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# NCL Mainstreaming and Equality Outcomes

Interim Report 2023

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## Forward

New College Lanarkshire is fully committed to making equality, diversity and inclusivity (EDI) an integral part of our student and campus experience. This determination to ensure we do everything in our power to make everyone in our colleges feel welcome, appreciated and valued is at the core of our ambition to allow EVERY student fulfil their potential. Recent challenges from Covid to the cost-of living crisis have made these goals increasingly difficult but, by making EDI central to everything we do, we are transforming, improving, developing and positively changing the lives of so many of our learners.

Our purpose is to advocate social justice, enable whole person education and partner to release potential within our communities. Our mission is to bring education closer to everyone – students, communities, employers and more. And our values include pledges to be just, kind and respectful. Those mission, purpose and values themes demonstrate our commitment to making NCL a byword for equality, diversity and inclusivity.

This year, marking the 10th anniversary of the mergers which created New College Lanarkshire, has seen us make renewed efforts to improve accessibility and inclusivity for all. We've launched hundreds of short-courses and held a series of Open Days to both welcome in and thank our communities while also showcasing the world-class facilities and learning experiences we offer.

To mark the anniversary, we also launched the NCL Foundation to better allow us to deliver on our pledge of bringing education closer to our students and region. All funds raised for the charity will be used to provide 3500 free breakfasts to students every month and support other initiatives tackling barriers, such as food poverty, which prevent students accessing the exceptional skills and learning provision available at New College Lanarkshire.

NCL is further committed to working closely with the Scottish Funding Council and other partner agencies to deliver the national equality outcomes. These efforts aim to ensure accessibility to learning for everyone regardless of background and to tackle other barriers such as mental health issues and food poverty.

We are immensely proud of what we have achieved at NCL. We recognise there will always be more to be done. That's a challenge we welcome. Equality, diversity, and inclusion is essentially about extending a warm welcome to everyone and ensuring they all have the opportunity to fulfil their potential. That's who we are.

**Professor Christopher Moore,**  
Principal, New College Lanarkshire



# Executive Summary

NCL is a listed authority in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. This means that it is covered by the specific duties that help authorities meet the general duty.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need 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

The purpose of this report is to demonstrate New College Lanarkshire's progress in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED).

By using examples, the report draws on some of the work the college has made since last reporting in April 2021 on how it is advancing equality through the PSED.

This report covers:

- Board diversity information;
- gathering, using and publishing of employee information;
- gender pay gap information;
- progress made on mainstreaming the general equality duty; and progress on the College's Equality Outcomes;

Since our last report, the College has continued to develop and deliver projects and initiatives to mainstream equality and progress its current Equality Outcomes 2021-2025.



# About NCL

New College Lanarkshire (NCL) is one of the largest colleges in Scotland and operates across Lanarkshire and East Dunbartonshire with campuses in Cumbernauld, Motherwell, Coatbridge, Kirkintilloch, Hamilton and Broadwood.

With over 10,000 students enrolled on a mix of full-time, part-time, evening and commercial courses, New College Lanarkshire plays a critical role in achieving the social, economic and cultural aspirations of its communities.

The College contributes to the advancement of Lanarkshire through providing outstanding learning opportunities and high impact partnerships with the public, business and the third sector to ensure our learners receive an engaging, stimulating and enjoyable learning experience.

NCL offers more than 500 courses across 15 departments, delivering programmes on the Scottish Credit and Qualification Framework (SCQF) from levels 1 to 9: Automotive Studies; Humanities; Lanarkshire Business School; Access and Progression;

Supported Learning; Institute for Science and Technology; Dental, Health and Social Care; Education and Counselling; Computing and Digital Technologies; Visual and Creative Arts; Music Industries and Performing Arts; Hair, Barbering and Beauty; Construction Trades and Technology; Sport and Physical Activity; Hospitality and Culinary Arts.

Dedicated to continuous improvement, the College has made investments in the latest technology and facilities across its campuses to ensure that students have the highest calibre of resources.

Each campus has unique features, including the state-of-the-art recording studios and in-house radio station at Cumbernauld; modern hairdressing salons, brand new dental teaching facilities and a stunning conference venue in Coatbridge; the MOne training restaurant and a £2.3million Heavy Goods Vehicle Training Centre in Motherwell; a purpose-built base for Electronic Fire & Security at Kirkintilloch; and leading sports facilities at Broadwood.

Lanarkshire is a great place to live and work and NCL is making it better by bringing education closer to its people.



# Our Purpose

We advocate social justice, enable whole person education and partner to release potential within our communities.

# Our Mission

We Bring Education Closer

# Our Values

<p><b>We are just</b> We act with integrity to secure social justice.</p>	<p><b>We give our all</b> We put all that we have into everything we do, for our students and staff.</p>	<p><b>We are kind</b> We see that this makes us better people</p>
<p><b>We are bold</b> We adapt to maximise every opportunity</p>	<p><b>We respect all</b> We are at our best when we can be ourselves</p>	<p><b>We give more than we take</b> For the sake of our communities and our planet</p>

# Our Strategy 2025

strategic drivers:

<p><b>Strengthening the Curriculum</b></p>	<p><b>Expanding our Educational Reach</b></p>	<p><b>Partnering to Grow</b></p>
<p><b>Simplifying how we work</b></p>	<p><b>Prioritising resource close to the student</b></p>	

# Legislative Framework

The Equality Act 2010 placed a general duty on listed public bodies (including New College Lanarkshire), in the exercise of their functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people from different protected characteristic groups;
- Foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups.

The protected characteristic groups outlined within the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

We also recognise there will be other groups which will find themselves marginalised from education and society altogether e.g. due to socio-economic disadvantage, being care experienced, being a young carer or for various other reasons. Therefore, we are committed to adopting an intersectional approach by understanding the complexities of people's identities, privileges and lived experiences.

In addition to this general duty under the Equality Act 2010, further specific duties were placed on Scottish public bodies by the Scottish Parliament. This report details on the following duties:

- Board diversity information;
- gathering, using and publishing of employee information;
- gender pay gap information;
- progress made on mainstreaming the general equality duty;
- and progress on the College's Equality Outcomes.



# Board of Management

The New College Lanarkshire Board, which is also the Lanarkshire Regional Board, is responsible for approving the college's overall strategic direction and oversees the college's performance and development.

The current Board of Management is comprised of 20 members, with members from an affiliated Lanarkshire college (max of 22 and minimum of 19). Of these members, 11 (55%) are male and 9 (45%) are female. NCL's student representative is female and of our staff representatives, 1 is female.

Two of our 4 committees (Audit and Risk Committee, Curriculum, Student Affairs and Outcomes, Finance, Resources and General Purpose) are chaired by female members. Of the 12 current non-executive members, 8 (72%) are male and 4 (28%) are female.

As a college we recognise our position on non – executive and overall gender balance on the Board. We will continue to work with organisations such as Changing the Chemistry and business and charity networks, as well as the college's Brand team to ensure the language used in our recruitment process encourages applications from both genders and achieves wider diversity from underrepresented groups.

