

Board of Management Students, Staff & Equalities Committee

Date of Meeting	Wednesday 29 May 2019
Paper No.	SSEC4-C
Agenda Item	6
Subject of Paper	PSED Reports
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary
Date of production	30 April 2019
Action	For Discussion and Approval

1. Recommendations

For the Board Committee to:

- Approve the Statutory Public Sector Equality Duty Reports 2019.

2. Purpose of Report

This paper provides 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

Current College Strategic Aims (2017-25):

The following aims are supported by the ED&I Initiative 2017-2021 outcomes, exemplified in the content of the PSED reports:

- Ensure that the student experience of the College is inspirational.
- Foster excellence and innovation in learning and teaching.
- Realise sector leading levels of student satisfaction with learning and teaching.
- Provide access and progression opportunities for all, through a broad, industry relevant curriculum for work and advanced study.
- Support and develop student engagement in all aspects of the student experience.
- Match staff turnover and recruitment to meet strategic needs.
- Achieve a healthy, supportive, and collaborative working environment.
- Ensure staff support and promote the College Purpose, Values, and Behaviours.
- Advance Fairness, Opportunity, and Respect for all.
- Achieve excellent Education Scotland reportage annually.
- Ensure the achievement of globally recognised benchmarks for College processes.

Alignment with College Values

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

5 Impact and Implications

Delivering the ED&I statutory reports as required under the PSED serves to:

- meet the College's statutory duties under the Equality Act 2010,
- 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, as well as ensuring legal duty compliance, this prevents any potential intervention from either Education Scotland or the Equality and Human Rights Commission.

All reports were published by the deadline of 30 April 2019, subject to Board approval via the SS&Eq Committee.

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

6 Equality Mainstreaming Report 2019

6.1 Duty

At the deadline of 30th April 2019, the College was 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.
- 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 2021, format to be confirmed) 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 Reports and Interim Equality Mainstreaming Reports are designed to enable the College to better progress the PSED year on year.

6.2 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 was conducted to determine the progress the College has made in

mainstreaming the PSED. 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.

6.3 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).

Work continues 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.

There are some concerns regarding the information previously held within the Wealden system not being transferred to the iTrent system, and furthermore, it is noted that iTrent data collection does not currently meet the requirements of the PSED.

7 Equality Outcomes Report

7.2 Duty

At the deadline of 30th April 2019, the College was required to:

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

7.2 Progress

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

8 Equal Pay Statement and Information Report 2019 (Gender Pay Gap Report)

8.1 Duty

By 30th April 2019, the College was 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).

8.2 Progress

In publishing the report, the College presented progress in:

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

The ED & I team provided extensive support to the HR team in producing this report, indicating a need for capacity building within the HR team.

CITY OF GLASGOW
COLLEGE

Equality Mainstreaming Report 2019



Let Learning Flourish

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Foreword from the Principal

As Scotland's largest technical and professional skills college, and an established flagship for a new era of tertiary education, City of Glasgow College not only values and advances Equality, Diversity and Inclusiveness (ED&I), we aim to lead the way in promoting these principles.

Our college serves a richly diverse community so it is natural and right for our workforce to reflect that multiplicity.

We want to ensure that our students - who are at the heart of everything we do, and our staff - our greatest asset, have the best possible opportunities available to them to realise their full potential, improve their life chances, and reach their educational and career goals.

ED&I values are incorporated into our daily practices and policies and by committing to equality, diversity and inclusiveness, our college sees real people benefits. City of Glasgow College's established Digital Badge Award Scheme - a City innovation, encourages staff to develop their understanding of ED&I issues, and to sign up as Equalities Champions.

There is also widespread external recognition of our progress in ED&I, underlining our inclusive approach and core corporate values. The LGBT rights charity Stonewall lists City of Glasgow College as one of the top 100 Employers in the UK for 2019. Not only are we one of only five Scottish employers to feature, we are also leading the way as the only Scottish educational institution on the list. I'm proud to see our team efforts to create an inclusive workplace for lesbian, gay, bisexual and transgender employees and students acknowledged in this way.

Throughout 2018, our college also picked up further accolades, with wins at the Herald Gen Analytics Diversity Awards and Employers Network for Equality and Inclusion (UK). Awards for our inclusive procurement process and delivering impact through innovation again recognised our college team's efforts in delivering genuine improvements in the work place.

City of Glasgow College is committed to creating an inclusive culture that provides equality of opportunity, process, and outcome for all our students, staff and stakeholders. This report reflects our dedication and success in fulfilling these responsibilities. Paul Little, Principal and CEO

April 2019





Introduction

Introduction

This mainstreaming report, incorporating annual staff and Board of Management equality information, will demonstrate how City of Glasgow College is reflecting equality throughout its functions, as well as collecting and using equalities data, so as to better perform the Equality Act 2010 Public Sector Equality Duty (PSED). Approximately 41% of our students are from Glasgow, with the remainder from other parts of Scotland, UK and from many countries across the world. In 2017-2018 we welcomed students from almost 130 different countries to our diverse and vibrant student community.

We deliver above average success rates for our students. Our innovative approaches to teaching and learning enable personalised development across a range of over 2,000 courses from Access Level to Masters. There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential and improve their life chances, regardless of background or protected characteristic.

City of Glasgow College is a powerhouse of technical and professional programmes. We are the first educational institution in Scotland to be in the Stonewall 100 top employers in the UK. Our recent organisation restructure has seen the College move from six faculties to four. This new structure will allow the College to streamline its business and ensure that the curriculum allows the best possible experience for students, offering high class learning that is accessible and relevant. The faculties outline below represent our learning and teaching structure during the 2017-2018 calendar year.

- Building, Engineering & Energy.
- Business.
- Creative Industries.
- Education and Society.
- Leisure & Lifestyle.
- Nautical Studies.

From 2018-19 these were replaced by the four Faculties below:

- Creative Industries.
- Hospitality and Leisure.
- Education and Humanities.
- Nautical Science and STEM.

Sections of underlined text in the electronic version of this report are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an [ED&I Glossary](#).



Summary

Summary

Purpose

This report presents the College's approach to mainstreaming the Equality Act 2010 Public Sector Equality Duty (PSED) across College functions, so as to better perform the duty. Progress in collecting and analysing staff composition, recruitment, development and retention data, as well as Board of Management information across relevant protected characteristics is also demonstrated.

Full-time student data across protected characteristics at application and enrolment stages is presented in the [Annual Review 2017 -18](#). In addition, an annual admissions review is conducted which details student applications and conversions to enrolments. Furthermore, live electronic student enrolment and KPI data across all relevant protected characteristics is available internally to staff on the College's internal "Dashboard".

In combination, these data sources will continue to be used to support curriculum review, together with informing College equality outcomes and equality impact assessments.

Mainstreaming: Approach and Progress

As demonstrated, and further explained in the College's [Equality, Diversity & Inclusion Initiative 2017-2025](#), key to effective mainstreaming of the PSED are: strategic management and operations; consideration of evidence; and involvement of staff and students.

Building on the [Equality Mainstreaming Report 2017](#), a systematic review was conducted to determine the progress the College has made in mainstreaming the PSED. Results are presented in a Mainstreaming Matrix, together with a series of supporting case study "spotlights" of good practice, illustrating that effective mainstreaming can be demonstrated across most functions.

Equality Information: Approach and Progress

The Equality Act 2010 statutory specific duties in Scotland require the College to take steps to gather and report on staff and Board of Management equality information, and use such information to better perform the PSED.

Furthermore, consideration of evidence relating to protected characteristics is a requirement of a number of other specific duties. Subsequently, staff equality data informs the College's approach to preparing and publishing its [Equality Outcomes and reporting on progress](#) with conducting [Equality Impact Assessments \(EIAs\)](#).

External Influences

In addition to the legal requirement as outlined in the Equality Act 2010 there are a number of other influences and factors that shape the equality and diversity work at the College.

The Scottish Funding Council (SFC) is the main funding body for the College, and we provide outcome agreements for the sector that determine our funding agreement. The outcome agreements demonstrate each institution's distinct contribution to the Scottish Government's priority outcomes and impact for public investment. Equality continues to be a key requirement of the outcome agreement with the introduction of the Gender Action Plan and the British Sign Language Plan. In addition, the funding for extended learning and support has been evidenced in the new Access and Inclusion Strategy to address the needs of underrepresented groups, those with protected characteristics, care leavers, student carers, and those with mental health issues, are all supported to make progress and achieve success.

The College works closely with Advance HE to ensure that Equality and Diversity standards are adhered to, and is also represented at the Scottish Race Equality Network, which includes representation from Colleges and Universities across Scotland.

The College continues to work with a number of external partners and participates in the Glasgow Regional Equality Group (GREG) which meets regularly to share good practice and develop partnership working.

A network has been established which brings together Colleges and Universities across the West of Scotland. The group collaborated on common themes and in hosting a consultation event with the Deaf community on the British Sign Language Plan (BSL) Action Plans. This event was very successful, which not only helped develop our partnership working, but was received positively by the deaf community, enabling engagement with more than one organisation at a time.

Internal Influences

The Equality Diversity and Inclusion agenda is supported by our EDI working group and our EDI Advisory and Engagement group, which has representation from a number of equality focused groups. The EDI working group has representation from Senior Management Team and representation from Curriculum and Support Leads. A recent reorganisation (see below) has maintained the College's commitment to delivering Equality Diversity and Inclusion through the work of the advisory groups.

Leadership Reorganisation

The College undertook an extensive reorganisation of its leadership and management structure in 2018. The key drivers for change were to:

- Improve the Student Experience and increase student success
- Improve Academic Management and Curriculum Leadership
- Scale up the Industry Academy model supporting technical and professional education
- Support better productivity with an agile and responsive curriculum
- Support Scottish Government and Glasgow Region priorities within the context of diminishing public resources
- Increase diversification of College Income through growth and development of income streams
- Optimise organisational performance
- Support financial sustainability through a leaner management structure

The Board was fully supportive of this restructuring, which was successfully implemented through 2018 into the start of 2019.

Equality Information: Key Findings

Attempts have been made to draw conclusions on the composition, recruitment, development and retention of staff.

Composition

- In general, more senior positions were occupied by a higher proportion of staff in older age ranges.
- Conversely, other positions were occupied by staff across wider age ranges.
- 81.7% of staff were UK white, 6.3% were other white and 5.5% were from BME backgrounds.
- No staff from BME backgrounds were found in Head of Service (i.e. non-teaching) positions.
- A higher proportion of females was employed in support 62.2%, than in curriculum roles 37.8%
- A higher proportion of males was employed in the Curriculum, 51.4% than in support roles 48.6%.
- A higher percentage of BOM and SMT are female 53.1% than male 46.9%
- A higher proportion of females was found in lower grade support roles, i.e. other support staff, 61.9% and Curriculum or Support Officer and Coordinator, 80.3%.

Recruitment

- The average age of external applicants was, 35.6 years, shortlisted applicants, 38.4, and appointments, 36.6.

- The average age of internal applicants, 42.1, was almost the same as internal shortlisted applicants, 42.2 which was slightly older than the internal appointments at 42.1.
- The proportion of disabled external applicants, shortlisted applicants and appointments was higher than the proportion of disabled internal applicants, shortlisted applicants and appointments.
- The proportion of disabled external applicants, 8.0, was higher than the proportion of disabled external shortlisted applicants, 8.7%, which in turn was higher than the proportion of disabled external appointments, 3.0.
- The proportion of disabled internal applicants, 4.5%, was higher than the proportion of disabled internal shortlisted applicants, 3.8%, which in turn did not lead to any appointments being made.
- 30.3% of external applicants, 38.3 of external shortlisted applicants and 53.0% of external appointment were married.
- A similar proportion of external applicants, 10.3%, and external shortlisted applicants, 9.4%, were from BME backgrounds, however a lower proportion of external appointments, 7.6% was from BME backgrounds.
- The proportion of BME internal applicants, 17.1%, was lower than the proportion of internal shortlisted applicants, 17.9%, which in turn was higher than the proportion of internal appointments, 13.2%.
- A higher proportion of external appointments, 78.8 %, than internal appointments, 71.8%, were from UK white backgrounds.
- 59.1% of external applicants, 58.4% of external shortlisted applicants and 42.4% of external appointments were female.
- 47% of all internal applicants that declared were Christian.
- 3.1% of all external applicants, 3.0% of shortlisted applicants and 1.5% of external appointments were Muslim.
- A slightly higher proportion of external than internal applicants and appointments were female.

Development

- Overall, a lower proportion of staff under 25, and older ranges - 65 and over, had undertaken development that compared to those in the intermediate age ranges.
- Overall a slightly lower proportion of disabled staff undertook development, 58.0%, than 57.4%.
- A higher proportion of BME staff 59.2% and UK white college staff, 51.8%, and BME staff, 57.1%, compared with other white college staff, 46.3%.
- There was no differential for development opportunities based on pregnancy status.

Retention

- The average age of leavers, 43.3 with on average 6.5 years of services, was very slightly lower than the average age of staff, 47.6 with on average 9.7 years of service.
- 1.5% of staff leavers were pregnant.
- The percentage of BME leavers, Other White and “Prefer not to say” was 4.3%.
- A lower proportion of leavers, 0.7%, than staff, 2.1%, was from other white backgrounds.
- The average length of service of BME and other white staff and leavers was shorter than for UK white staff and leavers.
- 7% of disabled staff had left the College, whilst 80% that left declared as non-disabled and 4.1% preferred not to say, with 2% giving no response.
- A lower proportion of leavers, 41.7%, were male, with 5.6 years of service compared to 9.4 years for existing male staff.

Report Recommendations

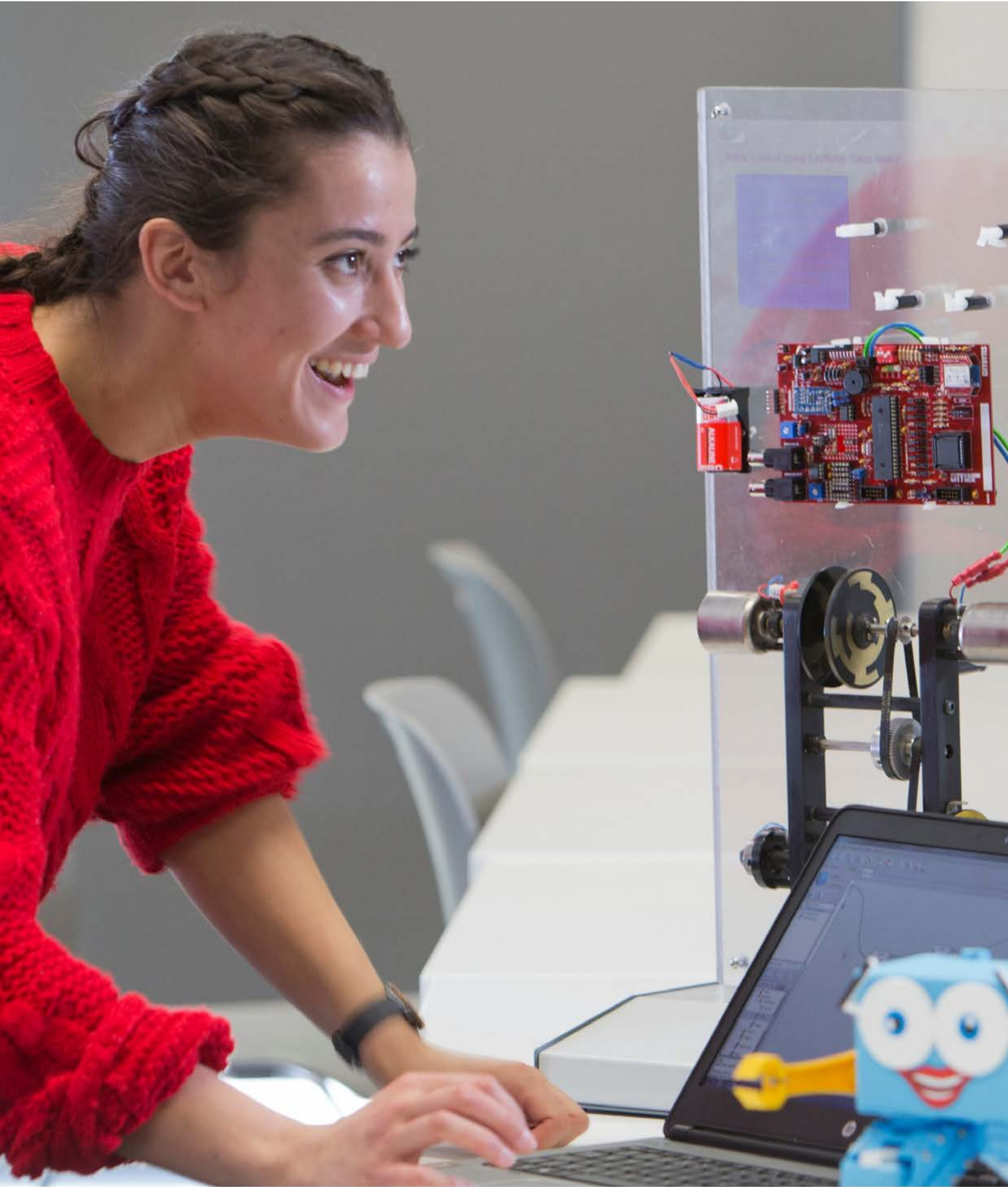
To address the issues identified in this report and support future progress, the following recommendations are made:

- Further explore the reduction of staff proportion identified as BME from 9% in 2016/17, to 5.5 in 2017/18 to mitigate any unconscious bias.
- To continue support our commitment to being LGBTQ+ inclusive and focus on ensuring that staff groups are maintained.
- The College demonstrates commitment, engenders a supportive College culture and encourages 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.
- The College remains committed to the delivery of our Mainstreaming actions as outlined in our 2017 report.

Reporting Status

Where numbers are too low to report for reasons of statistical significance and/or the risk of disclosure of individuals, these statistics have not been published.

However, these figures will be collated by our HR team.



Summary

Commitment

College Values

Equality, Diversity & Inclusiveness is one of 6 core College values:

- The Individual.
- *Equality, Diversity & Inclusiveness.*
- Integrity, Honesty and Transparency.
- Excellence & Achievement.
- Partnership.
- Innovation & Enterprise.

College Behaviours

Through student and staff engagement, behaviours were identified which support the College values and promote a positive culture. These agreed behaviours are being communicated and developed through a variety of approaches, including the "Our Behaviours" booklet and related training sessions, as well as the "Digital Badges Initiative". Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

College Strategic Priorities 2017-2025

Over the reporting period, the College values of "equality, diversity & inclusiveness" has been addressed by the following strategic aims:

1. To be an inspirational place of learning.
2. To enable individuals to excel and realise their full potential.
3. To live our values, value our people and innovate in partnership.
5. To deliver excellence in performance.

Access and Inclusion

The College will encourage access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. Some key enablers of access and inclusion include:

- Curriculum Design.
- Marketing and Communications.
- Community Engagement.
- Student Recruitment and Selection.
- Student Funding.
- Student Services.
- Student Learning Support.
- HR Recruitment and Selection.
- IT Support and Infrastructure.

Equality, Diversity & Inclusion Policy and Mainstreaming Vision

The College's Equality, Diversity & Inclusion (ED&I) Policy details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

"To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated."

Equality, Diversity & Inclusion Statement

"Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.



Purpose

Purpose

The College welcomes the opportunity to report its progress, over the past year, in meeting the requirements of the specific duties under the Equality Act 2010, through its strategy, operations and culture.

This report is a snap shot of the College's progress from 2017-2018. Our annual mainstreaming report from 2016 to 2017 can be found [here](#).

The College's [Equality, Diversity & Inclusion \(ED&I\) Policy](#) details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

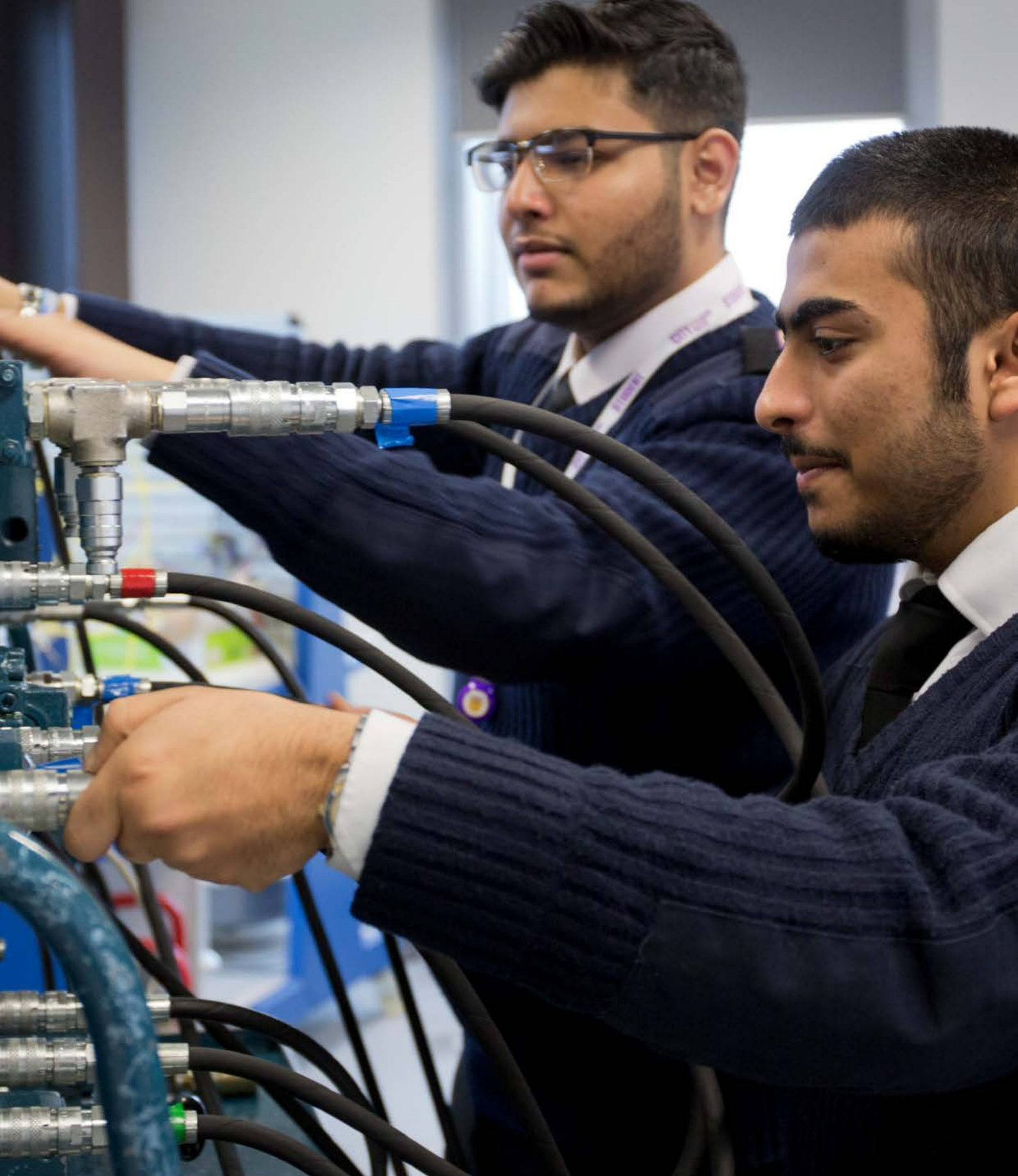
“To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated.”

The reporting period for this report covers 2017 to 2018; however it also draws on some on our current work in 2018/19 and reflects the direction of the College. This report outlines our commitment to ensuring that we meet the requirements of the PSED as outlined below:

Supported Parts of PSED

A public authority must, in the exercise of its functions, have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act, i.e. **ensure fairness**;
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, i.e. **advance opportunity**; and
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it, i.e. **foster respect**.



Mainstreaming

Mainstreaming

This section will detail the College's approach to both planning for and subsequently demonstrating mainstreaming of the Public Sector Equality Duty (PSED) across its functions.

Approach to Planning for Mainstreaming

As detailed by the College's [Equality, Diversity & Inclusion Initiative 2017-2025](#) key aspects of effectively mainstreaming the PSED across College functions.

Approach to Demonstrating Mainstreaming

As was the case with the [Equality Mainstreaming Report 2017](#), a review on the progress the College has made in making the Public Sector Equality Duty (PSED) integral to the exercise of its functions, so as to better perform the Duty, was conducted. The management structure of the College at the time of this review is presented in [Figure 1](#). However, this structure has now changed as presented in the updated Mainstreaming Matrix, detailed in [Appendix A](#).

This matrix illustrates that effective mainstreaming can be demonstrated across the majority of College functions and presents:

- College Directorates and specific functions.
- Mainstreaming examples.
- Supported College strategic aims for ED&I (see below).
- Supported parts of the PSED (see below).
- Supported relevant protected characteristic/s.

The Matrix permits current progress in mainstreaming the PSED to be identified, which in turn allows future action and support to be targeted. Future reports will detail the progress made in mainstreaming equality across these remaining areas.

Mainstreaming Spotlights

The following examples, also detailed in the Mainstreaming Matrix, are presented as “spotlights” to illustrate the College’s progress in mainstreaming the PSED across College functions.

Over the last year the College has been recognised for demonstrating best practice. The College was honoured to receive three major Equality Accolades.

Stonewall Workplace Index



City of Glasgow College is listed as one of the most inclusive employers in Britain by LGBT charity Stonewall in its Top 100 Employers list for 2019. One of only five Scottish employers to feature in the top 100 (from 445) the College placed 81st. The College is the only Scottish educational institution in the top 100, ahead of Oxford University and London School of Economics, making it 15th overall in the UK education sector.

Paul Little, Principal and Chief Executive of City of Glasgow College, said:

“Equality, diversity and inclusiveness are at the heart of all that we do, so to be one of only five Scottish employers to feature in this year’s list is an outstanding achievement for our college and for those who work and study here.”

“City of Glasgow College serves a diverse community and our whole learning environment together with students and staff, policies and practices rightly reflects that multiplicity.”

City of Glasgow College will continue to develop best practice to ensure that we are an inclusive organisation and employer of choice for the diverse population of Glasgow.

Herald GenAnalytics Diversity Awards

In 2018, the College won first place in the category Diversity in the Public Sector in recognition of the College's inclusive procurement process. This considerable achievement demonstrates that our practices go beyond legal compliance and aim to lead the way for best practice.



