

Equality Mainstreaming Report April 2017

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Opening Doors | Fair Access for All

Career Ambitions • Skills Improvement • Life Successes

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Foreword

At West Lothian College we are fully committed to embracing equality, diversity and inclusive practices in all aspects of College life and work. We aspire to achieve more than just the minimum legislative compliance required and we will actively promote equality, diversity and inclusion across all aspects of our activities and throughout our organisation.

We have recently completed a community wide consultation on our Regional Outcome Agreement for 2017-2020 and have used feedback from our stakeholders to develop the College's key aspirations for 2020. One of these key aspirations is Widening Access where we plan to increase the number of College places for individuals from the most disadvantaged areas of West Lothian and for those with specific support needs and vulnerabilities. As a College, we are also committed to addressing gender imbalances in traditionally gender dominated staff roles and in College courses.

This work is reflected in the College Vision, Aims and Values where we aspire to "Open Doors" to opportunities for work and life successes for our staff and students. We want all of our students to have equitable opportunities to learn and grow in a welcoming, respectful and supportive environment and our hope for them is that they will ultimately secure positive and rewarding careers. For our Staff, we aim to provide a fair and equitable working environment where all staff have supported opportunities to learn and develop in their job role and to have rewarding working lives.

This report reflects our long term commitment to equality, diversity and inclusion and we look forward to working with our learners, staff, stakeholders and the sector to develop and implement our equality and gender action plan. To this end, we thank all those who have helped us develop and implement our work on equality.

Please take the time to read this report, not only to find out about our progress so far, but also to see how we are actively working towards improving our College as an equitable and inclusive place to work and study.

Mhairi Harrington
Principal and Chief Executive

Introduction

West Lothian College is meeting its statutory duties under the Equality Act 2010 and its general and specific public sector equality duties under the April 2011 amendment to the Act through a commitment to the promotion of equality, diversity and inclusion in employment and in the provision of services to learners.

The College has embraced Government drivers to widen access and inclusion for all learners and is taking this work forward through an Equalities Action Plan and Gender Action Plan which is monitored and reviewed against targets on an annual basis.

This report details general and specific activities and progress on these activities and includes data monitoring information with regard to protected characteristics. The report also contains the College's Equal Pay Policy Statement and Statement on Occupational Segregation.

Legislative Context

West Lothian College is covered by the specific duties of the Equality Act 2010 and general and specific public sector equality duties under the April 2011 amendment.

The general equality duty requires public sector bodies, in carrying out their functions, to:

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

This Act requires all public bodies to promote race, disability and gender equality across the whole organisation and in everything the College does. The legislation is intended to promote equality, celebrate diversity and eliminate unlawful discrimination.

West Lothian College is committed to equality, diversity and inclusion and to ensuring all staff are treated fairly and equally and every learner receives an equitable opportunity to succeed. The College works to ensure we are fully compliant with all legislative requirements and adopts best practice in the development and promotion of our activities in this regard.

The Equality Mainstreaming Report reports on College activities relevant to the nine public sector protected characteristics of age, disability, religion and belief, pregnancy and maternity, gender reassignment, marriage and civil partnership, race, sex and sexual orientation.

The publication of this report provides an account of our equalities work to support our learners, staff and other stakeholders. The report also recognises our impact as an employer and the positive role West Lothian College plays in the promotion of equality, diversity and inclusion across West Lothian.

The report acknowledges the work of the Equalities Committee, which continues to lead on the mainstreaming of equality, diversity and inclusion within West Lothian College. The Senior Team has implemented many of the Committee's recommendations and, together with our Community Planning Partners, recognised trade unions and other stakeholders, is committed to the continuous review of policies, procedures and working practices and an open dialogue on taking this work forward across the College.

The College Environment

Vision:

The overall Vision for the College is "To be a College which delivers a highly skilled and enterprising workforce of the future."

Aims and Values:

For our learners and staff we aim to:

- "Open Doors" to high quality learning and skills opportunities
- Secure positive and rewarding careers
- Offer opportunities for lifelong learning

Our values are to:

- Welcome all learners, staff and other stakeholders
- Provide fair access for individuals from our communities
- Value and respect the strengths and experiences that individuals bring
- Ensure successful outcomes for learners and staff

Priority outcomes and outputs which direct the College work towards achieving our vision, mission and aims for excellence are laid out in the Regional Outcome Agreement and Plan for 2016-20.

High Priority Outputs for Academic Year 2016-17 are:

- Improve life chances by continuing to increase access for young people aged 16-24 to successfully participate in vocational education opportunities within the region
- Increase positive destinations for individuals in the region completing vocational programmes into employment or higher level study

- Contribute to economic growth and success in West Lothian by increasing the skills levels of individuals employed in the workplace and meeting the needs of employers in West Lothian
- Focused analysis of post-course destinations to evaluate the impact of College delivery on workforce development and increased employment
- West Lothian will benefit from the provision of sustainable post 16 vocational education supported by the efficiencies of continued embedding of shared services and increasing joint provision with West Lothian Council.

These outputs are monitored and reviewed on an annual basis.

The College is staffed by approximately 360 full time equivalent staff which includes full and part time staff. The College Structure organises the curriculum into nine Curriculum Centres and six Service Centres.

Curriculum Centres:

- Business and Creative
- Beauty and Hairdressing
- Childhood Practice and Sports and Fitness
- Health and Social Care, Social Science and Science
- Construction and Automotive Industries
- Engineering and Computing
- Hospitality and Communities
- Workforce Development
- Commercial and Enterprise

Service Centres:

- Human Resources
- Quality and Learner Services
- Facilities and IT
- Support for Learning
- Finance
- Executive and Administrative Support

West Lothian College Equalities Outcome Statements:

West Lothian College carried out a full stakeholder consultation event on 1 December 2017 and has incorporated feedback into developing our outcome statements to better reflect the College's commitment to equality and diversity and widening access for all.

Outcome Statements:

Outcome 1:

West Lothian College is fair and respectful to students, staff and all stakeholders and reflects and values cultural diversity

Outcome 2:

The West Lothian College learning experience is fair and equitable for all learners and reflects cultural diversity

Outcome 3:

At West Lothian College the environment, buildings and resources provide equal opportunities and fair access for all users of the College

Outcome 4:

West Lothian College will pursue a gender balance for staff and students through relevant strategies, policies, procedures and working practices

To achieve our overarching Equality Outcomes we have developed a set of Equality Outputs and an Equality and Gender Action Plan to drive and monitor progress and measure success. The Equality and Gender Action Plan is monitored and reviewed on a monthly basis through the Equalities Committee and is reported on annually to the Learning and Teaching Committee of the Board of Governors.



Corporate Governance and Leadership

The Board of Governors

The Board of Governors provide strategic leadership for the College's equalities agenda. The Board agrees the Regional Outcome Agreement and associated plan, which sets out the College's vision, aims and values and sets strategic targets for equalities, including widening access for students. Progress on delivering strategic targets is monitored through the Committee system of the Board.

Gender Composition

A new regional Board was established in March 2015. The gender composition since that time has been on average 41% female, 59% male.

