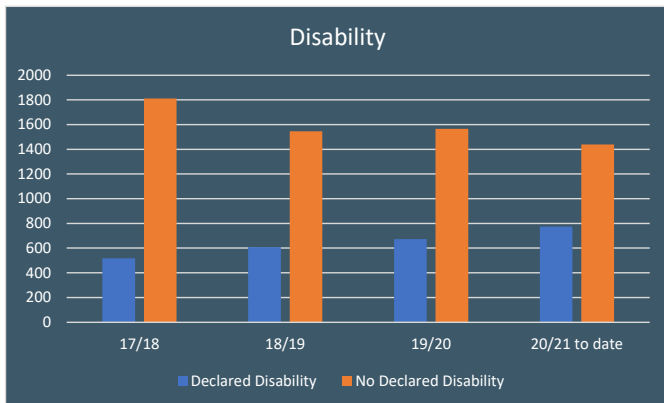
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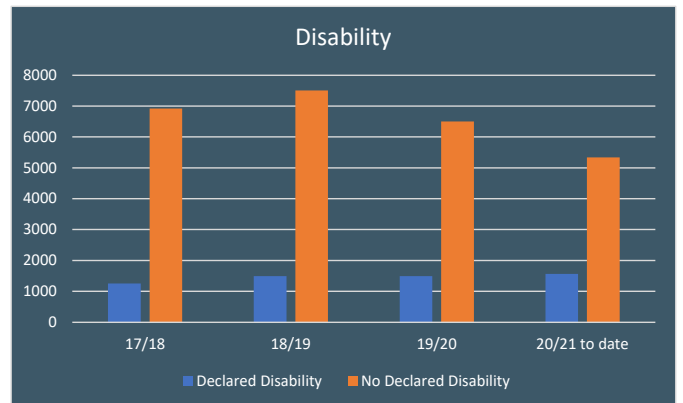
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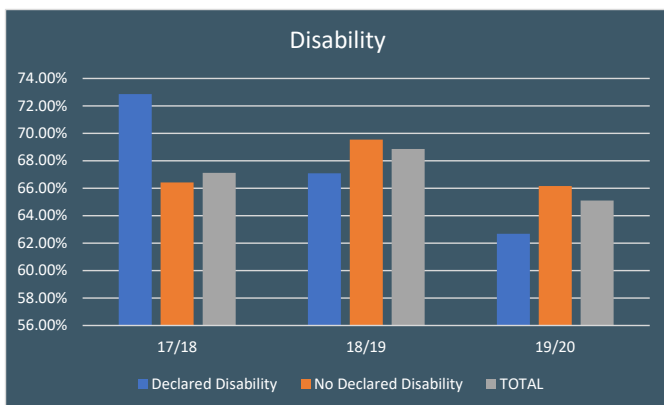
## Full Time Enrolments