ENEI Inclusive Procurement/Impact through Innovation

In 2018, the College was shortlisted for two categories at Employers Network for Equality and Inclusion (ENEI) Awards. The College was the overall winner for Impact through Innovation category that recognises an organisation for being innovative in their approach to delivering diversity.



Further examples of how we mainstream equality diversity and inclusion is outlined in the report. We have categorised the examples within our key themes of **Fairness, Opportunity, and Respect**.

Fairness: Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.

ED&I Inclusive Language Training

Situation

The Student Engagement Team identified a need for a session on inclusive language. Staff wanted to improve their understanding of equalities terminology to work more effectively with their students.

Action

An interactive session was designed and delivered that highlighted the importance of using inclusive language, preferred terms for each protected characteristic and tackling common myths.

Impact

The inclusive language session received positive feedback; staff and students can now refer to the College's online guide on inclusive language.

The request for this session has demonstrated an understanding of equality issues and a proactive approach to identifying gaps and addressing them.

The Inclusive Language session will also be delivered at College staff development day, One City, allowing all staff the opportunity to participate in the session.

Quotes from participants:

Quote 1:

"The workshop helped me in my role especially on the duty desk, as I was able to speak to students about some of the language they use while they have lunch, this language at times is inappropriate and does not promote an inclusive environment. Making students aware that they have to moderate and change the language that they use has helped make the Students Association space a safer and respectful space".

Quote 2:

"I've found the training incredibly useful in the delivery of our Student Engagement Workshops. Having the understanding of why certain language is unacceptable makes it far easier to challenge inappropriate behaviours in the classroom."

ESOL into Modern Apprenticeships

Situation

The representation of Black and Minority Ethnic (BME) people in Modern Apprenticeships was less than 2% as opposed to 4% in the general population. A requirement of the Skills Development Scotland was to improve representation of BME in Modern Apprenticeships and as a result of our commitment to the ED&I mainstreaming agenda, the College developed a programme of work.

Action

Bespoke ESOL Employability Unit Assessment Instruments were developed that could be used in a variety of courses.

Impact

The number of ESOL students exposed to Modern Apprenticeships has increased to 80 students. Further links have been developed and strengthened, with external stakeholders and employers gaining additional access to a greater diversity of potential trainees and employees. This in turn is creating more opportunities for BME people to develop their careers.

Opportunity: Advance Equality of opportunity between persons who share a relevant protected characteristics and persons who do not, to advance opportunity.

Curriculum-Linked Learning Support Lectures

Situation

Students with additional support need were assigned to Learning Support (LS) lecturers indiscriminately due to staff availability. This resulted in some areas having a potential of multiple different lecturers supporting their needs. This led to an inconsistent approach to supporting students, which had an impact on the student experience.

Action

The new approach developed saw LS lecturers assigned to specific curriculum areas, which allowed the student to see the same LS Lecturer at each review point. This meant that LS lecturers could identify specific challenges for the student and enable them to provide support that is more effective. Students were able to have more confidence in the LS Lecturers and develop a better understanding of their course requirements.

Impact

The new approach led to the improvement in successful completion rates from 72% in 2014 to 76% in 2017/18 - an improvement of 4% to date. In addition, the improvement was also reflected in the student satisfaction questionnaire as e.g. "All my lecturers were aware of my support need" agreement increased from 61% in 2015/16 to 65% in 2017/18 - again an increase of 4%.

The College plans to enhance identification of curriculum areas, which have a higher volume of learners with additional support requirements, to support learners with additional support needs such as dyslexia, autism, mental health. This will allow the Learning Support lecturers to better prepare and plan to support students individually or in groups.

British Sign Language Plan

Situation

The College was required to publish its first BSL plan by October 2018, in consultation with the Deaf Community and students.

Action

The College published its first [British Sign Language \(BSL\) Plan](#) in October 2018 as required by the British Sign Language Act 2017 and as a condition of our SFC funding. The Action plan was developed in consultation with the Deaf Community and Students and is overseen by the Student Support Team. The plan is published on the College website, both in English and in BSL, and outlines our commitment to supporting students both current and new to access learning opportunities at the College.

Impact

The plan is now in place and reviewed in line with our reporting timelines and progress on the plan reports to our senior teams. It is too early to draw on any significant impact at this stage.

Respect: Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Staff Networks

Situation

The City of Glasgow understood the importance of staff networks and after consultation; this is identified as one of our actions in our [Equality Outcomes report 2017-2021](#).

Action

City of Glasgow College established two staff groups led by the Equality Diversity and Inclusivity team.

Impact

LGBTQ+ Staff Network

The LGBTQ+ network is accessible to staff and students and has agreed terms and conditions in place. The network was instrumental in the college submission to the Stonewall Workplace Index and participated in "PRIDE" Glasgow in both 2017 and 2018. In 2018, the college Human Resources department supported PRIDE by producing a tailored flyer promoting our current vacancies. Staff interacted with a wide range of prospective students and staff and distributed, free branded goodies that highlighted the College's commitment to Fairness, Opportunity and Respect. An added attraction in 2018 were hair and beauty treatments, provided by staff and students from these curriculum areas. Although we cannot say it is a direct impact, reporting on LGBTQ+ has improved.

Disabled Staff Network

Impact

Interest in the network was positive with staff interest from both campuses. The group was empowered to decide the name of the network 'AuthentiCITY', as well as the Terms of Reference, activity focus and the logistics of meetings. This ensured the group was user-led. Initial meetings indicated that staff were encouraged to have a dedicated place to speak about issues that affected them and focused on officially launching the network in 2019. While a direct impact cannot be evidenced, equality staff data demonstrates that there has been an increase in staff declaring a disability from 5.8% in 2015/16 and 2016/17 to 6.4% of staff in 2017/18.

Gay Games Paris 2018

Situation

City of Glasgow College Senior Lecturer Fitness, Pamela Greer, is a champion for LGBT inclusion in Scottish Sport. As a member of the LEAP Sports board, Pamela's idea was to offer in kind support by accessing our world-class facilities, staff and students. Sports Nutrition, Sports Psychology, and Sports Injury support were all part of a support team prior to taking part.

Action

The establishment of the first ever Team Scotland to compete at the Olympic Games of LGBT sport was developed as a direct result. The Sports curriculum staff engaged with the participants prior to competing at this elite level, assisting the athletes with their physical and technical preparation for competition. The development was supported at the highest executive level of the College, and the Team Scotland uniform was branded with the City of Glasgow logo.

Impact

Working with students as part of their studies added real value and real-world relevance for their learning. Heightening awareness in all aspects of the LGBT sports community and the challenges of competing in sport was significant.

For the first time in its 36-year history, a Team Scotland took part in the Gay Games. The team was supported by a partnership between LEAP Sports and City of Glasgow College.



Team Captain, Fraser May of the Hotscots FC who were taking part in their second Gay Games said:

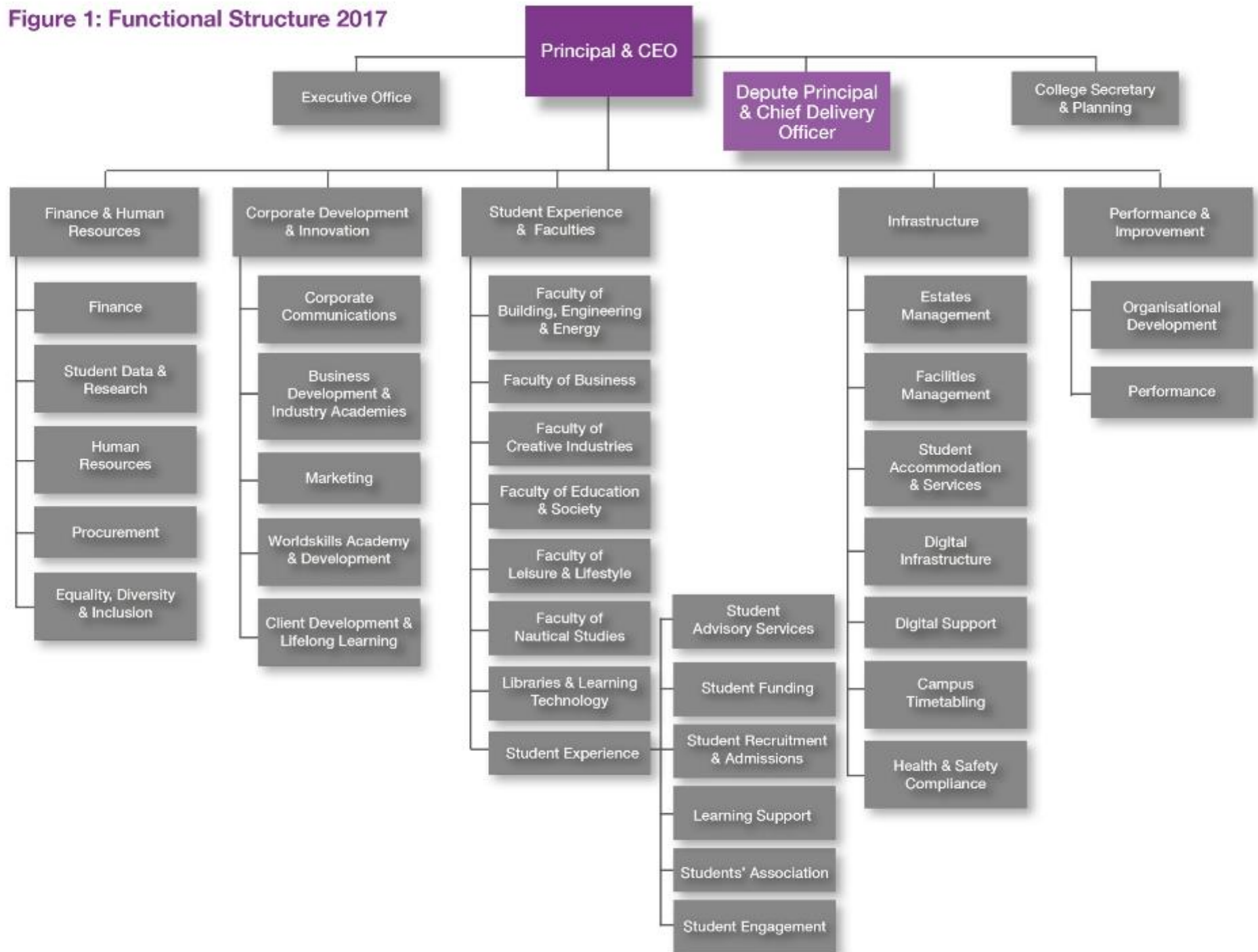
"The very fact that we had so many people competing as part of Team Scotland was a massive thing and hopefully something to build on, but walking into the opening ceremony together was something for us all to be very proud to have been part of. The fact that so many in the team were successful in winning medals was a real cherry on the top".

Hugh Torrance, Executive Director for LEAP Sports Scotland, said: "It is a privilege for LEAP Sports to work with and support the team towards participation, inclusion and personal best - the three goals of the Gay Games. Partnerships such as this are so valuable and we are delighted to have the support of City of Glasgow College in making this initiative happen".

City of Glasgow College is currently working with LEAP sports on a social and recreational basis with Clubs coming on campus to make use of facilities and receiving coaching and support from staff and students. We will continue to work with LEAP to develop a productive and reciprocal working relationship with not only the sports curriculum but other vocational specialism in the College.

⋮

Figure 1: Functional Structure 2017





Data Measurement

Data Measurement

This section will present the steps taken and progress the College has made in gathering and using equality information to perform the PSED.

Staff and Board of Management equality information for 2017-2018, is compared to 2016-2017 and 2015-2016 data and presented in [Appendix C](#). In addition, [Appendix D](#) provides a comparison of equality information in relation to available external benchmarks. When combined with student data, this information is used to inform outcomes, support equality impact assessments and better perform the PSED. A summary of data is presented in the following section.

Gathering Staff Information

The College introduced a fully integrated HR and Payroll Information System in June 2018. The College has been collecting and monitoring information across all 9 protected characteristics in relation to the recruitment, composition, development and retention of staff since late 2011. The new HR and Payroll System iTrent will be used to collate the information required for any future Equality reporting.

Staff Self-Declaration across Protected Characteristics

There are a number of protected characteristic areas where the proportion of “no responses” remain high in particular for Gender Reassignment, Religion and Belief and Sexual Orientation. The figures, although slightly improved, do not necessarily represent a significant change. In relation to disability there has been an improvement in staff reporting a disability from 5.8% 2016/2017 to 6.4% in 2017/2018; however the same period also saw an increase in “no response” (0.6%) and in “prefer not to say” - an increase from 6.2% in 2016/17 to 8.2% in 2017/18. This is an increase of two percent within a one-year period. The data can be used to indicate where there are high rates of “no response” and “prefer not to say” in relation to the College structure, and targeted work can now be delivered to promote engagement opportunities to encourage and support staff and students in self-declaration across all protected characteristics.

ED&I Digital Badge Initiative

The College launched its Digital Badge initiative with the ED&I badge in December 2015. One of the criteria for achieving the badge is for staff to check the accuracy of, update, or provide personal equality information (after watching a College specific [Monitoring Matters](#) video, encouraging declaration). Since launch, the declaration of equality information has noticeably improved in relation to a decrease of “no response” data for Caring Responsibilities and Gender Reassignment and decreased “prefer not to say” data for Religion or Belief and Sexual Orientation.

Using Staff Information to Better Perform the PSED

While we recognise that data collection is a work in progress, we have utilised the data we to draw relevant conclusions and support action planning, as detailed in [Section 7](#). Indeed, staff information is used to better perform the PSED through informing:

- The College’s Equality Outcomes 2017-2021.
- Relevant equality impact assessments.
- HR recruitment and selection systems and procedures and Organisational Development systems and procedures, including succession planning.

Composition

Representation of each protected characteristic is presented vertically (job grades/tiers) and horizontally (curriculum or support staff), rather than simply presenting an overall College number and percentage. This approach allows the College to determine whether there are any issues preventing access to specific roles, or career development, and to identify appropriate remedial action in support of the PSED.

Recruitment

External and internal applicant, shortlisted applicant, and appointment data is presented. This enables the College to determine whether there are any issues preventing access to employment, or to a different position, and identify appropriate remedial action in support of the PSED.

Development

Representation of each protected characteristic is presented vertically (job grades/tiers) and horizontally (curriculum or support staff), rather than simply presenting an overall College number and percentage. Training and development data are presented horizontally for each protected characteristic (curriculum or support staff). This enables the College to determine whether there are any issues preventing access to specific roles, or career development as well as CPD opportunities, and identify appropriate remedial action in support of the PSED.

Retention

The length of service of both staff and leavers across protected characteristics is presented. This enables the College to determine whether there are any issues preventing engagement and continued employment, and identify appropriate remedial action in support of the PSED.

Gathering Board of Management Information

As stated in our previous reports the College is required to publish diversity information on the Board of Management, and in particular the gender balance in line with the Equality Act 2010. The College has been monitoring information on recruitment across all protected characteristics since 2011.

There was a recruitment drive in 2016/2017 which led to the current make-up of the board, and while the board did not have a recruitment drive during 2017/18 academic term, there was significant recruitment in 2018/19.

The Board is composed of 13 non-executive and 5 executive members. The latter comprise the Principal (appointed by the Board), two student members (nominated by the student body), and two elected staff members. The non-executive members are appointed via an open recruitment and selection process.

There was no direct recruitment of board members in 2017/18 and the board consisted of 12 Male Member (67%) and 5 female members (33%). Non-executive member statistics were similar with 8 male members (75%) and 3 female members (25%) female. This however only represented 12 out of the 13 possible members of the board.

In 2018, City of Glasgow College (CoGC) undertook a major Board of Management recruitment exercise in partnership with Glasgow Colleges Regional Board (GCRB), to fill CoGC Board vacancies. With regard to the College's support for gender balance at Board level, the Board's intentions were stated clearly in the opening paragraphs of the Board appointment pack:

"City of Glasgow College particularly welcomes applications from groups currently under-represented on Scotland's public bodies, such as women, disabled people and people aged under 50."

In recognition of this gap the College initiated a revised recruitment plan to ensure that opportunities were made available to a more diverse group of people.

The Board agreed that there would be a plan of action and subsequently initiated a number of measures to improve diversity of representation.

- The Board participated in Diversity Development day for Glasgow Region Boards and has accepted the "50:50 by 2020" gender balance challenge for public sector Boards in Scotland.
- The recruitment and selection process was revised to ensure inclusive language reflected in the Board vacancy and selection materials.
- The essential criteria for applicants to have executive or Board level experience was removed altogether.
- A short film, featuring female members of the Board speaking about their positive experience of being on the College Board of Directors, was developed and presented on the College website alongside the application information.
- A recruitment statement stating that the Board explicitly welcomed applications "particularly from groups currently under-represented on Scotland's

public bodies, such as women, disabled people, diverse ethnic backgrounds, and those under 50."

- The College also clearly stated that we would "welcome those with experience in the voluntary sector and other community activity" as well as the more traditional skills sets
- The Board Vacancies was circulated to over 30 agencies with which the College has developed partnerships including many supporting under-represented groups.
- Personal contact was also made with organisations and individuals expressing an interest, and the College Secretary met with several prospective applicants from under-represented groups to encourage their participation.

Since these actions have been initiated, the Board representation for 2018/2019 is now more diverse with an improved gender balance in place for the next session (see below).

With the Board of Management's participation in the Digital Badge Initiative, it is expected that we will have full and robust data on equality and diversity of the board. Having a full and valid data set will allow the College to better use this information to better perform the PSED and support diversity.

Current Data on Board Information

As a result of this approach, the Board's gender balance improved significantly to 56% male, 44% female at June 2019 (may vary following staff elections and student nominations). This approach will now be developed to enhance future recruitment opportunities.

Future Actions

The College will continue to work toward meeting its goals in creating an inclusive culture and ensuring that we meet the requirements of the PSED.

As well as celebrating our success over the year, the challenges are clear. The College will continue to monitor staff data across all protected characteristics, to ensure that we can identify any gaps and identify the appropriate actions.

The positive work that the College delivers will continue to be showcased by developing a database of spotlights accessible to staff and students. This will further demonstrate meeting the requirements of the PSED.

Since 2013 the College has published examples of mainstreaming, these examples continue to be embedded into the organisational culture of the College.

This report will act as catalyst to continue to monitor and review our progress in delivering our duty in mainstreaming equality and diversity.

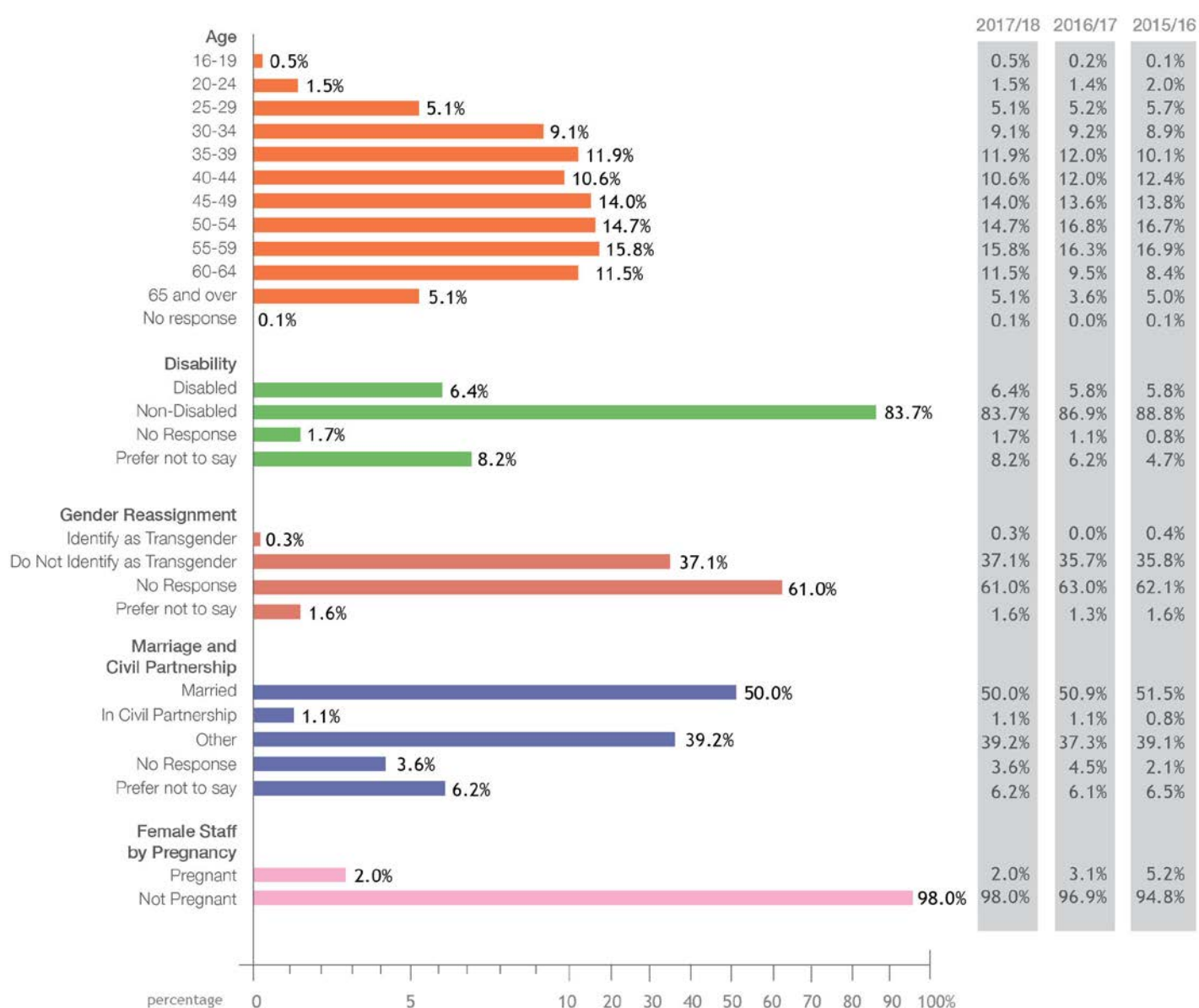


Data Summary

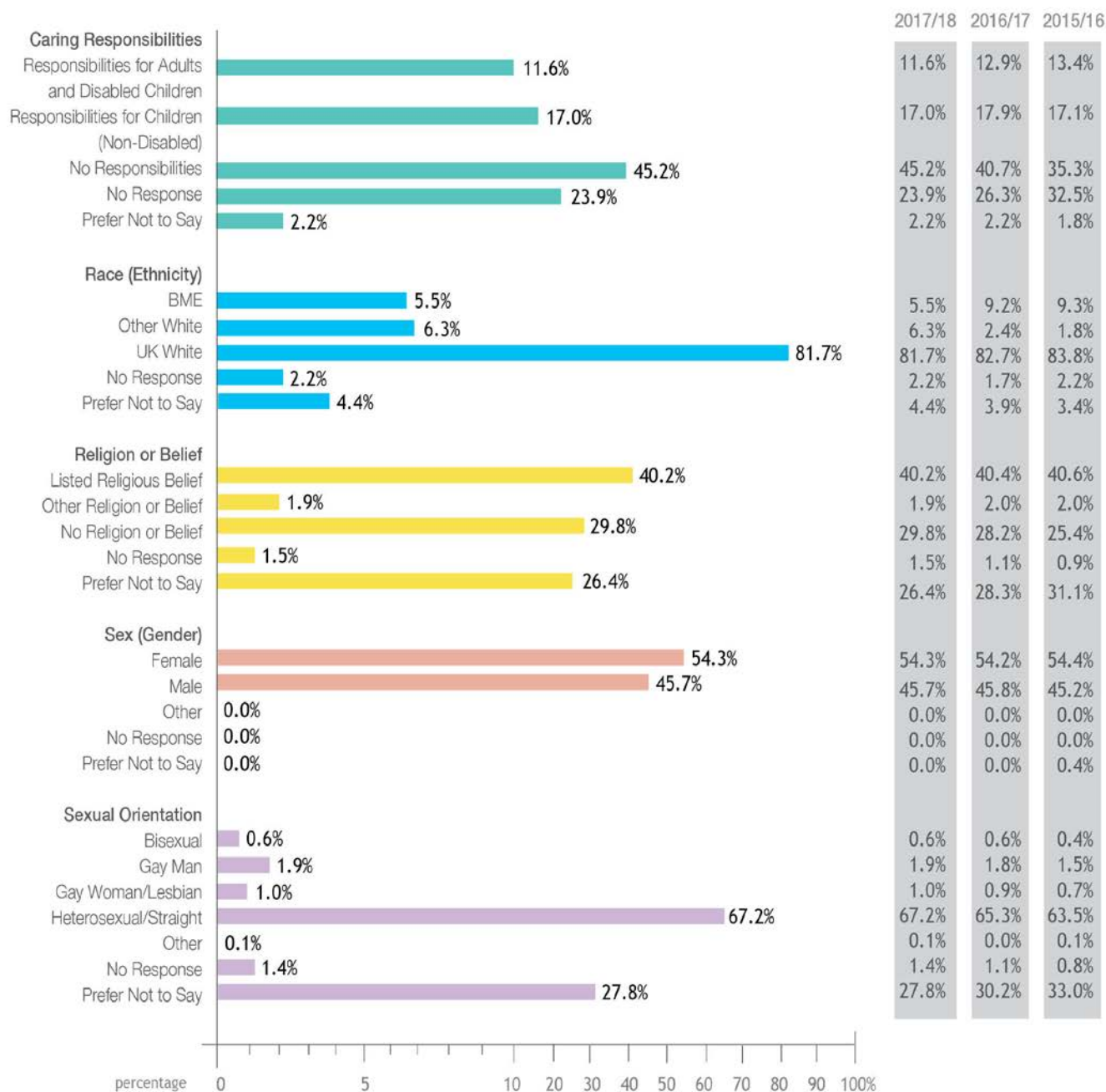
Data Summary

In this section, graphs detailing staff composition by relevant protected characteristic are presented, followed by a summary of staff composition, recruitment, development and retention data for each relevant protected characteristic.

Staff Composition 2017/18



Staff Composition 2017/18 continued



Age

Composition

- The average age of staff was 47.5 years.
- In general, a higher proportion of staff in older age ranges occupied more roles that are senior.
- The average age of curriculum staff was 49.1, was slightly older than the average of support staff.
- The largest percentage of staff 15.8% were from the 55-59 age range.
- 7.1% of staff were from the 16 to 29 age range.
- 5.2% represented staff aged 65 and over.