The overall balance is subject to fluctuations given the relatively small numbers involved (maximum 18 Board members) and unpredictable shifts in membership as a result of resignations, elections and nominations in addition to appointments made. The proportions have ranged from 35:65 (female/male) to 50:50 during the period from March 2015 to February 2017.

Succession Planning

The Board has members with a wealth of experience from the public, private and third sectors. Staff and student members are full and active members of the Board, helping to add to a diverse range of voices and perspectives on the Board.

The Nominations Committee maintains an overview of the skills mix of the Board, informed by a skills matrix that is kept by the Board Secretary. The Committee reviews the skills mix including any potential gaps at Committee level when vacancies arise to inform the recruitment campaign, and as part of longer term succession planning.

Specific skill sets are targeted as needs be when recruiting for new Board members. Recent campaigns have highlighted for example experience in estates and facilities management, and strategic financial experience.

One of the recent Board vacancies was targeted at individuals who had third sector experience, and / or experience of working with excluded and hard to reach groups. The Board recognises the opportunity of this kind of approach to broaden the traditional Board member profile in terms of age, educational background and professional experience and encourage a diversity of views and opinions.

The Board is committed to improving gender diversity and in September 2016 signed up to the voluntary 50:50 commitment to achieve gender balance on the Board by 2020.

Recent advertisements for Board member vacancies have emphasised that applications would be welcomed from traditionally under-represented groups such as

disabled people, ethnic minorities and women, and stated that the Board was particularly keen to improve the current gender balance of the Board.

In addition to advertising on the Public Appointments site and College website and social media channels, adverts have been sent to and shared by Changing the Chemistry, an organisation that works to increase diversity on Boards, and advertised by Women on Boards UK.

The Board is also participating in a mentoring scheme that provides women with relevant skills and experience to join Boards on a shadowing basis. It is anticipated that this programme will help to improve diversity in the short term and assist with succession planning in the longer term.

The skills mix and make-up of the Board is kept under review and aligned with the strategic objectives of the Board. An externally facilitated review of Board effectiveness is currently underway and the further development of succession planning will be informed by the recommendations and conclusions of that review.

College Leadership

The Principal and Senior Management Team provide leadership and direction for equalities activities. The Principal launched the College's new Opening Doors: Fair Access for All campaign at the staff development conference on 17 August 2016 and provides strong leadership to all staff and students in her promotion of an equitable and respectful culture of learning and work. This work is also supported by the College Management Team.

The Head of Service, Quality and Learner Services has responsibility for College wide equality work and is the Chair of the Equalities Committee.

The Equalities Committee is made up of a cross-college group of staff including curriculum managers and lecturing staff, service staff and representation from the Student Association

Embedding Equalities in Evaluation of Learning and Services to support Learning

The College evaluates learning and teaching and services to support learning through a systematic process of evaluation: Quality Improvement in Learning and Teaching and Services (QUILTS) which takes place in every curriculum and service team throughout the academic year and on a Cross-College basis. Evaluation activities report on achievement of our Regional Outcome Agreement outputs and inform planning for continuous improvements to learning and teaching and service delivery.

Equalities work is evaluated, on a Cross-College basis, through the Equality Committee and is embedded in evaluation of learning and teaching and service delivery.

The College collects student data on protected characteristics including disabilities, age, gender, ethnicity, care experience, and areas of deprivation. This data is used for analysis and reporting to the Scottish Funding Council and is also used by curriculum teams to evaluate retention and attainment performance results against protected characteristics. This work is important in ensuring there a student can apply for, be admitted to a course, and have an equitable opportunity to succeed regardless of their particular situation or background.

We have reviewed our enrolment form in academic year 2016-17 to ensure we are collecting data for all relevant characteristics and we are using this data to evaluate our performance and the quality of service provided for individual students. The College has actively targeted potential students from the SIMD10 postcode areas and early analysis of enrolments from these areas of multiple deprivation show that we have exceeded our target to increase enrolments from SIMD10 postcodes on academic year 2015-16.

Mainstreaming Equalities in the Curriculum

Equalities Impact Assessments are carried out by curriculum staff for every course delivered. This reviews learning and teaching materials to ensure materials are inclusive and can be adapted to meet specific learner needs. Impact assessments also direct lecturers to consider the impact of planned teaching strategies on students, or groups of students, with a protected characteristic and to put actions in place to ensure those students are given an equitable opportunity to study, be assessed and to achieve successfully.

A Key Tutor is allocated to all courses and acts as a special point of contact and support for that group of students. The Key Tutor has allocated time to work on a one to one basis with their student group and can provide additional learning support where identified. The Key Tutor also liaises closely with the Support for Learning Team where identified support needs are of an extended nature and cannot be provided within the curriculum centre.

In many courses, lecturing staff deliver units on Equality and Diversity as part of the course framework. There is a particularly strong equality ethos in Health and Social Care and Childhood Practice courses for example. In other centres, staff deliver an Equality workshop as part of student induction to raise awareness of equalities and to emphasise the College values and culture of respect, fairness and tolerance for all.

The Student Association delivers an in-house training course for Class Representatives and Vice Presidents which includes Equality and Diversity training. This ensures that Student Association elected representatives are conversant with the College's commitment to engendering a respectful, equitable and inclusive culture and aims to pass this commitment down, through elected members, to every student.

In academic year 2014-15 and 2015-16, the College has carried out targeted work to work towards addressing the gender imbalance on courses and particularly on courses that are dominated by young, male students. Analysis of College performance results has shown that young, male students are less likely to seek out support when they experience learning or personal difficulties and are less likely to succeed in attaining a qualification. This work has been carried out through the Equalities Committee and through the STEM Advisory Committee which was established to implement the College STEM Manifesto and Action Plan. The STEM Advisory Committee includes a range of employers and partners as well as STEM Champions from each curriculum centre and has a natural focus on courses such as construction, engineering and computing which are dominated by young, male students. A very successful Women into STEM course recruited 14 female students to the course in 2015-16, 10 of whom successfully completed the course and have now progressed to further study.

Examples of work undertaken include:

- Targeted marketing campaigns to encourage recruitment of females, or males, onto traditionally gender dominated courses
- Offering female only courses such as Women into STEM
- Recruitment of female lecturers in Construction and Engineering. The College now has 1 female lecturer in Construction, 2 female lecturers in Computing and 1 female lecturer in Engineering.
- Volunteer opportunities for students to work in charities and other organisations providing a service for people with protected characteristics

British Sign Language (BSL) (Scotland) Act 2015

The Scottish Government will be consulting on the first BSL National Plan during Spring 2017 with a publishing deadline of 22 October 2017. All Further and Higher Education Institutions will be required to produce their own BSL plan under this legislation.

West Lothian College will take this work forward through the Equalities Committee and will work in partnership with West Lothian Council, Equality and Human Rights Commission and the Equality Challenge Unit to produce our BSL Plan for October 2018.

The BSL Plan will be incorporated into the College's Equalities Action Plan.

Support for Learning

To ensure equity of opportunity, the College actively encourages students to disclose learning and support needs at point of application and enrolment in order that the College can develop an early package of support relevant to that individual.

