

## Board of Management Students, Staff & Equalities Committee

<b>Date of Meeting</b>	<b>Wednesday 9 May 2018</b>
<b>Paper No.</b>	<b>SSEC3-F</b>
<b>Agenda Item</b>	<b>9</b>
<b>Subject of Paper</b>	<b>ED&amp;I Current Priorities Update</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Paul Clark, College Secretary</b>
<b>Date of production</b>	<b>23 April 2018</b>
<b>Action</b>	<b>For Discussion</b>

### 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 (PSED) in practice

#### 3.2.1. 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.

#### 3.2.2. 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.

#### 3.2.3. 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 the ED&I Initiative 2017-2021:

- 1.1. Ensure that the student experience of the College is inspirational.
- 1.3. Foster excellence and innovation in learning and teaching.
- 2.2. Realise sector leading levels of student satisfaction with learning and teaching.
- 2.3 Provide access and progression opportunities for all, through a broad, industry relevant curriculum for work and advanced study.
- 2.4. Support and develop student engagement in all aspects of the student experience.
- 3.1. Match staff turnover and recruitment to meet strategic needs.
- 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.
- 5.2. Achieve excellent Education Scotland reportage annually.
- 5.4. Ensure the achievement of globally recognised benchmarks for College processes.

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

Each of the 6 College values will be supported by the current priorities, in particular **Equality, Diversity and Inclusiveness**.

## **4. Impact and Implications**

Delivering the ED&I current priorities as recommended will support the delivery of our strategic aims and maintain both the College's track record and reputation for being sector-leading for ED&I. From a risk management perspective, this robust approach will ensure compliance with the specific duties of the Equality Act 2010 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

### 1. Review of Performance in Delivering 2017 Statutory Duties

An evaluation of the College's performance in delivery its statutory equality duties 2017 is currently being conducted. This is being informed by research from the Equality and Human Rights Commission (EHRC), Equality Challenge Unit (ECU); the Coalition for Racial Equality and Rights (CRER); and Close the Gap (CtG).

#### 1.1. Current Feedback: Main Strengths

- Overall, reports are well structured and easy to understand.
- The range of information given across the publications shows that the College is actively considering its responsibilities as an employer; many other organisations struggle with this, preferring to focus overwhelmingly on service provision only.
- Information given demonstrates how the College is working to identify any gaps in staff knowledge and barriers to redressing these, which shows a commitment to putting equality into practice at individual staff level.
- The mainstreaming report demonstrates a well-established approach to accessibility for learners.
- The College has demonstrated how it has actively sought to identify where there are disparities in outcomes for those with certain protected characteristics and has developed comprehensive plans to tackle this.
- The range of staff data captured through equality monitoring reflects the range of legal obligations better than most organisations.
- Clear reporting on planning, actions to be undertaken and accountability is found throughout all reports, not just on outcomes.

#### 1.2. Current Feedback: Suggested Areas for Improvement

- Ensure mainstreaming information gathered for each function has a clear link to meeting one or more of the three parts of the PSED for specific protected characteristic groups in order to reflect the needs of the duties. The targeting of transgender students who appear to have a higher risk of withdrawal is a good example of this.

- Ensure greater inclusion of all protected characteristics within the mainstreaming reports. Even when there is limited information on the number of service users or staff who have a certain protected characteristic, understanding and inclusion of their needs would help to ensure that all mainstreaming activity is inclusive.
- Consider the representation of each protected characteristic within the equality outcomes, and opportunities to strengthen this where appropriate – be aware that generic equality outcomes aiming to target all protected characteristic groups are unlikely to be effective or measurable.
- Ensure that future equality outcome progress reporting against the equality outcomes, draw on the measures of success. In doing so, also ensure that all protected characteristics that are mentioned within an outcome are included in progress reports, even where no progress has been made.
- Consider presenting narrative summaries which demonstrate progress into future progress reporting on equality outcomes – this can include qualitative information as well as quantitative information.

## 2. Equality Mainstreaming Report 2018

### 2.1. Duty

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 \(EQIAs\)](#).

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.

## **2.2. Progress**

The Interim Mainstreaming Report is nearing completion and will be presented to SMT during July 2018.

Of note, since launching the ED&I Badge Initiative in late 2015, and informed by an updated [Monitoring Matters video](#), the declaration of equality information has noticeably improved. Specifically, for:

- Transgender identity, the proportion of staff “no responses” decreased from 76.8% in 2014/15 to 63.0% in 2016/17.

- Caring responsibilities, the proportion of staff “no responses” decreased from 40.9% in 2014/15 to 26.3% in 2016/17.
- Religion or belief, the proportion of staff “prefer not to say” responses decreased from 36.9% in 2014/15 to 28.3% in 2016/17.
- Sexual orientation, the proportion of staff “prefer not to say” responses decreased from 41.7% in 2014/15 to 30.2% in 2016-17.

For more details, please refer to the [ED&I Badge Initiative Spotlight](#) on page 27 of the Equality Mainstreaming Report 2017.

### **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 Badge.
- Senior managers and managers meet with their teams and, using supporting resources, encourage their staff to achieve their ED&I Badge.

### **3. Planning for 2019 Statutory Duties**

The findings of the review into our performance in meeting the statutory duties 2017 are already being used to inform action planning for the College’s 2019 statutory reporting requirements:

- Equality Mainstreaming Report 2019.
- Delivering Equality Outcomes and Reporting on Progress in Achieving Equality Outcomes Report 2019.
- Equal Pay Statement & Information 2019 (updated gender pay gap information).

Future developments and draft reports will be presented for approval in due course.

#### 4. Performance in Stonewall Workplace Equality Index (WEI) 2018

Evidence demonstrates that people perform better when they can be themselves and their contributions are valued. As such, the College participates in the annual Stonewall WEI. The WEI is a benchmarking tool for employers to measure their progress on lesbian, gay, bi and trans (LGBT) inclusion in the workplace. An annual Top 100 Employers is published, supported by extensive media exposure.

The index measures the College's performance in 10 areas of employment policy and practice, together with a specific anonymous employee feedback survey.

Although specific to two protected characteristics - sexual orientation and gender reassignment (and identity) - the principles, feedback and learning is applied to all remaining characteristics.

In 2018, the College received its highest performance to date.

Year	Overall Index Score and Ranking		
	Score	Ranking	Sector Ranking
2016	87 / 200	185 of 415	21 of 54
2017	111 / 200	133 of 439	20 of 56
2018	109.5 / 200	110 of 434	17 of 52

#### Areas of Employment Policy and Practice, Including Employee Survey

##### Strengths

- Clients, customers and service users (94.1%).
- Procurement (88.2%).
- Policies and Benefits (76.7%).
- Monitoring (73.8%).

##### Areas for Improvement

- Additional Work (0.0%).
- Allies and Role Models (9.1%).
- LGBT Employee Network Group (36.4%).
- Employee Feedback Survey (45.0%).
- Senior Leadership (47.1%).
- Community Engagement (50.0%).
- The Employee Lifecycle (53.7%).

Feedback is being reviewed and plans are in place to make improvements for 2019.



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

In its 7<sup>th</sup> year, the closing date for the Embracing Diversity Competition 2018 was Monday 30<sup>th</sup> April and the Board of Management will be invited to attend the Awards Ceremony will take place on Friday, 1<sup>st</sup> 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. Colin MacFarlane, Director of Stonewall Scotland will be the 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.