Recruitment

- The average age of external applicants, 35.6, was younger than external shortlisted applicants, 38.4, which in turn was slightly older than external appointments, 36.6.
- The average age of internal applicants, 42.1, was almost the same as internal shortlisted applicants, 42.2, which in turn was slightly older than internal appointments, 42.1
- The average age of external applicants, shortlisted applicants and appointments was younger than internal applicants, shortlisted applicants and appointments.
- The average age of applicants, shortlisted applicants and appointments, both internal and external, was younger than that for staff.

Development

- Overall, a lower proportion of staff in younger, under 25, and older age ranges, 65 and over, had undertaken development than compared to those in intermediate age ranges.
- The average age of curriculum staff who had undertaken development, 48.1, was slightly younger than those who had not undertaken development, 49.1.
- The average age of support staff who had undertaken development, 46.4, was very slightly younger than those who had not undertaken development, 49.1.

Retention

- The average age of leavers was 43.3, with on average 6.5 years of service.
- This was very slightly lower than the average age of staff, 47.6, with on average 9.7 years of service.

Disability

Composition

- 6.4% of staff declared a disability and 8.2% of staff “preferred not to say”.
- From highest to lowest, the most common types of staff disability were: Long standing illness, or condition, 2.1%; other disability, 1.3%; specific learning difficulty, 1.2%; mental health condition, 0.6%; physical impairment, 0.3%; deaf/serious hearing impairment, 0.3% and multiple disabilities, 0.2%.
- A higher proportion of disabled staff, compared to the College total of 6.4%, was found in the following roles: Support staff 7.4%, Curriculum or Support Officer and Coordinator, 9.0%; Curriculum Head, 9.8%;
- A slightly lower proportion of curriculum staff, 5.7%, than support staff, 7.4%, declared a disability.
- 6.3% of BOM and SMT declared a disability.

Recruitment

- The proportion of disabled external applicants, 8.0%, was higher than the proportion of disabled external shortlisted applicants, 8.7%, which in turn led to the proportion of disabled external appointments, 3.0%.
- The proportion of disabled internal applicants, 4.5%, was higher than the proportion of disabled internal shortlisted applicants, 3.8%, which in turn was did not lead to any internal candidates appointed.
- A slightly higher proportion of leavers 12.2% than staff 8.2% preferred not to say.

Development

- Overall, a higher proportion of disabled staff, 58.0%, than non-disabled staff, 61.2%, had undertaken development.
- A lower proportion of disabled curriculum staff, 54.9%, than disabled support staff, 61.2%, had undertaken development.

Retention

- 7% of disabled staff had left that college whilst 80% that left declared as non-disabled and 4.1% preferred not to say with 2.0% giving no response.
- The average length of service of disabled staff than for non-disabled staff and leavers was 0.4%.

Gender Reassignment

Composition

- Although declining, the high proportion of “no response” for transgender identity across staff positions prevent any meaningful conclusions from being drawn.
- 0.3% of staff identified as transgender, 37.1% did not identify as transgender and 1.6% of staff preferred not to say. The status of 61.0% of staff was unknown, i.e. “no response”.

Recruitment

- 0.2% of external applicants, 0.3% external shortlisted applicants, 0.3% internal applicants and 0.4% internal shortlisted applicants identified as transgender.
- 2.4% of external applicants, 1.6% % of internal applicants preferred not to say.

Development

- Although declining, the high proportion of “no response” for transgender identity across staff positions prevent any meaningful conclusions from being drawn.
- 50% of Curriculum staff that identify as transgender undertook training and development opportunities. No support staff identifying as Transgender took up any development opportunities.

Retention

- Although declining, the high proportion of “no response” for transgender identity across staff positions prevent any meaningful conclusions from being drawn.
- No staff identifying as Transgender have left the College.

Marriage and Civil Partnership

Composition

- 50.0% of staff were married and 1.1% were in civil partnerships.
- 6.2% of staff preferred not to say and 3.6% did not respond, i.e. “no response”.
- A higher proportion of curriculum staff, 57.4%, than support staff, 39.8%, was married.
- A similar proportion of curriculum staff, 0.9%, and support staff, 0.8%, was in civil partnerships.

Recruitment

- 30.3% of external applicants, 38.3% of external shortlisted applicants and 53.0% of external appointments were married.
- 52.6% of internal applicants, 51.1% of internal shortlisted applicants and 55.3% of internal appointments were married.
- A higher proportion of internal compared to external applicants, shortlisted applicants and appointments was in civil partnerships.
- Overall, a higher proportion of external than internal applicants, shortlisted applicants and appointments “preferred not to say”. No internal applicants “preferred not to say”.

Development

- Overall, a slightly lower proportion of married staff, 57.4%, than those in civil partnerships, 82.4%, had undertaken development.
- A significantly lower proportion of married curriculum staff, 51.5%, than those in civil partnerships, 77.8%, had undertaken development.
- A significantly higher proportion of married support staff, 69.1%, than those in civil partnerships, 87.5%, had undertaken development.

Retention

- The average length of service for married staff was 10.6 years.
- 33.0% of leavers were married, with on average 10.6 years of service.
- The average length of service for staff in civil partnerships was 5.5years.

Pregnancy & Maternity (Incorporating Caring Responsibilities)

Composition

- 2.0% of female staff were pregnant during 2017-2018.
- No female member of staff from BOM and SMT, Curriculum Head, Head of Service and Curriculum of Support Officer and Coordinator roles was pregnant during 2017-18.
- A slightly higher proportion of female curriculum staff, 2.0%, than support staff, 1.6%, was pregnant.

Recruitment

- The pregnancy status of external and internal applicants, or shortlisted applicants was not asked.
- No external or internal female appointments a declared being pregnant.
- 18.6% of external applicants, 23.7% of external shortlisted applicants and 22.7% of external appointments declared having caring responsibilities for adults and disabled children.
- 35.0% of internal applicants, 35.5% of internal shortlisted applicants and 36.8% of internal appointments declared having caring responsibilities for adults and disabled children.

Development

- Overall, a lower proportion of pregnant female staff, 58.8%, than non-pregnant female staff, 58.7%, had undertaken development.
- There was no differential for development opportunities based on pregnancy status.
- Although declining, the high proportion of “no response” for caring responsibilities across staff positions prevent any meaningful conclusions from being drawn.

Retention

- 1.5% of staff leavers were pregnant.
- 9.6% staff with caring responsibilities left the college.
- Whilst declining, the high proportion of “no response” for caring responsibilities across staff positions prevent any meaningful conclusions from being drawn.

Race (Ethnicity)

Composition

- 83.1% of staff were UK white, 6.0% were other white and 5.4% were from BME backgrounds.
- 4.9% of staff preferred not to say, with the remaining 2.3% unknown.
- No staff from BME backgrounds are represented in Head of Service positions.
- A similar proportion of curriculum staff, 5.4%, than support staff, 5.5%, were from BME backgrounds.
- A very similar proportion of curriculum staff, 6.0%, and support staff, 6.7%, were from other white backgrounds.

Recruitment

- A similar proportion of external applicants, 10.3%, and external shortlisted applicants, 9.4%, were from BME backgrounds; however, a lower proportion of external appointments, 7.6% was from BME backgrounds.
- The proportion of BME internal applicants, 17.1%, was lower than the proportion of internal shortlisted applicants, 17.9%, which in turn was lower than the proportion of internal appointments, 13.2%.
- A higher proportion of external appointments, 78.8%, than internal appointments, 71.8% were from UK white backgrounds.

Development

- Overall, a higher proportion of other BME staff, 59.2%, and UK White College staff, 51.8%, had undertaken development compared to Other White College staff, 46.3%.
- A higher proportion of UK white staff, 56.0%, and BME staff, 51.8%, than other white staff, 46.3% had undertaken development in curriculum positions.
- A higher proportion of UK white staff, 65.2 %, and other white staff, 61.4%, than BME staff, 52.8%, had undertaken development, in support positions.

Retention

- There was the same percentage of BME leaver and Other White leavers and prefer not to say at 4.3%.
- A lower proportion of leavers, 0.7%, than staff, 2.1%, was from other white backgrounds.
- The average length of service of BME 5.7 years and other white staff, 7.9 years was shorter than 10.4 years for UK white staff and leavers.

Religion or Belief

Composition

- 37.4% of staff were Christian.
- The next highest represented religions were “Other”, 1.9%, and Muslim, 1.6%.
- 29.8% of staff did not have a faith/belief and 26.4% preferred not to say.
- The proportion of staff with a listed religion was very slightly lower for curriculum staff, 39.2%, than support staff, 41.9%.
- The high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

Recruitment

- 34.6% of external applicants, 37.6% of external shortlisted applicants and 39.4% of external appointments were Christian.
- 42.7% of internal applicants, 38.9% of internal shortlisted applicants and 47.4% of internal appointments were Christian.
- 3.1% of external applicants, 3.0% of external shortlisted applicants and 1.5% of external appointments were Muslim.
- 8.9% of internal applicants, 9.9% of internal shortlisted applicants and 7.9% of internal appointments were Muslim.
- 1.1% of internal applicants, 1.5% of internal shortlisted applicants and no internal appointments held other religious beliefs.
- A lower proportion of applicants, shortlisted applicants and appointments, both internal and external, than staff preferred not to declare their religion.
- A higher proportion of external appointments declared as Roman Catholic 22.7% as with Protestants 9.1% followed by followed by other Christian and prefer not to say at 7.6%
- There was a higher reporting of no religion in external appointments than internal appointments.

Development

- The high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

Retention

- 40.0% of staff with no religion or faith left the college and 25.4 leavers preferred not to say or had no response. The high proportion of “prefer not to say” responses across staff positions prevents any meaningful conclusions from being drawn.

Sex (Gender)

Composition

- 54.3% of staff were female, 46.8% were male.
- A lower proportion of females was found higher grade curriculum roles, i.e. Senior Lecturer, 31.0%, and Curriculum Head, 41.7%, compared to the College overall.
- A higher proportion of females was found in higher-grade support roles, i.e. Head of Service, 56.3%, compared to the College overall.
- A higher proportion of females were found in lower grade support roles, i.e. other support staff, 61.9% and Curriculum or Support Officer, 80.3%.
- More females were employed in support, 62.2%, than in curriculum roles, 48.6%.
- More males were employed in curriculum, 51.4%, than in support roles, 48.6%.

Recruitment

- 59.1% of external applicants, 58.4% of external shortlisted applicants and 42.4% of external appointments were female.
- 51.8% of internal applicants, 51.9% of internal shortlisted applicants and 55.3% of internal appointments were female.
- A slightly higher proportion of external than internal applicants and appointments were female.
- A higher proportion of internal than external applicants and appointments were male.

Development

- Overall, a slightly higher proportion of female staff, 58.7%, than male staff, 52.8%, had undertaken development.
- For curriculum staff, a very slightly higher proportion of male staff, 51.8%, had undertaken development than female staff, 47.4%.
- In contrast, for support staff, a much higher proportion of female staff, 65.4%, than male staff, 39.4%, had undertaken development.

Retention

- A higher proportion of leavers, 53.2%, were female, with 7.2 years of service compared to 10 years for existing female staff.
- A lower proportion of leavers, 41.7%, were male, with 5.6 years of service compared to 9.4 years for existing male staff.

Sexual Orientation

Composition

- 67.2% of staff identified as being heterosexual/straight.
- 3.6 % of staff identified as bisexual, gay, lesbian, or other sexual orientation.
- 2.0% of staff identified as bisexual, gay, lesbian, or other sexual orientation, which was lower than found for external and internal applicants.
- A significantly higher proportion of staff “preferred not to say”, 33.8%, compared to No response 0.8%

Recruitment

- 85.9% of external applicants, 87.8% of external shortlisted applicants and 81.8% of external appointments were heterosexual/straight.
- 8.0% of external applicants, 6.5% of external shortlisted applicants and 12.1% of external appointments identified as bisexual, gay, lesbian, or other.
- 85.5% of internal applicants, 85.1% of internal shortlisted applicants and 94.7% of internal appointments were heterosexual/straight.
- 6.7% of internal applicants, 3.2% of internal shortlisted applicants and 2.6% of internal appointments identified as bisexual, gay, lesbian, or other.
- 6.0% of external applicants, 5.8% of external shortlisted applicants and 6.1% of external appointments “preferred not to say”, compared to 27.8% of staff.
- A higher proportion of external than internal applicants, shortlisted applicants and appointments identified as a “non-heterosexual” group.

Development

- Although declining, the high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

Retention

- Although declining, the high proportion of “prefer not to say” responses across staff positions prevent any meaningful conclusions from being drawn.

Looking Forward



Looking Forward

The next Mainstreaming Report will detail our progress over the Public Sector Equality Duty from 2017 to 2021. It will make recommendations based on the impact of our actions and the Equality Diversity and Inclusion landscape at that time.

Looking forward we will continue to work in line with our legal reporting requirements and guidelines from the Equality and Human Rights Commission. The College will continue to meet the requirements of the Scottish Funding Council and the College Strategic Vision.



P

Appendices

Appendix A: Mainstreaming Matrix

Key to Protected Characteristics (PC/s): Age (A); Disability (D); Gender Reassignment (GR); Marriage & Civil Partnership (M&CP); Pregnancy & Maternity (P&M); Race (R); Religion or Belief (RoB); Sex (S); Sexual Orientation (SO); and all protected characteristics (All).

College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Corporate Services									
Procurement	Development of policy with Equalities embedded into the tendering process. In order to deliver requirements of PSED.								All
Finance	This mainstreaming example will be updated in 2021								
Student Data	Student data made available on a live dashboard								All
Estates	Accessible guides are provided for college buildings and most services. Prayer room has been refurbished and offers washing facilities.								D, R&B
Facilities	Gender Neutral toilets provided in each college building.								T
IT Support Services	Accessible software is installed on all students' PCs across both campuses. CALM templates provided as default on Word and Power Point profiles.								D

Student Accommodation	Continues to provide accessible student accommodation in all campuses.										D
World Skills	Inclusive World skills competitions accessible to all students, in particular disabled students this has been ongoing since 2015.										All
College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s					
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic		
Creative Industries											
Design	The Laramie Project was performed by HND 2 Drama students. The play is about the town of Laramie, its citizens, and their reaction to the brutal murder of Matthew Shepard, a 21-year-old gay student.										LGBT
Arts	HND2 Applied Arts Manifesto Exhibition. Personal manifestos are expressed through printmaking and textiles techniques to explore social, political and cultural issues - often personal or challenging in nature - with themes around equality. The HND 2 Photography document project allowed students to address social and cultural issues, often personal and challenging in nature.										All

Accounting & Supply Chain Management	<p>Financial services student ED&I induction model as part of the HND framework.</p> <p>In HND Supply Chain, a group of 4 staff and 25 students participated in the Procurex Public Sector event Nov 9th 2017.</p>		All
Business & Management	<p>ED&I Mobile Application project to raise awareness of ED&I issues and the PSED.</p> <p>In Dip HE Business, the student group presentation topic must relate to an issue of equality or discrimination.</p>		All
Social Sciences and TUEC	<p>EDI is considered in Operational planning and discussed at course level as part of the CIAMs and verification meetings. All lecturers account for embedding EDI in their learning and teaching resources and approaches. Cross disciplinary collaborative project between HNC social sciences and HND computer Art students that resulted in an exhibition on Gender.</p>		D
Languages & ESOL	<p>ESOL Job Club is a flexible service supporting developing career management skills. The Job Club links students into two specific initiatives this year, ESOL into Modern Apprenticeships: Hospitality and Vehicle Technical Maintenance.</p> <p>Learning from this will inform curriculum design for all the general ESOL courses.</p>		R

College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Hospitality & Leisure									
Hair & Beauty	<p>Trans awareness workshops embedded into guidance. EDI business module incorporated into customer service delivery.</p> <p>ED&I business module incorporated into customer service delivery.</p> <p>Appropriate skills and behaviours are developed, to allow the needs of clients to be sensitively anticipated and met.</p> <p>HNC Hairdressing and HNC Fashion Make Up students organised a fund-raising event in support of homeless people.</p> <p>Gents Barbering classes supported 'Beat the Blues' 2017, to raise awareness about depression and mental health issues. Haircuts were offered to diverse clients, including students with learning difficulties.</p>								T, G, D

Sports & Fitness	<p>A member of staff initiated the development of the first Team Scotland to complete at the Gay Olympics.</p> <p>'Our Behaviours' - Recruitment and beyond project which develops appropriate student behaviours.</p> <p>2nd Year students take an 'Inclusive Sports Coaching' unit and learn about different disabilities and how to apply adaptive sporting activity to different client groups.</p> <p>Sports Massage students gain the opportunity to work with athletes of all ages backgrounds and physical capabilities.</p>		LGBT Q+, D
Culinary Arts	<p>Students were encouraged to take part in the Embracing Diversity Competition which led to the development of an interactive game "Who's Culture is it anyway?" The success of the idea built student confidence and interest in a variety of areas working and raised their awareness of Access and Inclusion issues. This was good to promote diversity in day to day life for students</p>		All
Hospitality & Tourism	<p>Students are encouraged to choose a live event that will encourage interaction across protected characteristics.</p>		All

College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Nautical & STEM									
Mechanical Engineering	Women into Engineering HNC Programme. 'Creative Craft Welding', a new course, is delivered to open up the area of welding to all. There is no barrier to this course, with our youngest student being 12 and our oldest being 76.								G
Nautical Science	The 'Thermodynamics' and 'Naval Architecture' units are hugely theoretical, with high maths content. Equipment was purchased to allow the more practical learner the opportunity to see and feel what was being taught theoretically. This has supported the success of the more kinaesthetic learner and where English is a second language.								D
Electrical Auto & Digital Technology	Improved access and progression routes for learners on electrical and electronic engineering programmes have been delivered.								All
Commercial Nautical	A course has been designed specifically for overseas students who have never been on board a ship. This course involves navigational simulators and classroom simulators and								R, D

	<p>classroom practice. Included in this programme are ship visits and hands on work experience in partnership with a charity restoring the Queen Mary.</p> <p>A partnership with the Tall Ships established to a real scenario to be carried out which can be assessed as part of the program. The non-technical aspects are also measured.</p>								
Commercial Engineering	<p>Bespoke leadership course to encompass an Engineering element and working with cross culture and gender groups has been developed. This is utilising the new Engineering Simulator and classroom teaching.</p>							R	

College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Student Experience/Learner Journey									
Learning Support & Inclusion	<p>Tailored support for students with a range of impairments.</p> <p>Linking the Learning Support lecturers to specific curriculum areas, to ensure students receive the best possible support from the Learning Support lecturers. Since introducing this new approach, student completion rates have improved. (See spotlight)</p>								D
Student Admissions & Enquiries	<p>Within the admissions process, examples of mainstreaming include the Admissions and Funding teams working closely with Learning Development and the Student Advisory Service in ensuring applicants with support needs or from Priority Groups e.g. Care Experienced Young People and Young Carers, are supported through their application journey.</p>								D

<p>Student Engagement</p>	<p>All admissions staff who are interviewing candidates are issued with an Interview Guide and checklist as well as access to online training module in Good Practice in Student Recruitment and Selection.</p> <p>EDI Training embedded into student training. All Members of the Student Executive Committee and Student Representative Council undertake the training he in addition the Student Presidential Team/Associate trainers and Sports Coaches complete the staff EDI module. All class representative also completed the training ensuring that EDI is embedded in the Student Engagement strategy.</p> <p>Vice Principal Diversity & Wellbeing position and 2 Equalities Officers in Students' Association. Student Engagement "Finger on the Pulse" sessions examining ED&I issues with student class groups.</p>	<p>All</p>
<p>Student Wellbeing & Support</p>	<p>Mental health Action Plan A cross-college Student Mental Health and Wellbeing Action Plan has been developed.</p> <p>New referral procedures are being created to provide a clear referral path for students declaring a Disability including mental health, care experience or carer status.</p>	<p>D, T</p>

	Student Support for Trans Students. Student Counselling Service.								
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College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Student Experience									
COPTe	Equity of access to appropriate library space and resources. Accessible and extensive digital collection, including e-books. (add)								All
Human Resources									
Human Resources	Management of long term absence work (e.g. sickness/maternity/career break) reviewed and revised.								D, All

College Function Mainstreaming Examples from 2017 to 2018		Relevant College Strategic Priorities Supported				Relevant Part/s of Public Sector Equality Duty and Protected Characteristic/s			
Directorate / Faculty and Function / Curriculum Area	Example of Mainstreaming	Inspirational place of learning	Individuals to excel and realise their full potential	Live our values, value our people and innovate	Deliver excellence in performance	Eliminate Unlawful Conduct	Advance Equality of Opportunity	Foster Good Relations	Protected Characteristic
Corporate Support									
	International Education Symposium was delivered which incorporated an explicit focus on equality, diversity and inclusion.								All
Performance									
Performance									All
Organisational Development	<p>Managing Diverse Teams and Working in Diverse Teams training and toolkit.</p> <p>Integration of ED&I within the in-house teacher training PDA, delivered to staff.</p> <p>Stonewall Diversity Champion and participant in Workplace Equality Index (WEI)</p>								G, LGBT Q+, All

College Secretary & Planning

<p>College Governance</p>	<p>Inclusive board recruitment supported via the introduction of a promotion matrix. ED&I governance oversight provided by the Board Student, Staff and Equalities Committee</p>	<p>All</p>
<p>College Planning</p>	<p>New College Strategic Plan includes the Strategic Aim: “Advance Fairness, Opportunity and Respect for All” as well as other aims relating to equality, access and inclusion. Operational Planning linked to Strategic Planning delivery. Planning Guidance specifically requires that operational plans reflect the responsibility of the PSED for as outlined in the College Strategic Plan 2017-2025.</p>	<p>All</p>
<p>Equality, Diversity & Inclusion</p>	<p>Cross College ED&I monthly themed events. The development of Awareness Months, EDI Digital Badge initiative. The Embracing Diversity Competition. The development and implantation of the Gender Action Plan.</p>	<p>All</p>

Recruitment, Composition, Development and Retention of Staff by Age

Table 1: Applications, Shortlisting, Appointments, Staff and Leavers by Age Range, 2017-18

Group and Age	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
External Applicants	2.4%	15.2%	20.5%	16.2%	12.0%	8.2%	9.1%	6.9%	6.3%	2.3%	0.3%	0.6%	100.0% (2,990)
Internal Applicants	0.8%	2.1%	8.9%	16.3%	17.9%	11.3%	15.3%	14.5%	7.4%	4.7%	0.3%	0.5%	100.0% (380)
Ext' Shortlisted Applicants	5.5%	8.3%	13.9%	14.9%	13.0%	9.8%	13.1%	8.4%	8.6%	3.5%	0.6%	0.4%	100.0% (794)
Int' Shortlisted Applicants	0.8%	1.9%	8.0%	16.0%	17.9%	11.8%	17.2%	14.5%	8.0%	2.7%	0.4%	0.8%	100.0% (262)
External Appointments	3.0%	10.6%	19.7%	16.7%	7.6%	12.1%	16.7%	3.0%	4.5%	1.5%	3.0%	1.5%	100.0% (66)
Internal Appointments	0.0%	0.0%	7.9%	26.3%	7.9%	21.1%	2.6%	28.9%	2.6%	2.6%	0.0%	0.0%	100.0% (38)
Staff	0.5%	1.5%	5.1%	9.1%	11.9%	10.6%	14.0%	14.7%	15.8%	11.5%	5.1%	0.1%	100.0% (1,559)
Leavers	1.7%	7.8%	16.5%	10.4%	7.8%	8.7%	7.8%	9.6%	10.4%	13.0%	6.1%	0.0%	100.0% (115)
Average Length of Service for Staff (Years)	0.4	0.8	1.6	3.5	5.9	7.4	9.3	13.1	13.9	14.9	12.9	2.0	9.7 years, College Average
Average Length of Service for Leavers (Years)	0.0	0.3	0.8	2.4	3.0	2.6	5.9	7.9	13.4	14.6	18.1	0.0	6.5 years, College Average

Table 2: Applicants, Appointments, Staff and Leavers by Average Age, 2017-18

Staff Group	Average Age * Of those who declared age
External Applicants	35.6
Internal Applicants	42.1
External Shortlisted Applicants	38.4
Internal Shortlisting Applicants	42.2
External Appointments	36.6
Internal Appointments	42.1
Staff	47.6 (9.7 years average length of service)
Leavers	43.3 (6.5 years average length of service)

Table 3: Staff Position by Age Range, 2017-18

Group and Age Results by % and Number	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
BOM and SMT	0.0%	0.0%	0.0%	0.0%	6.3%	6.3%	18.8%	12.5%	25.0%	12.5%	12.5%	6.3%	100.0% (32)
Curriculum Head	0.0%	0.0%	0.0%	2.0%	3.9%	7.8%	15.7%	27.5%	31.4%	11.8%	0.0%	0.0%	100.0% (51)
Senior Lecturer	0.0%	0.0%	1.2%	3.6%	10.7%	15.5%	19.0%	15.5%	20.2%	11.9%	2.4%	0.0%	100.0% (84)
Lecturer	0.0%	0.1%	3.2%	10.5%	11.6%	12.4%	14.8%	14.6%	15.9%	12.3%	4.6%	0.0%	100.0% (759)
Head of Service	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%	25.0%	31.3%	18.8%	12.5%	0.0%	0.0%	100.0% (16)
Head of Dept', Manager, or Adviser	0.0%	0.0%	0.0%	5.1%	17.9%	17.9%	23.1%	10.3%	7.7%	12.8%	5.1%	0.0%	100.0% (39)
Curriculum or Support Officer and Coordinator	0.0%	1.6%	8.2%	9.8%	16.4%	6.6%	14.8%	14.8%	13.1%	11.5%	3.3%	0.0%	100.0% (61)
Other Support Staff	1.5%	4.3%	9.5%	9.7%	13.0%	7.5%	10.4%	13.3%	13.7%	10.3%	6.8%	0.0%	100.0% (517)
College Total	0.5% (8)	1.5% (24)	5.1% (79)	9.1% (142)	11.9% (185)	10.6% (165)	14.0% (218)	14.7% (229)	15.8% (247)	11.5% (180)	5.1% (80)	0.1% (2)	100.0% (1,559)

Table 4: Development by Staff Position and Age, 2017-18

Staff	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and Over	No Response	Total
Development Not Undertaken	0.6%	2.2%	6.0%	9.3%	10.8%	10.2%	13.1%	12.1%	13.7%	13.4%	8.3%	0.3%	100.0% (686)
Development Undertaken	0.5%	1.0%	4.4%	8.9%	12.7%	10.9%	14.7%	16.7%	17.5%	10.1%	2.6%	0.0%	100.0% (873)
College Total	0.5% (8)	1.5% (24)	5.1% (79)	9.1% (142)	11.9% (185)	10.6% (165)	14.0% (218)	14.7% (229)	15.8% (247)	11.5% (180)	5.1% (80)	0.1% (2)	100.0% (1,559)