The Support for Learning team has been significantly extended for academic year 2016-17 and is now made up of a team of 12 staff who are qualified to provide learning support and extended learning support for identified students. The team

works in partnership with lecturers to support learners in the classroom environment and also provide a bespoke service for learners outside the classroom. The team assess and provide appropriate individual support arrangements for course assessments to enable students with additional needs to have the same opportunities to succeed.

With the larger team this year, the College has been able to focus on offering a more flexible service, providing support to suit the needs of individual students. Students have been offered regular one-to-one and small group sessions throughout the college day, including breakfast, lunchtime and twilight slots. The Support for Learning Team engages with all Centres and offers in-class support. Preparation and Introductory Courses and groups with a higher percentage of male students and core skills classes have been targeted. This year, for the first time, lunch time support groups have been offered, in conjunction with the Spiritual Care Team, aimed at supporting fragile and vulnerable students who have very low confidence and self-esteem. As this is now established as a useful support, we will continue this in to the next academic year.

Once a student is identified as needing support, an initial discussion and needs-assessment is carried out. Once the support needs are established, a Personal Learning and Support Plan (PLSP) is put in place which provides an on-going log of activity, and information is shared with relevant lecturers (as long as the students have given permission).

Alternative Assessment Arrangements

The College is supporting 178 students in the current academic year with Alternative Assessment Arrangements. Individual student needs are identified and the necessary support is arranged. The team has met all individual requests this year. With the expanded team, we have been able to offer more support in College for students with personal difficulties. The team work well together and make internal referrals so we can offer appropriate support. We have supported 682 students with guidance issues over the academic year.

This is a significant level of support and is indicative of the increasing needs of individual students. The College aims to continue to provide the same, or improved, levels of support for individuals in the future.

Strategy, Policies and Procedures

The College has a suite of strategies, policies and procedures to direct and monitor all College activities.

The College is currently working on a new Access and Inclusion Strategy which will link to other College strategies including:

- Curriculum Strategy
- Quality Improvement and Learner Engagement Strategy
- Marketing and Communications Strategy

Embedding Equality and Service Provision

Student Systems

The College has carried out development work with Capita, our systems provider, to improve the quality of data capture, at point of admission, with regard to equalities monitoring. Data is analysed and reported on to College Management, the Board and the Scottish Funding Council. Internally, data is analysed to enable the College to provide the right courses and services for students and to track their progress through to completion.

Bursaries

A bursary is a financial award given to a student at the discretion of the College to help maintain students in their education beyond their statutory school leaving date. According to the needs of the individual, the bursary may include sums to cover the costs of:

- a maintenance allowance
- dependants' allowance when appropriate
- allowances for study expenses, necessary books, instruments, tools and special clothing
- necessary and reasonable travelling expenses.

The Further Education Discretionary Fund is a fund that can provide extra support for students who need help with housing costs. This fund is targeted at students in particular need. The Childcare Fund is designed to help students with their childcare costs.

The College is committed to providing the maximum support possible to enable our students to be financially sustainable through the period of study.

Facilities

At West Lothian College the environment, buildings and resources provide equal opportunities and fair access for all users of the College.

The facility was initially constructed in 2000 and over the years we have invested in the facility and resources to create an inclusive environment for all users.

We have engaged with organisations such as Disabled Go and Investors in Diversity to enable us to give careful consideration to ensuring the College environment, buildings and resources are suitable for staff and students with specific needs.

The College has made adjustments to ensure that physical features do not present a barrier for an individual or group. These adjustments have included the installation of hearing loops, coloured and raised treads on stairs for visually impaired users, and additional disabled parking spaces.

In addition to adjustments to buildings, the College has provided signers for students with hearing loss and will be considering the environment further when preparing our BSL Plan.

The Student Association

The Student Association structure was reviewed in academic year 2015-16 and was subsequently extended to include a full time Sabbatical President and 7 part time Vice Presidents – one for each curriculum centre delivering core courses. The new structure was embedded for August 2016 and Vice Presidents worked to recruit class representatives for each course and to carry out Class Representative Training by the end of September 2016. The new structure is supporting evaluation of learning and teaching across the College and provides an additional support mechanism for students who are experiencing personal difficulties.

In addition to supporting the Student Association structure, the College also committed in academic year 2015-16 to the introduction of a Volunteering Project to provide a range of volunteering opportunities for students across the College. The Student Association has worked closely with the Volunteering Project Champion on this and we saw 92 of our students recognised for their contributions to the community at a Volunteer Network Awards Ceremony, hosted by the College, in June 2016.

Volunteering opportunities have allowed our students to work with many people with specific learning and personal needs which has developed a raised awareness and understanding of equality, diversity and inclusion in the wider community. This raised awareness and understanding has been brought back to the College environment and has proven to be a positive influence on other students. The College receives positive feedback from students through our Student On Course Evaluation survey with regard to fair and equitable treatment as noted in appendix 2.

Supporting Student Mental Health and Wellbeing

Mental Health and Wellbeing is considered and supported through the College's Healthy Working Lives Committee and the Student Association who are working towards achievement of the Health and Wellbeing Award. The College recognises that improved mental health and general wellbeing is an important contributor to overall staff and student success and, to this end, the College has allocated a budget to providing free Mindfulness workshops for staff and students, delivered by a qualified practitioner. The workshops provide a quiet and tranquil environment where individuals can be still, breathe and regain an element of calm. Staff and students also came together in 2015-16 to carry out a project to create a Mindfulness garden space.

The Student Association works with the student body to recognise and support mental health and wellbeing for all. The Student Association has supported a Volunteering Project over the last two academic years which has had a major impact on student contributions to the community through volunteering. Volunteering is recognised to have beneficial effects for the volunteering individual's mental health and wellbeing as well as having huge benefits for individuals and organisations. In

2015-17 we celebrated the success of 92 of our students who were recognised for their contributions at the Volunteer Network Awards Ceremony.

Additionally, the Student Association has been working with the Sports and Fitness Centre to promote the benefits to mental health through physical activity and fitness. College students have participated in many sporting fixtures with students from other Colleges and universities through Scottish Student Sport.

Career Long Professional Learning and Development

The Equalities Committee is made up to a range of staff from academic and cross College roles.

The Committee engages well with key agencies such as the Equality Challenge Unit and the College Development Network to support our equalities work internally.

Staff across the College are encouraged to participate in equality and diversity events as appropriate and the College runs regular staff development events to promote equality, diversity and inclusion in all we do. Examples of these events are noted below:

- Stonewall Diversity Training
- Unconscious Bias Training
- West Lothian Faith Group and the Community Race Forum jointly hosted a “Let’s Eat Together” event on 31 May in the College’s Terrace Restaurant.

Equality Outcomes: Progress Update from September 2015 Equality Outcomes Progress Report

Equalities Action Plan

College and operational targets and day to day activities to achieve these targets are recorded, monitored and reviewed through the Equalities Action Plan. The plan is a working document which is utilised by the Equalities Committee to monitor and review progress on activities.

The Action Plan for AY2016-17 is noted in Appendix 1 of this report and shows the detail of activities and progress made over this academic year to date.

Good progress has been made on providing training that has raised awareness and improved understanding of protected characteristics and the impact of what we do on our staff and students.