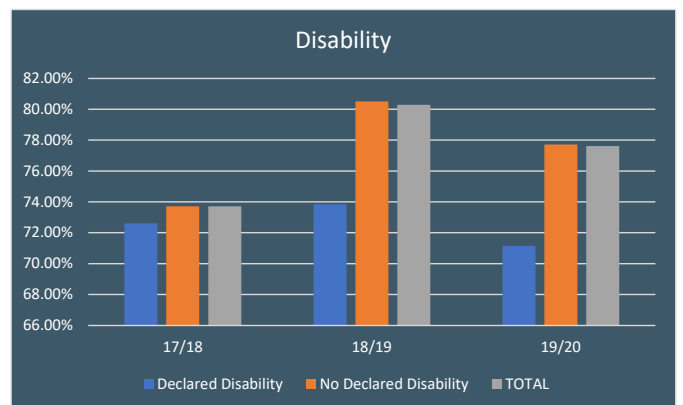
## All Enrolments



## Full Time PIs

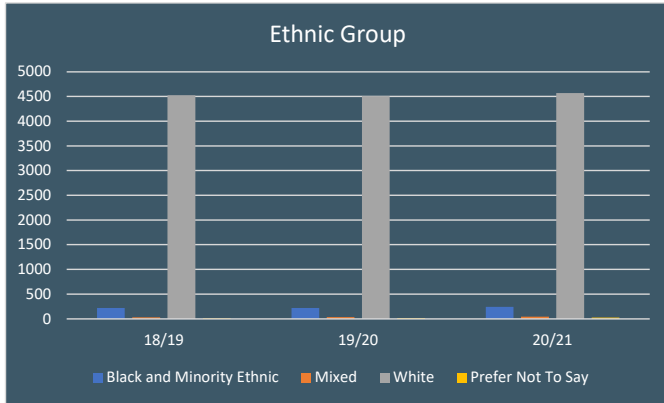


## All PIs

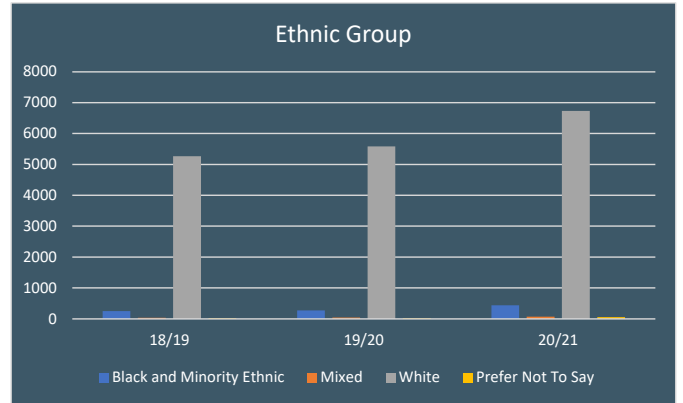


# Ethnicity

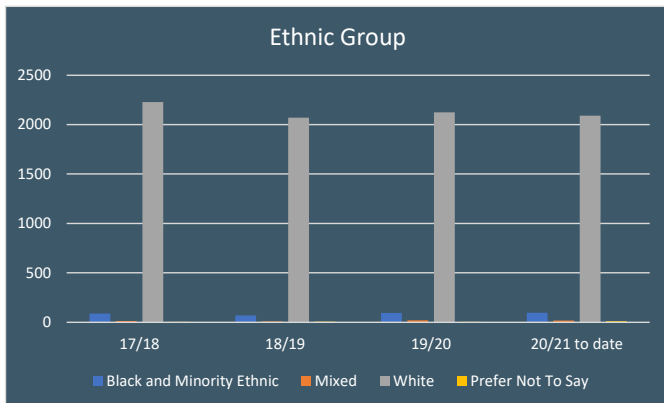
## Full Time Applications



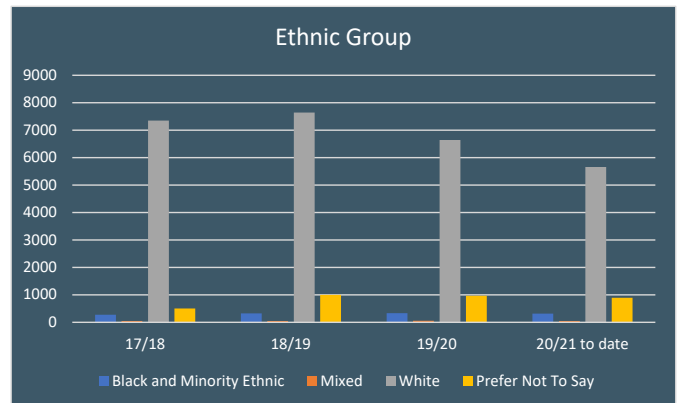
## All Applications



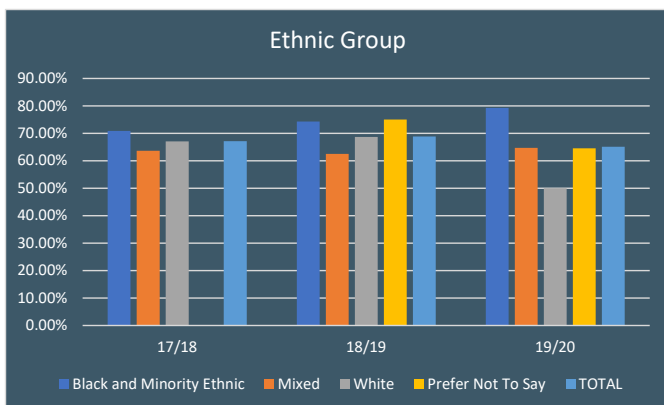
## Full Time Enrolments



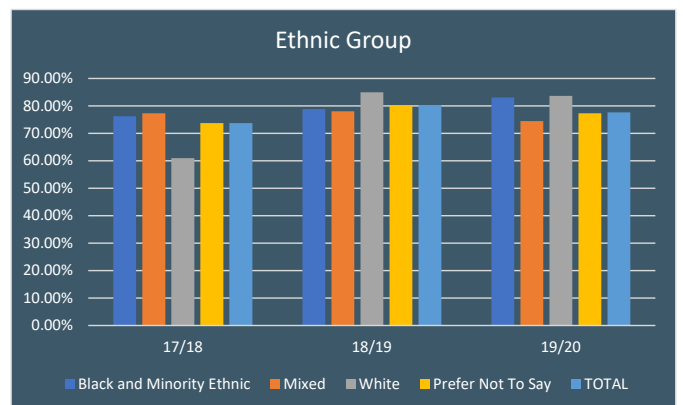
## All Enrolments



## Full Time PIs

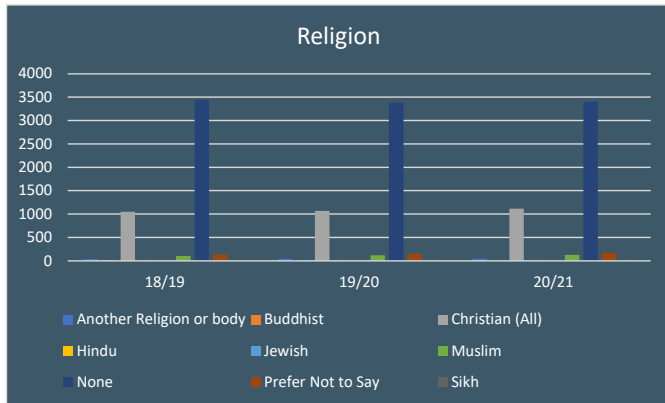


## All PIs

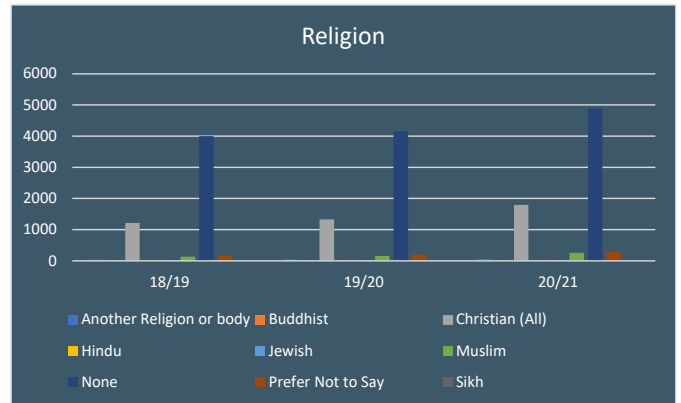


# Religion

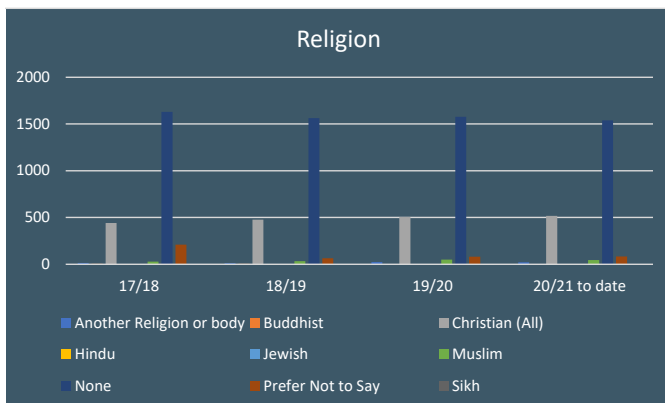
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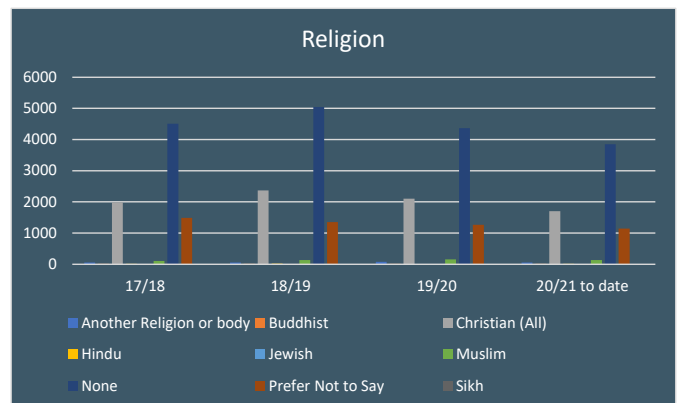
## All Applications



