

Board of Management Students, Staff & Equalities Committee

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Agenda Item	9
Subject of Paper	ED&I Current Priorities Update
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary
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Action	For Noting

1. Recommendations

For the Board Committee to discuss and note progress in delivering the Statutory Reports and ED&I current priorities.

2. Purpose of Report

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

3. Context

3.1. Context

The College has a number of corporate, moral and legal responsibilities for advancing ED&I.

3.2. The Public Sector Equality Duty in practice

1.1. 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.

1.2. 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.

1.3. 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 initiatives:

- 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 initiatives.

4. Impact and Implications

Delivering the Statutory Reports and initiatives as recommended will ensure compliance with the specific duties of the Equality Act 2010 and maintain the College's track record for being sector leading for ED&I, together with supporting student and staff engagement.

From a risk management perspective, this robust approach will ensure compliance with legislative duties, enhance the College's corporate reputation and prevent any potential intervention from either Education Scotland or the Equality and Human Rights Commission.

Appendix 1: Equality Statutory Reports and ED&I Current Priorities

2. Equality Mainstreaming Report 2018 (Extended to Cover Board of Management Information)

2.1. Duty

In response to the specific duties, the College publishes a full equality mainstreaming report, incorporating staff equality data, every two years (next due 2019 and 2021) on the progress made to make the PSED integral to its functions. In addition, the College details the steps taken to collect and use staff equality data to better perform the PSED, together with its approach to mainstreaming the PSED across functions, within an interim report, published every other year (next due in 2018 and 2020). Together, the **Equality Mainstreaming Report** and **Interim Equality Mainstreaming Report** are designed to enable the College to better progress the PSED year on year.

Since 2011, the College has been monitoring staff equality data across all relevant protected characteristics in relation to composition, recruitment, development and retention. Since that time, and although not a legal requirement, information on the recruitment and composition of Board of Management across all characteristics has also been collected. From 2017, the College has been required to present Board of Management data in relation to sex, together with how this information is used to better perform the PSED and increase the diversity of board members across protected characteristics.

Over successive reports, in general, a very low proportion of “prefer not to say” response has been found during recruitment. In contrast, despite year on year improvements, a high proportion of “no response” has been found for gender reassignment and caring responsibilities across staff and Board of Management (BOM). Similarly, despite a noticeable reduction, a high proportion of “prefer not to say” responses has been found for religion or belief and sexual orientation across staff and BOM.

These data gaps render it impossible to determine an accurate representation of staff and Board composition, staff development and staff retention. This in turn

prevents valid evidence being used to meet the College's statutory duties and corporate aims.

Of importance, consideration of evidence relating to protected characteristics is a requirement of a number of other specific duties under the Equality Act. Staff equality data informs the College's approach to preparing and publishing its [Equality Outcomes](#) and [reporting on progress](#), together with conducting [Equality Impact Assessments \(EQIAs\)](#).

Of note, the digital badge initiative has proven successful in redressing these data gaps and is expected to continue to do so. The College will continue to work with staff and Board members to further develop a supportive culture in which individuals feel comfortable to declare their data as well as understanding the rationale for and importance of declaration.

Despite existing data gaps, attempts have been made to draw conclusions on the composition, recruitment, development and retention of staff and use this to better support the PSED, in particular through the forthcoming ECU Staff Development Project; see below.

2.2. Progress

Staff data reports have been run and data are currently being analysed. The Interim Mainstreaming Report will be finished by the end of April 2018.

2.3. Equality Mainstreaming Report Recommendations

To address the issues identified in the report and support future progress, it is recommended that:

- To demonstrate commitment, engender a supportive College culture and encourage staff to declare confidential equality information, the Board of Management and Senior Management Team act as positive role models by achieving their ED&I Digital badge.
- Senior managers and managers meet with their teams and, using supporting resources, encourage their staff to achieve their ED&I digital badge.

3. Equality Outcomes 2017-2021 (Incorporating the Gender Action Plan)

3.1. Duty

Where 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 the improvements and positive changes associated with equality mainstreaming. By 30th April 2019, the College is required to publish a report detailing progress made in achieving its Equality Outcomes 2017-2021. To present and deliver these outcomes, an [Equality Outcome Framework 2017-2021](#) has been created.