We achieved our Stonewall Diversity status and are engaging effectively with Stonewall to work on improving understanding of LGBT issues. In July 2017, the College will work with West Lothian Council to host West Lothian PRIDE which will leave from the College campus and march along Almondvale Boulevard.

We have re-developed our Equality Impact Assessment tool and training for this has now been rolled out across all staff.

We have recruited a volunteer to work with us on College reception. Our volunteer is blind and provides an excellent customer service to staff, students and other stakeholders who contact the College. His work with us has also helped us to understand the difficulties experienced by visually impaired people engaging with the College.

We have engaged with Equality Challenge Unit on a gender project which is aimed at impacting positively on addressing traditional gender biases on courses and, in particular, STEM courses. This project is being carried out in partnership with West Lothian schools.

The College is continuing to work in line with current best practice for increasing attainment in learners from SIMD40 postcodes and has actively targeted this market segment for course applications this year, achieving a rate of 6.45% of applicants from this group and a 2% increase on the previous year.



Equal Pay Policy Statement and Statement on Occupational Segregation

April 2017



Opening Doors | Fair Access for All

Career Ambitions • Skills Improvement • Life Successes

Introduction

West Lothian College is committed to promoting equality and diversity in employment and aims to ensure that staff receive equal pay for work of equal value, for the same or broadly similar work and for work rated as equivalent and have equal access to training, development opportunities and career advancement. College management works in partnership with recognised Trade Unions (EIS and Unison) to ensure that pay is awarded equitably and that staff have confidence in the negotiation and reward process.

The College recognises that the process of pay negotiation and award should be open and transparent and free from any bias which may result in discrimination between staff on different contractual terms and conditions.

The Legislative Context

Specific public sector duties recognise that pay systems may be open to challenge on the grounds of protected characteristics under the Equality Act 2010. These duties place a requirement on the College to be proactive in addressing gender pay gaps and on assessing the different impacts of employment practices on men and women and those who fall into a protected characteristic group, or not, and to narrowing the gender pay gap.

Additionally, Gender Pay reporting is currently required on a four yearly basis but will become an annual requirement for the College from April 2017.

Scope of this Statement

This Equal Pay Policy and Occupational Segregation statement covers:

- Staff equality monitoring: recruitment, selection and induction
- Pay arrangements
- Employee Profiling
- Occupational segregation

Staff Equality Monitoring

Staff Recruitment and Selection

The workforce currently sits at 367, with 40 personnel leaving due to retirement, resignation or severance.

The recruitment and selection process is designed to eliminate bias and to support a fair and equitable process for all candidates.

The Recruitment and Selection process provides for a formal process of recruitment where the essential and desirable criteria for posts is identified and published. In addition, all selection decisions are supported by a member of the HR team at all shortlisting and interviewing events. Wherever possible the interview panel includes male and female representatives.

West Lothian Council has a population of 175,000. Of the 80 posts advertised from the period August 2015 – July 2016, 333 applicants were received which led to 188 interviews and 69 new appointments were made.

All newly recruited staff, whether full time, part time or temporary participate in a general induction programme.

Pay Arrangements:

The College has two employee groups whose terms and conditions are negotiated nationally under the National Recognition and Procedure Agreement:

- Lecturing staff
- Support staff

Negotiations are conducted through the Employers Association and all recognised Trade Unions on a national basis. The College has a local Joint Negotiating Committee for both employee groups which meets with staff on a quarterly basis.

Processing monthly salaries is carried out through a shared service arrangement with West Lothian Council and the College Human Resource function.

The Board of Governors has committed to equal pay for all employees and to paying the living wage for all employees.

Employee Profiling

Based upon AY 2015-16, 66.3% of all staff employed at WLC were female and 33.7% were male. 48.8% of staff were in the 30-49 age bracket and more females than males were employed in part-time posts.

A total of 5 staff members currently consider themselves to have a disability. The highest proportion of staff (54%) for AY 2015-16 chose not to disclose their sexuality. The remaining figures were 45% Heterosexual, 0.5% Gay/Lesbian and 0.3% Bi-Sexual. Information on staff sexual orientation has not been recorded historically and cannot be calculated retrospectively for previous academic years.

The majority of staff for AY 2015-16 preferred not to say concerning their religion and beliefs; 20% reported as Christian, 0.3% Hindu, 24% No Religion and 0.8% Other Religion. Information on Religion and Belief has not been recorded historically and cannot be calculated for previous academic years.

46% of College staff identified as White Scottish, 0.28% White Irish, 11% White Other, 0.28% Mixed, 0.28% Asian and 0.6% Any Other Black Background. 42% of staff chose not to answer.

Occupational Segregation

Equality Mainstreaming Report April 2017/QLS/draft 100117

Women and men can tend to work within gender segregated occupations and the jobs that are most likely to be carried out by women tend to be those associated with low pay. These occupations are often referred to as the '5 Cs (cleaning, clerical, cashiering, catering and caring). West Lothian College employs staff in the occupations of cleaning, clerical, catering and caring (student support) which are, as with most other organisations, predominantly filled by female staff. Indeed the overall staff population within West Lothian College is predominantly female with Scottish Funding Council monitoring data for AY 2015-16 indicating that 66% of staff are female. This is compared to the local population gender balance of 52% female.

The table below notes the mean and median rates of pay for men and women at West Lothian College and flags up that women are paid less than men on a holistic basis. This is because, as noted above, the workforce is 66% female and there are more women in lower paid job roles. Men working in cleaning and support roles are paid exactly the same rate of pay.

Hourly			
	Mean	Median	Council Area Median *
Male	£20.78	£21.50	£14.17
Female	£17.45	£13.75	£9.94
Pay Gap	16%	36%	30%
*Based on a calculation using an average of a 35 hour working week from average weekly salaries			

The College current mean hourly rate pay gap is 16% as compared to the current national pay gap of 15%. The Annual Survey of Hours and Earnings 2015 shows a West Lothian median pay gap of 30% as compared to the College median pay gap of 36%. So, although the median pay gap is 6% higher than the rest of the West Lothian area, our mean and median hourly pay rates are higher.

Actions to address gendered occupational segregation can include an analysis of the recruitment practices, training opportunities and workplace practices. Occupational segregation can also result in the existence of a 'glass ceiling' where management roles within an institution are predominantly filled by male employees. This is not the case at West Lothian College where we can see more women in management roles than men.

	Male	Female

Senior Managers	2	3
Academic Managers	5	12
Support Managers	4	2
Total	12	17

West Lothian College Equal Pay Risk Assessment

An Equal Pay Risk Assessment was undertaken in recent years and was based on data from the College payroll system. The assessment approach was to consider work of 'equal value' and 'like work'. The absence of an all staff groupings Job Evaluation Scheme prevented consideration of 'work rated as equivalent' at that time.

The results of the Equal Pay Risk Assessment were generally positive with no significant exposure to equal pay challenges being identified. The limitations of this exercise in relation to 'work rated as equivalent' were recognised however, and this supported the thinking that the College apply an analytical Job Evaluation Scheme to all staff groupings and that a new pay and grading structure based around the principles of equal pay be designed and implemented.