Further information on our Board of Management can be found on the college website:

[www.nclanarkshire.ac.uk/us/board-of-management](http://www.nclanarkshire.ac.uk/us/board-of-management).

# Structure



**Male**



**Female**

## Chair of the Board

Chair of the RGP Committee and Senior Independent Member

Chair of the CSAO Committee

Non-Executive Members (x4)

SLC Chair

Staff Member

Executive (x2)

Chair of the Finance Committee

Chair of the Audit and Risk Committee

Non-Executive Members (x2)

Female Staff Members (x3)

Student Presidents (x2)



# Staff Equality Profiles

The College has a statutory duty, as a public sector employer, to gather information on the protected characteristics of employees and publish this as part of mainstreaming reports and demonstrate the progress made in gathering and using that information to better perform the equality duty.

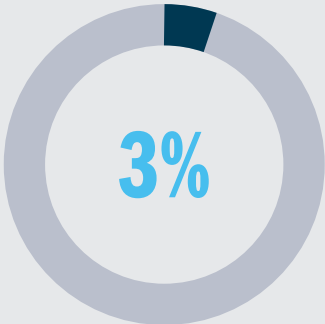
The College has undergone an extensive reorganisation of our structure since our last report. In addition to a new Executive Board and the creation of five College Dean posts, a subsequent reorganisation of NCL's academic faculties into smaller departments has positioned the college to deliver on its aims to prioritise resources close to the students and strengthen the curriculum.

Staff equality data is collected for the full range of protected characteristics. Staff equality data is collected at recruitment stage. The figures in this report are a snapshot of data, which was extracted from our HR system in February 2023, and reflects on some of the changes that have occurred since our last report.

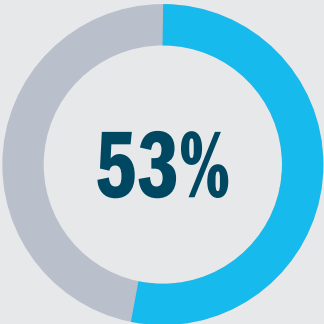
We recognise our position in relation to the high levels of non-disclosure and our current processes on data collection and we are taking appropriate steps to improve data recording and processing. We are also committed to improving our communications on data collection. The College will monitor and review our figures to ensure we continue to meet our general equality duty.



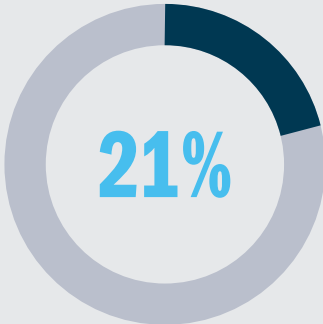
# Data Summary



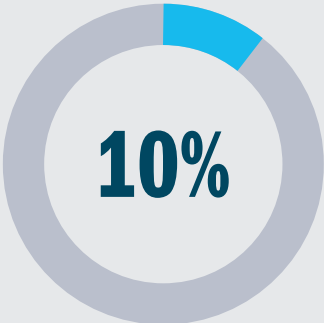
**EAST  
DUNBARTONSHIRE**



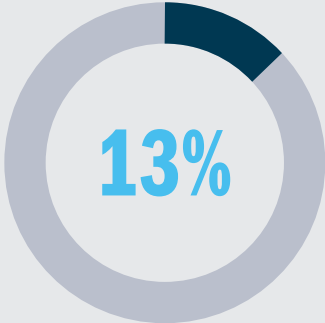
**NORTH  
LANARKSHIRE**



**SOUTH  
LANARKSHIRE**



**GLASGOW**



**OTHER**



# Data Summary

Age	April 2021	April 2022
<35	14%	14%
36-50	38%	38%
51-60	35%	33%
>61	13%	15%

Disability	April 2021	April 2022
Disability Disclosed	2%	3%
No Disability Disclosed	98%	97%

Sex (Gender)	April 2021	April 2022
Male	37%	36%
Female	63%	64%

Race (Ethnicity)	April 2021	April 2022
Black, Black Scottish/British	0.1%	0.1%
Caribbean, Caribbean Scottish/British	0.1%	0.1%
Indian, Indian Scottish/British	0.1%	0.1%
Mixed White and Black Caribbean	0.3%	0.2%
Mixed: White and Asian	0.1%	0.1%
Other Asian, Asian Scottish/Asian British	0.2%	0.2%
Other Ethnic Group	0.0%	0.1%
Other mixed background	0.0%	0.2%
Pakistani, Pakistani Scottish/British	0.3%	0.3%
Unknown	34.7%	32.3%
White - Europe	0.1%	0.1%
White - Other white ethnic group	0.7%	0.6%
White - UK	1.1%	1.1%
White British	0.1%	0.1%
White Irish	0.5%	0.4%
White Other British	2.0%	1.8%
White Polish	0.4%	0.8%
White Scottish	59%	61.2%
White Welsh	0.2%	0.2%

# Data Summary

## Gender Reassignment

No members of staff have disclosed they have undergone gender reassignment or gender transition status.

## Pregnancy and Maternity

In 2021/22 we had 0.9% of staff on maternity leave and 0.3% members of staff were on Paternity Leave.

In 2022/23 we had 0.7% of staff on maternity leave and 0.2% of staff were on paternity leave.

Religion	April 2021	April 2022
Buddhist	0.2%	0.2%
Christian (other)	0.3%	0.3%
Christian	0.7%	0.0%
Church of Scotland	9.3%	9.1%
Muslim	0.2%	0.2%
None	2.2%	9.8%
Other	0.0%	2.2%
Prefer not to say	0.2%	2.7%
Roman catholic	12.2%	11.6%
Shinto	0.1%	0.1%
Sikh	0.2%	0.1%
Unitarianism	0.1%	0.1%
Unknown	74.2%	67.6%

Sexual Orientation	April 2021	April 2022
Bisexual	0.1%	0.2%
Gay	0.6%	0.5%
Gay Woman/Lesbian	0.1%	0.1%
Heterosexual/Straight	38.8%	43.9%
Prefer Not to Say	1.9%	1.9%
Unknown	58.5%	53.4%



# Key Findings from Staff Data

In April 2022, the College employed 991 staff in a range of Academic and Professional Services roles.

Our staff profile is reflective of the local communities that NCL serve's. The home addresses of our staff are spread across predominantly 4 local authority areas East Dunbartonshire, North Lanarkshire, Glasgow and South Lanarkshire, with the majority living in either the North or South Lanarkshire.

The age profiles from our data showed that from our overall staff members the majority were from either the 36 – 50 or 51 – 60 age groupings in both years. In April 2022, from the staff who remained in employment beyond the age of 61 years, 49% of staff were represented in Academic Departments and 51% in Professional Services.

NCL recognises the effects of an ageing workforce may result in an increase in staff with additional caring responsibilities (either older parents or providing childcare to new generations) or health concerns. We will continue to

support flexible and part-time working when requested, and support staff through the occupational health team, and any external support when required.

NCL acknowledges the limited data on disability. We are working with staff to ensure they feel confident in declaring their disability e.g. through the work we have been doing on improving the discussions around disability, particularly mental health and the recruitment of mental health first aiders.