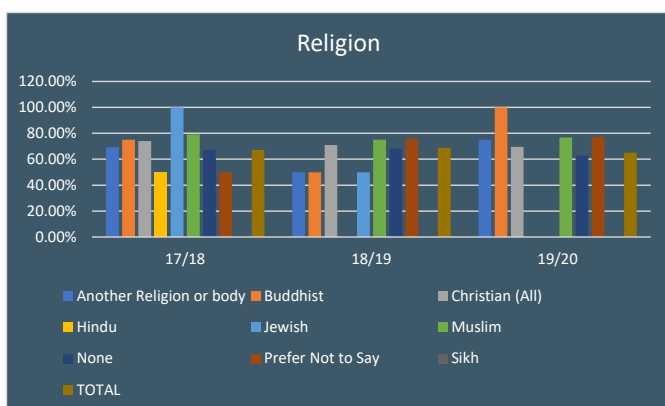
## Full Time Enrolments



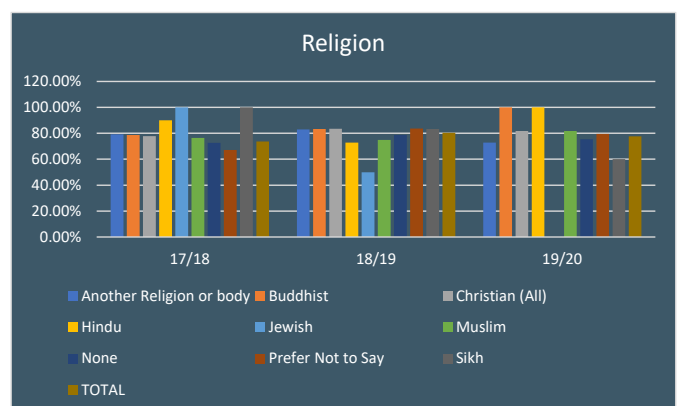
## All Enrolments



## Full Time PIs



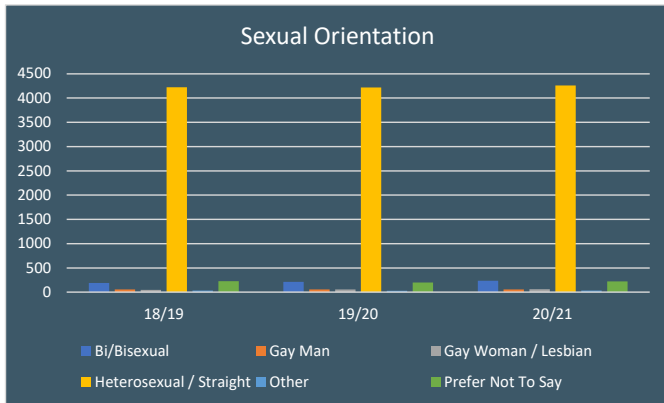
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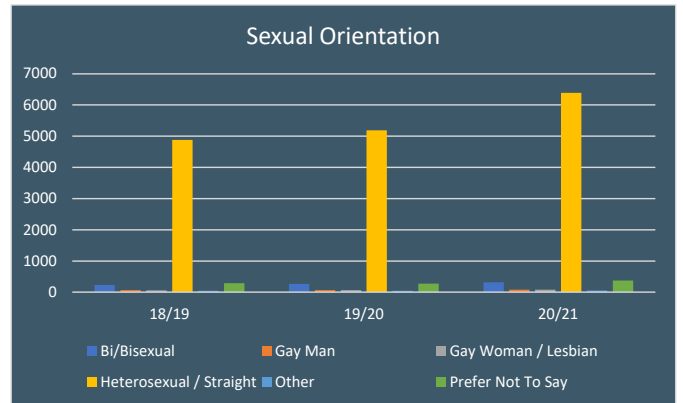