Table 5: Development by Staff Type and Average Age, 2017-18

Staff	Development Not Undertaken	Development Undertaken	Combined Average
Curriculum Staff	49.1	48.1	48.6
Support Staff	46.0	46.4	46.2
College Average	48.0	47.3	47.6

Recruitment, Composition, Development and Retention of Staff by Disability

Table 6: Applications, Shortlisting, Appointments, Staff and Leavers by Disability Status, 2017-18

Staff Group Results By % and Number	Disabled	Non-Disabled	No Response	Prefer Not to Say	Total
External Applicants	8.0%	83.9%	8.2%	0.0%	100.0% (2,990)
Internal Applicants	4.5%	88.9%	6.6%	0.0%	100.0% (380)
External Shortlisted Applicants	8.7%	84.5%	6.8%	0.0%	100.0% (794)
Internal Shortlisted Applicants	3.8%	89.7%	6.5%	0.0%	100.0% (262)
External Appointments	3.0%	97.0%	0.0%	0.0%	100.0% (66)
Internal Appointments	0.0%	94.7%	5.3%	0.0%	100.0% (38)
Staff	6.4%	83.7%	1.7%	8.2%	100.0% (1,559)
Leavers	7.0%	80.0%	0.9%	12.2%	100.0% (115)
Average Length of Service for Staff (Years)	11.7	10.2	2.8	4.1	9.7 years, College Average
Average Length of Service for Leavers (Years)	7.8	7.4	0.0	7.1	6.5 years, College Average

Table 7: Staff by Disability Type, 2015-16 to 2017-18

Disability Type and Status	2015-16		2016-17		2017-18	
	Count	Percentage	Count	Percentage	Count	Percentage
Blind/Serious Visual Impairment	0	0.0%	0	0.0%	0	0.0%
Deaf/Serious Hearing Impairment	4	0.3%	3	0.2%	5	0.3%
Physical Impairment/Mobility Issue	5	0.4%	6	0.5%	7	0.4%
Specific Learning Difficulty, e.g. Dyslexia, Dyspraxia, or AD(H)D	9	0.7%	13	1.0%	19	1.2%
Specific Learning Impairment, e.g. Down's Syndrome	0	0.0%	0	0.0%	0	0.0%
Social/Communication Impairment, e.g. Asperger's Syndrome	0	0.0%	0	0.0%	4	0.3%
Mental Health Condition, e.g. Depression, Schizophrenia or Anxiety Disorder	6	0.5%	6	0.5%	9	0.6%
Long Standing Illness or Health Condition, e.g. Cancer, HIV, Diabetes, Chronic Heart Disease, or Epilepsy	29	2.4%	30	2.3%	32	2.1%
Multiple Disabilities	1	0.1%	3	0.2%	3	0.2%
Other Disability	16	1.3%	16	1.2%	21	1.3%
Disabled Staff	70	5.8%	77	5.8%	100	6.4%
Non-Disabled Staff	1,082	89.1%	1,148	86.9%	1,305	83.7%
No Response	13	1.1%	14	1.1%	26	1.7%
Prefer Not to Say	49	4.0%	82	6.2%	128	8.2%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 8: Staff Position by Disability Status, 2017-18

Staff Position	Disabled	Non-Disabled	No Response	Prefer Not to Say	Total
BOM and SMT	6.3%	81.3%	9.4%	3.1%	100.0% (32)
Curriculum Head	9.8%	88.2%	2.0%	0.0%	100.0% (51)
Senior Lecturer	6.0%	88.1%	2.4%	3.6%	100.0% (84)
Lecturer	5.4%	84.1%	1.6%	9.0%	100.0% (759)
Head of Service	6.3%	87.5%	0.0%	6.3%	100.0% (16)
Head of Dept', Manager, or Adviser	5.1%	92.3%	0.0%	2.6%	100.0% (39)
Curriculum or Support Officer and Coordinator	9.8%	86.9%	0.0%	3.3%	100.0% (61)
Other Support Staff	7.4%	81.0%	1.5%	10.1%	100.0% (517)
College Total	6.4% (100)	83.7% (1,305)	1.7% (26)	8.2% (128)	100.0% (1,559)

Table 9: Staff Type by Disability Status, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
Disabled	38	5.4%	42	5.5%	51	5.7%
Non-Disabled	623	88.9%	667	87.3%	763	84.8%
No Response	7	1.0%	10	1.3%	15	1.7%
Prefer Not to say	33	4.7%	45	5.9%	71	7.9%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
Disabled	32	6.2%	35	6.3%	49	7.4%
Non-Disabled	459	89.5%	481	86.4%	542	82.2%
No Response	6	1.2%	4	0.7%	11	1.7%
Prefer Not to say	16	3.1%	37	6.6%	57	8.6%
Total	513	100.0%	557	100.0%	659	100.0%
Combined Staff	2015-16		2016-17		2017-18	
Disabled	70	5.8%	77	5.8%	100	6.4%
Non-Disabled	1,082	89.1%	1148	86.9%	1305	83.7%
No Response	13	1.1%	14	1.1%	26	1.7%
Prefer Not to say	49	4.0%	82	6.2%	128	8.2%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 10: Development by Staff Type and Disability Status, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Disabled	45.1%	54.9%	100.0% (51)
Non-Disabled	47.7%	52.3%	100.0% (763)
No Response	53.3%	46.7%	100.0% (15)
Prefer Not to say	62.0%	38.0%	100.0% (71)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Disabled	38.8%	61.2%	100.0% (49)
Non-Disabled	35.4%	64.6%	100.0% (542)
No Response	54.5%	45.5%	100.0% (11)
Prefer Not to say	52.6%	47.4%	100.0% (57)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Disabled	42.0%	58.0%	100.0% (100)
Non-Disabled	42.6%	57.4%	100.0% (1,305)
No Response	53.8%	46.2%	100.0% (26)
Prefer Not to say	57.8%	42.2%	100.0% (128)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Staff by Gender Reassignment

Table 11: Applications, Shortlisting, Appointments, Staff and Leavers by Transgender Identity, 2017-18

Staff Group	Identify as Transgender	Do Not Identify as Transgender	No Response	Prefer Not to Say	Total
External Applicants	0.2%	97.4%	2.4%	0.0%	100.0% (2,990)
Internal Applicants	0.3%	98.2%	1.6%	0.0%	100.0% (380)
External Shortlisted Applicants	0.3%	97.2%	2.5%	0.0%	100.0% (794)
Internal Shortlisted Applicants	0.4%	99.2%	0.4%	0.0%	100.0% (262)
External Appointments	0.0%	98.5%	1.5%	0.0%	100.0% (66)
Internal Appointments	0.0%	100.0%	0.0%	0.0%	100.0% (38)
Staff	0.3%	37.1%	61.0%	1.6%	100.0% (1,559)
Leavers	0.0%	40.9%	58.3%	0.9%	100.0% (115)
Average Length of Service for Staff (Years)	5.5	7.1	11.3	8.7	9.7 years, College Average
Average Length of Service for Leavers (Years)	0.0	4.0	8.3	0.0	6.5 years, College Average

Table 12: Staff Position by Transgender Identity, 2017-18

Staff Position	Identify as Transgender	Do Not Identify as Transgender	No Response	Prefer Not to Say	College Total
BOM and SMT	0.0%	46.9%	53.1%	0.0%	100.0% (32)
Curriculum Head	0.0%	33.3%	66.7%	0.0%	100.0% (51)
Senior Lecturer	0.0%	40.5%	58.3%	1.2%	100.0% (84)
Lecturer	0.3%	36.5%	61.0%	2.2%	100.0% (759)
Head of Service	0.0%	50.0%	43.8%	6.3%	100.0% (16)
Head of Dept', Manager, or Adviser	0.0%	38.5%	61.5%	0.0%	100.0% (39)
Curriculum or Support Officer and Coordinator	0.0%	37.7%	62.3%	0.0%	100.0% (61)
Other Support Staff	0.4%	36.8%	61.7%	1.2%	100.0% (517)
College Total	0.3% (4)	37.1% (579)	61.0% (951)	1.6% (25)	100.0% (1,559)

Table 13: Staff Type by Transgender Identity, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
Identify as Transgender	4	0.6%	0	0.0%	2	0.2%
Do Not Identify as Transgender	254	36.2%	280	36.6%	329	36.6%
No Response	428	61.1%	470	61.5%	551	61.2%
Prefer Not to Say	15	2.1%	14	1.8%	18	2.0%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
Identify as Transgender	0	0.0%	0	0.0%	2	0.3%
Do Not Identify as Transgender	178	34.7%	362	65.0%	250	37.9%
No Response	333	64.9%	192	34.5%	400	60.7%
Prefer Not to Say	2	0.4%	3	0.5%	7	1.1%
Total	513	100.0%	557	100.0%	659	100.0%
Combined Staff	2015-16		2016-17		2017-18	
Identify as Transgender	4	0.3%	0	0.0%	4	0.3%
Do Not Identify as Transgender	432	35.6%	472	35.7%	579	37.1%
No Response	761	62.7%	832	63.0%	951	61.0%
Prefer Not to Say	17	1.4%	17	1.3%	25	1.6%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 14: Development by Staff Type and Transgender Identity, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Identify as Transgender	50.0%	50.0%	100.0% (2)
Do not Identify as Transgender	46.5%	53.5%	100.0% (329)
No Response	50.1%	49.9%	100.0% (551)
Prefer Not to Say	50.0%	50.0%	100.0% (18)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Identify as Transgender	100.0%	0.0%	100.0% (2)
Do not Identify as Transgender	34.8%	65.2%	100.0% (250)
No Response	38.5%	61.5%	100.0% (400)
Prefer Not to Say	57.1%	42.9%	100.0% (7)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Identify as Transgender	75.0%	25.0%	100.0% (4)
Do not Identify as Transgender	41.5%	58.5%	100.0% (579)
No Response	45.2%	54.8%	100.0% (951)
Prefer Not to Say	52.0%	48.0%	100.0% (25)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Staff by Marriage and Civil Partnership

Table 15: Applications, Shortlisting, Appointments, Staff and Leavers by Marriage and Civil Partnership Status, 2017-18

Staff Group	Married	In Civil Partnership	Other	No Response	Prefer Not to Say	Total
External Applicants	30.3%	2.5%	59.1%	0.0%	8.1%	100.0% (2,990)
Internal Applicants	52.6%	2.6%	37.1%	0.0%	7.6%	100.0% (380)
External Shortlisted Applicants	38.3%	2.0%	52.0%	0.0%	7.7%	100.0% (794)
Internal Shortlisted Applicants	51.1%	3.4%	37.8%	0.0%	7.6%	100.0% (262)
External Appointments	53.0%	1.5%	40.9%	0.0%	4.5%	100.0% (66)
Internal Appointments	55.3%	5.3%	36.8%	0.0%	2.6%	100.0% (38)
Staff	50.0%	1.1%	39.2%	3.6%	6.2%	100.0% (1,559)
Leavers	33.0%	0.0%	49.6%	11.3%	6.1%	100.0% (115)
Average Length of Service for Staff (Years)	10.6	5.5	9.2	6.6	8.5	9.7 years, College Average
Average Length of Service for Leavers (Years)	11.7	0.0	5.2	0.0	0.3	6.5 years, College Average

Table 16: Staff Position by Marriage and Civil Partnership Status, 2017-18

Staff Position	Married	In Civil Partnership	Other	No Response	Prefer Not to Say	College Total
BOM and SMT	31.3%	3.1%	21.9%	40.6%	3.1%	100.0% (32)
Curriculum Head	62.7%	0.0%	29.4%	3.9%	3.9%	100.0% (51)
Senior Lecturer	76.2%	0.0%	16.7%	2.4%	4.8%	100.0% (84)
Lecturer	55.1%	1.1%	34.7%	1.7%	7.5%	100.0% (759)
Head of Service	62.5%	0.0%	31.3%	6.3%	0.0%	100.0% (16)
Head of Dept', Manager, or Adviser	53.8%	0.0%	43.6%	0.0%	2.6%	100.0% (39)
Curriculum or Support Officer and Coordinator	47.5%	1.6%	44.3%	1.6%	4.9%	100.0% (61)
Other Support Staff	37.7%	1.4%	50.9%	4.6%	5.4%	100.0% (517)
College Total	50.0% (779)	1.1% (17)	39.2% (611)	3.6% (56)	6.2% (96)	100.0% (1,559)

Table 17: Staff Type by Marriage and Civil Partnership, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
Married	402	57.3%	436	57.1%	517	57.4%
In Civil Partnership	6	0.9%	6	0.8%	9	1.0%
Other	226	32.2%	239	31.3%	293	32.6%
No Response	13	1.9%	29	3.8%	17	1.9%
Prefer Not to Say	54	7.7%	54	7.1%	64	7.1%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
Married	229	44.6%	236	42.4%	262	39.8%
In Civil Partnership	4	0.8%	9	1.6%	8	1.2%
Other	248	48.3%	254	45.6%	318	48.3%
No Response	11	2.1%	31	5.6%	39	5.9%
Prefer Not to Say	21	4.1%	27	4.8%	32	4.9%
Total	513	100.0%	557	100.0%	764	100.0%
Combined Staff	2015-16		2016-17		2017-18	
Married	631	52.0%	672	50.9%	779	50.0%
In Civil Partnership	10	0.8%	15	1.1%	17	1.1%
Other	474	39.0%	493	37.3%	611	39.2%
No Response	24	2.0%	60	4.5%	56	3.6%
Prefer Not to Say	75	6.2%	81	6.1%	96	6.2%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 18: Development by Staff Type and Marriage and Civil Partnership Status, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Married	48.5%	51.5%	100.0% (517)
In Civil Partnership	22.2%	77.8%	100.0% (9)
Other	47.4%	52.6%	100.0% (293)
No Response	100.0%	0.0%	100.0% (17)
Prefer Not to Say	46.9%	53.1%	100.0% (64)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Married	30.9%	69.1%	100.0% (262)
In Civil Partnership	12.5%	87.5%	100.0% (8)
Other	35.5%	64.5%	100.0% (318)
No Response	100.0%	0.0%	100.0% (39)
Prefer Not to Say	40.6%	59.4%	100.0% (32)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Married	42.6%	57.4%	100.0% (779)
In Civil Partnership	17.6%	82.4%	100.0% (17)
Other	41.2%	58.8%	100.0% (611)
No Response	100.0%	0.0%	100.0% (56)
Prefer Not to Say	44.8%	55.2%	100.0% (96)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Female Staff by Pregnancy and Maternity

Table 19: Applications, Shortlisting, Appointments, Staff and Leavers by Pregnancy Status, 2017-18

Staff Group (Females Only)	Pregnant	Not Pregnant	No Response	Prefer Not to Say	Total
External Applicants	N/A	N/A	N/A	N/A	N/A
Internal Applicants	N/A	N/A	N/A	N/A	N/A
External Shortlisted Applicants	N/A	N/A	N/A	N/A	N/A
Internal Shortlisted Applicants	N/A	N/A	N/A	N/A	N/A
External Appointments	N/A	N/A	N/A	N/A	N/A
Internal Appointments	N/A	N/A	N/A	N/A	N/A
Staff	2.0%	98.0%	0.0%	0.0%	100.0% (847)
Leavers	1.5%	98.5%	0.0%	0.0%	100.0% (67)
Average Length of Service for Staff (Years)	5.9	10.0	0.0	0.0	9.9 years, College Average
Average Length of Service for Leavers (Years)	0.0	7.2	0.0	0.0	7.2 years, College Average

Table 20: Staff Position of Females by Pregnancy Status, 2017-18

Staff Position (Females Only)	Pregnant	Not Pregnant	Total
BOM and SMT	0.0%	100.0%	100.0% (17)
Curriculum Head	0.0%	100.0%	100.0% (24)
Senior Lecturer	3.8%	96.2%	100.0% (26)
Lecturer	2.4%	97.6%	100.0% (381)
Head of Service	0.0%	100.0%	100.0% (9)
Head of Dept', Manager, or Adviser	4.8%	95.2%	100.0% (21)
Curriculum or Support Officer and Coordinator	2.0%	98.0%	100.0% (49)
Other Support Staff	1.6%	98.4%	100.0% (320)
College Total	2.0% (17)	98.0% (830)	100.0% (847)

Table 21: Female Staff by Pregnancy Status, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
Pregnant	25	7.5%	14	3.8%	10	2.3%
Not Pregnant	310	92.5%	350	96.2%	427	97.7%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
Total	335	100.0%	364	100.0%	437	100.0%
Support Staff	2015-16		2016-17		2017-18	
Pregnant	14	4.5%	8	2.3%	7	1.7%
Not Pregnant	297	95.5%	344	97.7%	403	98.3%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
Total	311	100.0%	352	100.0%	410	100.0%
Combined Staff	2015-16		2016-17		2017-18	
Pregnant	39	6.0%	22	3.1%	17	2.0%
Not Pregnant	607	94.0%	694	96.9%	830	98.0%
No Response	0	0.0%	0	0.0%	0	0.0%
Prefer Not to Say	0	0.0%	0	0.0%	0	0.0%
College Total	646	100.0%	716	100.0%	847	100.0%

Table 22: Female Staff Development by Pregnancy Status, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Pregnant	40.0%	60.0%	100.0% (10)
Not Pregnant	47.8%	52.2%	100.0% (427)
No Response	0.0%	0.0%	100.0% (0)
Prefer Not to Say	0.0%	0.0%	100.0% (0)
Total	47.6% (208)	52.4% (229)	100.0% (437)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Pregnant	42.9%	57.1%	100.0% (7)
Not Pregnant	34.5%	65.5%	100.0% (403)
No Response	0.0%	0.0%	100.0% (0)
Prefer Not to Say	0.0%	0.0%	100.0% (0)
Total	34.6% (142)	65.4% (268)	100.0% (410)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Pregnant	41.2%	58.8%	100.0% (17)
Not Pregnant	41.3%	58.7%	100.0% (830)
No Response	0.0%	0.0%	100.0% (0)
Prefer Not to Say	0.0%	0.0%	100.0% (0)
College Total	41.3% (350)	58.7% (497)	100.0% (847)

Recruitment, Composition, Development and Retention of Staff by Caring Responsibilities

Table 23: Applications, Shortlisting, Appointments, Staff and Leavers by Caring Responsibilities, 2017-18

Staff Group	Caring Responsibilities for Adults and Disabled Children	Caring Responsibilities for Children (Non-Disabled)	No Caring Responsibilities	No Response	Prefer Not to Say	Total
External Applicants	18.6%		78.0%	0.0%	3.4%	100.0% (2,990)
Internal Applicants	35.0%		63.2%	0.0%	1.8%	100.0% (380)
External Shortlisted Applicants	23.7%		73.3%	0.0%	3.0%	100.0% (794)
Internal Shortlisted Applicants	35.5%		62.6%	0.0%	1.9%	100.0% (262)
External Appointments	22.7%		77.3%	0.0%	0.0%	100.0% (66)
Internal Appointments	36.8%		60.5%	0.0%	2.6%	100.0% (38)
Staff	11.6%	17.0%	45.2%	23.9%	2.2%	100.0% (1,559)
Leavers	9.6%	9.6%	60.0%	20.0%	0.8%	100.0% (115)
Average Length of Service for Staff (Years)	14.8	9.5	5.8	14.6	10.8	9.7 years, College Average
Average Length of Service for Leavers (Years)	11.5	4.3	2.9	16.4	0.0	6.5 years, College Average

Table 24: Staff Position by Caring Responsibilities, 2017-18

Staff Position	Caring Responsibilities for Adults and Disabled Children	Caring Responsibilities Children (Non-Disabled)	No Caring Responsibilities	No Response	Prefer Not to Say	College Total
BOM and SMT	21.9%	21.9%	43.8%	12.5%	0.0%	100.0% (32)
Curric' Head	19.6%	27.5%	27.5%	23.5%	2.0%	100.0% (51)
Senior Lecturer	17.9%	27.4%	28.6%	22.6%	3.6%	100.0% (84)
Lecturer	10.9%	18.2%	44.5%	23.2%	3.2%	100.0% (759)
Head of Service	6.3%	43.8%	25.0%	18.8%	6.3%	100.0% (16)
Head of Dept', Manager, or Adviser	7.7%	20.5%	59.0%	12.8%	0.0%	100.0% (39)
Curric' or Support Officer and Coord'	14.8%	19.7%	49.2%	13.1%	3.3%	100.0% (61)
Other Support Staff	10.3%	10.8%	49.9%	28.2%	0.8%	100.0% (517)
College Total	11.6% (181)	17.0% (265)	45.2% (705)	23.9% (373)	2.2% (35)	100.0% (1,559)

Table 25: Staff Type by Caring Responsibilities, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
Caring Responsibilities for Adults and Disabled Children	101	14.4%	104	13.6%	108	12.0%
Caring Responsibilities Children (Non-Disabled)	143	20.4%	155	20.3%	176	19.6%
No Caring Responsibilities	222	31.7%	295	38.6%	379	42.1%
No Response	219	31.2%	189	24.7%	209	23.2%
Prefer Not to Say	16	2.3%	21	2.7%	28	3.1%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
Caring Responsibilities for Adults and Disabled Children	68	13.3%	67	12.0%	73	11.1%
Caring Responsibilities Children (Non-Disabled)	71	13.8%	81	14.5%	89	13.5%
No Caring Responsibilities	188	36.6%	242	43.4%	326	49.5%
No Response	180	35.1%	159	28.5%	164	24.9%
Prefer Not to Say	6	1.2%	8	1.4%	7	1.1%
Total	513	100.0%	557	100.0%	659	100.0%
Combined Staff	2015-16		2016-17		2017-18	
Caring Responsibilities for Adults and Disabled Children	169	13.9%	171	12.9%	181	11.6%
Caring Responsibilities Children (Non-Disabled)	214	17.6%	236	17.9%	265	17.0%
No Caring Responsibilities	410	33.8%	537	40.7%	705	45.2%
No Response	399	32.9%	348	26.3%	373	23.9%
Prefer Not to Say	22	1.8%	29	2.2%	35	2.2%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 26: Development by Staff Type and Caring Responsibilities, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Caring Responsibilities for Adults and Disabled Children	43.5%	56.5%	100.0% (108)
Caring Responsibilities Children (Non-Disabled)	38.6%	61.4%	100.0% (176)
No Caring Responsibilities	53.0%	47.0%	100.0% (379)
No Response	52.2%	47.8%	100.0% (209)
Prefer Not to Say	50.0%	50.0%	100.0% (28)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Caring Responsibilities for Adults and Disabled Children	35.6%	64.4%	100.0% (73)
Caring Responsibilities Children (Non-Disabled)	19.1%	80.9%	100.0% (89)
No Caring Responsibilities	41.1%	58.9%	100.0% (326)
No Response	41.5%	58.5%	100.0% (164)
Prefer Not to Say	28.6%	71.4%	100.0% (7)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Caring Responsibilities for Adults and Disabled Children	40.3%	59.7%	100.0% (181)
Caring Responsibilities Children (Non-Disabled)	32.1%	67.9%	100.0% (265)
No Caring Responsibilities	47.5%	52.5%	100.0% (705)
No Response	47.5%	52.5%	100.0% (373)
Prefer Not to Say	45.7%	54.3%	100.0% (35)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Staff by Race (Ethnicity)

Table 27: Applications, Shortlisting, Appointments, Staff and Leavers by Ethnicity, 2017-18

Staff Group	BME	Other White	UK White	No Response	Prefer Not to Say	Total
External Applicants	10.3%	9.5%	78.8%	0.0%	1.4%	100.0% (2,990)
Internal Applicants	17.1%	8.9%	71.8%	0.0%	2.1%	100.0% (380)
External Shortlisted Applicants	9.4%	7.4%	81.9%	0.0%	1.3%	100.0% (794)
Internal Shortlisted Applicants	17.9%	8.4%	72.5%	0.0%	1.1%	100.0% (262)
External Appointments	7.6%	9.1%	83.3%	0.0%	0.0%	100.0% (66)
Internal Appointments	13.2%	7.9%	78.9%	0.0%	0.0%	100.0% (38)
Staff	5.5%	6.3%	81.7%	2.2%	4.4%	100.0% (1,559)
Leavers	4.3%	4.3%	86.1%	0.9%	4.3%	100.0% (115)
Average Length of Service for Staff (Years)	5.7	7.9	10.4	4.7	7.4	9.7 years, College Average
Average Length of Service for Leavers (Years)	2.6	1.2	7.1	0.0	5.8	6.5 years, College Average

Table 28: Staff Position by Ethnicity, 2017-18

Staff Position	BME	Other White	UK White	No Response	Prefer Not to Say	Total
BOM and SMT	9.4%	3.1%	65.6%	21.9%	0.0%	100.0% (32)
Curriculum Head	7.8%	0.0%	88.2%	2.0%	2.0%	100.0% (51)
Senior Lecturer	7.1%	4.8%	85.7%	0.0%	2.4%	100.0% (84)
Lecturer	5.1%	6.6%	80.2%	2.6%	5.4%	100.0% (759)
Head of Service	0.0%	6.3%	93.8%	0.0%	0.0%	100.0% (16)
Head of Dept', Manager, or Adviser	2.6%	2.6%	92.3%	0.0%	2.6%	100.0% (39)
Curriculum or Support Officer and Coordinator	3.3%	1.6%	91.8%	1.6%	1.6%	100.0% (61)
Other Support Staff	5.8%	7.7%	81.0%	1.0%	4.4%	100.0% (517)
College Total	5.5% (85)	6.3% (98)	81.7% (1,273)	2.2% (34)	4.4% (69)	100.0% (1,559)