Over the 2-year period, and consistent with previous years, our largest ethnic group is White Scottish – 59% in 2021 and 61.2% in 2022. In 2021, approximately 1.2% of our staff were from BME backgrounds, with a slight increase to 1.4% in 2022.

Over the 2 years the data highlighted that the two largest groupings in terms of religion and belief were from the main Christian denominations, Church of Scotland and Roman Catholic. In 2021 the second largest (2.2%) grouping stated they had no religion or belief, in comparison to 9.8% in 2022. We accept

there is a large number of staff where their religion is unknown 67.6% in 2022. The work planned on data collection will address this gap and lead to increased levels of disclosure in relation to this protected characteristic.

As in previous years, our percentage split between female and male staff has remained fairly consistent, where female staff members hold the majority of posts overall. We have seen a significant movement in women occupying more senior roles within our senior structure. At present, 67% of positions on our Executive Board are held by women. With the introduction of our new Academy structure, 47% of our Heads of Department positions are now held by women.

Sexual orientation was unknown for 58.5% of staff in 2021 and 53.4% in 2022. NCL have recognised this and are taking appropriate steps to address this gap in data. We will continue to create a supportive environment where our LGBT+ communities feel safe and confident in disclosing their sexuality

# Recruitment

## Key Findings

The total number of job applications, inclusive of internal and external applications, received during period 2021/22 was 570 and 2022/23 was 588.

In both years the majority of applications came from external applicants.

NCL recognises the impact of Covid and the cost-of living crisis has resulted in older people deciding to return to employment. Therefore, we will continue to encourage and support applications from people in the 61+ age grouping.

Of the applications received, for both years, the majority of applications came from individuals where their gender was the same as assigned at birth. Of all applicants 0.4% stated their gender was not the same as assigned at birth. We have also seen a decrease in individuals preferring not to disclose this information.

In 2021, the largest number of applicants (48.2%) indicated they were married, and the second largest grouping (37%) was never married and never registered a same-sex civil partnership. However, in 2022/23, the largest number of applicants (45.7%) were from the never married and never registered a same-sex civil partnership grouping.

11%

From the applications received in 2022/23, 11% of applications were made by BME applicants.

4.4%

In 2022/23 we have seen a positive increase (4.4%) in applications from Muslim applicants compared to 1.6% in 2021/22.

51%

In the 2 year period the majority of applications have come from females, 54.6% in 2021 and 51% in 2022.

85.7%

Overall, applicants from Heterosexual/Straight individuals remains the highest over the 2 previous years, 91.5% in 2021/22 and 85.7% in 2022/23.



# Retention : Key Findings



**138**

The total number of employees that left the organisation in 2021/22 was 78 and in 2022/23 it was 138. The main reasons cited by employees for leaving were end of a fixed term contract, resignation, retirement, voluntary severance (VS) and restructure.

**60+**

For 2022/23 the 60+ grouping (%) continued to remain the largest group to leave the college, however the second largest group to leave was 36 – 50 years (27%). This movement could be linked with the College's recent voluntary severance (VS) scheme or retirement, or both.

**2%**

There were no disabled leavers in 2021/22 and in 2022/23, 2% of leavers were disabled and this was not cited as a reason for them leaving.

**45%/55%**

In 2021/22, 54% of leavers were females and 46% identified as male, compared to 2022/23, where 45% of leavers were females and 55% were males.

**73%**

In 2021/22, 1% of leavers identified as Heterosexual/Straight, 3% preferred not to say, and for the remaining 97% their sexual orientation was unknown.

In 2022/23, for 73% of leavers their sexual orientation was unknown, 25% of leavers were Gay Woman/Lesbian, and 2% were Gay.



# GENDER PAY GAP INFORMATION

The Gender Pay Gap at New College Lanarkshire increased slightly in 2022/23 from 12.5% in 2021/22 to 12.67% based on average (mean) hourly pay.

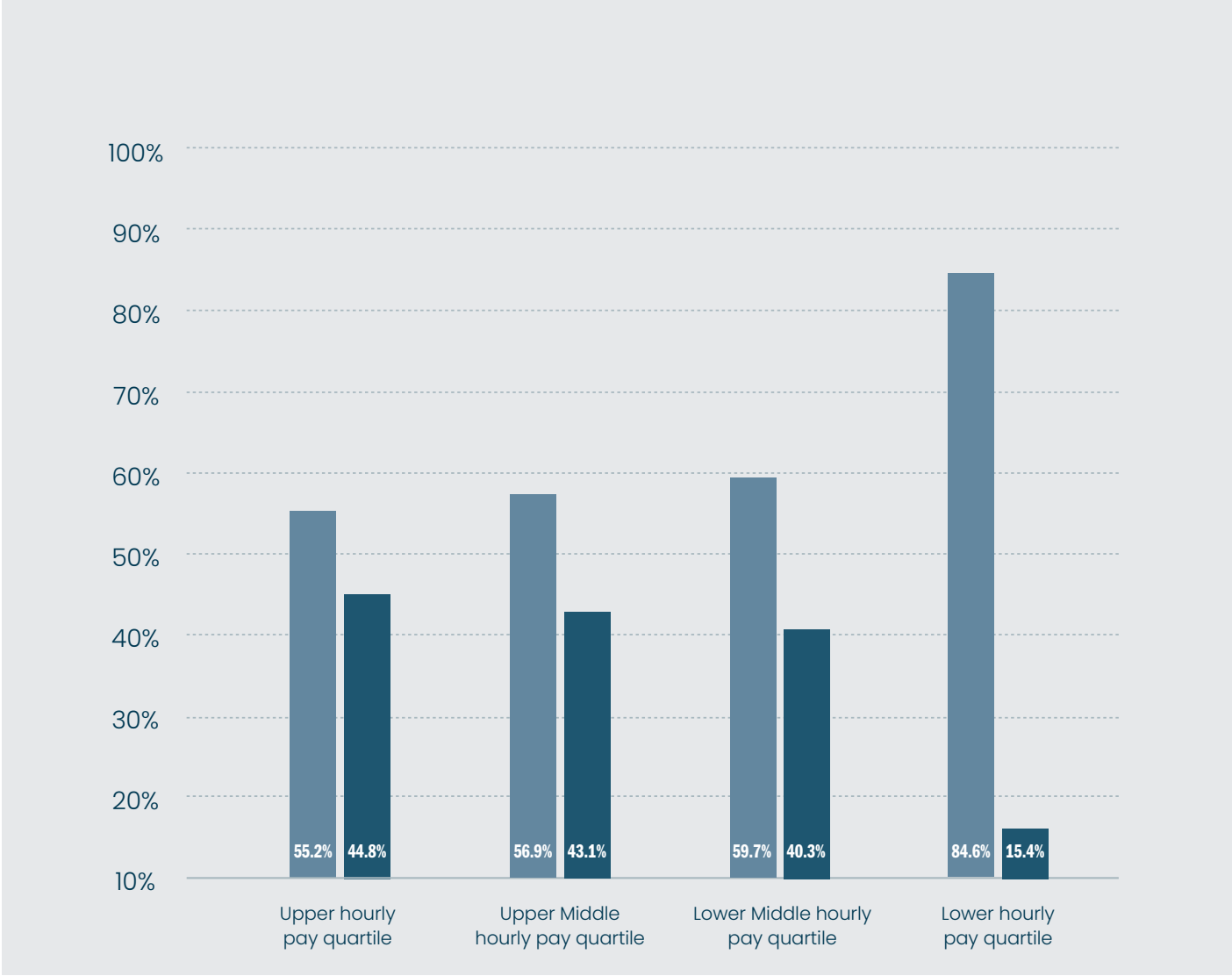
New data has also determined that the number of female staff employed overall rose by 1% to 64%.