# Sexual Orientation

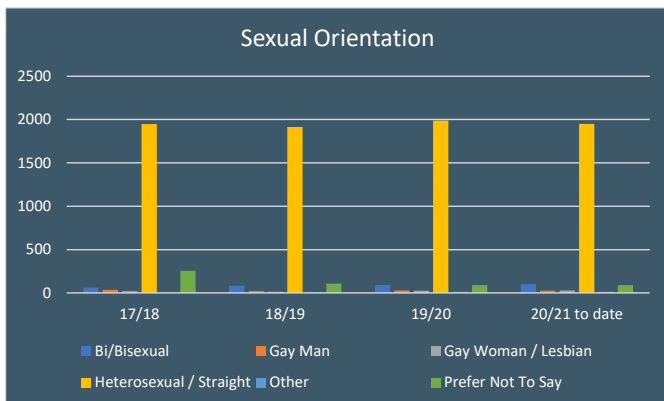
## Full Time Applications



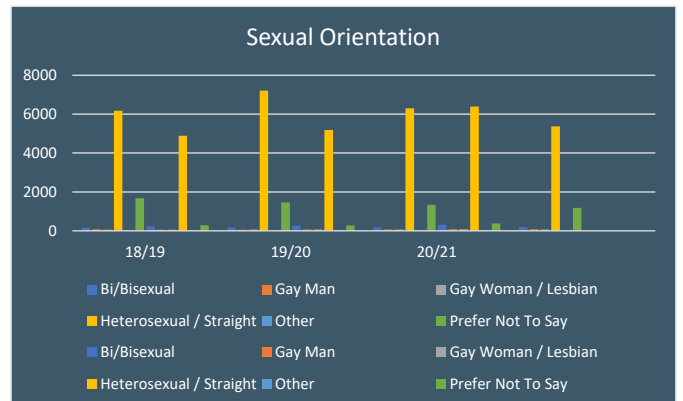
## All Applications



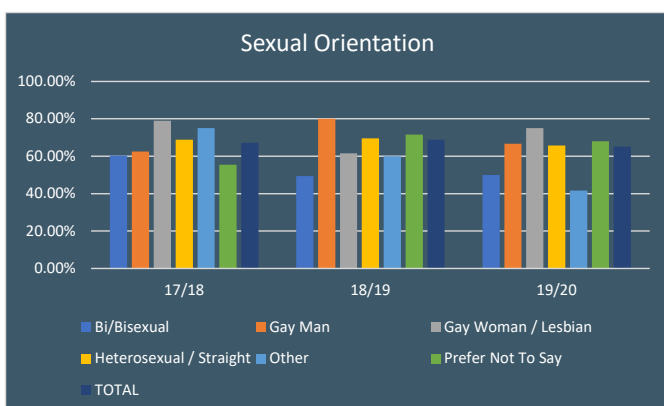
## Full Time Enrolments



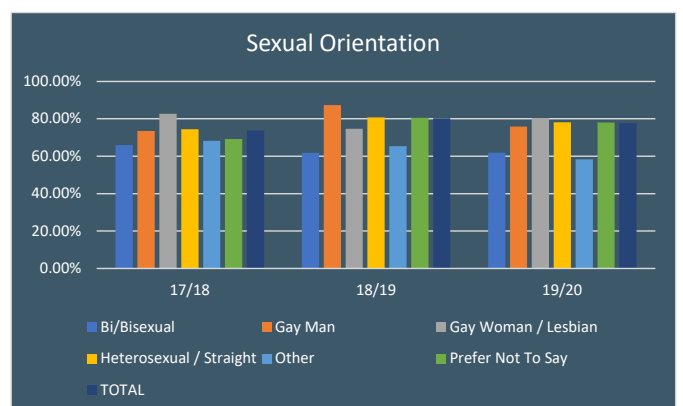
## All Enrolments



## Full Time PIs

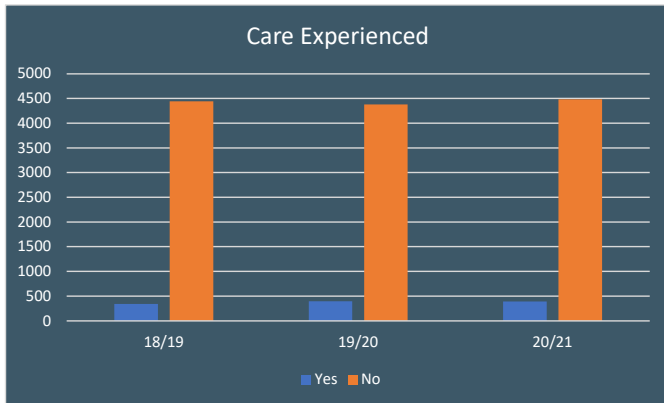


## All PIs

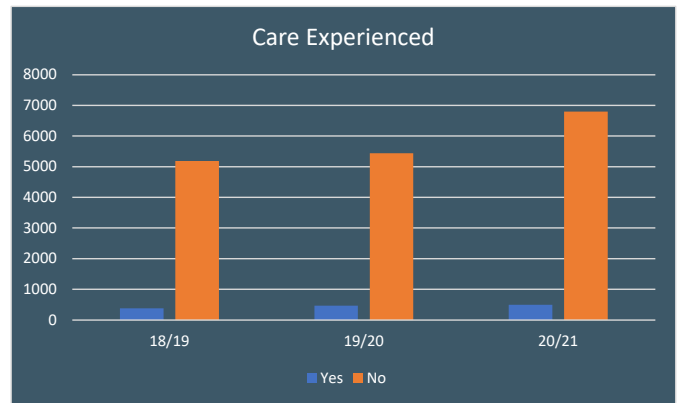


# Care Experienced

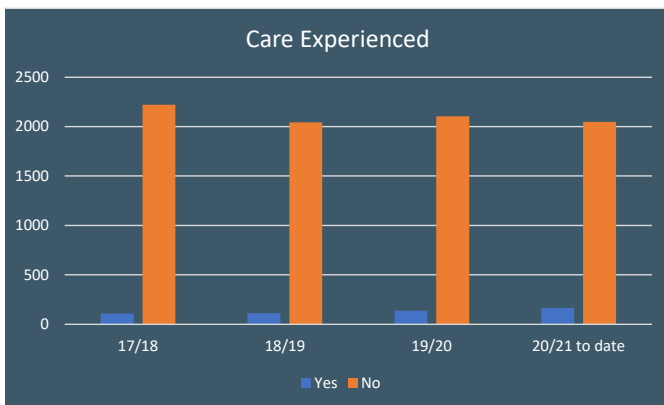
## Full Time Applications



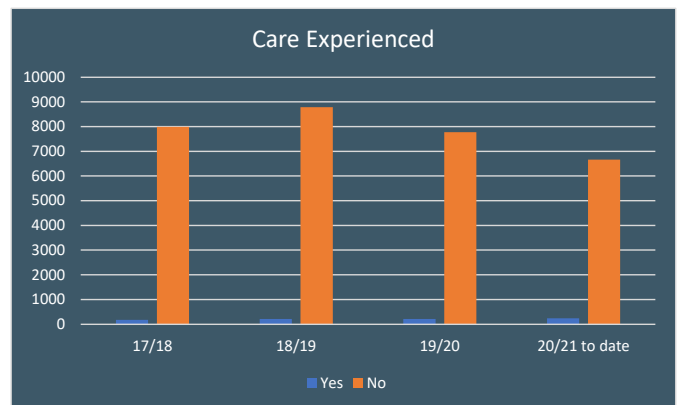
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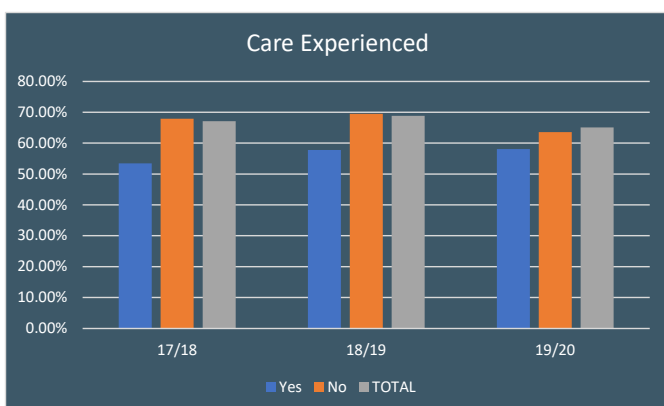
## Full Time Enrolments