3.2. Gender Action Plan Progress

A College level gender action planning framework, with supporting faculty level Gender Action Plans, GAPs, have been devised. To support the GAP, senior leaders, leaders and staff will attend appropriate training on gender related issues, including positive action and unconscious bias, delivered by EQUATE Scotland.

Each faculty has a Gender Action Plan lead. The College Secretary is the senior lead responsible for the delivery and evaluation of the College framework and faculty GAP, with support from the ED&I Manager. The ED&I Manager has been meeting with faculty leads to monitor and review progress updates as well support faculties to devise related actions and ensure consistency in approach, in conjunction with support areas as required. The senior lead will present quarterly updates to the Student Experience Leadership Group (SELG) and, in turn, to Senior Management Team.

City of Glasgow College was the only College to present at the SFC National Gender Conference 2017, with the Equality Diversity & Inclusion Manager discussing the College's approach to devising and evaluating the GAP.

Central to the success of the GAP, is student Involvement. To support this, the College - along with 2 other Colleges and 3 Universities - has been chosen by NUS/SPARQS to participate in a project to maximises student involvement and engagement in the design, delivery and evaluation of the GAP.

The College's gender action planning framework has been incorporated into the College's [Equality Outcome Framework 2017-2021](#), published in April 2017, as "Equality Outcome 1.1. Student representation of gender in courses currently characterised by significant imbalance is redressed."

3.3. Remaining Equality Outcomes

The action plan for the remaining equality outcomes is currently being finalised. Progress will be demonstrated by an updated progress narrative, info-graphic and analysis of student and staff survey performance indicators.

Progress will be presented within the [Progress in Achieving Equality Outcomes Report](#), to be published in 2019 and 2021.

4. Duty Equal Pay Statement and Information 2017 Action Plan

4.1. Duty

In meeting the Specific Duties, the College publishes gender pay gap information in relation to the difference in salaries between men and women every two years (next due in 2019 and 2021). This is referred to as the Gender Pay Gap.

This analysis presents the percentage difference among staff between men's average hourly pay and women's average hourly pay. Subsequently, this information is used to inform the equal pay statement in relation to men and women.

The College also prepares and publishes an equal pay statement every four years (next due in 2021). This statement specifies the College's equal pay policy in relation to sex, disability and race and includes information on occupational segregation, again in relation to sex, disability and race. The latest statement and information is published within the [Equal Pay Statement and Information Report 2017](#).

4.2. Progress

To support our equal pay statement and tackle the pay gap, the College has devised a SMART action plan covering the 4-year period from 2017-2021. Human Resources, Performance (Organisational Development) and ED&I are meeting regularly to progress the action plan. As part of this action plan, the College is

conducting a research inquiry project, in conjunction with Equality Challenge Unit (ECU) and an MSc Student in Human Resource Management. The aim of the research is to identify the reasons why women are under-represented in promoted teaching positions. Whilst women are well represented at senior level in the College, and there is a gender balance at lecturer level, the College's Equality Mainstreaming report 2017 includes data which evidences an imbalance at some promoted levels in some teaching areas, such as senior lecturer and curriculum head.

5. ED&I Initiative 2017-2021

The College's [ED&I Strategy 2013-2017](#) has been revised for 2017-2021 to make reference to other related College Strategies and/or 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](#).

6. Cross-College ED&I Events 2017-2018

Building on the success of previous years, a series of ED&I themed monthly events are being 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 during the 2016 review. The subsequent 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 Full Report, 2016: 6](#))

7. Embracing Diversity Competition 2018 and Regional Event

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

The closing date is Monday 30th April and the Board of Management will be invited to attend the Awards Ceremony will take place on Friday, 1st June 2018 in City Campus at 11.30 for 12 noon start in the lower mezzanine space.

The competition will be judged by representatives from external user-led equality groups, together with key support staff. Talat Yaqoob, Director of EQUATE Scotland, has been invited to act as host at the event.

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.

Since 2016, a regional competition has been held in conjunction with the other Glasgow Colleges. On both occasions, despite our students winning second place, students from Glasgow Clyde College have been the overall regional winners.