The main gender imbalance remains within our Professional Services staff group as the majority of these staff are concentrated in the two lower pay quartiles.

**COLOUR MODE**

Women Men



The nationally agreed lecturer scale and nationally agreed pay settlements for both staff groups has had a positive impact on the pay gap. For 2021 there was a flat rate consolidated pay award applied pro-rata to all staff categories, with a cap on increases for higher paid roles, in line with the principles of Scottish Public Sector Pay Policy. We continue to apply the Real Living Wage increases to our lowest scale point.

## FOR OUR 2022 GENDER PAY GAP REPORT, THE THREE-YEAR TREND FOR GENDER PAY GAP CALCULATED ON AVERAGE SALARIES

For the calculations at the median (or midpoint) hourly rates, the picture continues to be mixed.

Across all staff, the gender pay gap has increased to 14%. The number of female staff has increased in all pay quartiles with the exception being the lower middle quartile, with the highest number still remaining in the lowest quartile. This has drawn down the midpoint of the hourly rate for female staff slightly.

Within our two key constituent groups, there remains no gender pay gap based on median hourly rates for Academic Staff. For Professional Services staff, the gap has slightly increased to 12% which again may be due to an increase in female staff and professional services staff making up the lower two quartiles.

The differential overall between male and female median hourly rates is £3.31 per hour, with the female median hourly rate at £20.51 and the male median hourly rate slightly higher at £23.82.

All staff at NCL are paid on fixed salary points, except lecturing staff who are appointed to a five- point scale and progress by qualification or annual increment on the anniversary of their start date with us. There are no bonus arrangements in place at NCL for any member of staff.

This data has also been submitted for publication to the UK Government's Gender Pay Gap Service, which is searchable at <https://gender-pay-gap.service.gov.uk/>.

Mean (Average)	2020/21	2021/22	2022/23
All Staff	37%	36%	12.67%
Academic Staff	63%	64%	0.28%
Professional Services	13.77%	13.84%	12.3%

Median (Mid Point)	2020/21 [Data at April 2020]	2021/22 [Data at April 2021]	2022/23 [Data at April 2022]
All Staff	37%	36%	12.67%
Academic Staff	63%	64%	0.28%
Professional Services	13.77%	13.84%	12.3%





## Mainstreaming Equality at NCL

This section of the report demonstrates some of the ways in which we are mainstreaming the general duty into all of our functions. These are the actions and activities that we do as part of our core work, but complements the work covered by our Equality Outcomes 2021-2025.

Although the College is making progress in its efforts to drive equality mainstreaming forward, we recognise more work is required to ensure we create and shape a truly inclusive environment that allows our communities to not only study and work but bring their whole self to every aspect of college life.

# Strategy



The College's strategic purpose, mission and values continue to demonstrate that mainstreaming equality is a key priority. Our strategic drivers and their intersecting themes, complement our efforts to meet the general equality duty alongside complementing our current Equality Outcomes.

**STRATEGY FOUND HERE**



Under the British Sign Language (Scotland) Act 2015, NCL was required to develop a British Sign Language Plan. We have made significant progress in our commitment to supporting the deaf community by increasing our teaching resource. Further, our senior team have engaged in BSL training and we have offered a number of BSL courses with huge success to our local communities.

**BSL PLAN**



Our commitment to mainstreaming equality is also demonstrated through the extensive work we have undertaken with our Access & Inclusion Strategy and Corporate Parenting Plan.

**SUPPORTING DOCUMENTS**



Our Lanarkshire Outcome Agreement 2021-22 also makes references to our work on equalities and our outcomes for underrepresented groups. .

**OUTCOME AGREEMENT**



## Leadership

The Board of Management has an integral role in ensuring that the College fulfils the requirements set for all public authorities by the Equality Act 2010, including the Public Sector Equality Duty and Scottish Specific Duties.

The Principal and Executive Board provide a strong commitment to equality, diversity and inclusion being at the heart of NCL. Consequently, the college sees participation of senior staff in all EDI related activities, e.g. the participation of senior staff at last year's Pride March.

The fact that many of the outcomes and plans resulting from the positive relationship between Principal and EDI Adviser are also regular parts of the general communications, brand and marketing messaging across the college, e.g. on our video displays, is further evidence of how much mainstreaming, inclusion and engagement for all has become embedded in the life and work of the college. Indeed, there are plans to increase the visibility of our efforts in these areas, e.g. by incorporating sign-language 'Welcome to NCL' messages in our reception areas.



# Leadership

We have further endorsed that mainstreaming equality is central to the college by aligning it closer to the Executive Board and other key college governance matters, which includes Quality, Human Resources, Health, Safety & Wellbeing and Information Governance.

The role of EDI Adviser has now become established within key college structures and is engaged with many of the practices across the college, communicating and meeting with staff across the College. This has resulted in the involvement of the EDI Adviser from the outset of any planning stage, e.g. the review of the new NCL application form, involvement at graduation, participation in the college's Mobility Advisory Group and the most recent planning of our community open days.

Our leadership's commitment to mainstreaming equality is also demonstrated by the decision to continue the current Mental Health Co-ordinator role at NCL. In response to the success and recognising the need for this dedicated resource, this decision has been made in advance of any funding announcement by Scottish Government.

Another significant contributor to mainstreaming equality has

involved the creation of our Access and Progression Department. The department reaches out to students that have mild to moderate additional support needs, have no qualifications, or are struggling to access education due to background trauma. We are also working in partnership with Industry, residential care homes and local Council initiatives such as our Homes 1st and St Philips Projects.

The EDI committee is comprised of members from across the College, inclusive of our staff and student population, and meet on a regular basis to consider all equality related issues. To better manage and

implement EDI related activity, the committee now has sub committees for each of the protected characteristics outlined within the Equality Act.



## POLICIES

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The college process for authorising and accessing policies and procedures prior to publication has been reviewed. This exercise has involved college wide communications to ensure the appropriate process is being followed by all staff at NCL. This has ensured staff are reminded that all policies and procedures must comply with the new Policy Management Procedure, but it notably highlights the need to consider data protection obligations and equality and diversity from the outset to ensure no protected characteristics are disadvantaged.

## EQIA'S

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Having been approved by the Executive Board, our new EQIA template will be piloted online which is focused on undertaking a more thorough assessment and good practice. There is still work to be done in ensuring staff have a greater awareness of any equality implications during decision-making processes, e.g. the importance of consultations and involvement of protected groups. EQIA guidance will be made available to staff, alongside hosting training and feedback sessions on EQIA's.