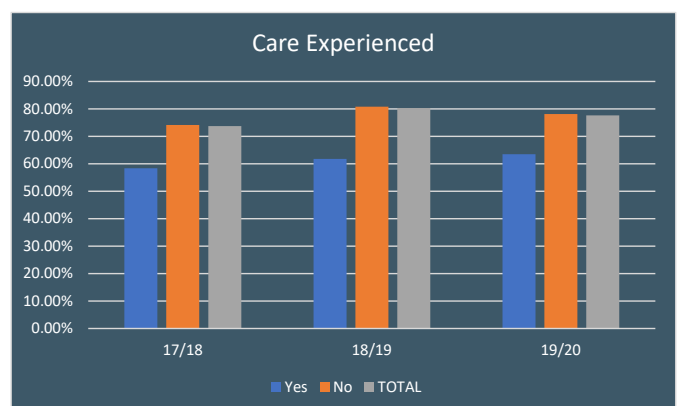
## All Enrolments



## Full Time PIs



## All PIs

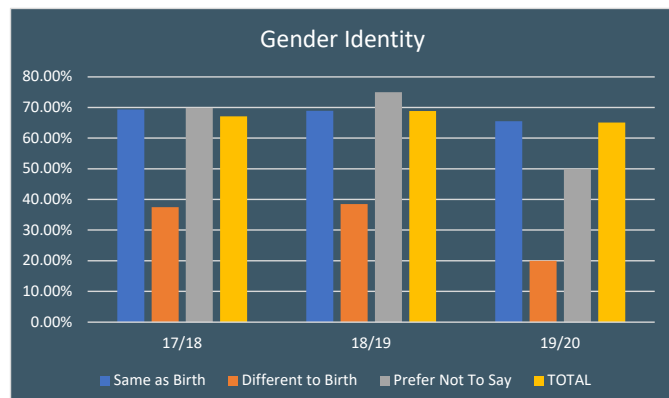


# Gender Identity

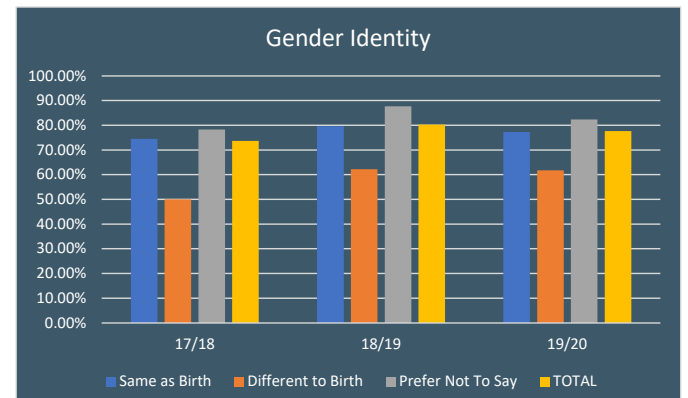
## Total Enrolments

Gender Identity	17/18	18/19	19/20
Same as Birth	6378	7163	6345
Different to Birth	16	54	43
Prefer not to Say	1776	1783	1603
<b>Total</b>	<b>8170</b>	<b>9000</b>	<b>7991</b>

## Full Time PIs



## All PIs



# APPENDIX 3 - EQUALITY ACTION PLAN 2017-21

## Outcome 1 – We will actively promote real access of equality of opportunity for all

Output Target	Action	Progress and Impact
Develop partnership with SAMH to support staff and student mental health and wellbeing.	Connect with SAMH co-ordinator to support transitions between school and college.	Successful partnership established with SAMH. We jointly supported students with transitions, SAMH delivered workshops and produced resources to help students and staff. Funding has now ended but resources created are available for continued use.
Maintain Disability Confident college status	Maintain Disability Confident college status	Disability Confident status has been retained. In place until March 2022.
Use LGBT+ Charter to promote equality cross the college	Student Association to promote through ambassadors	The outcome was to establish the LGBT+ Charter. Ensuring that equality of the charter was embedded within the college and student community- evidence in the charter. Silver charter awarded and achieved in first year
Engage with the local community to promote access and inclusion for minority groups	To engage with West Lothian minority community groups	Links have been established with West Lothian Race Forum and WD were invited to meet the Imam who invited WD to present to their young people on apprenticeships and college offering. Covid prevented this from taking place.

## Output Target

## Action

## Progress and Impact

Develop in partnership with Community Learning and Development, West Lothian Council community courses accessible to those in the community

Pilot a community introductory childcare course in partnership with CLD staff

One course started but did not conclude due to covid. Second one commenced March 2021

Meet demand for ESOL learning across West Lothian

Plan ESOL provision to meet local demand in partnership with Community Learning and Development

Very low waiting list for ESOL learning in college. Clear Progression routes from ESOL community learning

Offer a range of study models for ESOL students

Ensure curriculum plan provides online, full time and part time study options for ESOL

Variety of models offered. Attainment and attendance robust

## Output Target

## Action

## Progress and Impact

Preparation courses for students planning to leave school and in need of support to transition into college or the workplace recruit

Work in partnership with schools to agree course content and recruitment

Next Steps course planned for April 2021

Students with additional needs gain meaningful employment

Successful Project Search programme in place in partnership with West Lothian Council and NHS Lothian

Award winning programme - students gaining employment is over 90%



## Output Target

## Action

## Progress and Impact

Develop a suite of staff training opportunities to enable continuous improvements to access and inclusion

Pilot a community introductory childcare course in partnership with CLD staff

Staff Mandatory Training was launched in October 2020 this includes a dedicated section focusing on Equality and Diversity. Further improvements to our Staff Learning Academy will be built on moving forward.

