

## Board of Management Students, Staff & Equalities Committee

<b>Date of Meeting</b>	<b>Wednesday 25 October 2017</b>
<b>Paper No.</b>	<b>SSEC1-I</b>
<b>Agenda Item</b>	<b>12</b>
<b>Subject of Paper</b>	<b>Equality, Diversity &amp; Inclusion Update Report</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Paul Clark, College Secretary</b>
<b>Date of production</b>	<b>10.10.17</b>
<b>Action</b>	<b>For Noting</b>

### 1. Recommendations

For the Board Committee to review and note both current and planned priorities and activities.

## 2. Purpose of Report

This paper will provide an update on the College's current ED&I priorities, with particular reference to the Equality Act 2010 PSED; see [Appendix 1](#).

## 3. Context

### 3.1. Responsibilities

The College has a number of corporate, social justice and legal responsibilities for advancing ED&I, as detailed in the College's [ED&I Strategy 2013-2017](#).

### 3.2. The Public Sector Equality Duty (PSED) in practice

#### a) Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by the Act.

This is about **Fairness** and:

- Being non-discriminatory.
- Making reasonable adjustments.

#### b) Advance equality of opportunity between persons who share a relevant protected characteristic (PC) and persons who do not share it.

This is about **Opportunity** and:

- Removing disadvantages experienced by people who share a relevant PC.
- Meeting the particular and unique needs of people who share a relevant PC.
- Encouraging the participation of people who share a relevant PC in public life.
- Positive action initiatives to tackle under-representation in courses, or employment.

#### c) Foster good relations between persons who share a relevant protected characteristic (PC) and persons who do not share it.

This is about **Respect** and:

- Tackling prejudices.
- Promoting understanding.

### **3.3. Alignment with Current College Strategic Aims (2017-25):**

The following aims are supported by these priorities and activities:

- 2.3 Provide access and progression opportunities for all, through a broad, industry relevant curriculum for work and advanced study.
- 3.2 Achieve a healthy, supportive, and collaborative working environment.
- 3.3 Ensure staff support and promote the College Purpose, Values, and Behaviours.
- 3.4 Advance Fairness, Opportunity, and Respect for all.

### **3.4. Alignment with College Values**

Each of the 6 College values will be supported by the priorities and activities.

## **4. Impact and Implications**

Delivering the priorities and activities as recommended will help support student and staff engagement, together with ensuring compliance with both the PSED and the specific duties of the Equality Act 2010. From a risk management perspective, this robust approach will enhance the College's corporate reputation and prevent any potential intervention from either Education Scotland or the Equality and Human Rights Commission.

## Appendix 1: Summary of Current and Planned Activity 2017-2018

### Revised ED&I Initiative 2017-2021

The College's [ED&I Strategy 2013-2017](#) is currently being revised for 2017-2021 to make reference to other related College Strategies/initiatives and take account of the following:

- Revised Strategic Aims.
- Scottish Government and related Scottish Funding Council, Skills Development Scotland and GCRB priorities, including [Developing the Young Workforce](#), [Commission for Widening Access](#), [Gender Action Plan](#) and [Equalities Action Plan](#).

The draft initiative will be presented at a future Committee meeting for approval.

### Response to Statutory Duties

Informed by research from the Equality and Human Rights Commission (EHRC), Equality Challenge Unit (ECU) and the Coalition for Racial Equality and Rights (CRER), an evaluation of the College's performance in meeting its Statutory Duties for 2017 is currently being conducted.

Preliminary results are positive and indicate that the College achieved a significantly higher than average level of compliance, compared to other Colleges and sectors.

This was particularly evident in relation to:

- Data monitoring, analysis, reporting and use in conducting EQIAs.
- Planning for, delivering and measuring equality mainstreaming.
- Reporting progress in achieving equality outcomes through a planned and measured response.

The results of this performance analysis will be presented at a Committee meeting in due course.

## **Investors in Diversity (IID) Reaccreditation**

Following the onsite focus groups and one to one meetings held with staff and students, the College achieved Investors in Diversity accreditation in May 2016.

The IID Assessor provided a feedback report, including a summary of strengths and areas for improvement. The College will be reaccredited no later than April 2018 and our action plan is currently being revised to take account of this feedback. In preparation for our reaccreditation, a paper will be discussed at SMT in due course.

## **Staff ED&I Digital Badge**

The ED&I badge was launched on 18<sup>th</sup> December 2015 and currently 425 staff have achieved their badge. The criteria for the ED&I Badge are:

- Complete the new revised Staff ED&I Induction E-Module, produced by the same company which produced our award winning student module. This module was recently revised in August 2017, to take account of staff feedback. Subsequently, the detail and number of slides throughout the module was reduced and the post module quiz questions were reduced from 20 to 10.
- Provide and update equalities information held securely on MyHR. The supporting communication and awareness raising video was revised in October 2017 and will soon be incorporated into the digital badge page.
- Be an active ED&I Champion after signing a pledge which embodies the ED&I behaviours.