## PROCEDURES

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Our commitment to mainstreaming equality is further demonstrated by all of our policies and procedures including the statement:

'All College policies and procedures adhere to the guidelines and ethos of Equality and Diversity',

which demonstrates our commitment to meeting the general equality duty.'

# Training

Through our Staff Development Academy, the College encourages all staff to further their education and development and to provide guidance for all members of staff undertaking or wishing to undertake professional learning which would assist in effective job performance and promote the College's Purpose, Mission and Values. This year the college has reflected on the diversity of staff roles and contributions, and developed a portfolio of short courses.

Courses have included Managing Stress, Healthy Eating and Wellbeing, Understanding Trauma – Informed Practice, An Introduction to Autistic-Spectrum Disorders, Understanding Substance Use and Addiction, British Sign Language, Effective Communication, and Customer Service and Care Excellence. As part of staff development, the college also encourages staff to attend external training events and conferences to develop their knowledge and skills.

# Mainstreaming Highlights

## Braw Wee Shop

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Recognising the lack of work placements available for students with disabilities, the Supported Learning Department initially began their 'Ready for Retail' project pre-Covid, within our Coatbridge Campus. Due to the project's success, the department took the opportunity to run the empty retail space in the Motherwell Campus,

providing our the group with a real workplace environment experience; using products made by the students in the department.

To date they have earned a total of £2500 and it was decided independently by the group that the money raised should be donated to the NCL Education Foundation. We will be starting

similar ventures within our Coatbridge and Cumbernauld campuses in AY 23-24. We will also be looking to develop links with local retail employers to provide students with the opportunity to take these skills into another retail environment, and potentially lead to paid employment.

By providing young adults with

learning disabilities with a real-life retail environment to hone their skills NCL hopes that we can go some way to improving the rate of employment of people with learning disabilities which is currently a very low 4.1%.

(<https://www.sclid.org.uk/wp-content/uploads/2019/12/Learning-Disability-Statistics-Scotland-2019.pdf>).







## Mainstream Highlights

### Outreach Programmes through Music Industries and Performing Arts

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Working collaboratively with our partners our Music Industries and Performing Arts department, have developed and implemented a number of bespoke outreach programmes. The driving force of these courses has been to promote learning and social development of groups, bringing education closer to our students and region. Partnerships have included the New Rhythms Glasgow, Reeltime Glasgow, The Beacons, Elevate, and the Scottish Recovery Consortium

The courses have been a huge success, undoubtedly improving the life chances for all that are involved. The success and real impact of such bespoke programmes is highlighted through some of the work that has been produced by the students involved. The 500 miles video

[\(click here\)](#) showcases the collaborative work by New Rhythms for Glasgow (NRFG), NHS Restart and NCL. All the participants were enrolled on an 18-week Outreach Course where some had never played an instrument or performed live.

More recently the release of the single Perfectly Imperfect, written and performed by a talented trio which is now available to download on Apple Music [\(click here\)](#). and Spotify [\(click here\)](#). All proceeds raised from their song will be donated to Reeltime Music, to support the work of the charity.



# You're Not Alone

## Mental Health Campaign

A student mental health survey undertaken at NCL in December 2021 found 67% of the 750 respondents felt they currently had mental health issues. The research also found awareness and uptake of the mental health services in place at NCL was low, with only 6% of respondents engaging with internal support services.

The college devised and implemented a multi-channel campaign to raise awareness of the mental health support that's in place for our students. The campaign was named 'You're Not Alone'. Its distinctive yellow and black branding was rolled out to a dedicated section of our website, our social media channels, student portal and large digital screens in our campus foyers. A three-minute video was developed, outlining the mental health support available at NCL, was produced and provided to every lecturer to show to their classes. This was complemented with a programme of online events with organisations such as SAMH, Bipolar Scotland and Andy's Man Club was also organised for throughout February and March 2022.

The campaign reached a significant proportion of our student population and resulted in a considerable increase in awareness of our student mental health support services. The post-campaign research also provided a valuable source of feedback on the mental health support services at NCL. In November 2022, the You're Not Alone Campaign was nominated for the Herald Awards and in November 2022 it was commended at the College Development Network Awards.

“ The mental health support services are the best I've ever experienced and that's quite a lot. It's absolutely amazing at how much NCL give to their students in terms of every kind of support, I have raised my mental health an incredible amount in the time I've been a student, from being extremely low to now being happy and enjoying my life and looking forward to my future. ”

– Student

“ The session [with the mental health charity] allowed me to assist in the prevention of an attempted suicide situation. ”

– Student

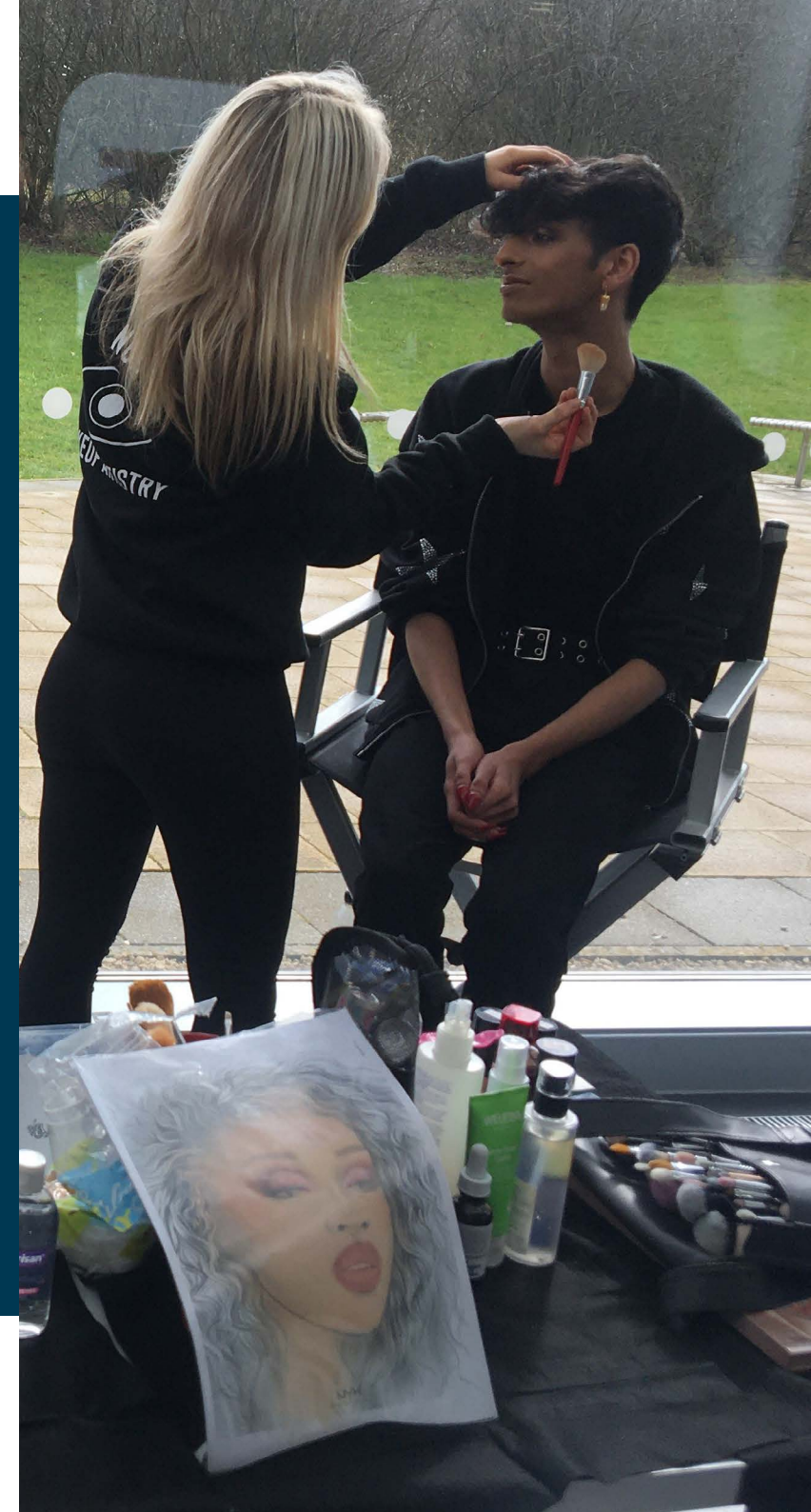
# Inclusivity within Fashion, Film and TV