In 2020-21 the college participated through the Neurodiversity fund to upskill staff to support neurodivergent learners. A neurodivergent cohort was supported through a cyber security course and external experts supported delivery. HR and People Development made training sessions available to all staff. The course evaluated well and received excellent feedback from students and Skills Development Scotland

Meet demand for ESOL learning across West Lothian

Plan ESOL provision to meet local demand in partnership with Community Learning and Development

Very low waiting list for ESOL learning in college. Clear Progression routes from ESOL community learning

Offer a range of study models for ESOL students

Ensure curriculum plan provides online, full time and part time study options for ESOL

Variety of models offered. Attainment and attendance robust

## Outcome 2 - We will create a learning and working environment that meets the needs of all students and staff

### Output Target

### Action

### Progress and Impact

Engage with Student Sparkle survey feedback to make improvements that promote equal opportunities

Reports sent to faculties so direct improvements could be actioned from student feedback- Sparkle student feedback evidence

Staff supporting students with Sparkle

Gender neutral toilet signage added  
Equality and Diversity question initially added in sparkle to establish student feeling

Review Staff Experience survey to ensure needs of staff are being met.

Ensure annual staff survey is circulated and reviewed accordingly.

Staff Survey has been reviewed. Overall, comments were very positive. It was identified that some staff felt that they did not have adequate supplies or equipment. This issue is being addressed by individual teams and further investment in ICT equipment.

The survey also asked if people felt that they have had opportunities for flexible working patterns. Over 90% stated that they are Satisfied or Very Satisfied with this





## Output Target

## Action

## Progress and Impact

Link with Staff Experience Group to maintain and improve the work environment as accessible and inclusive

Continuous review of progress

There is work ongoing within the Staff Experience Group to identify any further areas for improvement. Areas that have looked at and resources provided are around staff health and wellbeing. Progress is being made towards achievement of Gold Award for Healthy Working Lives.

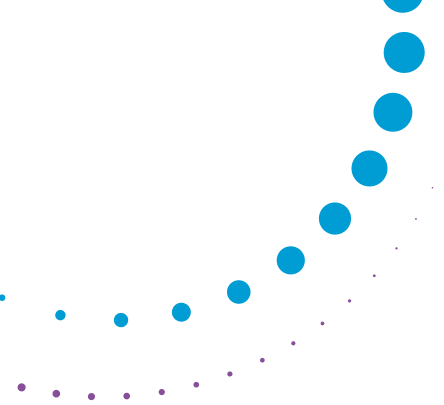
Develop Staff Induction process to include Equalities training

Identify suitable training

In AY20/21 the Staff Induction was revised to include a comprehensive e-learning suite of training which includes information around equalities. In addition, the college Executive Leadership Team request that all staff complete a suite of Staff Mandatory Training on an academic basis. This training was rolled out to all staff in October 2020.

Work with cross college committees/groups, including Health and Safety and Health and Wellbeing subgroup to continue to develop the college estate

The college has a no step campus to enable ease of accessibility. Disabled toilets are now available of all floors to enable access for all.



## Output Target

## Action

## Progress and Impact

Develop a student support programme that provides wrap around support for students during holiday and bad weather periods.

Information on college Website. Student support team have information on auto-email responses during out of hours. This directs students to support services available at those times and also emergency help. NHS services, phone lines, self-help web-sites, TogetherAll and LT4U all provide wrap around support.

Welcome parents/ carers/professionals into college to support students with additional needs during the transition period

Implement a transition programme for students with additional needs and their families to fully prepare students for college

Key lecturers work closely with each student to plan transition, resulting in high retention outcomes

ESOL students reach full potential

Ongoing study support available for all ESOL students

Students who have completed ESOL successfully have ongoing support as they progress into subject study

## Outcome 3 – We will be fair and respectful to all students, staff and stakeholders and we will work to reflect and value diversity in all we do and through relevant strategies, policies, procedures and working practices

### Output Target

### Action

### Progress and Impact

Review strategies, policies, procedures and working practices in line with equalities duties.

Ensure new strategies, policies and procedures are reviewed and meet equality outcomes

All HR and People Development Policies which are reviewed are equality impact assessed prior to implementation.

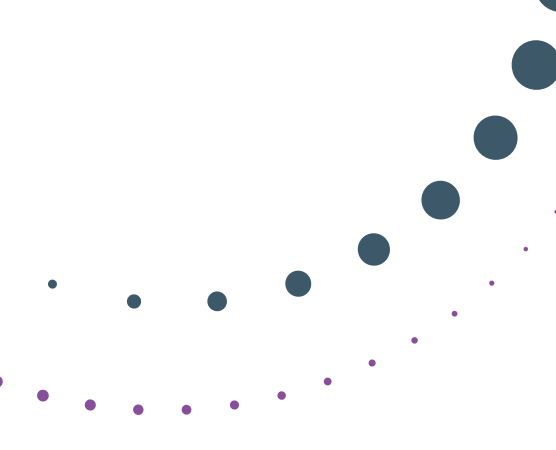
Develop EIA training to upskill staff

Raise Awareness of Equalities through Events

Competitions run re: protected characteristics  
Where do you originate from pin on map

Equalities Week  
Student Newsletter

DIVE in group activity calendar



## Output Target

## Action

## Progress and Impact

Develop and embed a Gender Based Violence Action Plan

Engage with Gender-based Violence 16 Days of Action  
Support organisations added to Recharge  
Develop suite of awareness raising and promotional materials in line with GBV action plan.  
Engage with West Lothian Council GBV awareness raising walk on Friday 22 Nov 2019  
Engage with key external partners to share best practice and inform the development of our GBV Action Plan.

Facebook posts

The college continue to engage with a wide variety of external partners to help raise awareness around GBV issues.

This has included presentations to staff on the impact of GBV within the workplace for colleagues and for students.

Within the newly created eStudent Learning Lobby a full suite of GBV focussed learning and development has been created.