The College has a rigorous job evaluation scheme, which is the COSLA scheme, and which is undertaken by West Lothian Council on behalf of the College. Previously a Job Evaluation project was undertaken which implemented a new pay and grading structure for support staff. Colleges across Scotland, as part of new National Bargaining, will work with recognised Trade Unions to develop a new Job Evaluation scheme which will be implemented with the recognition that the chosen scheme will support the aim of equal pay.

Factors which may contribute to a Gender Pay Gap

West Lothian College recognises that a gender pay gap may not solely be caused by men and women receiving different rates of pay for doing the same or similar work.

Within an organisation there may be other factors or employment practices which contribute to a Gender Pay Gap such as the impact of caring responsibilities, occupational segregation, organisational structures and pay and grading structures.

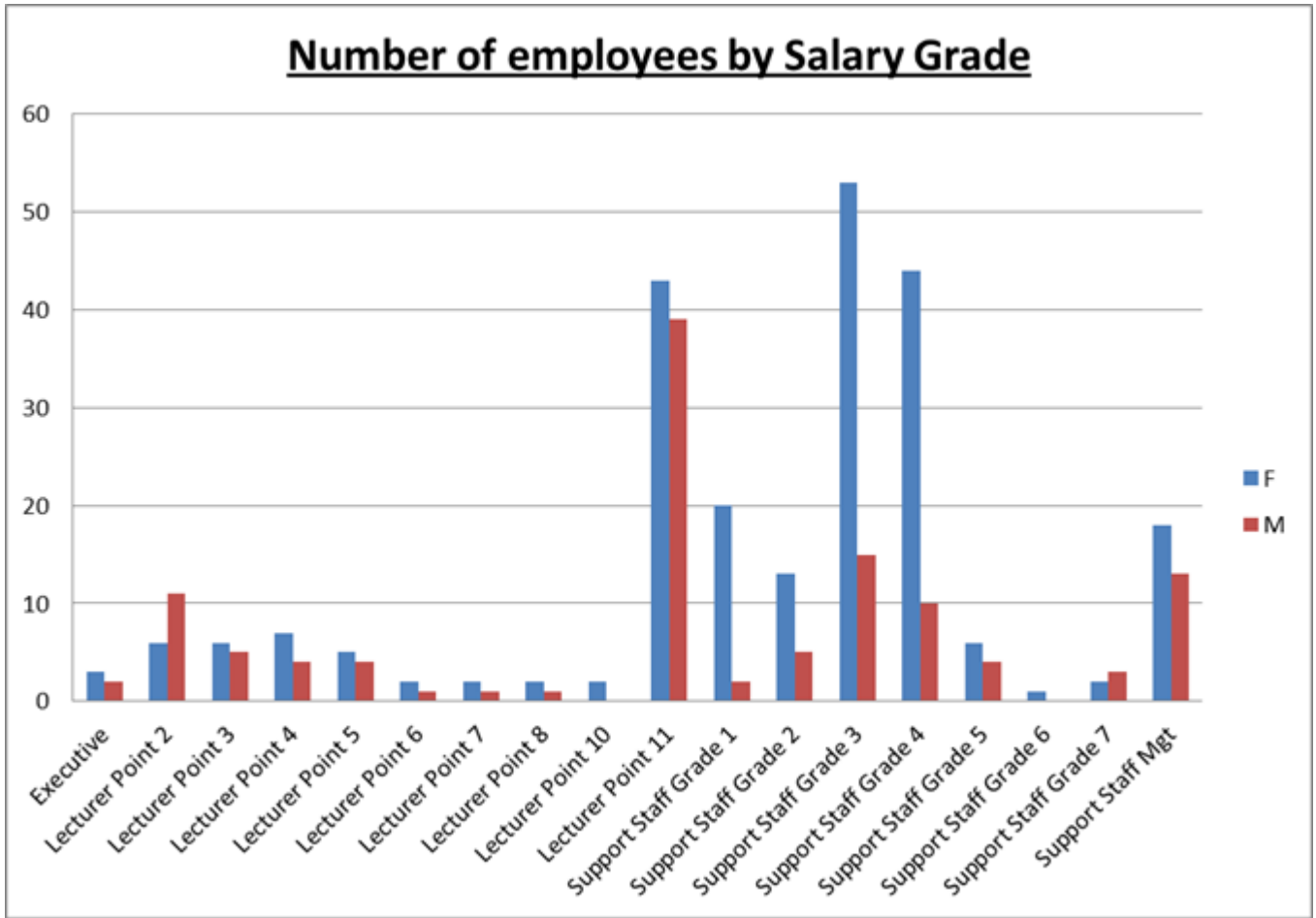
The steps taken by West Lothian College in relation to Equality Impact Assessment (with the formal requirement to consider and record how a policy or procedure might impact on different groups) is designed to support the identification of such factors and take steps to eliminate or minimise such an impact

The salary breakdown for the College is as follows:

Equality Mainstreaming Report April 2017/QLS/draft 100117

Salary Scale	F	M	Total
Executive	3	2	5
Lecturer Point 2	6	11	17
Lecturer Point 3	6	5	11
Lecturer Point 4	7	4	11
Lecturer Point 5	5	4	9
Lecturer Point 6	2	1	3
Lecturer Point 7	2	1	3
Lecturer Point 8	2	1	3
Lecturer Point 10	2		2
Lecturer Point 11	43	39	82
Support Staff Grade 1	20	2	22
Support Staff Grade 2	13	5	18
Support Staff Grade 3	53	15	68
Support Staff Grade 4	44	10	54
Support Staff Grade 5	6	4	10
Support Staff Grade 6	1		1
Support Staff Grade 7	2	3	5
Support Staff Mgt	18	13	31
Grand Total	235	120	355

The breakdown shows that there are more women than men in higher salary grades. As noted above, it is important to note that women and men are paid at the same rate of pay for the job role.



Appendix 1 - Equalities Action Plan

Equalities Action Plan: AY2016-17

Outcome 1: WLC is fair and respectful to students, staff and all stakeholders and reflects and values cultural diversity

Output target	Lead person	Deadline	Equality Duty	Progress updates	Actions	Impact
Achieve Stonewall Diversity Champion status by end Sept 2016	JS/JSi	Sept 2016	G	<p>Working group established.</p> <p>Committed to be a Stonewall Diversity Champion in August 2016.</p> <p>Diversity Champion status achieved from September 2016 – now need to commit to work to the practices and work up the workplace quality index.</p> <p>SA supporting LGBT team by allowing them to leave leaflets in SA room.</p> <p>SA considering making gender neutral toilets.</p> <p>SA voted for an NUS Trans Officer at the last NUS Conference in Glasgow.</p>		<p>Stonewall Kitemark can be utilised for marketing and PR materials.</p> <p>Diversity champion programme will support gender equalities work in all areas of the College.</p>
Complete Stonewall Diversity Index Questionnaire	JS/JSi	Sept 2017	G	<p>Met with HR to plan shared folder to collate evidence.</p> <p>JSi sharing best practice with West Lothian Council (Maggie Archibald)</p>	<p>Julia to prepare a plan to achieve Diversity Index</p> <p>Agreed to purchase a</p>	

					stand to display LGBT support information in West Lothian and site in E-meal café.	
Sign up to the Scottish Government Social Pledge	JS	Dec 2016	ALL	<p>College approval obtained</p> <p>3 Pledges identified as:</p> <ul style="list-style-type: none"> • Champion mental health awareness • Opening doors to volunteering opportunities through establishing a Volunteer Hub in the Student Association • Opening Doors to the community to use our facilities free of charge <p>Black Dog has returned (Angus) to promote mental health awareness to all. Staying for 3 months.</p> <p>HNC Events students hosting a PRIDE of West Lothian celebration on Sunday 5 March –West Lothian College is hosting the PRIDE march with West Lothian Council on 29 July 2017</p>	<p>JS to check pledge uploaded to website.</p> <p>Liaise with HNC Students to find out more about the nominees and links to equalities.</p> <p>Angus to be decorated for mental health week in March and publicise across the College</p> <p>Look into getting Rainbow Flags to support PRIDE March.</p>	<p>Dogs Trust CIPD PRIDE event July 2017 Strathbrock mental health fayre</p> <p>JS to put Pledge on College Website</p>