An audit of our Makeup Artistry curriculum highlighted key gaps in what was being delivered and what industry demands of our learners. Our HND Makeup Artistry learners are responsible for providing their own models for assessment. However, evidence demonstrated, very few learners were including models with Black or Asian skin tones and hair types into their portfolio.

Theoretically they had the knowledge however, in selecting predominantly Caucasian skin and type 1/2 hair to carry out their assessments on, they

did not develop the skills necessary to confidently support a black or Asian actor/model to carry out their role without them experiencing some level of prejudice. Recognising the value in offering an education that would be deemed respectable and appropriate to black and Asian cultures staff members attended CPD on Afro hair types delivered by Michelle Garande, an award-winning specialist in afro/multi textured hair.

Taking existing and new knowledge gained, Afro and Multitextured Hairstyling and Black and Asian Fashion Makeup units were designed for delivery to both HNC Fashion and HND Makeup Artistry learners. To ensure we continue to deliver what is required and is sensitive to the needs of black and Asian communities, the department intends on undertaking community consultations in the coming months.



# Breakfast is on Us & NCL Foundation

Food poverty has been identified as a key barrier to accessing learning opportunities for students. Last year's Mental Health Foundation Thriving Learners Survey – the largest of its kind ever carried out in Scotland – found 21.5% of students worried about running out of food, 23.5% ate less due to a lack of resources and almost one-in-14 lives in households which have run out of food. It also found that food poverty fears were linked to high levels of mental wellbeing and health concerns.

That was why, in 2021 NCL, launched its Breakfast Is On Us initiative, offering free breakfasts to any student. The service now provides 3500 free breakfasts every month. The breakfasts are funded by the New College Lanarkshire Foundation which was created to break down barriers stopping students participating fully in education.

By working to remove any stigma associated with using the offering, the free breakfasts uptake has rocketed

and has had a massively positive impact in what is one of Scotland's most economically-deprived communities.

Student feedback has endorsed the need for this initiative, with many saying it sets them up for the day and they feel relaxed and ready for study after coming in for their breakfast. It clearly removes a key barrier to access, ensuring we can better fulfil our mission of bringing education closer to our students and communities and allowing them to better reach their potential.

As the Foundation develops it will champion Social Justice and be accessible to all enrolled New College Lanarkshire's students. It will achieve this by supporting activities and initiatives to foster equality of opportunity, reduce disadvantage, and assist students in overcoming barriers to fulfilling their potential. In the context of the College's Strategy 2025, the Foundation aligns with the themes of 'Resources Close to the Student', and 'Partnering to Grow'.

## BREAKFAST IS ON US

**FREE** breakfasts are now available for all NCL students.

### THIS INCLUDES

Tea/Coffee  | Toast 

Butter/Jam  | Porridge 



**COATBRIDGE**  
Monday - Friday  
8.15am - 9.00am

**CUMBERNAULD**  
Monday - Friday  
8.15am - 9.00am

**MOTHERWELL CAFE BAR**  
on the 1<sup>st</sup> floor  
Monday - Friday  
8am - 8.45am.



**NEW  
COLLEGE  
LANARKSHIRE**

Educational Foundation





# CAMHS Partnership

CAMHS assess and treat young people with emotional, behaviour or mental health difficulties. To highlight their services, they were looking to develop a logo which would contribute to CAMHS identity ensuring it was age appropriate and reflective of the communities they serve. Rather than commission a design agency they recognised it would be more fitting for NCL students to help create this new brand.

NCL Staff and students actively engaged in this project, which involved liaising with the clients to establish how to best highlight the services of CAMHS Lanarkshire. In the briefing students gained an understanding of the services CAMHS provide and the image/ tone they wished to convey. Our NCL students were in an ideal position to raise the profile of CAMHS by understanding what would appeal to the service user either through

their own lived experiences of accessing CAMHS or knowing others who have.

To support the students with this project teaching approaches were inclusive and sensitively delivered. This approach ensured all students were able to participate in all the activities encouraging a positive experience e.g. creating checklist and visuals where a student's first language was not English.

The department is passionate about diversity and inclusion and allowing the student the opportunity to be able to express and identify themselves through the work they design, e.g. previous projects have also involved students designing artwork for the NCL EDI Calendar.

We continually encourage student feedback to inform us what works for them as it is important everyone is able to participate without any barriers to learning



## SA Supported Learning President

Recognising that the voices of students from the Supported Learning department, a department that holds a significant percentage of the college population, were potentially being overlooked. Therefore, an official position within the existing Students' Association has been created specific to the Supported Learning department that offers an opportunity to students to represent their peers and provide feedback and input into the planning of activities and learning & teaching practice.

To help drive this forward the Student Association presidents delivered presentations to our supported learning classes to promote the new roles and opened up the nomination process. Students interested in the role were invited to produce a short campaign video to present to their peers to encourage votes. Once election results are verified, a Students' Association (Voluntary) Vice President will be appointed and will work closely to undertake tasks to assist the Student Association. Any unsuccessful candidates will also be encouraged to remain engaged with department representation by forming a student committee to provide staff with student feedback on a range of subjects.



# ESOL Growth and Development

NCL have committed to increasing the delivery of ESOL to our local community to support the growing demand in North Lanarkshire. As a result, we have developed key working relationships with the Resettlement teams at North Lanarkshire Council and community learning to support the services being delivered.

This has helped to identify clear progression routes for ESOL students, whether that be community classes, college courses, employment or higher education and provide full time

programmes to support learners with the ESOL development and their chosen subject area.

Delivery of information sessions within NCL have helped to help break down the barriers and anxieties of coming to College. A close working relationship has been developed between our Admissions, Brand and Academic teams to streamline our application process and ensure a positive experience for our students. We are now in the position of offering a SWAP Access to ESOL with Business programme

in partnership with Scottish Wider Access Programme and the Lanarkshire Business School. Long term the course offers a meaningful and practical route into a career pathway and also provides the opportunity to support individuals to feel less isolated and part of their community.