Additionally, the Staff Learning Academy GBV focussed area, which was developed in 2019/20 has been added to and updated providing relevant and topical information.

Signposting on both platforms directs staff and students to support areas.

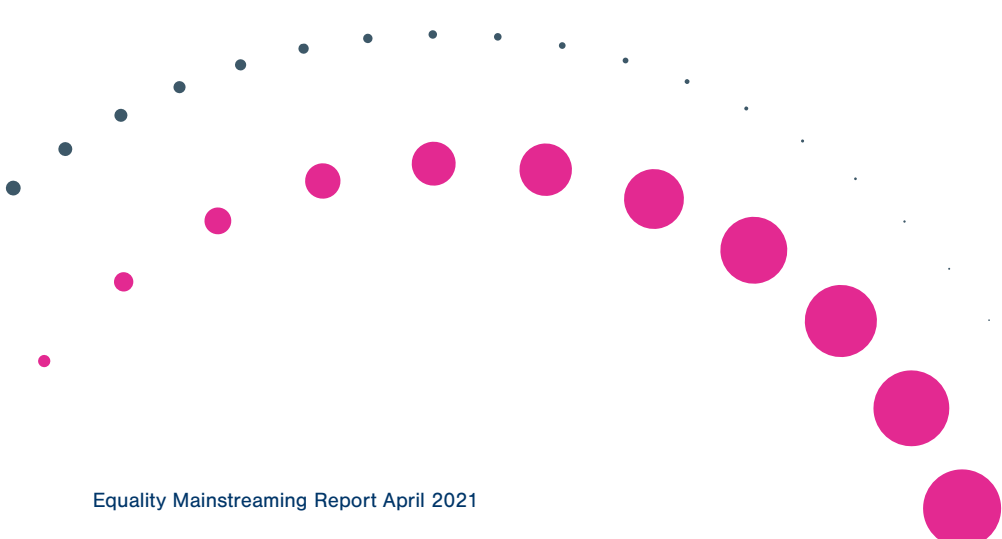
We continue to work closely with DASAT (Domestic and Sexual Assault Team) to provide support to staff and students affected by GBV. Student Support Manager sits on Violence Against Women group (West Lothian Council).

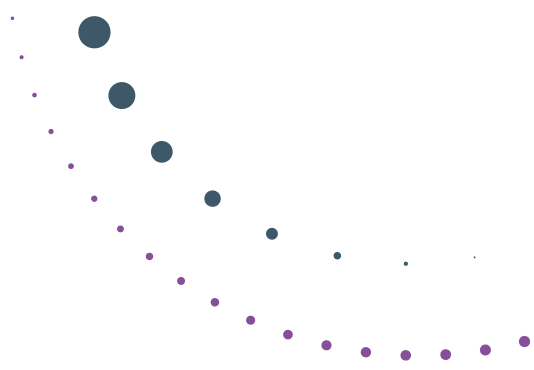
# APPENDIX 4 - GENDER ACTION PLAN ACTIVITIES

## Theme – Infrastructure

High Level Action	Measure of Success	Update	Action
Implement a gender specific cross college training plan	All staff will have participated in gender training by June 2020	Unconscious Bias Training has been rolled out during academic year 2018/19 and is an ongoing continuous exercise due to staff changes. A further course was delivered during academic year 2020/21. The college values this as a continuous rolling programme.	<b>DO</b>
	There will be a positive impact of improved gender knowledge and understanding on marketing and publicity materials	Equate audited marketing materials and were happy with the balance.	<b>GC</b>
	Learning and teaching materials and approaches will be gender neutral	In CHS, all learning and teaching materials are reviewed annually to reflect balance and diversity across their subject area. BCE; all learning and teaching materials are reviewed as part of EIA. Some materials are gender specific e.g. gents cutting, massage unit discusses coverage of the breast area of a female (privacy).	<b>Faculty</b>

High Level Action	Measure of Success	Update	Action
Develop Moodle and SharePoint systems for staff and student use	<p>Flexible gender training packages will be available for staff and students</p> <p>Learning and Teaching materials for three curriculum centres will be reviewed for gender bias and upgraded</p>	<p>The college have developed an internal Staff Learning Academy which hosts the Staff Mandatory Training and New Staff Induction covering a variety of units. Within the Staff Learning Academy there are also materials which promotes a range of equalities related training for staff including Disability Etiquette, Transgender Awareness and Banter in the Workplace. These e-learning materials are available to all staff through our virtual learning environment and is constantly reviewed and updated.</p>	<b>DO</b>
		This has not happened in 20/21 for BCE.	<b>CT</b>

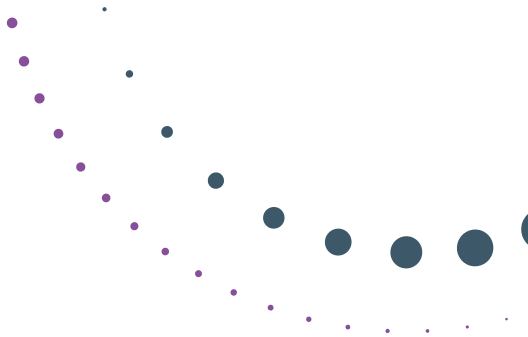




High Level Action	Measure of Success	Update	Action
Implement a Positive Action Recruitment Campaign covering: Engineering and Computing Construction and Automotive Industries Childhood Practice Beauty and Hairdressing	The staff gender balance in each curriculum centres will have been improved	<p>Due to the restructure in 2020, a data comparison between teams is not readily obtainable, however, data for gender applications indicates a rebalancing of applicants and shortlisting based on gender.</p> <p>Applicants:            2018/19 - 23% of male            2019/20 - 25% of female</p> <p>Shortlisted breakdown:            2018/19 - 25% of male candidates            2019/20 - 30% of male candidates</p> <p>Appointed:            2018/19 - 25% of male candidates            2019/20 - 28% of male candidates</p> <p>No male staff have been recruited to Beauty and Hair in 20/21. However, female barber recruited in December 2020 (note, no males applied for barbering position).</p>	<b>DO</b>