Table 29: Staff Type by Ethnicity, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
BME	66	9.4%	73	9.6%	49	5.4%
Other White	14	2.0%	16	2.1%	54	6.0%
UK White	585	83.5%	627	82.1%	732	81.3%
No Response	11	1.6%	16	2.1%	21	2.3%
Prefer Not to Say	25	3.6%	32	4.2%	44	4.9%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
BME	43	8.4%	49	8.8%	36	5.5%
Other White	11	2.1%	16	2.9%	44	6.7%
UK White	433	84.4%	466	83.7%	541	82.1%
No Response	14	2.7%	7	1.3%	13	2.0%
Prefer Not to Say	12	2.3%	19	3.4%	25	3.8%
Total	513	100.0%	557	100.0%	659	100.0%
Combined Staff	2015-16		2016-17		2017-18	
BME	109	9.0%	122	9.2%	85	5.5%
Other White	25	2.1%	32	2.4%	98	6.3%
UK White	1,018	83.9%	1,093	82.7%	1,273	81.7%
No Response	25	2.1%	23	1.7%	34	2.2%
Prefer Not to Say	37	3.0%	51	3.9%	69	4.4%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 30: Development by Staff Type and Ethnicity, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
BME	40.8%	59.2%	100.0% (49)
Other White	53.7%	46.3%	100.0% (54)
UK White	48.2%	51.8%	100.0% (732)
No Response	52.4%	47.6%	100.0% (21)
Prefer Not to Say	59.1%	40.9%	100.0% (44)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
BME	47.2%	52.8%	100.0% (36)
Other White	38.6%	61.4%	100.0% (44)
UK White	34.8%	65.2%	100.0% (541)
No Response	69.2%	30.8%	100.0% (13)
Prefer Not to Say	64.0%	36.0%	100.0% (25)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
BME	43.5%	56.5%	100.0% (85)
Other White	46.9%	53.1%	100.0% (98)
UK White	42.5%	57.5%	100.0% (1,273)
No Response	58.8%	41.2%	100.0% (34)
Prefer Not to Say	60.9%	39.1%	100.0% (69)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Staff by Religion or Belief

Table 31: Applications, Shortlisting, Appointments, Staff and Leavers by Religion or Belief, 2017-18

Staff Group	None	Protestant	Roman Catholic	Other Christian	Muslim	Buddhist	Sikh	Jewish	Hindu	Other	Prefer Not to Say	No Response	Total
External Applicants	51.0%	8.4%	19.0%	7.2%	3.1%	0.7%	0.7%	0.2%	0.7%	1.0%	8.1%	0.0%	100.0% (2,990)
Internal Applicants	32.9%	12.4%	21.1%	9.2%	8.9%	0.3%	1.3%	0.0%	2.1%	1.1%	10.8%	0.0%	100.0% (380)
Ext' Shortlisted Applicants	48.7%	9.2%	21.2%	7.2%	3.0%	0.8%	1.1%	0.0%	0.4%	0.8%	7.7%	0.0%	100.0% (794)
Int' Shortlisted Applicants	35.9%	10.3%	21.0%	7.6%	9.9%	0.0%	0.8%	0.0%	3.1%	1.5%	9.9%	0.0%	100.0% (262)
External Appointments	48.5%	9.1%	22.7%	7.6%	1.5%	0.0%	3.0%	0.0%	0.0%	0.0%	7.6%	0.0%	100.0% (66)
Internal Appointments	36.8%	15.8%	23.7%	7.9%	7.9%	0.0%	0.0%	0.0%	2.6%	0.0%	5.3%	0.0%	100.0% (38)
Staff	29.8%	13.3%	14.5%	9.6%	1.6%	0.5%	0.2%	0.1%	0.4%	1.9%	26.4%	1.5%	100.0% (1,559)
Leavers	40.0%	13.9%	13.9%	11.3%	0.0%	0.9%	0.0%	0.0%	0.0%	2.6%	16.5%	0.9%	100.0% (115)
Average Length of Service for Staff (Years)	6.5	11.2	8.6	11.7	4.9	8.6	7.3	10.0	4.4	10.2	13.3	2.7	9.7 years, College Average
Average Length of Service for Leavers (Years)	2.3	9.4	3.9	17.2	0.0	8.0	0.0	0.0	0.0	1.7	10.2	0.0	6.5 years, College Average

Table 32: Staff Position by Religion or Belief, 2017-18

Staff Position	None	Protestant	Roman Catholic	Other Christian	Muslim	Buddhist	Sikh	Jewish	Hindu	Other	Prefer Not to Say	No Response	Total
BOM and SMT	15.6%	12.5%	21.9%	9.4%	0.0%	0.0%	3.1%	0.0%	3.1%	0.0%	21.9%	12.5%	100.0% (32)
Curriculum Head	29.4%	11.8%	11.8%	11.8%	3.9%	0.0%	0.0%	2.0%	0.0%	0.0%	27.5%	2.0%	100.0% (51)
Senior Lecturer	10.7%	16.7%	14.3%	19.0%	3.6%	0.0%	0.0%	0.0%	2.4%	2.4%	29.8%	1.2%	100.0% (84)
Lecturer	31.0%	12.5%	12.1%	9.4%	1.7%	0.8%	0.3%	0.1%	0.3%	1.8%	28.6%	1.4%	100.0% (759)
Head of Service	18.8%	31.3%	18.8%	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	100.0% (16)
Head of Dept', Manager, or Adviser	33.3%	28.2%	12.8%	5.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.5%	0.0%	100.0% (39)
Curriculum or Support Officer and Coord'	36.1%	18.0%	13.1%	19.7%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	9.8%	1.6%	100.0% (61)
Other Support Staff	31.5%	12.0%	18.0%	7.5%	1.4%	0.4%	0.0%	0.0%	0.2%	2.7%	25.3%	1.0%	100.0% (517)
Combined Total	29.8% (465)	13.3% (208)	14.5% (226)	9.6% (150)	1.6% (25)	0.5% (8)	0.2% (3)	0.1% (2)	0.4% (7)	1.9% (30)	26.4% (412)	1.5% (23)	100.0% (1,559)

Table 33: Staff Type by Religion or Belief, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
No Religion, or Belief	170	24.3%	215	28.1%	260	28.9%
Listed Religious Belief	282	40.2%	296	38.7%	353	39.2%
Other Religion/Belief	16	2.3%	15	2.0%	16	1.8%
No Response	6	0.9%	9	1.2%	13	1.4%
Prefer Not to Say	227	32.4%	229	30.0%	258	28.7%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
No Religion, or Belief	124	24.2%	157	28.2%	205	31.1%
Listed Religious Belief	220	42.9%	237	42.5%	276	41.9%
Other Religion/Belief	10	1.9%	12	2.2%	14	2.1%
No Response	7	1.4%	6	1.1%	10	1.5%
Prefer Not to Say	152	29.6%	145	26.0%	154	23.4%
Total	513	100.0%	557	100.0%	659	100.0%
Combined Staff	2015-16		2016-17		2017-18	
No Religion, or Belief	294	24.2%	372	28.2%	465	29.8%
Listed Religious Belief	502	41.4%	533	40.3%	629	40.3%
Other Religion/Belief	26	2.1%	27	2.0%	30	1.9%
No Response	13	1.1%	15	1.1%	23	1.5%
Prefer Not to Say	379	31.2%	374	28.3%	412	26.4%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 34: Development by Staff Type and Religion or Belief, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
No Religion, or Belief	51.2%	48.8%	100.0% (262)
Listed Religious Belief	45.3%	54.7%	100.0% (353)
Other Religion/Belief	37.5%	62.5%	100.0% (16)
No Response	61.5%	38.5%	100.0% (13)
Prefer Not to Say	51.2%	48.8%	100.0% (258)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
No Religion, or Belief	35.1%	64.9%	100.0% (205)
Listed Religious Belief	35.9%	64.1%	100.0% (276)
Other Religion/Belief	28.6%	71.4%	100.0% (14)
No Response	70.0%	30.0%	100.0% (10)
Prefer Not to Say	42.2%	57.8%	100.0% (154)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
No Religion, or Belief	44.1%	55.9%	100.0% (465)
Listed Religious Belief	41.2%	58.8%	100.0% (629)
Other Religion/Belief	33.3%	66.7%	100.0% (30)
No Response	65.2%	34.8%	100.0% (23)
Prefer Not to Say	47.8%	52.2%	100.0% (412)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Staff by Sex (Formerly Referred to as Gender)

Table 35: Applications, Shortlisting, Appointments, Staff and Leavers by Sex, 2017-18

Staff Group	Female (including trans woman)	Male (including trans man)	Other	No Response	Prefer Not to Say	Total
External Applicants	59.1%	40.1%	0.0%	0.0%	0.8%	100.0% (2,990)
Internal Applicants	51.8%	47.6%	0.0%	0.0%	0.5%	100.0% (380)
External Shortlisted Applicants	58.4%	40.7%	0.0%	0.0%	0.9%	100.0% (794)
Internal Shortlisted Applicants	51.9%	48.1%	0.0%	0.0%	0.0%	100.0% (262)
External Appointments	57.6%	42.4%	0.0%	0.0%	0.0%	100.0% (66)
Internal Appointments	55.3%	44.7%	0.0%	0.0%	0.0%	100.0% (38)
Staff	54.3%	45.7%	0.0%	0.0%	0.0%	100.0% (1,559)
Leavers	58.3%	41.7%	0.0%	0.0%	0.0%	100.0% (115)
Average Length of Service for Staff (Years)	10.0	9.4	0.0	0.0	0.0	9.7 years, College Average
Average Length of Service for Leavers (Years)	7.2	5.6	0.0	0.0	0.0	6.5 years, College Average

Table 36: Staff Position by Sex, 2017-18

Staff Position	Female (including trans woman)	Male (including trans man)	Other	No Response	College Total
BOM and SMT	53.1%	46.9%	0.0%	0.0%	100.0% (32)
Curriculum Head	47.1%	52.9%	0.0%	0.0%	100.0% (51)
Senior Lecturer	31.0%	69.0%	0.0%	0.0%	100.0% (84)
Lecturer	50.2%	49.8%	0.0%	0.0%	100.0% (759)
Head of Service	56.3%	43.8%	0.0%	0.0%	100.0% (16)
Head of Dept', Manager, or Adviser	53.8%	46.2%	0.0%	0.0%	100.0% (39)
Curriculum or Support Officer and Coordinator	80.3%	19.7%	0.0%	0.0%	100.0% (61)
Other Support Staff	61.9%	38.1%	0.0%	0.0%	100.0% (517)
College Total	54.3% (847)	45.7% (712)	0.0% (0)	0.0% (0)	100.0% (1,559)

Table 37: Staff Type by Sex, 2015-16 to 2017-18

Curriculum Staff	2015-16		2016-17		2017-18	
Female (inc' trans woman)	335	47.4%	364	47.6%	437	48.6%
Male (inc' trans man)	366	51.8%	400	52.4%	463	51.4%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	0	0.0%	0	0.0%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
Female (inc' trans woman)	311	60.6%	352	63.2%	410	62.2%
Male (inc' trans man)	202	39.4%	205	36.8%	249	37.8%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	0	0.0%	0	0.0%
Total	513	100.0%	557	100.0%	659	100.0%
Combined Staff	2015-16		2016-17		2017-18	
Female (inc' trans woman)	646	53.2%	716	54.2%	847	54.3%
Male (inc' trans man)	568	46.8%	605	45.8%	712	45.7%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	0	0.0%	0	0.0%	0	0.0%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 38: Development by Staff Type and Sex, 2017-18

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Female (inc' trans woman)	47.6%	52.4%	100.0% (437)
Male (inc' trans man)	49.9%	50.1%	100.0% (463)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	0.0%	100.0% (0)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Female (inc' trans woman)	34.6%	65.4%	100.0% (410)
Male (inc' trans man)	42.2%	57.8%	100.0% (249)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	0.0%	100.0% (0)
Total	37.5% (247)	62.5% (412)	100.0% (659)
Combined Staff	Development Not Undertaken	Development Undertaken	Total
Female (inc' trans woman)	41.3%	58.7%	100.0% (847)
Male (inc' trans man)	47.2%	52.8%	100.0% (712)
Other	0.0%	0.0%	100.0% (0)
No Response	0.0%	0.0%	100.0% (0)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Recruitment, Composition, Development and Retention of Staff by Sexual Orientation

Table 39: Applications, Shortlisting, Appointments, Staff and Leavers by Sexual Orientation, 2017-18

Staff Group	Bisexual	Gay Man	Gay Woman/ Lesbian	Hetero/ Straight	Other	No Response	Prefer Not to Say	Total
External Applicants	2.5%	3.8%	1.5%	85.9%	0.2%	0.0%	6.0%	100.0% (2,990)
Internal Applicants	2.4%	3.2%	1.1%	85.5%	0.0%	0.0%	7.9%	100.0% (380)
Ext' Shortlisted Applicants	1.9%	3.3%	1.0%	87.8%	0.3%	0.0%	5.8%	100.0% (794)
Int' Shortlisted Applicants	3.4%	3.1%	1.5%	85.1%	0.0%	0.0%	6.9%	100.0% (262)
External Appointments	7.6%	1.5%	3.0%	81.8%	0.0%	0.0%	6.1%	100.0% (66)
Internal Appointments	0.0%	2.6%	0.0%	94.7%	0.0%	0.0%	2.6%	100.0% (38)
Staff	0.6%	1.9%	1.0%	67.2%	0.1%	1.4%	27.8%	100.0% (1,559)
Leavers	1.7%	4.3%	0.0%	70.4%	0.9%	0.9%	21.7%	100.0% (115)
Average Length of Service for Staff (Years)	3.4	3.9	5.1	8.2	5.5	1.9	14.4	9.7 years, College Average
Average Length of Service for Leavers (Years)	0.5	0.4	0.0	5.0	4.0	0.0	13.6	6.5 years, College Average

Table 40: Staff Position by Sexual Orientation 2017-18

Staff Position	Bisexual	Gay Man	Gay Woman/ Lesbian	Hetero'/ Straight	Other	No Response	Prefer Not to Say	Total
BOM and SMT	0.0%	0.0%	3.1%	65.6%	3.1%	12.5%	15.6%	100.0% (32)
Curriculum Head	0.0%	2.0%	0.0%	72.5%	0.0%	0.0%	25.5%	100.0% (51)
Senior Lecturer	0.0%	1.2%	0.0%	70.2%	0.0%	0.0%	28.6%	100.0% (84)
Lecturer	0.8%	2.0%	0.7%	64.4%	0.0%	1.7%	30.4%	100.0% (759)
Head of Service	0.0%	0.0%	0.0%	81.3%	0.0%	0.0%	18.8%	100.0% (16)
Head of Dept', Manager, or Adviser	0.0%	5.1%	5.1%	69.2%	0.0%	0.0%	20.5%	100.0% (39)
Curriculum or Support Officer and Coordinator	0.0%	1.6%	3.3%	75.4%	0.0%	1.6%	18.0%	100.0% (61)
Other Supp' Staff	0.6%	1.9%	1.0%	68.9%	0.2%	0.8%	26.7%	100.0% (517)
College Total	0.6% (9)	1.9% (30)	1.0% (15)	67.2% (1,048)	0.1% (2)	1.4% (22)	27.8% (433)	100.0% (1,559)

**Table 41: Staff Type by Sexual Orientation, 2015-16 to 2017-18
(Continued Over)**

Curriculum Staff	2015-16		2016-17		2017-18	
Bisexual	5	0.7%	6	0.8%	6	0.7%
Gay Man	8	1.1%	12	1.6%	17	1.9%
Gay Woman/Lesbian	4	0.6%	5	0.7%	6	0.7%
Heterosexual/Straight	432	61.6%	485	63.5%	588	65.3%
Other	0	0.0%	0	0.0%	0	0.0%
No Response	3	0.4%	9	1.2%	13	1.4%
Prefer Not to Say	249	35.5%	247	32.3%	270	30.0%
Total	701	100.0%	764	100.0%	900	100.0%
Support Staff	2015-16		2016-17		2017-18	
Bisexual	0	0.0%	2	0.4%	3	0.5%
Gay Man	8	1.6%	12	2.2%	13	2.0%
Gay Woman/Lesbian	5	1.0%	7	1.3%	9	1.4%
Heterosexual/Straight	328	63.9%	378	67.9%	460	69.8%
Other	2	0.4%	0	0.0%	2	0.3%
No Response	7	1.4%	6	1.1%	9	1.4%
Prefer Not to Say	163	31.8%	152	27.3%	163	24.7%
Total	513	100.0%	557	100.0%	659	100.0%

**Table 41: Staff Type by Sexual Orientation, 2015-16 to 2017-18
(Continued)**

Combined Staff	2015-16		2016-17		2017-18	
Bisexual	5	0.4%	8	0.6%	9	0.6%
Gay Man	16	1.3%	24	1.8%	30	1.9%
Gay Woman/Lesbian	9	0.7%	12	0.9%	15	1.0%
Heterosexual/Straight	760	62.6%	863	65.3%	1,048	67.2%
Other	2	0.3%	0	0.0%	2	0.1%
No Response	10	0.8%	15	1.1%	22	1.4%
Prefer Not to Say	412	33.9%	399	30.2%	433	27.8%
College Total	1,214	100.0%	1,321	100.0%	1,559	100.0%

Table 42: Development by Staff Type and Sexual Orientation, 2016-17 (Continued Over)

Curriculum Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	83.3%	16.7%	100.0% (6)
Gay Man	52.9%	47.1%	100.0% (17)
Gay Woman/Lesbian	33.3%	66.7%	100.0% (6)
Heterosexual/Straight	47.6%	52.4%	100.0% (588)
Other	0.0%	0.0%	100.0% (0)
No Response	69.2%	30.8%	100.0% (13)
Prefer Not to Say	49.6%	50.4%	100.0% (270)
Total	48.8% (439)	51.2% (461)	100.0% (900)
Support Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	66.7%	33.3%	100.0% (3)
Gay Man	46.2%	53.8%	100.0% (13)
Gay Woman/Lesbian	0.0%	100.0%	100.0% (9)
Heterosexual/Straight	34.1%	65.9%	100.0% (460)
Other	100.0%	0.0%	100.0% (2)
No Response	55.6%	44.4%	100.0% (9)
Prefer Not to Say	46.0%	54.0%	100.0% (163)
Total	37.5% (247)	62.5% (412)	100.0% (659)

Table 42: Development by Staff Type and Sexual Orientation, 2016-17 (Continued)

Combined Staff	Development Not Undertaken	Development Undertaken	Total
Bisexual	77.8%	22.2%	100.0% (9)
Gay Man	50.0%	50.0%	100.0% (30)
Gay Woman/Lesbian	13.3%	86.7%	100.0% (15)
Heterosexual/Straight	41.7%	58.3%	100.0% (1,048)
Other	100.0%	0.0%	100.0% (2)
No Response	63.6%	36.4%	100.0% (22)
Prefer Not to Say	48.3%	51.7%	100.0% (433)
College Total	44.0% (686)	56.0% (873)	100.0% (1,559)

Appendix D: Equality Benchmark Data

Staff External Benchmark Data Sources

In previous years, the SFC was able to provide current staff data across age, disability, race and sex. However, such data were not available for 2016-2017 and previous data did not cover gender reassignment, marriage and civil partnership, pregnancy and maternity or sexual orientation.

To compensate for this, external benchmarks were drawn from the [National Records of Scotland \(2017\)](#) based on Scottish Census 2011 data for age, disability, marriage and civil partnership, race, religion (but not belief) and sex. These external benchmarks were based on the proportion of residents from protected characteristics within the total population, as opposed to within employment. It is recognised that comparing College staff with the general population can be problematic, but without a direct comparator an alternative data source was required.

As gender reassignment and sexual orientation were not included in the Scottish Census 2011, current estimates were used instead.

Age

Staff Composition by Age, 2017-18

Age Range	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
0-15	NA	15.9%	17.0%
16-19	0.5%	5.6%	5.1%
20-24	1.5%	9.5%	6.9%
25-29	5.1%	9.3%	6.5%
30-34	9.1%	7.8%	6.2%
35-39	11.9%	6.8%	6.4%
40-44	10.6%	7.3%	7.5%
45-49	14%	7.3%	7.8%
50-54	14.7%	6.5%	7.1%
55-59	15.8%	5.3%	6.3%
60-64	11.5%	4.8%	6.4%
65 and Over	5.2%	13.9%	16.8%
Total	100.0% (1419)	100.0% (593,245)	100.0% (5,295,403)

Disability

Staff Composition by Disability, 2017-18

Disability Status	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Disabled	6.4%	22.7%	19.6%
Non-Disabled	83.7%	77.3%	80.4%
No Response	1.7%	N/A	N/A
Prefer Not to Say	8.2%	N/A	N/A
Total	100.0% (1419)	100.0% (593,245)	100.0% (5,295,403)

Gender Reassignment

Internal Benchmarks

- The high proportion of “no response” found prevents any meaningful conclusions from being drawn.

External Benchmarks

- No official measurement of transgender status has been conducted in the UK (Reed, et al., 2009).
- At present, there is no official estimate of the transgender population in UK. The England/Wales Census and Scottish Census have not asked if people identify as trans. GIRES, in their Home Office funded study estimate the number of trans people in the UK to be between 300,000 - 500,000, defined as ‘...a large reservoir of transgender people who experience some degree of gender variance’ (Reed et al., 2009).
- To provide context, in 2011, the UK population as a whole was estimated to be 63.2 million (BBC, 2013).

Marriage & Civil Partnership

Staff Composition by Marriage and Civil Partnership, 2017-18

Status	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Married	50.0%	30.8%	45.3%
Civil Partnership	1.1%	0.2%	0.2%
Other*	39.2%	69.0%	54.6%
No Response	3.6%	N/A	N/A
Prefer Not to Say	6.2%	N/A	N/A
Total	100.0% (1419)	100.0% (497,618)	100.0% (4,379,072)

*Never been Married, or in Civil Partnership, Divorced, Widowed and Separated.

Pregnancy & Maternity and Caring Responsibilities

Internal Benchmarks

- 2.0% of female staff were pregnant.
- 11.6% of staff had caring responsibilities, for disabled children and adults as a whole.
- 17.0% of staff had caring responsibilities for non-disabled children.
- 45.2% of staff identified as not having caring responsibilities.
- 23.9% of staff have not answered this question and results are presented as “No Response”.
- 2.2% of staff preferred not to say.

External Benchmarks

- 62.0% of UK mothers with children under 16 are in employment (Russell and Banks, 2011).

Staff and Race (Ethnicity)

Staff Composition by Ethnicity, 2017-18

Ethnicity	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
BME	5.5%	11.6%	4.0%
Other White	6.3%	5.7%	4.1%
UK White	81.7%	82.7%	91.9%
No Response	2.2%	N/A	N/A
Prefer Not to Say	4.4%	N/A	N/A
Total	100.0% (1419)	100.0% (593,245)	100.0% (5,295,403)

Religion or Belief

Staff Composition by Religion, 2017-18

Religion	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
No Religion	29.8%	31.0%	36.6%
Religious Belief	40.2%	61.6%	56.1%
Other Religion/Belief	1.9%	0.3%	0.3%
No Response	1.5%	7.1%	7.0%
Prefer Not to Say	26.4%	N/A	N/A
Total	100% (1419)	100.0% (593,245)	100.0% (5,295,403)

Sex (Formerly Referred to as Gender)

Staff Composition by Sex, 2017-18

Sex	City of Glasgow College Staff	Glasgow City Council Pop' 2011	Scottish Population 2011
Female	54.3%	51.8%	51.5%
Male	45.7%	48.2%	48.5%
Other	0.0%	N/A	N/A
No Response	0.0%	N/A	N/A
Prefer Not to Say	0.0%	N/A	N/A
Total	100.0% (1419)	100.0% (593,245)	100.0% (5,295,403)

Sexual Orientation

Internal Benchmarks

- 67.2% of staff self-identified as being heterosexual/straight.
- 3.6% of staff self-identified as being lesbian, gay, bisexual, or other.
- 1.4% of staff have not answered this question and results are presented as “No Response”.
- 27.8% of staff preferred not to say.

External Benchmarks

- No official measurement of sexual orientation has been conducted in the UK (Aspinall, 2009).
- Between 5-7% of the UK population are estimated to be lesbian, gay, or bisexual (Department of Trade and Industry, 2003).

References

References

- Aspinall, P. (2009)** Estimating the size and composition of the lesbian, gay, and bisexual population in Britain; (EHRC: Manchester). [Available online through this link.](#)
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- Department of Trade and Industry (2003)** Amendment to Employment Equality (Sexual Orientation) Regulations: Full Regulatory Impact Assessment (Department of Trade and Industry: London). [Available online through this link.](#)
- National Records of Scotland (2017)** Scottish Census 2011 (Scottish Executive: Edinburgh). [Available online through this link.](#)
- Reed, B.; Rhodes, S.; Schofield, P.; and Wylie, K. (2009)** Gender Variance in the UK: Prevalence, Incidence, Growth and Geographic Distribution (Gender Identity Research and Education Society: London). [Available online through this link.](#)
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CITY OF GLASGOW
COLLEGE

Progress in Achieving Equality Outcomes (2017-2021)

Report 2019



Let Learning Flourish

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Foreword from the Principal

As Scotland's largest technical and professional skills college, and an established flagship for a new era of tertiary education, City of Glasgow College not only values and advances Equality, Diversity and Inclusiveness (ED&I), we aim to lead the way in promoting these principles.

Our college serves a richly diverse community so it is natural and right for our workforce to reflect that multiplicity.

We want to ensure that our students - who are at the heart of everything we do, and our staff - our greatest asset, have the best possible opportunities available to them to realise their full potential, improve their life chances, and reach their educational and career goals.

ED&I values are incorporated into our daily practices and policies and by committing to equality, diversity and inclusiveness, our college sees real people benefits. City of Glasgow College's established Digital Badge Award Scheme, a City innovation, encourages staff to develop their understanding of ED&I issues, and to sign up as Equalities Champions.

There is also widespread external recognition of our progress in ED&I, underlining our inclusive approach and core corporate values. The LGBT rights charity Stonewall lists City of Glasgow College as one of the top 100 Employers in the UK for 2019. Not only are we one of only five Scottish employers to feature, we are also leading the way as the only Scottish educational institution on the list. I'm proud to see our team efforts to create an inclusive workplace for lesbian, gay, bisexual, and transgender employees and students acknowledged in this way.

Throughout 2018, our college also picked up further accolades, with wins at the Herald Gen Analytics Diversity Awards and Employers Network for Equality and Inclusion (UK). Awards for our inclusive procurement process and delivering impact through innovation, again recognised our college team's efforts in delivering genuine improvements in the work place.

City of Glasgow College is committed to creating an inclusive culture that provides equality of opportunity, process, and outcome for all our students, staff and stakeholders. This report reflects our dedication and success in fulfilling these responsibilities.