Current ESOL students at NCL on their experience at NCL: <https://www.nclanarkshire.ac.uk/courses/learn-to-speak-english> <https://nclan.interactgo.com/Interact/Pages/Content/Document.aspx?id=23110>



Our community days in March were motivated by our desire to maximise opportunities for the community to engage with and benefit from our resource.

We invited the people of Lanarkshire to join staff, students and partners of New College Lanarkshire (NCL) in celebrating 10 class years in Cumbernauld, Coatbridge and Motherwell. These community days were a chance for the local community regardless of their background to visit our campuses, learn about our courses and to discover what makes NCL so special. For some of these visitors, this would have been their first visit to a college.

As part of the YPG funding, we targeted local employers, partners and young people of Lanarkshire to promote apprenticeships, training and Further Education and Higher Education opportunities within NCL.

Our aim was to connect, to educate, to create memorable experiences and form lasting impressions across the generations by raising the awareness of NCL's portfolio of courses and services available to the local community.



## NCL Community Open Days



## Progress on Equality Outcomes 2021-2025

Under the Scottish specific duties of the equality Act 2010, the college is required to prepare and publish equality outcomes at intervals of not more than four years.

In 2021 NCL published 5 new equality outcomes.

- All students and staff at NCL will be confident calling out racism in all of its forms, as race and ethnicity must never be a barrier to accessing education or employment at NCL.
- NCL will provide a safe environment for all students and staff, with a particular focus on the needs of women and girls, and members of our LGBT community.
- All NCL staff will be confident providing support to students and colleagues in relation to gender identities, but particularly to members of our transgender community.
- All students and staff will be confident discussing disability – particularly in relation to mental health, knowing that they will be provided with support and understanding.
- NCL will be known for communicating at a human level, with kindness and compassion.

At NCL we recognise that no one activity can lead to true equality and inclusion. Therefore, much of our work has been grounded in fostering understanding and influencing change to address some of the most fundamental inequalities in society. In some instances, this has involved going back to the core values and principles of equality, diversity and inclusion.

Through our work, we have also identified areas that intersect between our equality outcomes. We understand for each of these protected groups their lived experiences are different but a lot of the activities undertaken by the College have addressed multiple issues. By improving the situation for one protected group, we can improve the life chances for everyone at NCL.

Therefore, we acknowledge that some of our equality outcomes are further advanced and others are still in the early stages of development. We will ensure they remain a key priority for NCL.

The tables provide a snapshot on some of the actions we have taken towards progressing these equality outcomes.



**Equality Outcome 1:** All students and staff at NCL will be confident calling out racism in all of its forms, as race and ethnicity must never be a barrier to accessing education or employment at NCL.

What have we done?	Where are we now?	Our focus for 2023 – 2025
Increased communications between our EDI Adviser and Brand Team.	Improved visibility and awareness of BME communities through internal and external communications. The inclusion of equality and diversity principles in our Brand communications guide for staff.	Build on the current work with our Brand team to ensure all NCL communications are representative of NCL's BME communities, alongside developing and embedding recommendations and materials of AdvanceHE Tackling Racism on Campus Project.
Commenced work on developing an essential EDI E-learning module, which incorporates examples of racism.	This is still in development however it is expected this will be available to staff for the start of the next academic year. Additional sessions have included BSL, An Introduction to Autism, Nurturing Neurodiversity, Trans Awareness and EDI Awareness.	Completion of the EDI E-learning module and delivered to all staff for completion. Provide further relevant training and materials, including unconscious bias, white privilege, micro-aggressions, and anti-racism. This will help to raise awareness and provide staff with the confidence to address issues of racism.
Reviewed our quiet room/faith provision.	This highlighted that NCL would benefit from adopting a unified approach with our quiet rooms/faith provision across all of our campuses, e.g. providing a consistent look and feel across our campuses, updating of our signage/wayfinding, and increased communications.	Encourage and promote our quiet room/faith provision across all campuses and communications.  Encourage and increase further partnership working with local places of worship in the Lanarkshire and Glasgow area.
Increased representation of race equality related themes/activity in our learning and teaching.	The work on this is ongoing. examples include: the inclusion of a make-up artistry unit on black and Asian skin and hair types; partnership work with the Lanarkshire Chinese Association to produce an animation project for an oral health campaign.	Increase and support staff across all departments in the college to embed race equality activity within their own areas of curriculum.
Discussions have commenced to develop a network for our BME staff and students.	This work is still in the early stages of development.	To provide support to our BME communities to establish a staff and student network, including our ESOL students.

**Equality Outcome 2:** NCL will provide a safe environment for all students and staff, with a particular focus on the needs of women and girls, and members of our LGBT community.

What have we done?	Where are we now?	Our focus for 2023 – 2025
<p>As part of the LGBT Youth Scotland’s Charter we have: undertaken consultation; engaged and celebrated key LGBTI+ events and campaigns e.g. Rainbow Laces, World Aids Day, Purple Friday &amp; Trans Visibility Day; and undertaken LGBT+ awareness training.</p>	<p>NCL have gained a better understanding of the needs of our LGBT+ community. Increased visibility of our LGBT+ initiatives, e.g. NCL for the first time participated in the 50th Anniversary Pride March in Glasgow. Approximately 35 staff members undertook the training and they have shared key learnings through team meetings and production of an LGBT+ glossary of terminology.</p>	<p>Completion of Charter. Increase training opportunities for staff and establishing LGBT+ networks across the college. Provide further relevant materials to raise awareness of tackling homophobia, biphobia and transphobia, use of pronouns, and the use of inclusive language. Encourage further engagement and involvement of staff and students with wider LGBT+ activity.</p>
<p>Consulted students on establishing a student LGBT network.</p>	<p>Approximately 10 students have registered their initial interest.</p>	<p>In partnership with Student Association provide support to students to establish the LGBT+ network and promote this amongst our student population.</p>
<p>Hosted Police Scotland’s ‘That Guy’ Campaign conversation cafés.</p>	<p>Staff at NCL have been able to contribute towards the next phase of Police Scotland’s campaign, raising awareness of the campaign and wider issues on gender-based violence.</p>	<p>Build on further opportunities and partnership working to encourage further conversations on gender-based violence.</p>
<p>Gender Based Violence (GBV) E-learning module rolled out to staff and students.</p>	<p>To date 226 of our college community have completed this training.</p>	<p>Encourage all of our college community to complete this module. Develop local partnership working to raise awareness of and produce support materials for staff and students e.g. with Lanarkshire Rape Crisis Scotland, Hemat Gryffe Women’s Aid, and Aura.</p>
<p>Student Support Toolkit developed at Christmas outlining various external services, guidance and advice, which also included information on Personal Safety Apps and Services.</p>	<p>This was delivered to every NCL student email inbox and uploaded to various student platforms resulting in improved awareness of personal safety and risks.</p>	<p>Continue to promote and update the Student Support Toolkit with relevant content.</p>
<p>Launched the national Menopause Policy.</p>	<p>Six staff members have been trained to be Menopause Train the Trainers.</p>	<p>The next phase is training staff and students, in partnership with Henpicked, on menopause considerations.</p>

**Equality Outcome 3:** All NCL staff will be confident providing support to students and colleagues in relation to gender identities, but particularly to members of our transgender community.