## **Gender Action Plan**

Positive actions to tackle gender under-representation, i.e. the Gender Action Plan, were incorporated into the College's Equality Outcome Framework as Equality Outcome 1.1.: "Student representation of gender in courses currently characterised by significant imbalance of over 90% is increased by 5% between 2017-2021".

Our Gender Action Plan, published in June 2017, is being delivered through meetings between the ED&I Manager, Faculty Leads and relevant support staff.

## **Equality Impact Assessment (EQIA)**

Accounting for staff feedback, and to improve clarity, the EQIA form and guidance is currently being revised and incorporated into Connected.

At the same time, ED&I is working with Planning and Performance to update the Policy and Procedure Protocol together with tracking and monitoring the quality of completed EQIAs. Training and support will be made available to staff to empower staff to better conduct robust assessments.

Subsequently, our website page presenting published assessments will be updated to include revised assessments.

## **Interim Equality Mainstreaming Report 2018**

The College publishes a full equality mainstreaming report, including steps taken to collect and use equality data, every two years (next due April 2019 and 2021). In addition, the College details the steps taken to collect and use equality data, together with its approach to mainstreaming the PSED across functions, within an interim report, published every other year (next due in April 2018 and 2020). Staff data has been requested from Human Resources and Organisational Development. Once available, ED&I will liaise with Performance to analyse and present this data within the updated interim report.

## **Equality Outcome Action Plan**

Where equality mainstreaming can provide a vision and model for delivery, equality outcomes can provide a measure of change. In this context, equality outcomes can be regarded as the strategic and operational expression of equality mainstreaming. These describe the changes we want to see at City of Glasgow College.

The Specific Duties place a responsibility on the College to prepare and publish a set of equality outcomes every four years (published in April 2017). In addition, a published report detailing progress in achieving these outcomes is required intermittently every two years (next due in April 2019). To support the “Progress in Achieving Equality Outcomes Report 2019”, the Equality Outcomes Action Plan is currently being finalised.

## Equality Challenge Unit “Positive About Promotion” Project

The [Equal Pay Statement and Information Report 2017](#) included a supporting action plan. This details actions and outputs which will be delivered over the next four years, together with responsibilities and timescales, designed to redress the pay gap and occupational segregation.

As part of this action plan, the College is participating in a Staff Development Project with Equality Challenge Unit (ECU). This is an inquiry based research project designed to identify the underlying reasons why women are under-represented in Senior Lecturer and Curriculum Head roles. A project team is in place. A preliminary literature review has been drafted and focus groups with teaching staff will be conducted before the end of December 2017 and again in April 2018. The results of this project could then be used to decrease our pay gap and better support women into promoted teaching positions.

## Cross-College ED&I Events 2017-2018

A sub-group of the ED&I Working Group is responsible for organising and delivering a strategic approach to cross-College ED&I events. Building on the success of previous years, a series of ED&I themed monthly events will be delivered during 2017-2018:

- Black History Month in October.
- Interfaith Awareness Month in November.
- Disability Awareness Month in December.
- Age Awareness Month in January.
- LGBT History Month in February.
- Gender Equality Month in March.
- Poverty Awareness Month in April.

Together with other ED&I activities, the impact of the monthly events was recognised by Education Scotland. The 2016 review report stated that: “(t)he college has a strong track record for its approach to supporting equality, diversity, and inclusion. Equality and diversity is embedded across college functions, promoted well, and celebrated through a diverse range of activities, including an annual Embracing Diversity competition” ([Education Scotland Fully Report, 2016: 6](#))

## **Embracing Diversity Competition 2018 and Regional Event**

In its 7<sup>th</sup> year, the Embracing Diversity Competition 2018 will soon be launched.

The primary driving force of the competition is to encourage students (and indeed staff) to reflect upon what ED&I means to them, as part of the learning and teaching experience, in an effort to creatively consider and communicate fairness, opportunity and respect. The competition will be judged by representatives from external user-led equality groups, together with key support staff.

In June 2017 the second regional competition took place, with Clyde College winning first place and City of Glasgow College receiving two commendations. The regional competition will again take place in 2018.

## **College Chaplaincy Team and Quiet Reflection Spaces**

Following a successful communications campaign, the chaplaincy service has increased visibility on campus for both staff and students. Online and offline resources were designed and displayed - such as pull-up banners, postcards, table-toppers, online banners - which provided information on the purpose of the service. Refreshed photos, contact details and information was published on the website. The team also had a presence at both the Freshers' Fair and International Induction.

Looking forward, the chaplaincy team will be engaging directly with students and staff on a regular basis via themed monthly 'Taste of Faith' events. Diwali was marked in October with a lunchtime stall with information and food available, and December will be focused on Human Rights Day. Staff kindly volunteered to support these events which enabled them to run at both the City and Riverside Campuses. In November, a roadshow will mark Interfaith month and, during this event, TV students will be recording material for a chaplaincy video.