Paul Little, Principal and CEO

April 2019



Introduction



Introduction

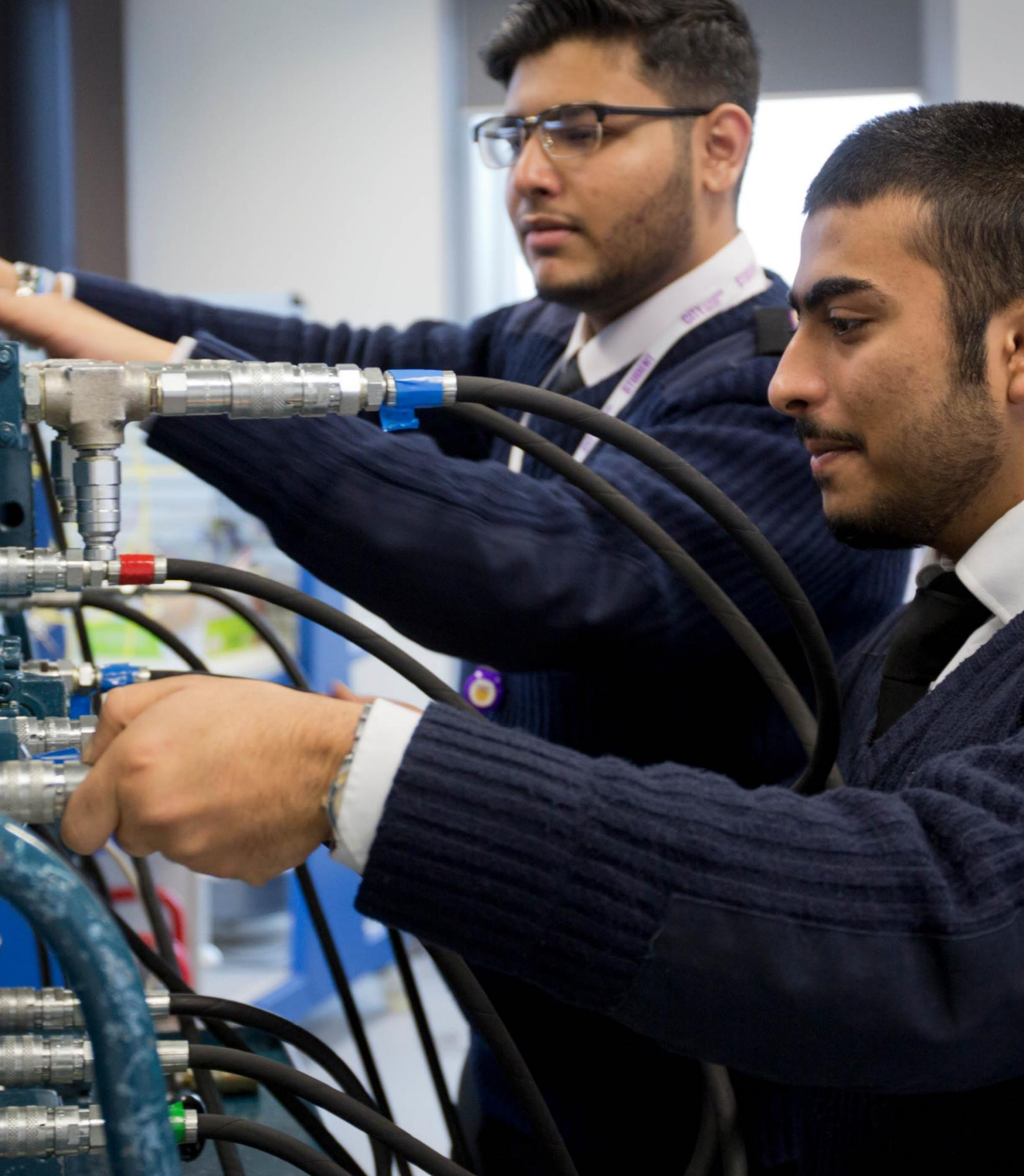
This report presents the College's progress on meeting Equality Outcomes as outlined in the [Equality Outcomes Framework 2017-2021](#). Based on evidence and the involvement of students, staff, and stakeholders, these outcomes represent our equality, diversity and inclusiveness priorities, through ensuring fairness, advancing opportunity, and fostering respect for all.

City of Glasgow College is the largest and most diverse tertiary education establishment in Scotland, and number one in the UK for WorldSkills.

The College offers over 2000 courses over four faculties encompassing a range of different ways to study including full time, part time, day, evening and weekend courses consisting of a wide variety of vocational, apprenticeship or leisure classes from access level to SVQ, HND or Diploma.

The College consists of a twin site super campus and is built to accommodate up to 40,000 students; it attracts one of the largest international student bodies in Scottish further education, with over 4,000 learners attending from around 130 countries world-wide.

This biennial report is part of a four-year plan and provides a snapshot of progress to date.



Purpose

Purpose

A summary of the Equality Act 2010, including Public Sector Equality Duty (PSED) and statutory specific equality duties, is available on the [College Website](#).

The purpose of this report is to outline progress in meeting the following specific duties to:

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty, no later than 30th April, 2019.
- In preparing a series of outcomes:
 - Take reasonable steps to involve persons who share a relevant protected characteristic/those who represent the interest of those persons; and
 - Consider relevant evidence relating to persons who share a relevant protected characteristic.
- Publish reasons if equality outcomes do not cover every relevant protected characteristic in relation to furthering the general equality duty.

The requirements to report progress on mainstreaming and gathering staff information, as well as completed equality impact assessments and information on equal pay, are available from the [ED&I section](#) of the College's website.



Outcomes

Equality Outcomes 2017 - 2021

City of Glasgow College's Equality Outcomes 2017-2021	
1.1.	Student representation of gender in courses characterised by significant imbalance is redressed.
2.1.	Students and staff - across all protected characteristics - experience and contribute to a culture of dignity and respect.
3.1.	Disabled students and staff confidently access relevant facilities and support.
3.2.	LGBTQ+ students and staff confidently access relevant facilities and support.
3.3.	Students and staff with religious beliefs confidently access relevant facilities and support.
4.1	The diversity of student identities, experiences and needs is accounted for in the design and delivery of Learning & Teaching.
4.2	The diversity of staff identities, experiences and needs is accounted for in the design and delivery of Learning & Development.
4.3	The successful course completion of students - across targeted protected characteristics - is increased.
4.4	The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.
5.1	The successful course completion of students - across targeted protected characteristics - is increased.
5.2	The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.



Alignment

Alignment to Regional Equality Outcome Themes

City of Glasgow College's Equality Outcomes are aligned with the Glasgow Region Equality Outcome themes:

Glasgow Regional Equality Outcome Themes	City of Glasgow College's Equality Outcome
1. The diversity of students and staff reflects the communities the College serves	1.1. Student representation of gender in courses characterised by significant imbalance is redressed.
2. All students and staff experience and contribute to a culture of dignity and respect.	2.1. Students and staff - across all protected characteristics - experience and contribute to a culture of dignity and respect.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.	3.1. Disabled students and staff confidently access relevant facilities and support.
	3.2. LGBTQ+ students and staff confidently access relevant facilities and support.
	3.3. Students and staff with religious beliefs confidently access relevant facilities and support.
4. All students and staff actively engage in fully inclusive and accessible learning.	4.1 The diversity of student identities, experiences and needs is accounted for in the design and delivery of Learning & Teaching.
	4.2 The diversity of staff identities, experiences and needs is accounted for in the design and delivery of Learning & Development.
	4.3 The successful course completion of students - across targeted protected characteristics - is increased.
	4.4 The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.	5.1 The successful course completion of students - across targeted protected characteristics - is increased.
	5.2 The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.



Notes

Notes on this Report

Leadership Reorganisation

The College undertook an extensive reorganisation of its leadership and management structure in 2018. The key drivers for change were to:

- Improve the Student Experience and increase student success.
- Improve Academic Management and Curriculum Leadership.
- Scale up the Industry Academy model supporting technical and professional education.
- Support better productivity with an agile and responsive curriculum.
- Support Scottish Government and Glasgow Region priorities within the context of diminishing public resources.
- Increase diversification of College Income through growth and development of income streams.
- Optimise organisational performance.
- Support financial sustainability through a leaner management structure.

The Board was fully supportive of this restructuring, which was successfully implemented through 2018 into the start of 2019. The restructure had an impact on the number of faculties - moving from six to four, and reshaped our staffing profile. The data presented reflects the new structure and the pay gap figure.

Outcome 3.3.

Between December 2017 and June 2018, the College reviewed existing Equality Outcome 3.3, “International students and staff from all ethnicities are supported and integrated into life in the College and Glasgow”. It was found that, although this outcome related to race, the majority of planned actions were focused on religion and belief. Subsequently, Equality Outcome 3.3 has now been updated 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, have now been incorporated into Equality Outcome 2.1 and will be delivered as already planned. Furthermore, race will continue to be supported as part of Equality Outcomes 4.1 and 4.2.

Reading Notes on the Data in this Report

- This report refers to a series of surveys conducted internally by the College. These surveys run annually and are designed to access the opinions of staff and students on a range of topics. For a number of years, the ED&I team have worked closely with the College's Performance function in order to create space within these reports where ED&I queries can be raised. Survey data can then be analysed by protected characteristics. Annual surveys referenced in this report are:
 - My Student Experience Questionnaire - September 2018;
 - My Learning & Teaching Questionnaire 17/18;
 - Staff Survey 2018.
- At times throughout this report, an average of a group of percentages was taken to demonstrate impact. These averages are rounded to one decimal place (where relevant).
- Unless an exception is made clear, categories of fewer than 20 respondents are not included in data analysis sections of this report, in order to preserve statistical significance and participant anonymity. At times, a brief narrative is used in place of a comprehensive data overview.
- One of our impact measures as per Equality Outcomes Framework 2017-2021 was to analyse staff development review forms in terms of responses to the question, "This development session was inclusive". These forms are currently under review and at the time of writing this report, did not currently ask this question. While this data was not available for reporting purposes in the current report, it is hoped that this will be included in future publications.
- This report uses a Red, Amber, Green (RAG) status to indicate progress. Some actions are accompanied by a grey box - this indicates an alternative approach has been taken to that outlined by the action.
- Hyperlinks to further reading are highlighted [thus](#).
- Thresholds for success are identified as 80% and over for staff and 85% and over for students. These thresholds were historically established by the College for self-evaluation purposes, and have remained in place to provide a constant means by which to benchmark year-on-year progress.

ED&I Performance

In general, the College performs well in ED&I specific areas of staff and student surveys. Below are breakdowns of the averages of all respondents level of agreement with the statement within the respective questionnaires.

According to the My Student Experience Questionnaire - September 2018:

- I am aware of my right to be treated fairly and with respect - 95%
- I understand my responsibility to treat others fairly and with respect - 95%
- I believe City of Glasgow College is committed to improving ED&I - 94%

According to the My Learning & Teaching Questionnaire 17/18:

- I am satisfied with support available from Student Services - 82%
- Learning & Teaching at City of Glasgow College represents me, my background, and my experiences - 79%
- Learning at City of Glasgow College is accessible - 86%
- I am treated fairly by other students - 86%

According to the Staff Survey 2018:

- I believe City of Glasgow College is committed to improving ED&I - 80%
- My needs are supported - 62%
- I am confident in fulfilling my responsibilities in relation to ED&I - 89%
- I am confident in expressing/exercising my rights relation E&D&I - 79%
- I am treated fairly by other staff - 78%
- I am comfortable challenging behaviours not in line with College values - 66%

While this represents a satisfactory performance in most areas, we recognise there remains work to be done, especially around staff responses. This will be investigated further later in 2019.

Progress



Progress in Achieving Equality Outcomes 2017-2021

1.1. Student representation of gender in courses currently characterised by significant imbalance of over 90% is redressed by 5% between 2017 and 2021.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
“Infrastructure” based actions, such as policies, CPD and resources.	
“Influencing the Influencer” based actions, such as those with educators, careers advisors and parents.	
“Raising awareness and aspirations” based actions, such as outreach activities, such as talks and visits.	
“Encouraging applications” based actions, such as ensuring equitable recruitment, marketing and course packaging.	
“Supporting success” based actions, such as creating gender inclusive environments and enhancing the student experience.	
“Stakeholder engagement” based actions, such as work with employers.	

Progress Summary

In July 2017, City of Glasgow College published its [Gender Action Plan 2017-2021](#) - see this report for discussion of the College's gender action planning framework.

Notes on specific actions:

- **“Infrastructure”** - progress has been made in terms of establishing staff resources (see below for discussion of gender Dashboard). However, policies and CPD are currently under review in light of the recent leadership reorganisation and national bargaining discussions.
- **“Raising awareness and aspirations”** - see below for discussion of outreach, talks and visits.
- **“Supporting success”** - see below for discussion of “Women into...” courses and “STEM Girls” society.
- **“Stakeholder engagement”** - see below for discussion of the College's work with employers.

Gender Representation in City of Glasgow College

While progress has been made in a number of areas regarding gender representation, the College recognises there is still work to be done. To this end, a number of key initiatives have been established:

Women in STEM:

The College has been:

- Playing a key role in [Engendering STEM](#), a pan-European collaborative development project which aims to find effective methods for improving gender equality with a target to increase women's participation by 10%.
- Creating bespoke dashboard detailing gender segregation (discussed below).
- Progressing the Establishment of “STEM Girls”, a (self-named) student society for women in science, technology, engineering and mathematics, which meets fortnightly at the College.

- Hosting events which serve to promote women and girls in STEM, such as the recent keynote from Lorna Bennet, Young Engineer of the Year 2018, (Feb 2019) and the Equate Scotland Conference, “Women in STEM: How to take Action” (April 2017).
- Creating a workplace inclusivity toolkit to be used within the UK construction sector in partnership with Sir Robert McAlpine, Equate Scotland and the Construction Scotland Innovation Centre.
- Running the 'Clever Cogs' badge day in partnership with the Brownies and BAE systems.
- Running bespoke 'Women Into' courses in Engineering and Construction as well as a 'Girls Into' Construction programme.
- Contributing to the 'Tapping All Our Talents' review of gender inclusivity in STEM in partnership with the Royal Society of Edinburgh.
- Contributing to the DEAR STEM event hosted in Paisley (December 2018).
- Appointed Scotland's first Female Visiting Fellow in partnership with the Royal Academy of Engineering (announcement due March 2019).

For more information on College initiatives encouraging women and girls' participation in STEM, see the Equality [Mainstreaming Report 2018](#).

Staff Access to Data:

- The College publishes data on the gender split of “Superclass” courses via the Gender Action Plan option on the VLE dashboard. This allows all staff to view not only the gender breakdown of specific courses, but moreover distance travelled since academic year 2012/13.
- In line with recommendations from the SFC (2012), these data are also filtered by specific superclasses - highlighted as key areas for concern for gender balance - via the KP18 tab on the VLE dashboard.

Measures and Impact: The proportion of enrolled students in under-represented gender is increased by 5%

The percentages in this section are taken from the College's Gender Action Plan Dashboard. This is a live table of Superclass gender breakdown which all staff can access via Connected:

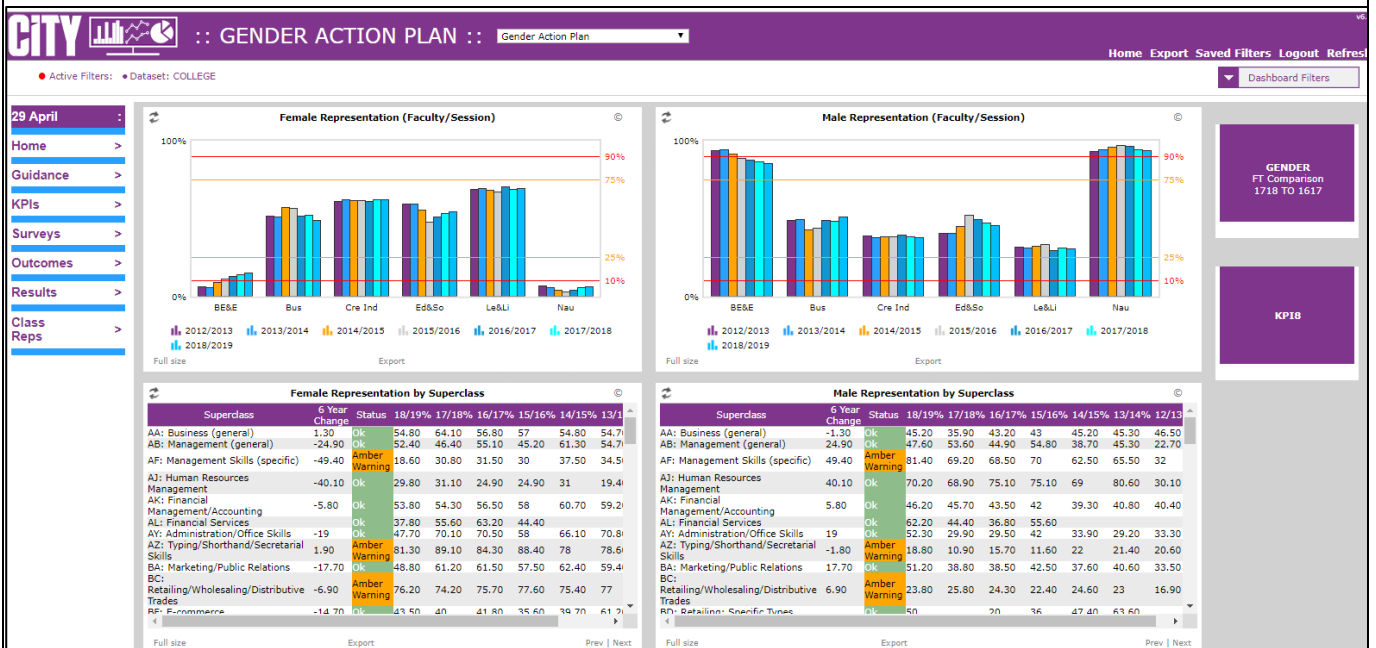


Illustration: Sample excerpt from College Dashboard

This data is live. Please note that figures for the current academic year were correct at the time of publication.

Female representation:

- **TE: Construction: Increase of 12.4%** since 12/13 (19.3% at the time of publication).
- **TH: Building Maintenance/Services: Increase of 16.7%** since 12/13 (17.9% at the time of publication).
- **XH: Mechanical Engineering: Increase of 4.1%** since 12/13 (8.4% at the time of publication).
- **CB: Computer Science: Decrease of 16.4%** since 12/13 (10.6% at the time of publication).
- **XJ: Electrical Engineering: Decrease of 2.3%** since 12/13 (2.5% at the time of publication).

Male representation:

- **HL: Hair/Personal Care Services: Increase of 2.3%** since 12/13 (8.9% at the time of publication).
- **PT: Caring Skills: 0.8% decrease** since 12/13 (2.3% at the time of publication).

We are pleased to see significant improvements in the gender balance across a number of key areas, including construction, engineering and hair/personal care services. However, we recognise that there remains work to be done, especially in areas where the gender imbalance has increased over time. That said, it is also important to recognise that some of the above imbalance increases may be due to factors such as changes in the curriculum, leading certain superclasses to be re-allocated / removed from courses. Looking to the future, the College will continue to investigate areas of significant gender imbalance and explore possible interventions.

N.B. All points in this section will be reviewed in summer 2019 in time for the next Gender Action Plan.

2.1. Students and staff - across all protected characteristics - experience and contribute to a culture of dignity and respect.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Student Executive and class reps complete ED&I training.	Green
Full time and ESOL students complete the Student ED&I Module.	Yellow
Staff complete ED&I training and managers complete additional ED&I Training.	Yellow
Staff (and students) participate in the annual “One City” event which incorporates ED&I specific sessions.	Green
Renew commitment to Third party Reporting Status via training, communications and reporting boxes.	Red
Plan and deliver annual ED&I themed events with supporting resources to encourage better engagement.	Green
Deliver the Annual Embracing Diversity Competition to encourage wider participation of students across all Faculties.	Green

Staff at all levels are encouraged and supported to become ED&I Champions.	
Deliver a student ED&I badge initiative and support achievement.	
Launch a staff and student ED&I champions digital newsletter.	
Ensure appropriate representation of staff and students on the College's ED&I working groups.	
Evaluate student and staff survey responses by protected characteristics.	
Incorporate ED&I via "Fairness, Opportunity and Respect" into Faculty and Directorate Performance Reviews.	
Achieve Leaders in Diversity Accreditation by 2020.	

Progress Summary

- All members of the Student Association (CitySA) Executive have completed the student ED&I module, with Class Reps 2018/19 receiving bespoke ED&I training.
- The Student Engagement Team received inclusive language training.
- The Student ED&I Module is pointed out to ESOL learners during induction, and Student Engagement offer a workshop entitled "Respect" which is widely used by ESOL class groups. Moving forward, the ED&I team (in collaboration with ESOL and

Learning Technologies) are planning to create an introduction to Equality and Diversity in order that ESOL learners with English skills levels below National 4 are able to engage with the online ED&I module and related issues.

- A range of ED&I training and initiatives are delivered to staff, including:
 - Mandatory online ED&I training;
 - Achieving staff ED&I badge through equalities pledge;
 - Working in Diverse Teams training;
 - Managing Diverse Teams training;
 - Unconscious Bias training;
 - Informal support and guidance to staff regarding mainstreaming progress;
 - Mental Health First Aid Training.

- The College's annual OneCity event features ED&I-specific elements which contribute to a culture of dignity and respect. In 2018, OneCity included workshops from Dr. Anna James on student mental health and positive student behaviours, "Aamer Anwar in conversation Graeme Speirs" discussing human rights law, "Laugh Don't Leak!" evidence-based comedy show about pelvic floors, and a Workload Management workshop.

- Following the opening of the new City campus in 2016, it was recognised that a number of the College staff who had undertaken third party reporting training had left the organisation. It was also noted that uptake was very low in the previous years. Reporting boxes were therefore not installed in the new campus. This initiative will be revisited in 2019 and a decision will be made on whether to renew the College's membership.

- ED&I-themed months are celebrated throughout the academic year, including cross-college promotion of: Black History Month, Interfaith Month, Disability Awareness Month, Age Awareness Month, LGBT History Month and Gender Equality Month. Additionally, the College has a presence at Glasgow Pride and annually marks St Andrew's Day with flags and pipers across both campuses. Engagement in these

events is promoted via a range of media, including one-lan screens, table-top flyers, emails and social media activity.

- Now in its eighth year, the College’s Embracing Diversity Competition continues to provide students and supporting staff with the opportunity to engage with the ED&I message in a meaningful way. In 2019, the Competition was streamlined to encourage deeper participation from Faculty Heads, who were made responsible for initial judging stages as a means by which to mainstream the ED&I function.
- An ED&I physical and digital badge initiative was launched in 2015 for all. In 2018, “gallery of fame” was introduced on Connected to celebrate badge achievers as ED&I Champions. While uptake of this initiative is steady, moving forward, the ED&I team will continue efforts to publicise the initiative and work towards improving staff uptake.
- Talks are currently taking place about the establishment of a student ED&I badge. Moving forward, the ED&I team will continue to work closely with CitySA on its development and launch.
- The staff ED&I newsletter - Diverse City - was launched in 2017 and is sent out regularly to all staff with updates on different aspects of the ED&I team’s work.
- The ED&I team work closely with the Student Engagement team and CitySA, sharing relevant, student-focused news, events and initiatives for inclusion in their monthly newsletter, [Students' Association Update](#).
- Following recent restructure and significant changes to the ED&I team, it was decided that a review would be conducted of the current membership of the College’s ED&I working groups. This is scheduled to take place summer 2019 and will consist of a scoping exercise to identify gaps in representation followed by a recruitment drive based on these findings.
- With support from the Quality & Performance team, both staff and student surveys were evaluated by protected characteristics. A range of relevant data are also made available via the VLE dashboard.

- The ED&I Team, in collaboration with the College Secretary, are in the process of retaining Investors in Diversity (IID) accreditation. IID surveys are currently being evaluated for college-appropriateness and a launch date will be considered for later in 2019.
- OD's ongoing Health and Wellbeing Programme has included a range of events which contribute to a culture of dignity and respect for staff and students with a range of protected characteristics, including:
 - “Menopause for Thought” interactive awareness sessions delivered by Laughology, an organisation which uses happiness and humour to help organisations reach their full potential.
 - Yoga sessions aimed at calming the mind and body.
 - Sessions from Dr. Anna James including Building Resilience in Learners, Teaching Students with Learning Gifts (including dyspraxia, dyscalculia, dyslexia, autism and Asperger's) and Helping Learners with Mental Health Problems.
- The College Board of Management participated in and hosted a diversity development day for Glasgow Region College Boards of Management in September 2018. The Board also signed up to the “50:50 by 2020” gender balance challenge for public sector Boards in Scotland. For more information on ED&I activities and the Board of Management, see the Equality Mainstreaming Report 2019.
- The Student's Association supports an African & Caribbean Society which meets every week at City campus and is open to all students.
- The Student's Association is currently looking into setting up a mature students' society to facilitate conversations and networks between the College's mature student community.

Measures and Impact: In survey responses, filtered and examined by relevant protected characteristics, > 85% of students and > 80% of staff agree/strongly agree that:

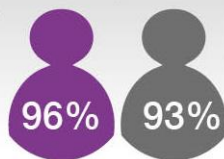
I believe City of Glasgow College is committed to improving ED&I - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 94%

Race: The majority of ethnic groups responded positively to this question. Most categories were above the 85% threshold, with the exception of:

- Black, Black Scottish or Black British - 82% (12% below College average).

I believe City of Glasgow College is committed to improving ED&I, students (according to the My Student Experience Questionnaire - September 2018):

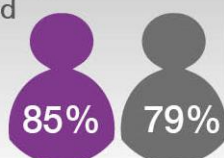


Gender: Female students responded more positively to this question (96%) than male students (93%).

I believe City of Glasgow College is committed to improving ED&I - staff (according to the Staff Survey 2018):

Race: The College average for this question was lower than the 80% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. It is also of note that the number of BME respondents was very low for this question.

I believe City of Glasgow College is committed to improving ED&I, staff (according to the Staff Survey 2018):



Gender: Female staff responded more positively to this question (85%) than male staff (79%).

Marriage and Civil Partnership: Married staff responded positively to this question (84%).

Age: As the College average for this question is lower than the 80% threshold, it is unsurprising that most age categories were also lower than 80%. Exceptions to this are: 35-39 (92%), 40-44 (81%), 45-49 (88%), while older and younger categories remained lower.

I understand I have a responsibility to treat others fairly and with respect - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 96%

Race: The majority of ethnic groups responded positively to this question. Most categories were above the 85% threshold, with the exception of:

- Black, Black Scottish or Black British - 83% (13% below College average)

Gender: Female students responded more positively to this question (97%) than male students (94%).

I am confident in fulfilling my responsibilities in relation to ED&I - staff (according to the Staff Survey 2018):

Race: The College average for this question was higher than the 80% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. It is also of note that the number of BME respondents were very low for this question.