Prepare West Lothian College Equality Mainstreaming Report	JS/GB	Dec 2016	PSD	<p>Working group established to complete mainstreaming report.</p> <p>HR has collated staff data sets for AY2015-16 for comparison with ECU Statistical Report 2016</p>	<p>LJ to write piece for the report on Learning Support</p> <p>HR to complete gender and stats section statement</p> <p>PW to review outcome 3 statement</p> <p>DM to send GB copy of SDS equality action plan or put in shared drive</p>	<p>Draft report in progress – will bring to the next meeting 18 Jan 2017</p> <p>190 responses received to HR equalities survey</p>
Implement a programme of Staff Development to raise awareness and increase understanding of equalities among staff	JS/JSi	June 2017	ALL	<p>Whole College Staff Development event organised for Monday 13 February 2017</p> <p>Opening Doors: From Equality to Equity to Attainment to include workshops on:</p> <ul style="list-style-type: none"> • Edutainment • No Bystanders • Transitioning persons <p>Establish Equalities area within Staff Learning Academy on Moodle</p>	<p>Stonewall train the trainer workshop cancelled and being rescheduled</p> <p>Equalities area on moodle established and looking at what to</p>	<p>Evaluation to be carried out for impact assessment</p> <p>Stonewall not meeting diversity of equality needs may have to review this</p>

				Stonewall Workplace Conference 2016 attended by a number of staff members	populate this with. Feedback on Stonewall Conference – very focused on LGBT and not taking outcome statements forward.	Received extensive training on creating an inclusive workplace, identifying barriers and overcoming barriers
Participate in ECU College Liaison Group to ensure compliance with reporting duties	SF/GB	April 2017	ALL	SF/GB attended meeting 5 Oct 2016	GB/JS attending ECU mainstreaming event on 7 Feb 2017	GB introduced to network and awareness raised Timelines for annual, bi annual and 4 yearly reporting clarified
Conduct a focus group meeting with a diverse staff/student group			ALL	Meeting still to be arranged post stakeholder consultation meeting. Focus group would flag whether we are doing the right things for the right people .	Agreed to conduct a focus group meeting before end June 2017 to inform planning for 2017-18 Review SOCE feedback from students and check for actions	

					Develop student case studies on students who have gone down a non traditional route for promotion to other	
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Outcome 2: The WLC learning experience is fair and equitable for all students and reflects cultural diversity

Output target	Lead person	Deadline	Equality Duty	Progress Updates	Actions	Impact
Complete SDS Equality Action Plan	DM	Dec 2016	G	Plan completed and submitted to SDS		Ensures the College meets SDS equalities compliance targets. Feeds into national equality stats.
Develop a Corporate Parenting Plan	LJ	Dec 2016	A	Completed AY2015-16		Care experienced students proactively supported Raised staff awareness among staff through staff development events.
Address the needs of young, disabled, care experienced and BME groups through focused data analysis and action planning	JS/GC	June 2017	ALL	Student enrolment form revised to ensure data collection and reporting for these groups. Student Support has implemented personal plans for all students with identified needs. Arranging focus group		FES data will be gathered to inform reporting on the ROA targets All students who indicated a disability at point of enrolment have been given support in block 1.
Deliver the Anne Frank Trust Exhibition in AY2016-17	JSi	Oct 2016	ALL	Completed – Exhibition ran in September 2016 Exhibition planned and organised for a week long schedule. All classes will be able to book in to experience the exhibition.		X no of students participated Increased appreciation of human rights SA feedback positive – raised awareness. Discussed offering this out to schools groups to encourage school pupils onto the campus to learn about College courses.
Engage with parents, schools and schools pupils to promote learning opportunities	JD	June 2017	A/G	College parents evening took place on 10 Nov 2016	See previous action to	Parents evening very well attended by approx 300 pupils and parents

				<p>Schools information event arranged for 20 December 2016 with a view to promoting Foundation Apprenticeship opportunities to staff and students</p> <p>Working with TASAR group to improve recruitment from schools.</p> <p>Considering setting up an LGBT group for school pupils (currently no support groups available for schools). JSi/JD to explore possibilities.</p>	<p>promote support across west Lothian for LGBT people</p>	
Staff development – ASIST (Applied Suicide Intervention Skills Training)	LJ	January 2017	All	Marcia Coutts attended 2-day training		Member of staff has up-to-date knowledge in this area and is able to support and signpost students effectively.

Outcome 3: At WLC the environment, buildings and resources provide equal opportunities and fair access for all users of the College

Output target	Lead person	Deadline	Equality Duty	Progress Updates	Impact
Commit to the Government's Social Pledge for AY2016-17 and report on outcomes	JS	Oct 2016	ALL	<p>Paper submitted to senior team for approval of pledge commitments</p> <p>Brand WLC Pledge and upload to website</p> <p>GB attended Equal Scotland Live (November 2016)</p>	Gave me a deeper understanding of equality issues, including the concept of intersectionality
First Aid room					
Support good mental health through a fruit and veg garden				Talking to Facilities about a possible Fruit and Veg garden on the south bank of the College. Would need to be managed but could support people with mental health difficulties and help students who need support. SA discussing possible food bank in partnership with Lidl.	Agreed not to progress due to practical and continuity issues
Address College accessibility, disability and mental health barriers				<p>Ask staff/students through a focus group event.</p> <p>Consider the "Green Room" / Puppy and cat room concepts.</p> <p>Students who meet certain mental/physical health criteria will now be able to apply for a free gym membership.</p> <p>4 members of SA currently C Card trained.</p> <p>Health and Wellbeing Fair held on 19/01/2017</p>	

Fit for purpose facilities	PW	Sept 2016		Conversion of gents ground floor toilet to new First Aid facilities which is equipped with electric hoist to assist disabled users	Accessible and high quality first aid facilities. Toilet facilities more widely accessible to disabled users.
Fit for purpose facilities	PW	Sept 2016		Baby changing unit specially installed in Pavilion B to accommodate a Japanese School who cater for young children and families.	Provision well received by client group.
Fit for purpose facilities	PW	January 17		Baby changing unit specially installed in Pavilion D to accommodate the nursery children who will visit the College to 'play' with the students in the Childhood Practice Nursery.	Provision well received by client group and staff in this area.
Participate in College Development Network event – Assistive Technologies	LJ	January 2017	All	Murdo to participate in this network and attend meetings.	Knowledge of current issues/resolutions means we can review and improve our provision.
Prayer Room to be established	JS/PW	Jan 2017		PW looking at room at foot of stairs as a meeting room.	
Quiet rooms for special assessment arrangements and personal support	JS/PW	June 2017		Agreed to look further into accommodation options PW looking at including an Equalities section in the budget profile.	