High Level Action	Measure of Success	Update	Action
The staff gender balance in each curriculum centres will have been improved	<p>Student study spaces will be attractive to all genders and will impact positively on the gender balance</p> <p>student social spaces will be gender neutral and will be attractive to all genders.</p> <p>Student satisfaction regarding buildings and facilities will be positively reflected in the SOCE results.</p>	<p>This will be considered in the 5-year Estates Plan which is being developed with Faculty Directors.</p> <p>Recruitment in Science has included more females to positively recruit and impact on STEM applications and improve gender balance</p> <p>Male staff role models in CHS actively promote careers in Early Learning and Childcare</p>	<p><b>PW</b></p> <p><b>To be carried forward SA</b></p>

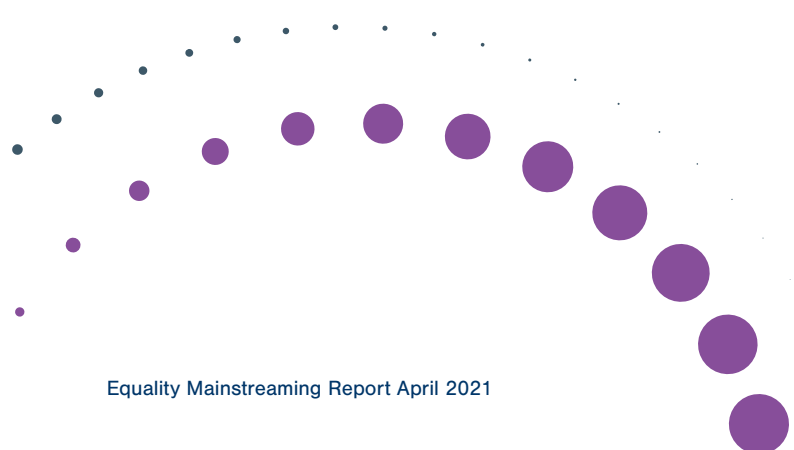




# Theme - Influence the Influencers

High Level Action	Measure of Success	Update	Action
Implement a 3-year Engagement Campaign with West Lothian Schools to positively impact on recruitment	Gender imbalance of no more than 10% minority gender by 2020		<b>MF</b>
Develop case studies of student success and use these in promotional materials to influence gender balanced applications and recruitment	6 gender positive Case studies will have been developed Our case studies will have been positively utilised in marketing and publicity materials by: West Lothian College West Lothian Council College Development Network	We created a wall where we highlight 6 positive case studies  Our marketing teams promote opportunities for all through all campaigns with a strong emphasis on improving gender bias. Campaigns include: <ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Apprenticeship week</li> <li>• Equalities Week</li> <li>• college promotional materials</li> <li>• Learning disability week</li> <li>• Males are used to promote; Hair and Make-Up. The 'pink' branding for Hair &amp; Beauty now changed to silver.</li> </ul>	<b>MF</b>

High Level Action	Measure of Success	Update	Action
Hold one schools events for key school staff to promote understanding of career opportunities for men/women	School staff will have a greater understanding of career possibilities for men/women and will be able to influence parents and pupils		JD EE
Implement a 3-year Engagement Campaign with Parents of pupils aged 13+	Parents will be targeted as children transition from primary to secondary school. Parents will be fully informed about career opportunities and will be able to influence subject choices		JD



## Theme – Raising Awareness and Aspirations

High Level Action	Measure of Success	Update	Action
Utilise the STEM Manifesto and Action Plan to increase female engagement in traditionally male dominated courses	20% increased applications will have been received from girls for schools and full-time courses Two Women into STEM courses will have been successfully completed	Sport and Fitness staff visited West Lothian Schools to promote applications to SF courses with 100% success in the Girls Football course.  Diverse role models within the wider community engage with students to promote positive participation in key courses.	<b>GC</b>  <b>GC</b>
Create a “wall of fame” in curriculum centres reflecting current industry role models	Student awareness of employment and career opportunities will be raised	Edinburgh Napier University have promoted opportunities about careers in Science to students in Care, Health and Sport. One new female member of staff recruited, a previous student, has shared her positive learning journey.	<b>CT</b>
Media cover of Project Search success	Award winning programme promoted via social media and local news	Increase awareness of programme and outcomes, more young people with disabilities into work.	<b>Marketing</b>
Students recognised for their effort and achievement	Students entered for local/ national awards	Project Search student won national recognition with NHS.	<b>ALL</b>

## Theme – Encouraging Applications

High Level Action	Measure of Success	Update	Action
Evaluate gender PI data and develop appropriate marketing campaigns, including digital marketing campaigns to promote non-traditional applications	Markets will have been effectively segmented and targeted during campaigns Marketing data will evidence increased numbers of applications from men or women into traditionally gender dominated courses Gender imbalances will be improved by 20% on male/female gender dominated courses	Case Studies in Science and Childhood Practice have been developed to promote and target applications from traditionally gender dominated courses. Courses where applications from traditionally female dominated areas are targeted to encourage applications from males – Early Years and Nursing.	<b>BD and marketing</b>
Work with the Student Association to promote non-gender traditional study	The Student Association website will promote gender employment opportunities to the student body		<b>SA</b>
Media cover of Project Search success	Award winning programme promoted via social media and local news	Increase awareness of programme and outcomes, more young people with disabilities into work.	<b>Marketing</b>
Work with Equate to review prospectus and course information to ensure unconscious gender biases are removed	Unconscious bias will have been removed from course information, and from the full time, part time and schools prospectus  There will have been increased numbers of applications from men/women for traditionally gender dominated courses	In CHS faculty, manager undertook Unconscious Bias training to support teams in ensuring course recruitment information was positively promoted. Application process is fair and transparent with all under-represented groups offered an interview (same for BCE faculty)	<b>Marketing and CT</b>

## High Level Action

## Measure of Success

## Update

## Action

Celebrate gender specific successes

Six gender success case studies will have been developed

Students will have received recognition of success through college Graduation Ceremony

CHS have provided case studies for marketing purposes.

**Marketing**

Establish a gender mentor programme

Students will have an appropriate support network.

Students will be retained and will attain their qualification

Male students in Childhood Practice are allocated places within the same cohort, based on feedback from previous students and current research.

**CT**



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**west lothian**  
college