Gender: Female staff responded more positively to this question (90%) than male staff (88%).

Marriage and Civil Partnership: Married staff responded positively to this question (91%).

Age: All age groups responded above the 80% threshold for this question, with the exception of 25-29 (77%)

I was treated fairly throughout the application process - students (according to the My Student Experience Questionnaire - September 2018):

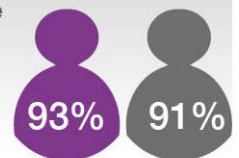
College Average: 92%

Race: The majority of ethnic groups responded positively to this question. Most categories were above the 85% threshold, with the exception of:

- Any Mixed Background - 84% (8% below College average).
- Black, Black Scottish or Black British - 83% (9% below College average).

Gender: Female students responded more positively to this question (93%). Than male students (91%).

I was treated fairly throughout the application process, students (according to the My Student Experience Questionnaire - September 2018):

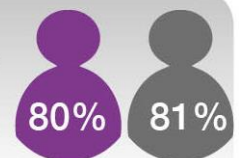


I am treated fairly by other staff - staff (according to the Staff Survey 2018):

Race: The College average for this question was lower than the 80% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query. It is also of note that the number of BME respondents were very low for this question. It is perhaps noteworthy that the category to respond most positively to this question was White Other at 87%.

Gender: Male staff responded more positively to this question (81%) than female staff (80%).

I am treated fairly by other staff, staff (according to the Staff Survey 2018):



Marriage and Civil Partnership: Married staff responded slightly below the threshold (79%).

Age: Most categories were above the 80% threshold, with the exception of: 45-49 (76%), 50-54 (76%), 55-59 (74%).

I am satisfied with the support available from Student Services - students (according to the My Learning & Teaching Questionnaire 17/18):

College Average: 82%

Race: The College average for this question was lower than the 85% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query.

Exceptions to this are the following groups:

- Arab - 89% (7% above the College average);
- Indian, Indian Scottish or Indian British - 88% (6% above the College average);
- Irish - 90% (8% above the College average);
- Polish - 86% (4% above the College average).

Gender: Male students responded more positively to this question (82%) than female students (81%).

Learning and teaching represents me, my background and my experience - students (according to the My Learning & Teaching Questionnaire 17/18):

College Average: 79%

Race: The College average for this question was lower than the 85% threshold. It is therefore not surprising that the majority of ethnic groups responded as such to this query.

Exceptions to this are the following groups:

- Arab - 89% (10% above the College average);
- Chinese, Chinese Scottish or Chinese British - 86% (7% above the College average);
- Indian, Indian Scottish or Indian British - 86% (7% above the College average);
- Irish - 100% (21% above the College average).

Gender: Male students responded slightly more positively to this question (79%) than female students (78%).

N.B. figures for each gender are inclusive of trans identities and questions were worded in such a way to reflect this, i.e. “woman including trans woman”.

N.B. Student data did not demonstrate statistically significant deviations.

N.B. Figures for Pregnancy and Maternity and Civil Partnership were too low to be included here.

- See Outcome 3.1 for Disability review.
- See Outcome 3.2 for LGBTQ+ review.
- See Outcome 3.3 for Religion and Belief review.
- See the Equality Mainstreaming Report 2019 for further discussion of the ethnic makeup of College staff.

3.1. Disabled students and staff confidently access relevant facilities and support.

Actions (as per Equality Outcomes Framework 2017-2021)	
Create a short life working group/collate experiences to identify and support the needs of disabled students and staff.	
Enhance systems to better support meeting reasonable adjustments of applicants, new and existing students and staff.	
Embed DisabledGo access guide links to buildings and services and embed BrowseAloud throughout College portals.	
Ensure that assistive technology is assigned to each student and staff profile.	
Conduct accessibility and ED&I audit of the College website and College commitment to supporting disabilities is communicated widely.	

<p>Establish accessibility standards for documents and incorporate into policy/procedure approval and performance review processes.</p>	
<p>Ensure that the default Word, PowerPoint and email settings conform to accessibility standards.</p>	
<p>Incorporate Contact Scotland BSL into public facing services.</p>	
<p>Deliver disability awareness training to staff and students.</p>	
<p>Progress Summary</p>	
<ul style="list-style-type: none"> • A Disabled Staff Network was established in the 2017/18 academic session - see Mainstreaming Report for more details. • In 2018 research into reasonable adjustments was undertaken by an HR postgraduate student from Glasgow Caledonian University. These findings are currently being examined and will form the basis for forthcoming reasonable adjustment procedures (currently in development). • Updated and bespoke AccessAble guides (formerly Disabled Go) were commissioned, providing detailed access guides for all College buildings and services. 	

- Plans are in place ensure that assistive technology is assigned to each student and staff profile. The ED&I team are working closely with key staff in IT Learning Support areas to progress this.
- An accessibility audit of the College website was commissioned by Glasgow Centre for Inclusive Living. This initiative is ongoing but has already informed some key changes (see next point).
- Following the above audit, BrowseAloud was replaced with ReciteMe, allowing for increased functionality and enhancing the College’s web accessibility across its online platforms.
- In summer 2018, the Student Advice team increased the size of their mental health and wellbeing staff in recognition of growing concerns - both locally and nationally - about student mental health and wellbeing. The team now consists of 2 Student Counsellors and a Mental Health and Wellbeing Coordinator. The team have an active Twitter account and promote numerous events (alongside their one-to-one services). Recent events include: Understanding Self Injury workshop, Mindfulness training and Mindfulness taster sessions, “Stressbuster” sessions and “Beat the Blues” events.
- Disability Awareness Month - including World AIDS Day and International Day of Persons with Disabilities - comprises one of the College’s themed months with College-wide communication and awareness raising.
- Accessibility standards for documents are currently available via Connected. However, it is noted that these resources require updating. To that end, the ED&I team are currently in talks with Glasgow regional colleges regarding the possibility of establishing an inter-college accessibility guide.
- Plans are in place to ensure that the default Word, PowerPoint and email settings conform to accessibility standards. This will be a key area of focus for the ED&I team for 2019.
- Cross-College talks are currently taking place regarding the incorporation of BSL into public-facing services.

- A range of relevant training is delivered to students and staff; see Outcome 2.1 for details.
- The Student's Association supports a British Sign Language (BSL) Learning Society which meets every week at City campus and is open to all students.

Measures and Impact: In survey responses > 85% of disabled students and > 80% of disabled staff agree/strongly agree that:

Students:

Judging by the positivity of responses from students who identified as disabled, the College has made significant progress in achieving this Outcome. Disabled students answered positively to:

Access to College buildings and facilities is easy, students (My Learning & Teaching Questionnaire 17/18):



- I believe City of Glasgow College is committed to improving ED&I (94%, equal to the College average);
- I was treated fairly throughout the application process (93%, 1% higher than the College average);
- Access to College buildings and facilities is easy, students (100%, 2% higher than the College average);
- Learning is accessible (89%, 3% higher than the College average).

Even in areas where the percentage slipped marginally below the 85% threshold, answers from disabled students remained higher than or equal to the College average:

I am satisfied with the support available from Student Services, students (according to the My Learning & Teaching Questionnaire 17/18):

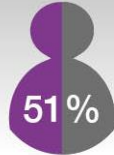


- I am satisfied with the support available from Student Services (83%, 1% higher than the College average);
- Learning and teaching represents me, my background and my experience (79%, equal to the College average).

Staff:

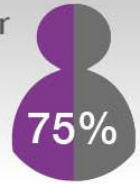
Analysis of staff responses to key questions revealed that the College was making important progress in some areas, while some require more work:

My needs are supported, staff (according to the Staff Survey 2018):



- I believe City of Glasgow College is committed to improving ED&I - 81%;
- I am treated fairly by other staff - 75%;
- My needs are supported - 51%.

I am treated fairly by other staff, staff (according to the Staff Survey 2018):



In light of these findings, the ED&I team is planning a suite of engagement activities with disabled staff via the disabled staff network. It is hoped that this will give disabled staff space in which to discuss their experiences and direct action on ways in which the College can better support their needs. See the Mainstreaming Report 2019 for further discussion of the Disabled Staff Network.

3.2. LGBTQ+ students and staff confidently access relevant facilities and support.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Create a short life working group/collate experiences to identify and support the needs of LGBTQ+ students and staff.	Green
Support CitySA to ensure the continued success of the LGBTQ+ Society and work with Stonewall Scotland to further the LGBTQ+ staff network and representation at events, such as Pride Glasgow.	Green
Work with LGBT Youth Scotland to explore the potential for achieving silver charter status.	Grey
Work with Stonewall Scotland as part of Employer Diversity Champion initiative to secure a place in the Top 100.	Green
Ensure student and staff gender reassignment procedures are easily accessible and clearly understood.	Yellow
College commitment to student and staff LGBTQ+ equality is communicated.	Green

Deliver “gender identity and expression” and “sexual orientation” awareness training for staff and students.

Progress Summary

- Work with the LGBTQ+ Staff Network is ongoing and a plan is in place to reinvigorate this network for later in 2019.
- The Student’s Association supports an LGBTQ+ Society which meets every week at City campus and is open to all LGBTQ+ students. The ED&I Team works closely with CitySA to support this society, encouraging staff-student partnership across a range of LGBTQ+ events.
- The college continues to support Glasgow Pride with staff and students managing a stall and taking part in the march every year.
- The College made the decision not to pursue LGBT Youth Scotland Silver Charter status as it was considered cost prohibitive. This work has been diverted into efforts to continue to improve the College’s Stonewall WEI performance.



- There was a significant number of staff in attendance at 2018’s Stonewall Conference, including key staff members who had been invited to give papers on the College’s excellent reputation in terms of embedding LGBTQ+ equality in procurement processes.
- In 2019 the College was named in Stonewall’s Top 100 Employers in the Workplace Equality Index, placing 81st in the UK. The only Scottish educational institution to be listed in the top 100.
- The Student Advice team established a named advisor as a point of contact LGBT students. The named student advisor was put in place in order that LGBT students did not have to repeat their support needs numerous times to different staff members and departments. This was considered to be of particular use to trans students, as the named advisor could support their journey of navigating student records procedures where names and/or genders needed changing. It was additionally found that the

named advisor provided a centralised support service for LGBT students experiencing mental health problems, it having been identified by internal and external sources that this group faces increased levels of mental health issues in education.

- Student and staff gender reassignment procedures have been drafted and are awaiting EqIA and final approval. This will be a key area of work in Summer 2019.
- LGBT History Month comprises one of the College's themed months, comprising College-wide communication and awareness raising.
- Due to staffing issues, "gender identity and expression" and "sexual orientation" awareness training has not been delivered consistently. However, there are a number of useful resources available to staff and students via Connected. It is planned that this training will be updated and re-launched later in 2019.

Measures and Impact: In survey responses > 85% of LGBTQ+ students and > 80% of LGBTQ+ staff agree/strongly agree that:

I believe City of Glasgow College is committed to improving ED&I - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 94%

All LGBQ categories were above the 85% threshold for responding to this question positively, with a mean of 93.4% responding positively to this question.

Sexual Orientation:

- Gay Woman / Lesbian (96%, 2% higher than the college average);
- Gay Man (94%, equal to the College average);
- Bi (96%, 2% higher than the College average);
- Other (89%, 5% lower than the College average);
- Mean (93.4%, 0.6% lower than the College average).

It is interesting to note that students who identified as “Other” bring the average down here to a point slightly below the College average. here, whereas LGB respondents agreed at rates equal to or above the College average. This may indicate the need to support students who define as belonging to the LGBTQ+ community, but do not identify with the categories of LGB.

I was treated fairly throughout the application process - students (according to the My Student Experience Questionnaire - September 2018):

College Average: 92%

All LGBQ categories were above the 85% threshold for responding to this question positively, with a mean of 93.5% responding positively to this question.

Sexual Orientation:

- Gay Woman / Lesbian (95%, 3 % higher than the college average);
- Gay Man (93%, 1% higher than the College average);
- Bi (95%, 3% higher than the College average);
- Other (91%, 1% lower than the College average);
- Mean (93.5%, 1.5% higher than the College average).

As with the previous impact measure, students who define as “Other” bring the average down here.

I am satisfied with the support available from Student Services - students (according to the My Learning & Teaching Questionnaire 17/18):

College Average: 82%

Sexual Orientation:

All LGBTQ categories were below the 85% threshold for responding to this question positively, with a mean of 79% responding positively to this question. However, given the College average is 82%, this is not surprising. That said, responses for LG and B respondents were all lower than the College average.

- Gay Woman / Lesbian (76%, 6% lower than the College average);
- Gay Man (78%, 4% lower than the College average);
- Bi (80%, 2% lower than the College average);
- Other (82%, equal to the College average);
- Mean (79%, 3% lower than the College average).

Learning and teaching represents me, my background and my experience - students (My Learning & Teaching Questionnaire 17/18):

College Average: 79%

Sexual Orientation:

- Gay Woman / Lesbian 80% (1% higher than the College average);
- Gay Man, 76% (3% lower than the College average);
- Bi, 76% (3% lower than the College average);
- Other, 83% (4% higher than the College average);
- Mean, 78.8% (0.2% lower than the College average).

Gender Identity:

Students with a gender identity different from that which they were ascribed at birth answered positively to the majority of relevant questions:

I am satisfied with the support available from Student Services, students (according to the My Learning & Teaching Questionnaire 17/18):



- I believe City of Glasgow College is committed to improving ED&I (91%, 3% lower than the College average);
- I was treated fairly throughout the application process, students (95%, 3% higher than the College average);

Learning and teaching represents me, my background and my experience, students (My Learning & Teaching Questionnaire 17/18):



- I am satisfied with the support available from Student Services, students (86%, 4% higher than the College average);
- Learning and teaching represents me, my background and my experience (81%, 2% higher than the college average).

Staff

Staff responses for LGBTQ+ identities were too low to be included as a comprehensive data breakdown (see Mainstreaming Report 2019 for a full breakdown of staff sexual orientation and trans status). However, it is noteworthy that responses to:

- “I am treated fairly” was above the College average for Straight/Heterosexual staff members (80%).
- “The college is committed to improving ED&I” was above the College average for Straight/Heterosexual staff members (82%).

N.B.: LGB(Q+) students were defined as those who identified as bi, gay man, gay woman/lesbian and other.

3.3. Students and staff with religious beliefs confidently access relevant facilities and support.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Conduct research to establish good practice around meeting diverse religious needs.	Green
Create religious observance guidance and summary documents.	Yellow
Where practical, religious observance is accounted for within the academic calendar and student funding.	Yellow
Enhance the existing Quiet Reflection Rooms to incorporate good practice.	Green
Celebrate key religious and cultural events across main faiths and distribute multi-faith calendar and e-books to students and staff.	Yellow
Actively support and communicate the Quiet Reflection Room provision.	Green
Actively support and communicate the Chaplaincy service provision.	Green

College commitment to student and staff religious equality is communicated.	
Deliver religious beliefs awareness training for staff and students.	

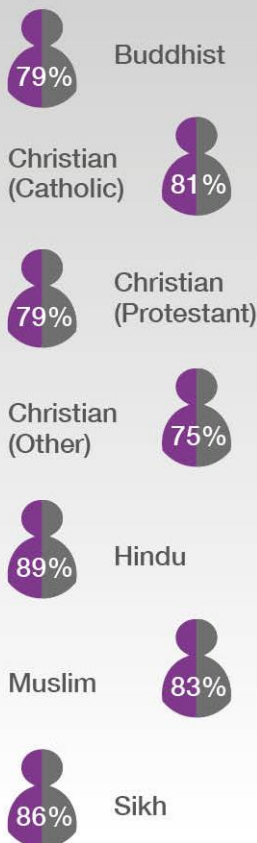
Progress Summary

- In 2018 an extensive research project was carried out by the ED&I team which involved liaising with and visiting a number of public sector organisations to establish good practice around meeting the diverse needs of religious groups.
- Religious observance guidance was drafted in 2018 and is awaiting review. It is planned that this guidance will be published Summer 2019.
- Regarding Student Funding administered by the Student Funding Coordinator, students are given an authorised absence for any religious observance, with students' lecturers recording their absence as an authorised absence thus avoiding any attendance-related Bursary/EMA penalties or other absence-related negative consequences. The ED&I team are currently discussing ways in which to support academic staff to incorporate religious observance into the academic calendar.
- Both the Quiet Reflection Room and Chaplaincy service are actively communicated via a range of methods, including the creation and circulation of marketing materials, campus events, various social media campaigns and a dedicated space on the [College website](#).
- In 2018/19 both of the College's dedicated quiet reflection rooms were renovated. Not only did this renovation serve to enhance the calm atmosphere of the space, but it also included a number of faith-specific changes, including installing gendered signs indicating male and female prayer spaces and arrows indicating the direction of the qibla. Rooms are designed to accommodate the spiritual needs of staff and students from all religions and none. The rooms are equipped with religious texts, prayer mats and an accessible wash room for ablutions.

- A diversity calendar detailing key religious and cultural events is circulated amongst key staff and external stakeholders on an annual basis.
- Where possible, the ED&I team work with the Digital Marketing team to communicate and celebrate key religious and cultural events.
- The ED&I Team works closely with the College’s chaplaincy team, which represents a number of faiths and spiritual beliefs (See [Appendix A](#) for an overview of the chaplaincy team). Along with the College Chaplains the College has established a number of events and initiatives, including regular “Taste of Faith” events held on the Riverside campus and a dedicated “Chaplaincy Hour” (currently in development) to provide a dedicated drop-in for students and staff to seek support from our chaplains in a confidential space.
- The Student’s Association supports a Christian Union which meets every week at City campus and is open to all students.
- Interfaith Month represents one of the College’s ED&I-themed months, comprising College-wide communication and awareness raising.
- The ED&I team have sourced an appropriate external trainer for religious beliefs training and early discussions have taken place on the design and delivery. Moving forward, the ED&I team will take the next steps to ensure effective delivery to key staff.
- The College continues to support the Action of Churches Together in Scotland (ACTS) group, hosting regular meetings and the 2018 conference.
- The College supports Roman Catholic religious observance on campus with a range of services supported for staff and students.

Measures and Impact: In survey responses, > 85% of students with religious beliefs and > 80% of staff with religious beliefs agree/strongly agree that:

Learning and teaching represents me, my background and my experience, students (My Learning & Teaching Questionnaire 17/18):



Students

All religion and beliefs answered positively above the 85% threshold for:

- I believe City of Glasgow College is committed to improving ED&I, students;
- I understand I have a responsibility to treat others fairly and with respect, students;
- I was treated fairly throughout the application process, students.

Mean averages for the above questions were all above 95%, suggesting the College is performing well for religion and belief in these areas. Through analysis of the data, areas requiring more attention were also uncovered.

Responses to “I am satisfied with the support available from Student Services” range from a low of 62% (Buddhist) to a high of 90% (Sikh). Similarly, “Learning and teaching represents me, my background and my experience” 75% (Christian, Other) to a high of 89% (Hindu).

Staff

Data disclosure returns for the religion and belief of staff were very low, with only “Christian” (226) and “None” (183) being above the threshold for inclusion in this report. However, it is of note that the College average for answering positively to “My Needs are Reported” was 62% (with most religion/belief categories hovering around this figure. Similarly, the College average for “I am treated fairly by other staff” was 78%, though the figure for “Christian” was slightly higher (80%).

4.1. The diversity of student identities, experiences and needs is accounted for in the design and delivery of Learning & Teaching.

Actions (as per Equality Outcomes Framework 2017-2021)	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Create a short life “Accessible and Inclusive Materials and Delivery” working group to embed the principles of ED&I and accessibility into local curriculum planning, delivery and support.	
Deliver curriculum staff development around ED&I, including accessibility standards and how to mainstream ED&I in the curriculum.	
Create a short life “ED&I Themed Events” working group to develop and embed 7 ED&I themed campus wide monthly events into curriculum and support areas across both campuses.	
Ensure that all courses meet the City Learning 4.0 (CL) criteria through providing tailored training and support.	
Share good practice on how to mainstream ED&I in the curriculum.	
Ensure consistent completion rates of the student ED&I module for all full-time and ESOL students.	

Progress Summary

- See Outcome 3.1 for information on the development of inter-College accessibility standards.
- Teaching staff are provided with a range of training opportunities to support the learning and teaching needs of a diversity of student identities and experiences (for example, see Dr. Anna James training discussed in Outcome 2.1).
- In academic year 2017/18, a number of key staff were identified to support with the delivery of ED&I themed months across campuses. The ED&I team plan to enhance the ED&I themed months and will look into formalising a cross-College working group to support this goal.
- A number of initiatives were put in place or are ongoing to ensure that all courses meet City Learning 4.0 criteria:
 - Faculty heads have agreed to make all courses available to all curriculum staff on MyCity, making it easier to share best practice around course design.
 - Data on learner and staff use of systems are monitored to promote best practice.
 - The College offers an accessibility tool kit to support learners' access to all materials (plus Recite Me is compatible with all online College functions).
 - A team of two learning technologists available in each faculty to offer one-to-one and bespoke support.
 - A support help desk available within working hours for all staff and students.
 - Tailored on-line support available within MyCity, along with a dedicated programme of workshops and support available to all staff.
 - A continuous review process of the wider education landscape for approaches that will support the accessibility of learning materials.
- The Libraries and Learning Technology teams are working to ensure the best features of both Microsoft365 and GoogleApps for Education will be embedded in practice in the near future.

- Learning and Teaching resources were developed to accompany each of the themed months and are available to all staff via Connected.
- ED&I Good Practice guides for mainstreaming ED&I in the curriculum are shared on Connected.
- See Outcome 2.1 for an update on ESOL learners and the ED&I module.

Measures and Impact: In survey responses, filtered and examined by relevant protected characteristics, > 85% of students agree that:

- The College Average for answering positively to “Learning and teaching represents me, my background and my experience” was 79%.
- The College Average for answering positively to “Learning at City of Glasgow College is Accessible” was 86%.

For more information by protected characteristics:

- See Outcome 2.1 for Gender and Ethnicity review.
- See Outcome 3.1 for Disability review.
- See Outcome 3.2 for LGBTQ+ review.
- See Outcome 3.3 for Religion and Belief review.

4.2. The diversity of staff identities, experiences and needs is accounted for in the design and delivery of Learning & Development.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Create a checklist which details how learning must account for ED&I and accessibility by being inclusive and accessible - aligned to City Learning 4.0 criteria - and incorporate in learning and development agreements.	Green
Amend evaluation methods to check that all delivered learning accounts for both City Learning 4.0 and ED&I and accessibility requirements.	Yellow
Ensure staff integration and Personal Development Reviews (PDR) account for ED&I and accessibility and meets the City Learning 4.0 criteria.	Green
Progress Summary	
<ul style="list-style-type: none"> Increased awareness of ED&I and City Learning 4.0 principles is achieved through a multi-method approach to learning within the College. The College's Procurement processes also address this at contract award stage. OD forms and processes are currently being reviewed; this process will include considering adherence to both City Learning 4.0 and ED&I and accessibility requirements. A new (electronic) Staff Integration Guide was launched in March 2019 - CALM guidelines were followed, and feedback received, prior to its publication. Individual 	

users can switch on 'accessibility', which enables a text-only version of the document, which is easier to read and can be used with screen readers.

Measures and Impact: In survey responses, filtered and examined by relevant protected characteristics, > 85% of students and > 80% of staff agree/strongly agree that:

See Outcome 2.1 for Gender and Ethnicity review.

See Outcome 3.1 for Disability review.

See Outcome 3.2 for LGBTQ+ review.

See Outcome 3.3 for Religion and Belief review.

See the Equality Mainstreaming Report 2019 for further account of the demographic makeup of College staff.

5.1. The successful course completion of students - across targeted protected characteristics - is increased.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Staff participate in CPD sessions to raise awareness of the challenges faced by students across ED&I groups.	
Communicate student needs with relevant staff at appropriate points, whilst accounting for data protection.	
Ensure that students who are experiencing challenges are signposted to relevant support services.	
Enhance and consistently deliver an effective and person-centred guidance programme for all students.	
Create an effective early warning system to identify and support students at risk of not completing their course successfully.	
Refine Dashboard information to better present protected characteristic and SIMD student data across application, enrolment, early/further withdrawal and complete success at College, Faculty, curriculum and course levels.	

Ensure that ED&I is better planned for, delivered and evaluated across the College, through operational planning and self-evaluation.

Progress Summary

- There are a number of CPD opportunities for staff to raise awareness about challenges faced by some ED&I groups (e.g. see Outcome 2.1 for information on training delivered from Dr. Anna James). However, it is recognised that this provision could be enhanced and will be reviewed Summer 2019.
- The Student Experience team are currently planning a CPD project which will provide key staff with the demographic breakdowns of certain classes along with details of student needs. This project will be piloted in August 2019.
- Students are signposted to relevant support services during their regular academic guidance sessions.
- Staff are able to access a bespoke “tracker” system via the VLE Dashboard, which highlights students at risk of non-completion or early withdrawal.
- The present dashboard system is currently being examined by the ED&I team for potential ways to enhance it, for example by allowing users to drill down deeper into various protected characteristics.
- The latest College Strategic Plan makes explicit reference in its strategic aims to:
 - 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.
- The new Operational Planning guidance for managers (March 2019) includes a section on Equality Diversity and Inclusion, which states that "All staff are required to take

responsibility for mainstreaming equality, diversity and inclusion, i.e. planning for and delivering each part of the Public Sector Equality Duty (PSED)" and that "All Balanced Scorecards and Operational Plans should reflect this priority". Explanations of Fairness Opportunity and Respect are provided in the planning guidance.

Measures and Impact: Across relevant protected characteristics, the proportion of students:

- Successful outcome in Further Education meets the Glasgow Regional Outcome Agreement targets.
- Successful outcome in Higher Education meets the Glasgow Regional Outcome Agreement targets.

The College is currently exceeding three out of four regional targets for success:

- Full time further education success - Regional target: 67.5%; College: 67.8%.
- Part time further education success - Regional target: 80%; College: 86.8%.
- Part time higher education success - Regional target: 80.5%; 82.1%.

Specific Protected Characteristics

In the Equality Outcomes Framework 2017-2021, the below protected characteristics were identified as under-performing compared to the College average (based on 15-16 data):

Successful Completion lower than the College average of 80.0%:

- Under 16 (63.9%);
- 16-19 (74.1%);
- 20-24 (77.1%);
- Other Religion (73.9%);
- Female (79.8%);
- Bi (63.6%);
- Gay Man (72.0%);
- Gay Woman (76.6%);
- Other Sexual Orientation (77.4%).