Outcome 4: WLC will pursue a gender balance for staff and students through relevant strategies, policies, procedures and working practices

Output target	Lead person	Deadline	Equality Duty	Progress Updates	Impact
Impact positively on improving the gender balance on courses through the ECU Equality Project	JD	June 2017	G	<p>ECU attended Skills and Progression meeting on 28 September</p> <p>Working group established to move the project forward with regard to gender balance, target groups</p> <p>TASAR Group reminded of ECU project and idea to present equal number of male/female candidates for NC Manufacturing. TASAR Group to include this as agenda item at meeting of 16 Nov</p>	Increased awareness of gender within the curriculum with positive feedback from schools.
Prepare Gender Action Plan in response to SFC Guidance	JS	June 2017	G	<p>Gender balance targets included in ROA:</p> <p>Key SFC targets are:</p> <ul style="list-style-type: none"> • DYW: By 2021 increase by 5% the minority gender share in each of the 10 most unbalanced subject areas among 16-24 year olds • By 2030 no subject has an extreme gender imbalance • By 2030 the gap between male and female participation in undergraduate study is reduced from 15.4% to 5% <p>Working group to drive plan being established including: JS/PW/JD/SC/AC</p> <p>Marketing carried out a targeted campaign to attract applications from SIMD10 postcode areas.</p>	<p>Target of 5% exceeded – 6.45% applications from SIMD10 postcode areas achieved.</p> <p>10 Women into STEM group progressed to positive destinations. Students who have progressed and stayed are very positive about their experience and are doing well.</p>

				<p>GB attended Gender Action Plan workshop with ECU</p> <p>JD/MDoull preparing a gender plan for child care courses.</p> <p>Marketing developing two case studies for current full time female learners who were part of the Women into STEM course last academic year.</p> <p>Girls into Digital Event to be held at WLC – 25th January 2017.</p>	<p>Valuable insights gained into the issue of male and female under-representation, as well as a good overview of what is required for GAP</p> <p>This could be incorporated into Action Plan and will help with marketing material to attract women into male dominated STEM courses.</p>
Engage in STEM Advisory Group and STEM and ICT Committee to promote actions to improve gender balance on courses	JS/JSi	June 2017	G	<p>Attended monthly STEM Advisory Group meetings</p> <p>Women into Computing course promoted for AY2016-17</p> <p>Plans for running another Women into STEM course AY2017-18</p>	Course did not recruit
Review related HR policies and procedures to promote staff gender balance	ST	Dec 2016	G	R&S Policy and procedure revised and amended by Nov 2016	Applications encouraged from women/men in traditionally gender dominated areas of work
Promote gender balance in the Board of Governors	JS	June 2017	G	Collecting diversity data from Board Members for analysis	Gender balance of Board members will be evaluated and used to inform future recruitment.
Advertising campaign for January 2017 with focus on reducing gender imbalances				<p>Big brother chair case studies to be prepared</p> <p>Capital radio to be considered</p>	

Appendix 2 – SOCE Results

SOCE Results – Learning and Teaching



Overall, the 2016-17 SOCE results have scored highly in terms of student satisfaction with 85% of students satisfied with learning and teaching, up 5% from 2015-16. Satisfaction levels can be summarised as follows:



96% of students surveyed thought the College offers a good range of courses



89% felt that their learning skills have been developed during their course – up 6% from 2015-16



87% agreed that a variety of learning and teaching methods are used



80% of students were happy with the Information they received about the College and its courses (prior to starting the course)



92% stated that the College has a welcoming atmosphere and 94% find staff friendly and approachable



67% are fully aware of the Student Association and its benefit to students – up 5%



84% of students felt confident they could study at a higher level following the completion of their course



90% of students stated that the quality and effectiveness of teaching is high – up 9%



84% of students stated that their course is what they expected



93% of students agreed the overall guidance and support from the tutor has been good



There has been a 39% increase in student satisfaction around students receiving their matriculation card within 6 weeks, now sitting at 70%

Appendix 3 - Human Resources Data Monitoring Statistics

Introduction

This section presents staff equalities monitoring data gathered and analysed through the process of recruitment and selection. The report also includes HR specific equalities monitoring information relating to equal pay statistics.

Headline Data

The following staff information shows that the mix by age, gender, disability and ethnic origin that makes up the staff of the College is similar to the population of West Lothian as an area and suggests that the communities of West Lothian see the College as somewhere that all kinds of people can work.

West Lothian College - Staff Gender

The Employee Information is based upon the period AY 2015-16. Overall, the information shows that:

- 66.26% (220) of all staff (332) employed by WLC were female and 33.74% (112) were male;
- 48.79% of the staff were in the 30-49 age bracket;
- More females than males were employed; and
- There are more females than males in part time posts.

Breakdown of Staff Gender

West Lothian College Salary Grades Breakdown by Gender as at Jul 16

West Lothian College - Academic Salary Scale Gender Breakdown

Scale Point	Total No. Of Staff	% Female	% Male
2	17	58.82	41.18
3	8	87.50	12.50
4	18	61.11	38.89
5	5	40.00	60.00
6	4	75.00	25.00
7	3	33.33	66.67
8	1	100	0
9	4	75.00	25.00
10	0	0	0
11	72	50.00	50.00
Centre Depute Head	11	72.72	27.28
Centre Head	8	75.00	25.00

West Lothian College - Academic Salary Scale

Salary Point	Salary (£)
0	-
1	-
2	£27,465
3	£28,353
4	£29,338
5	£30,214
6	£31,210
7	£32,200
8	£33,322
9	£34,427
10	£35,756
11	£37,392

West Lothian College - Support Salary Scale Gender Breakdown

Support Staff Grade	Total No. of Staff	% Female	% Male
SS1	22	77.27	22.73
SS2	27	77.77	22.23
SS3	47	72.34	26.66
SS4	52	78.84	21.16
SS5	5	60.00	40.00
SS6	9	77.77	22.23
SS7	4	75.00	25.00
SUP 01	1	0.00	100.00
SUP 02	13	69.23	30.77
SUP 03	5	40.00	60.00
SUP 04	9	55.55	44.45
SUP 05	2	50.00	50.00
Exec	4	75.00	25.00

West Lothian College - Support Staff Salary Scale AY 2015-16

	Spinal Column Point	Annual Salary	
Grade 1	-	-	Grade 1 Spinal Point 1 to 4
	2	14587	<i>Up to 300 points</i>
	3	14760	
	4	15067	
Grade 2	5	16006	Grade 2 Spinal Point 5 to 11
	6	16755	<i>301 - 400 points</i>
	7	17134	
	8	17518	
	9	17817	
	10	18119	
Grade 3	11	18514	Grade 3 Spinal Point 11 to 18
	12	18939	<i>401 - 570 points</i>
	13	19276	
	14	19769	
	15	20258	
	16	20779	
	17	21334	
Grade 4	18	21863	Grade 4 Spinal Point 18 to 22
	19	22469	<i>571 - 660 points</i>
	20	23160	
	21	23854	
Grade 5	22	24580	Grade 5 Spinal Point 22 to 27
	23	25349	<i>661 - 750 points</i>
	24	26139	
	25	27122	
	26	27976	
Grade 6	27	28817	Grade 6 Spinal Point 27 to 31
	28	29647	<i>751 - 850 points</i>
	29	30482	
	30	31349	
	31	31967	
Grade 7	32	32772	Grade 7 Spinal Point 32 to 37
	33	33699	<i>851 + points</i>
	34	34662	
	35	35750	
	36	36647	
	37	37577	

West Lothian College - Staff Age

The following table gives a breakdown of staff age groups for the past 3 years.