What have we done?	Where are we now?	Our focus for 2023 – 2025
NCL is a member of the TransEdu Community of Practice for colleges and universities in Scotland.	Attended TransEDU Community of Practice mini-conference hosted by City of Glasgow College. This has allowed for sharing of expertise, building knowledge, developing practice, and gaining support in advancing trans and non-binary equality, and improving experiences of trans and non-binary students and staff.	Develop and maintain partnership working with external partners e.g. LGBT youth Scotland, Scottish Trans, and LGBT Health & Wellbeing.
Delivered initial Trans Awareness training	This was attended by 20 staff members.	Develop and facilitate further training for staff to raise awareness of trans inclusion, e.g. on the use of pronouns, and the use of gendered language initially prioritising student facing staff members.
LGBT+ terminology glossary accessible to all staff.	Developing of trans inclusion materials and resources are still in the early stages of development however this demonstrates NCL is committed to supporting our staff to feel more confident in providing support in relation to gender identities.	Develop further materials for staff specific to how to include and support our Trans community. Identify our gender neutral facilities across all campuses and better promote these to our college community.
Gender Based Violence (GBV) E-learning module rolled out to staff and students.	To date 226 of our college community have completed this training.	Encourage all of our college community to complete this module. Develop local partnership working to raise awareness of and produce support materials for staff and students e.g. with Lanarkshire Rape Crisis Scotland, Hemat Gryffe Women’s Aid, and Aura.
Reviewed our online student application form to ensure the college attracts a diverse student population and reflects the needs of our trans students and other protected characteristics.	Work is ongoing and the key features of the review are: early identification of any additional support needs to make reasonable adjustments; and positive action in supporting under-represented groups.	Completion of online application form and is made available for the next academic year.

**Equality Outcome 4:** All students and staff will be confident discussing disability – particularly in relation to mental health, knowing that they will be provided with support and understanding.

What have we done?	Where are we now?	Our focus for 2023 – 2025
Disability awareness training sessions delivered in partnership with Enable Works.	The sessions included Disability Awareness, Web Accessibility and Rethinking Recruitment. Materials on improving disability recruitment were also shared with our HR team.	Develop and maintain partnership working with external partners e.g. LGBT youth Scotland, Scottish Trans, and LGBT Health & Wellbeing.
Signed up to Scottish Government’s Level 1 of Disability Confident Committed scheme.	Work in this area is still ongoing however NCL have made a commitment to the values and principles of improving the chances of disabled employees.	Develop and facilitate further training for staff to raise awareness of trans inclusion, e.g. on the use of pronouns, and the use of gendered language initially prioritising student facing staff members.
Student Mental Health Agreement drafted.	Developing of trans inclusion materials and resources are still in the early stages of development however this demonstrates NCL is committed to supporting our staff to feel more confident in providing support in relation to gender identifies.	Develop further materials for staff specific to how to include and support our Trans community. Identify our gender neutral facilities across all campuses and better promote these to our college community.
Short life working group established to review and update the current NCL Fitness to Study procedure to take into account mental health considerations.	To date 226 of our college community have completed this training.	Encourage all of our college community to complete this module. Develop local partnership working to raise awareness of and produce support materials for staff and students e.g. with Lanarkshire Rape Crisis Scotland, Hemat Gryffe Women’s Aid, and Aura.
E-learning module ‘Understanding and Looking After Your Mental Health’ delivered to staff and students.	Work is ongoing and the key features of the review are: early identification of any additional support needs to make reasonable adjustments; and positive action in supporting under-represented groups.	Completion of online application form and is made available for the next academic year.
All staff were encouraged to use a standard email out-of-office reply during Christmas holiday period highlighting mental health provision available to students.	Six staff members have been trained to be Menopause Train the Trainers.	The next phase is training staff and students, in partnership with Henpicked, on menopause considerations.
We have trained 12 Mental Health First Aid Responders	Dedicated members of staff identified to help when needed for both staff and students across our campuses.	Increase the visibility of our Mental Health First Aid Responders.



**Equality Outcome 5:** NCL will be known for communicating at a human level, with kindness and compassion.

What have we done?	Where are we now?	Our focus for 2023 – 2025
Re-established our EDI committee.	We have a dedicated EDI committee at NCL. To better manage and implement EDI related activity, the committee now has sub committees for each of the protected characteristics	Promote the visibility of EDI committee across the college to encourage and increase conversations on EDI across the college.
Celebrated key equality and diversity campaigns including International Women’s Day, Rainbow Laces etc.	Embracing equality and diversity and recognised the importance of these events/campaigns in creating a sense of belonging for our diverse communitiets.	To continue with the development of our EDI Calendar, with artwork designed by our HNC Art and Design students. Promotion of the calendar to staff as a planning resource.
Developed warm spaces across our campuses.	Recognising some of the challenges our students are facing, students have been invited to study, make use of college facilities out with core hours.	Continue the promotion of these warm spaces, particularly through colder periods.
Facilitated discussion at Motherwell campus between students and Police Scotland on Hate Crime.	Increased awareness of how Hate Crime is defined, what constitutes hate, how you report a Hate Crime and what to do if a Hate Crime has been witnessed.	Develop NCL campaign that raises awareness of hate crime and harassment reporting procedures across all campuses.
Discussions on developing an EDI Classroom Discussion Toolbox.	Work is underway and we are committed to creating safe spaces to discuss, develop and widen open discussions and help inform an understanding of wider EDI issues. This will primarily be piloted in our construction, automotive and engineering departments.	Completion of EDI Classroom Discussion Toolbox, pilot reviewed, which can then be made available to all departments. Work towards embedding this as part of college induction processes.
Delivery of initial internal EDI Awareness Training.	Attended by 128 staff members. Raised awareness of EDI, helping to foster understanding and encourage further conversations on wider EDI related issues.	Completion of NCL’s EDI E-Learning module and made available to all staff and students at NCL.
Open and ongoing dialogue between our EDI Adviser, Heads of Departments and staff across the college.	Improved confidence levels in seeking support on specific EDI issues affecting individual departments, e.g. inclusion of LGBT+ communities and women and girls.	Encourage dialogue at department level to ensure all staff are aware of the support that is available and increase levels of collaborative working.



## NCL MOVING FORWARD

With the many examples in this report, NCL has demonstrated some of the significant progress the College has successfully made in bringing education closer to everyone.

Although we acknowledge there is further work to still be done on mainstreaming equality and advancing our PSED, we remain fully committed to progressing this work through a number

of equality related projects and initiatives.

The college is cognisant of the National Equality Outcomes (NEOs) published in January 2023 by the Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) which highlights the most persistent inequalities in Scotland's colleges and universities.

The college equality outcomes action plan will be revisited in AY 2023/24 to take into account the published NEOs.

The College's journey on equality and inclusion continues and by April 2025, we will build on our existing work to mainstreaming equality and delivery of our current Equality Outcomes and NEO's.

# BRINGING EDUCATION CLOSER



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**NEW  
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10 years of Bringing Education Closer