

## Board of Management Students, Staff & Equalities Committee

<b>Date of Meeting</b>	<b>24.10.18</b>
<b>Paper No.</b>	<b>SSEC2-G</b>
<b>Agenda Item</b>	<b>10</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>08.10.18</b>
<b>Action</b>	<b>For Discussion and Approval</b>

### 1. Recommendations

For the Board Committee to:

- Discuss and note progress in delivering the Statutory Reports and ED&I current priorities.
- Approve the proposed revised Equality Outcome.

## 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 needs of people who share a relevant PC.
- Encouraging the participation of people who share a relevant PC.
- 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.

#### 4. 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.

#### 5. 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. Equality Mainstreaming Report 2019

#### 1.1. Duty

By 30<sup>th</sup> April 2019, the College is required to:

- Publish a Mainstreaming Report detailing the progress made in mainstreaming the PSED across the College functions so as to better perform the duty, i.e. how the PSED is planned, delivered and evaluated across all College functions.

In addition, this report will present:

- The steps taken to gather information on the number and relevant protected characteristics of the:
  - Recruitment, composition, development and retention of staff; presented via a series of **tables** and **graphs**, together with **supporting analysis** of information.
- How this information is used to better perform the PSED.
- Information on the number of men and women who have been board members of the College during the period covered by the report and how the:
  - Information has been used to better perform the PSED.
  - College proposes to use the information, in taking steps towards there being diversity amongst board members in relation to relevant protected characteristics.

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 2020 and 2022). Together, the **Equality Mainstreaming Report** and **Interim Equality Mainstreaming Report** are designed to enable the College to better progress the PSED year on year.

## 1.2. Mainstreaming Progress

As demonstrated, and further explained in the College's [Equality, Diversity & Inclusion Initiative 2017-2021](#), key to effective mainstreaming of the PSED are: strategic management and operations; consideration of evidence; and involvement of staff and students.

Building on the success of the [Equality Mainstreaming Report 2017](#), a systematic review will be conducted to determine the progress the College has made in mainstreaming the PSED. Results will be presented in a [Mainstreaming Matrix](#), together with a series supporting [case study "spotlights"](#) of good practice. This approach allows current progress in mainstreaming the PSED to be identified and shared, which in turn permits future action and support to be targeted.

**The mainstreaming component of the report is expected to be finished by early April 2019 and recommendations will be presented at a future meeting.**

## 1.3. Equality Information Progress

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, information on the recruitment and composition of Board of Management across all characteristics has also been collected.

Furthermore, 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 \(EQIAs\)](#).

In general, a very low proportion of "prefer not to say" responses is found during recruitment. In contrast, despite year on year improvements, a high proportion of "no response" is 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 is found for religion or belief and sexual orientation across staff and BOM.

These data gaps create difficulties in determining an accurate representation of staff and Board composition, staff development and staff retention. This in turn

undermines the validity of the evidence base being used to meet the College's statutory duties and corporate aims.

Of note, informed by an updated [Monitoring Matters video](#), the digital badge initiative has proven successful in redressing these data gaps and is expected to continue to do so. The initiative was launched with the ED&I badge in late 2015 and currently **almost 530 staff (40.3%)**, have achieved their badge. The Board have agreed an outturn target of 60% completion of the digital badge by 2020 within the College's People and Culture Strategy.

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.

**A request has been made to HR for the relevant staff data reports. The equality information component of the Mainstreaming Report is expected to be complete by the end of December 2018 and recommendations will be presented at a future meeting.**

## **2. Progress in Achieving Equality Outcomes Report 2019 and Proposed Revision to Equality Outcomes**

### **2.1. Duty**

By 30<sup>th</sup> April 2019, the College is required to:

- Publish a report on the progress made to achieve the equality outcomes 2017-2021.

### **2.2. Progress**

Demonstrating impact in supporting the PSED, rather than the delivery of a series of actions, is required. Such progress will be demonstrated by a progress narrative, info-graphic, graphical statistics and analysis of student and staff survey performance indicators.

**A draft reporting framework has been produced and a job request will be submitted to Design for an updated infographic and supporting graphics. The final report will be complete by early April 2019.**

### **2.3. Proposal and Recommendations**

The College is committed to improving compliance with the PSED through ensuring our **Equality Outcomes 2017-2021** are based upon valid sources of evidence and involvement. As such, we have taken the opportunity to reflect upon and revise our Equality Outcomes to reflect current needs.

Since publishing our outcomes in April 2017, we have conducted a review of our Chaplaincy service and Quiet Reflection Room. In doing so, new evidence sources and involvement platforms have been examined - including a review of best practice provision by other organisations together with student, staff and Chaplaincy team feedback. Consequently it is proposed that **Equality Outcome 3.3**, “International students and staff from all ethnicities are supported and integrated into life in the College and Glasgow”, be revised as “Students and staff with religious beliefs confidently access relevant facilities and support”. Previously published actions under the former **Equality Outcome 3.3**, which related to race, would be incorporated into **Equality Outcome 2.1** and delivered as already planned. Furthermore, race would continue to be supported as part of Equality Outcomes **4.1** and **4.2**.

As such, under this proposal, our revised equality outcomes would better reflect needs, and the existing actions relating to race would still be retained.

**It is recommended that the Board of Management approved this proposed revision.**

## **3. Equal Pay Statement and Information Report 2019 (Gender Pay Gap Report)**

### **3.1. Duty**

By 30<sup>th</sup> April 2019, the College is required to:

- Publish pay gap information on the percentage difference among staff between men’s average hourly pay (excluding overtime) and women’s average hourly pay (excluding overtime).

### **3.2. Progress**

In publishing the report, the College will take the opportunity to present progress in:

- Delivering our action plan in support of our Equal Pay Statement.
- Reducing occupational segregation in relation to gender, race and disability.

A request has been made to HR on how to best to allocate responsibilities and progress will be presented at a future meeting.

#### 4. Investors in Diversity (IID)

The nationally recognised [IID accreditation](#) is designed to help establish, develop and embed good ED&I practice and behaviours across all of our functions by taking a “hearts and minds” approach. The new IID standard, embeds [“FREDIE”](#): Fairness; Respect; Equality; Diversity; Inclusion; and Engagement throughout 10 components. We have conducted an initial self-assessment and have identified actions to be delivered in advance of our assessment in January/February 2019.

To minimise the impact on the College, and to allow us to be benchmarked against other participating organisations, we will be reaccredited through dedicated online surveys for staff, students and external stakeholders in early January 2019. Twelve managers will also take part in an individual 30-minute meeting with our assessor in February 2019. To support the reaccreditation, staff will receive a variety of online resources including the updated [ED&I Staff Information Booklet 2018](#).

#### 5. Embracing Diversity Competition 2019 and Regional Event

In its 8<sup>th</sup> year, the Embracing Diversity Competition 2019 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 2019, the 4<sup>th</sup> regional competition will take place. In 2018, at the regional event, City of Glasgow College won first place with Glasgow Kelvin College in second and third places.

#### 6. Cross-College ED&I Events 2018-2019

Building on the success of previous years, a series of ED&I themed monthly resources, or events will be delivered during 2018-2019:

- **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.

Together with other ED&I activities, the impact of the monthly events was recognised by Education Scotland. Their 2016 review report stated that:

“the 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)**