Age Group	Year		
	2013-14	2014-15	2015-16
Up to 35	17.45%	18.69%	18.29%
36 to 50	42.03%	40.95%	40.00%
51 to 60	30.60%	30.56%	30.48%
60 or over	9.92%	9.80%	11.23%

West Lothian College - Staff Disability

Staff are asked to self-disclose their disability at the point of recruitment. A total of 5 (1.55%) members of staff currently consider themselves to have a disability.

West Lothian College – Staff Ethnic Profile

The following table gives a breakdown of College staff ethnicity over the past three academic years.

Ethnic Group	Year		
	2013-14	2014-15	2015-16
White Scottish			45.66
White Welsh			
White English			
White Irish			0.28
White Other	81.71	45.66	10.64
Mixed	0.29		0.28
Asian	0.29		0.28
Not answered	17.13	0.28	42.30
Any Other Black Background	0.58	10.64	0.56
Any Other Background			

West Lothian College – Staff Sexual Orientation

During AY 2015-16 the following information was disclosed to the College:

Sexual Orientation	% of staff population
Heterosexual	45.28
Gay/Lesbian	0.52
Bi Sexual	0.26
Not disclosed	53.94

Information on this has not been recorded historically and cannot be calculated retrospectively for previous academic years.

West Lothian College – Staff Religion and Beliefs

Religion	% of Staff
Christian	20.47
Hindu	0.26
No Religion	23.82
Other religion	0.78
Prefer not to say	54.67

Information on this has not been recorded historically and cannot be calculated for previous academic years. The above information is representative of AY 2015-16.

West Lothian College – Staff Equality Monitoring and Analysis

The following tables give information for the period of August 2015 to July 2016 by Gender, Disability, Ethnicity, Nationality and Age WLC in comparison to Local population figures.

1. Local population:	175,100
2. Number of Posts	
Advertised:	80
3. Number of Applications:	333
4. Number of Applications Interviewed:	188
5. Number of Appointments:	69
6. Workforce:	367
7. Leavers (retiral, resignation, severance)	40

Statistics

8.1 Gender*

	Local population (% of Total)		Applicants (% of Total)		Interviewed (% of Total)		Appointed (% of Total)		Staff Turnover (% of Leavers) Retiral/Resignation/ Severance		Workforce Profile (% of Total)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Gender*												
Male	85550	48.86	79	23.72	55	29.26	26	37.68	14	35.00	121	32.97
Female	89550	51.14	238	71.47	128	68.09	43	62.32	26	65.00	246	67.03
Not Disclosed	-	-	16	4.80	5	2.66	0	0.00	0	0.00		

*Source: 2011 Census

8.2 Disability*

	Local population (% of Total)		Applicants (% of Total)		Interviewed (% of Total)		Appointed (% of Total)		Staff Turnover (% of Leavers) Retiral/Resignation/ Severance		Workforce Profile (% of Total)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Disability*												
All	32448	18.53	12	3.60	6	3.19	3	4.35	0	0.00	15	4.09
Male	14442	44.51	4	1.20	2	1.06	2	2.90	0	0.00	2	0.54
Female	18006	55.49	7	2.10	4	2.13	1	1.45	0	0.00	13	3.54
Not Disclosed	-	-	6	1.80	0	0.00	0	0.00	0	0.00		

*Source: 2011 Census

8.4 Ethnicity*

Ethnicity	Local population (% of Total)		Applicants (% of Total)		Interviewed (% of Total)		Appointed (% of Total)		Staff Turnover (% of Leavers)		Workforce Profile (% of Total)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White	170850	97.57	287	86.19	163	86.70	65	94.20	40	100.00	196	53.41
Indian	641	0.37	6	1.80	2	1.06	0	0.00	0	0.00	1	0.27
Pakistani	1402	0.81	2	0.60	1	0.53	0	0.00	0	0.00	0	0.00
Bangladeshi	11	0.01	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
South Asian Other	371	0.21	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Chinese	498	0.28	1	0.30	1	0.53	0	0.00	0	0.00	0	0.00
Black Caribbean	118	0.07	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Black African	445	0.25	5	1.50	3	1.60	1	1.45	0	0.00	1	0.27
Black Other	12	0.01	0	0.00	0	0.00	0	0.00	0	0.00	1	0.27
Mixed	534	0.3	2	0.60	1	0.53	1	1.45	0	0.00	1	0.27
Other	218	0.12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Not Disclosed	-	-	30	9.01	17	9.04	2	2.90	0	0.00	167	45.50

*Source: 2011 Census

8.5 Nationality*

	Local population (% of Total)		Applicants (% of Total)		Interviewed (% of Total)		Appointed (% of Total)		Staff Turnover (% of Leavers)		Workforce Profile (% of Total)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Nationality*												
British	165284	94.4	248	74.47	152	80.85	54	78.26	37	92.50	180	49.05
Irish	510	0.29	3	0.90	1	0.53	0	0.00	0	0.00	1	0.27
Rest of Europe	5112	2.92	19	5.71	10	5.32	8	11.59	2	5.00	11	3.00
Elsewhere **	3646	2.08	17	5.11	7	3.72	3	4.35	0	0.00	3	0.82
Not Disclosed	548	0.31	46	13.81	18	9.57	4	5.80	1	2.50	172	46.87

*Source: 2011 Census

** Includes dual nationality in addition to elsewhere

8.6 Age*

	Local population (% of Total)		Applicants (% of Total)		Interviewed (% of Total)		Appointed (% of Total)		Staff Turnover (% of Leavers)		Workforce Profile (% of Total)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Age												
16-29	29924	17.09	82	24.62	43	22.87	19	27.54	8	20.00	26	7.08
30-49	52973	30.25	165	49.55	91	48.40	32	46.38	20	50.00	180	49.05
50-64	32881	18.79	57	17.12	38	20.21	11	15.94	10	25.00	139	37.87
65-74	14373	8.21	2	0.60	1	0.53	1	1.45	2	5.00	19	5.18
74+	9514	5.43	0	0.00	0	0.00	0	0.00	0	0.00	4	1.09
Not Disclosed	35435	20.23	27	8.11	15	7.98	6	8.70	0	0.00	0	0.00

*Source: 2011 Census