Data for Academic year 2017/18 reveals improvement in all of the identified protected characteristics:

- Under 16 (79.9%);
- 16-19 (76.6%);
- 20-24 (83.1%);
- Other Religion (81.3%);
- Female (82.6%);
- Bi (71.6%);
- Gay Man (80.6%);
- Gay Woman (77.5%);
- Other Sexual Orientation (79%).

5.2. The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.

Actions & RAG Status	
Actions (as per Equality Outcomes Framework 2017-2021)	RAG Status
Devise a series of competencies common to the College and specific to each role, together with clearly defined learning pathways, and incorporate into updated job descriptions.	
Ensure that flexible delivery modes of Learning & Development (L&D) are provided to suit all needs.	
Introduce the new Staff Development Records System to support consistent application and integrate into policies and procedures.	
Review and revise the Staff PDR (Personal Development Review) System to better meet organisational, departmental and individual needs.	
Devise and deliver a Talent Management/ Succession Plan in support of the College's People Strategy.	
Devise and launch a staff development programme for managers in support of the College's Leadership Reorganisation.	
Progress Summary	
<ul style="list-style-type: none"> The College has revised its approach to competencies; Learning Pathways are in development for 2019. A blended approach is taken for all learning and development activities - the essential modules are provided in e-learning format, but are supported by written materials and, 	

in the case of the Fire Safety and Health & Safety courses, by face to face workshops. All of the City Leadership Development Programme materials are accessible post-session, on My City.

- In terms of the new Staff Development Records System to support the above actions, iTrent (the College's new HR system) is not implemented fully yet; it is expected the L&D module will go live by the end of 2019.
- Following review and consultation, the PDR process is being replaced by 'Development Conversations', which are due to launch in May 2019.
- The College's Talent Management/ Succession Plan in support of the College's People Strategy is still in development.
- Leadership Development programme launched October 2018, aimed at all people managers (c. 160 staff). The second phase of the programme will commence May 2019.

Measures and Impact: The completion of Learning & Development is increased for support staff, younger, older and pregnant staff.

- Overall lower proportion of staff under 25 and older ranges 65 and over had undertaken development that compared to those in the intermediate age ranges.
- Overall a slightly lower proportion of disabled staff, 58.0% than non-disabled
- A higher proportion of BME staff 59.2% and UK white staff college staff, 51.8%, and BME staff, 57.1%, compared with other white college staff, 46.3%.
- There was no differential for development opportunities based on pregnancy status.

For further discussion of the above data, see the Equality Mainstreaming Report 2019.

Appendices

Appendix A: Chaplaincy Team

Religion/belief	Contact
Church of Scotland	Rev Alastair Duncan
Free Church	Rev Kenny Boyd
Hindu	Srihari Vallabhajousula
Jewish	Rabbi Yossi Bodenheim
Humanist	Claire Digance
Roman Catholic	Brother Antony Connelly CP
Sailors' Society	Rev. Stephen Prem
Sailors' Society	Becky Haldane
Sikh	Sukhcharan Kaur
Episcopal	Darren Jackson
Friends International	Douglas Humphries

The College is currently seeking a Muslim chaplain to join the team. For more information regarding spiritual care at City of Glasgow College, visit [the Religion and Belief](#) section of the College website.



CITY OF GLASGOW
COLLEGE



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CITY OF GLASGOW
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Gender Pay Gap Report 2019



Let Learning Flourish

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Foreword from the Principal

Foreword from the Principal

As Scotland's largest technical and professional skills college, and an established flagship for a new era of tertiary education, City of Glasgow College not only values and advances Equality, Diversity and Inclusiveness (ED&I), we aim to lead the way in promoting these principles.

Our college serves a richly diverse community so it is natural and right for our workforce to reflect that multiplicity.

We want to ensure that our students - who are at the heart of everything we do, and our staff - our greatest asset, have the best possible opportunities available to them to realise their full potential, improve their life chances, and reach their educational and career goals.

ED&I values are incorporated into our daily practices and policies and by committing to equality, diversity and inclusiveness, our college sees real people benefits. Our college's established Digital Badge Award Scheme, a City innovation, encourages staff to develop their understanding of ED&I issues, and to sign up as Equalities Champions.

There is also widespread external recognition of our progress in ED&I, underlining our inclusive approach and core corporate values. The LGBT rights charity Stonewall lists City of Glasgow College as one of the top 100 Employers in the UK for 2019. Not only are we one of only five Scottish employers to feature, we are also leading the way as the only Scottish educational institution on the list. I'm proud to see our team efforts to create an inclusive workplace for lesbian, gay, bisexual and transgender employees and students acknowledged in this way.

Throughout 2018, our college also picked up further accolades, with wins at the Herald Gen Analytics Diversity Awards and Employers Network for Equality and Inclusion (UK). Awards for our inclusive procurement process and delivering impact through innovation again recognised our college team's efforts in delivering genuine improvements in the work place.

City of Glasgow College is committed to creating an inclusive culture that provides equality of opportunity, process, and outcome for all our students, staff and stakeholders. This report reflects our dedication and success in fulfilling these responsibilities.

Paul Little, Principal and CEO

April 2019



Introduction

This Gender Pay Gap report, incorporating our Gender Pay Gap with both the mean and the median will be reported so as to demonstrate the progress the College has made to reduce the gender pay gap as required under the Equalities Act Scotland 2010.

Approximately 41% of our students are from Glasgow, with the remainder from other parts of Scotland, UK and from many countries across the world. In 2017-2018 we welcomed students from almost 130 different countries to our diverse and vibrant student community. We deliver above average success rates for our students. Our innovative approaches to learning and teaching enable personalised development across a range of over 2,000 courses from Access Level to Masters. There are opportunities to study at a level that encourages success and progression, enabling our students to reach their full potential and improve their life chances, regardless of background or protected characteristic.

City of Glasgow College is a powerhouse of technical and professional programmes. Our recent organisation restructure has seen the College move from 6 faculties to four. This new structure will allow the College to streamline its business and ensure that the curriculum allows the best possible experience for students, offering high class learning that is accessible and relevant. The faculties outline below represent our learning and teaching structure during the 2017-2018 calendar year.

- Building, Engineering & Energy.
- Business.
- Creative Industries.
- Education and Society.
- Leisure & Lifestyle.
- Nautical Studies.

From 2018-19 these were replaced by the four Faculties below:

- Creative Industries.
- Education and Humanities.
- Hospitality and Leisure.
- Nautical Science and STEM.

Sections of underlined text in the electronic version of this report are active hyperlinks, often to additional resources. For example, for ease of understanding, definitions of terms used are detailed within an [ED&I Glossary](#).



Commitment

Commitment

College Values

Equality, Diversity & Inclusiveness is one of 6 core College values:

- The Individual.
- *Equality, Diversity & Inclusiveness.*
- Integrity, Honesty and Transparency.
- Excellence & Achievement.
- Partnership.
- Innovation & Enterprise.

College Behaviours

Through student and staff engagement, behaviours were identified which support the College values and promote a positive culture. These agreed behaviours are being communicated and developed through a variety of approaches, including the "Our Behaviours" booklet and related training sessions, as well as the new "Digital Badges Initiative". Such approaches help promote and reinforce the behaviours to ensure they become embedded within the College culture.

College Strategic Priorities 2017-20215

Over the reporting period, the College values of "equality, diversity & inclusiveness" has been addressed by the following strategic aims:

1. To be an inspirational place of learning.
2. To enable individuals to excel and realise their full potential.
3. To live our values, value our people and innovate in partnership.
5. To deliver excellence in performance.

Access and Inclusion

The College will encourage access and inclusion, and thus widen participation, by recognising, prioritising and meeting the needs of individuals and groups which comprise the communities the College serves. Some key enablers of access and inclusion include:

- Curriculum Design.
- Marketing and Communications.
- Community Engagement.
- Student Recruitment and Selection.
- Student Funding.
- Student Services.
- Student Learning Support.
- HR Recruitment and Selection.
- IT Support and Infrastructure.

Equality, Diversity & Inclusion Policy and Mainstreaming Vision

The College's [Equality, Diversity & Inclusion \(ED&I\) Policy](#) details the aims, scope and responsibilities for ED&I. The College's Mainstreaming Vision is:

"To nurture an environment in which the equality, diversity and inclusion of students, staff and visitors from all backgrounds are routinely anticipated, expertly accommodated and positively celebrated."

Equality, Diversity & Inclusion Statement

"Equality, Diversity & Inclusiveness for all:

- Fairness.
- Opportunity.
- Respect.



Purpose

Purpose

To meet the requirements of the Equality Act 2010, this report will detail how the College has analysed the pay gap information and outlined a plan for how it will take forward any actions identified.

The College is required to publish its pay gap information every two years and publish a full Equal Pay analysis every four years.

The specific duties, as outlined in the Equality Act 2010 to:

- Publish gender pay gap information
- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime) based on the most recent data available.

The Gender Pay Gap report for 2019 will present the pay difference for both male and female staff. The Scottish Funding Council and Advance HE have requested that all colleges publish both the Mean and the Median figure, in order to truly reflect and understand the Pay gap across the organisation.

In our previous reports we published our mean pay gap and this will be reflected in our analyses of the current pay gap figure.

Since 2017 when we last published the gender pay gap, the College undertook an extensive reorganisation of its leadership and management structure. The key drivers for change were to:

- Improve the Student Experience and increase student success
- Improve Academic Management and Curriculum Leadership
- Scale up the Industry Academy model supporting technical and professional education
- Support better productivity with an agile and responsive curriculum
- Support Scottish Government and Glasgow Region priorities within the context of diminishing public resources
- Increase diversification of College Income through growth and development of income streams
- Optimise organisational performance
- Support financial sustainability through a leaner management structure

The Board was fully supportive of this restructuring, which was successfully implemented through 2018 into the start of 2019.

The restructure had an impact on the number of faculties moving from six to four and reshaped our staff profile. The data presented reflects this new structure and the pay gap figure. (See Appendix 1)

The requirements to devise equality outcomes and report on progress, as well as completed equality impact assessments and information on equal pay, are available from the [ED&I section](#) of the College's website.



Approach

Approach

An Equal Pay Audit involves:

- The comparison of pay of men and women doing equal work.
- The identification of any equal pay gaps.
- The explanation and justification of gaps using objective criteria.
- The addressing of any gaps that cannot be satisfactorily explained on the grounds of work content.
- Data Collection Approach

Data used in the Audit has been extracted from iTrent, the College's HR Information System, on 1st April 2018.

Calculating the Gender Pay Gap

Calculating the Gender Pay Gap The percentage gender pay gap is calculated using the mean hourly salaries of females expressed as a percentage of the average hourly salaries of male staff doing work of equal value:

$$(M - F) = \text{Total} * 100 / M = \text{Pay Gap}$$

M = mean hourly rate of pay of male employees.

F = mean hourly rate of pay of female employees.

The median is the difference of the middle value of the female hourly rate and the middle value of the male hourly rate for all staff.

For the purpose of this report 'Salary' is defined as basic annual salary and does not include any contractual or non-contractual allowances. All salaries have been adjusted to represent a full time equivalent hourly salary to allow direct comparison of salary whether an employee is full or part time.



Data Measurement

Data Measurement

Pay Gap Analysis

The analysis is by pay grade since staff in the same pay grade are in jobs that have been subjected to an analytical job evaluation scheme and rated as being equivalent. As a general guide, any differences of 5% or more, or patterns of 3% or more, require exploration and explanation. Pay gaps of 5% or more are highlighted in red.

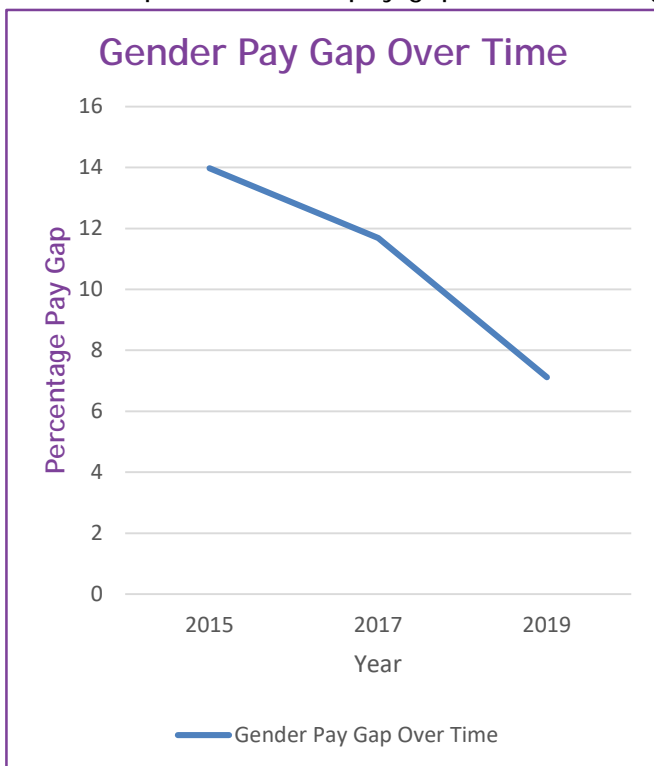
The college has 1578 staff, 849 female staff and 732 male staff. We have 661 full time staff and 913 part time staff. Female staff are over represented in part time staff and in support roles.

Sex (Gender) Pay Gap

We published our pay gap for the College in 2017 which was 11.69%. For primary

contacts, the mean average hourly rate is £17.03. The differential between male and female employees is £1.46; £17.82 compared to £16.36. In 2015 we reported a pay gap of 13.98%. This was an improvement of 2.29%.

In 2019, the data used as taken from the 1st February 2019, the pay gap figure was **7.12%** this represents a reduction in the pay gap of a 4.49% within a two-year period and a reduction of 6.72% since 2015 when the pay gap figure was 13.98 %.



We found no significant pay gaps when we analysed the average hourly rate of basic pay for male and female staff in the same pay grades.

There is a higher proportion of female staff in the lower grades and a lower proportion of female staff in the higher grades. However, the College will continue to monitor the recruitment process of the senior management team ensure that this is being addressed.

Our analysis of the average basic pay of male and female staff in the same grade for each staff group found the gender pay gap is generally negligible. This is the key analysis since staff in these jobs have been rated as equivalent using an analytical job evaluation system. Pay grades and more female staff in the lower pay grades.

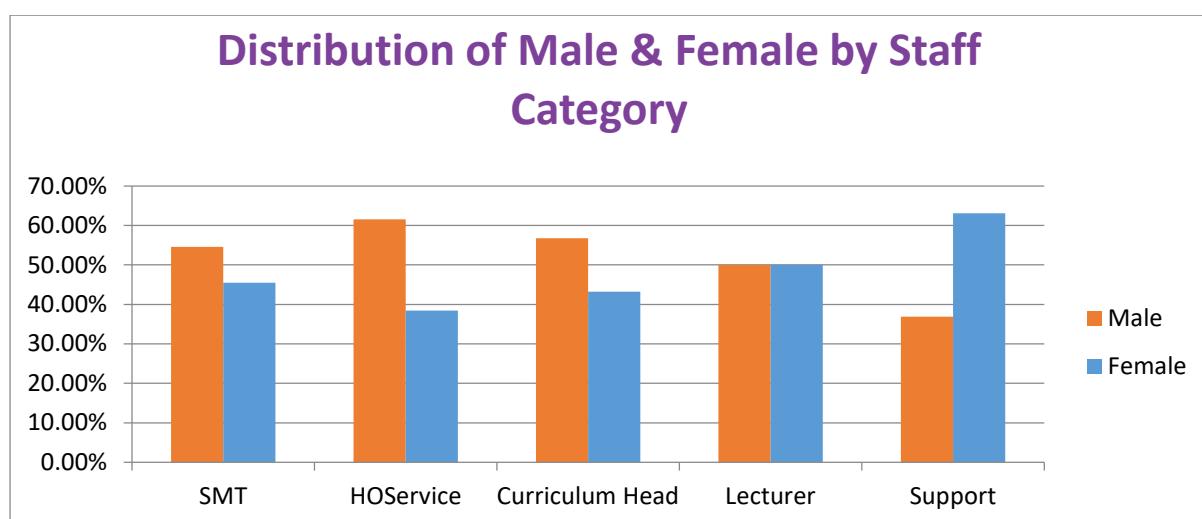
The following outlines the pay gap differences across the organisation. The College is delighted to see the continuing reduction in the pay gap but recognises that in reference to the Equality and Human Rights standards we are required to explore and address the pay gap difference of 5% and above.

Overall this improvement has been as result of both the recruitment process and the reorganisation structure of the College, which ensured that there was no gender bias on the recruitment process. This is representative of the culture shift to become a more inclusive employer and falls in line with our College Value of delivering Equality Diversity and Inclusion at the City of Glasgow College. The growing awareness of the impact of delivering best practice on equalities can be reflected in our reduction of the pay gap.

Distribution of Male and Female Staff by Staff Category

Similar to our report in 2017, the following graph and table, analysis of the distribution of male and female staff by staff category shows there is an uneven distribution within the College. In general, there is a higher proportion of female staff found in lower grade support roles and a lower proportion of female staff found in higher grade roles, for example Heads of Service and Curriculum Head positions. However, there is a gender balance of 50% male and 50% females within the Lecturer positions.

Table 1
Distribution of Male and Female Staff by Category



* Key SMT: Senior Management Team HOS: Head of Service CH: Curriculum Head SL: Senior Lecturer

Table 2
Distribution of Male and Female Staff by Category in figures.

Gender	SMT	Head of Service	Curriculum Head	Lecturer	Support	Total
Female	5	5	32	496	308	846
Male	6	8	42	496	180	732
Total	11 *	13	74	992	488	1578

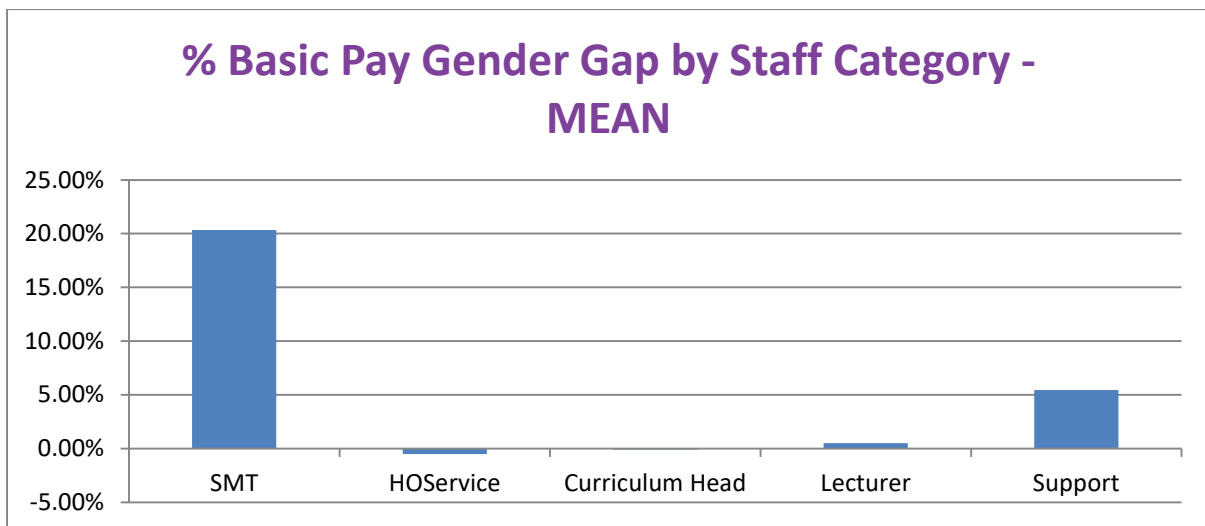
Table 3

Distribution of Male and Female by Category in percentage.

Gender	SMT	Head of Service	Curriculum Head	Lecturer	Support	Total
Female	45.45%	38.46%	43.25%	50.0%	63.11%	100%
Male	54.55%	61.54%	56.76%	50.0%	36.39%	100%

Table 4

Average Gender Basic Pay Gap by Staff Category



The table below shows that the basic pay gender pay gap is not significant for staff within Head of Service, Curriculum Head and Lecturer staff categories. The average basic pay of male staff is significantly higher within SMT and support staff. SMT has different characteristics because it contains a collection of senior posts with considerable variation, and at different management levels.

Table 5 Average Gender Basic Pay by Staff Category (percentages)

Staff Category	Mean Pay Gap
SMT	20.35%
Heads of Service	-0.51%
Curriculum Head	-0.08%
Lecturer	0.05%
Support	5.43%

Note: As a general guide, any differences of 5% or more, or patterns of 3% or more, require exploration and explanation. Pay gaps of 5% or more are highlighted in red.

Table 5 clearly indicates that the pay gap differentials are focused within support and with the Senior Management Team, which is predominately male.

The gender balance of Heads of Service has fallen 53.33% to 38.46%, and the male Heads of Service has increased from 46.47 to 61.54%. Similarly, in the Curriculum Heads female representation has fallen from 44.90% to 43.25% and male has increase to 56.76% from 55.10%. For the heads of service position this is a difference of 14.87%.

Difference of Average Female Hourly Rate/Average Male Hourly Rate

The differential overall between male salary and the female salary is £1.36, with the female hourly rate at £17.73 and the male average hourly rate at £19.09.

This translates into a Mean pay Gap of **7.12%**

The imbalance in gender representation has contributed to the pay gap identified in senior management and in the support roles. The Support role grades are also representing a larger number of part time work.

Average Gender Basic Pay Gap by Staff Category - MEAN

Table 6

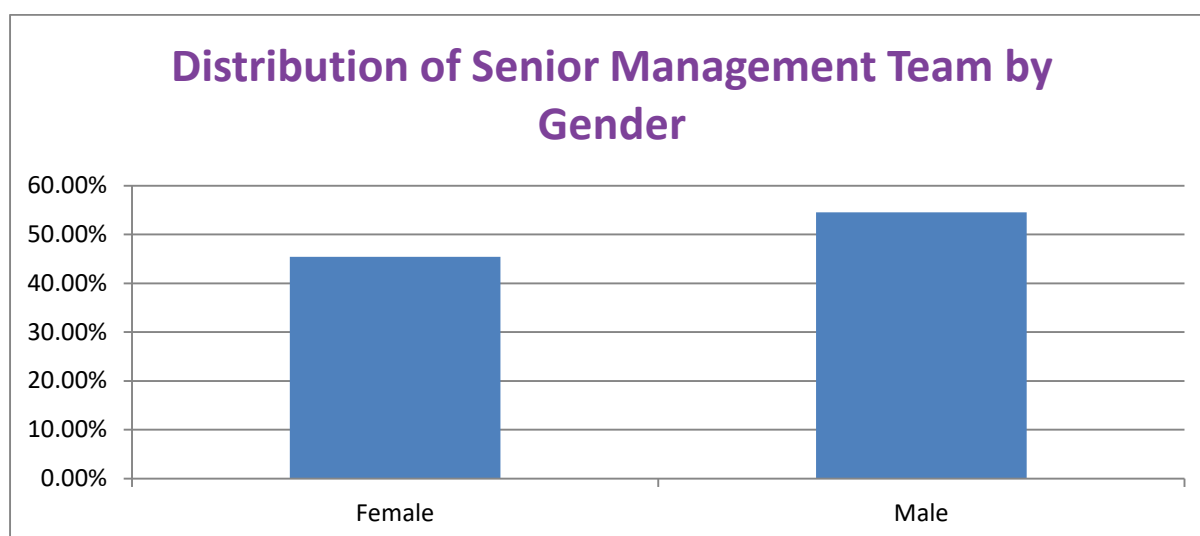
All Staff	All Staff Average Basic Pay	Male Average Basic Pay	Female Average Basic Pay	Basic Pay Gender Gap %
SMT	£45.14	£49.74	£39.62	20.35%
HO Service	£27.55	£27.49	£27.63	-0.51%
Curriculum Head	£25.32	£25.31	£25.33	-0.08%
Lecturer	£19.99	£20.04	£19.94	0.50%
Support	£13.15	£13.62	£12.88	5.43%
Total	£18.36	£19.09	£ 17.73	7.12%

Distribution of Senior Management Team by Gender

The gender basic pay gap of 20.35% for Senior Management Team, SMT, is as a result of the uneven gender distribution of staff by spinal point. This figure remains almost unchanged since 2017 when the equivalent figure was 20.25%. The table represent 45.45% Female and 54.55% male.

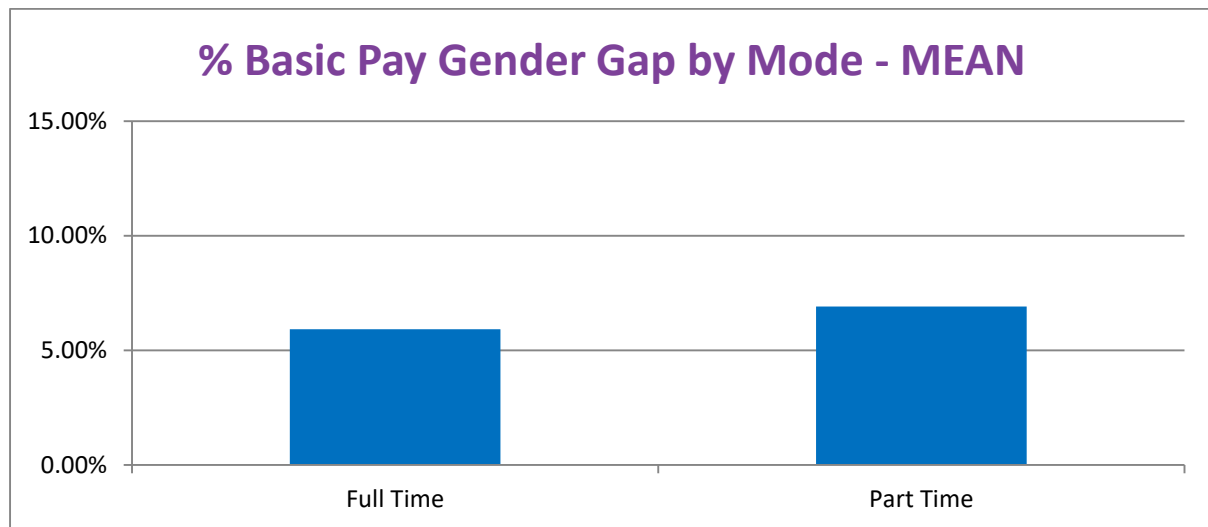
Table 7

Senior Management Team Pay Gap



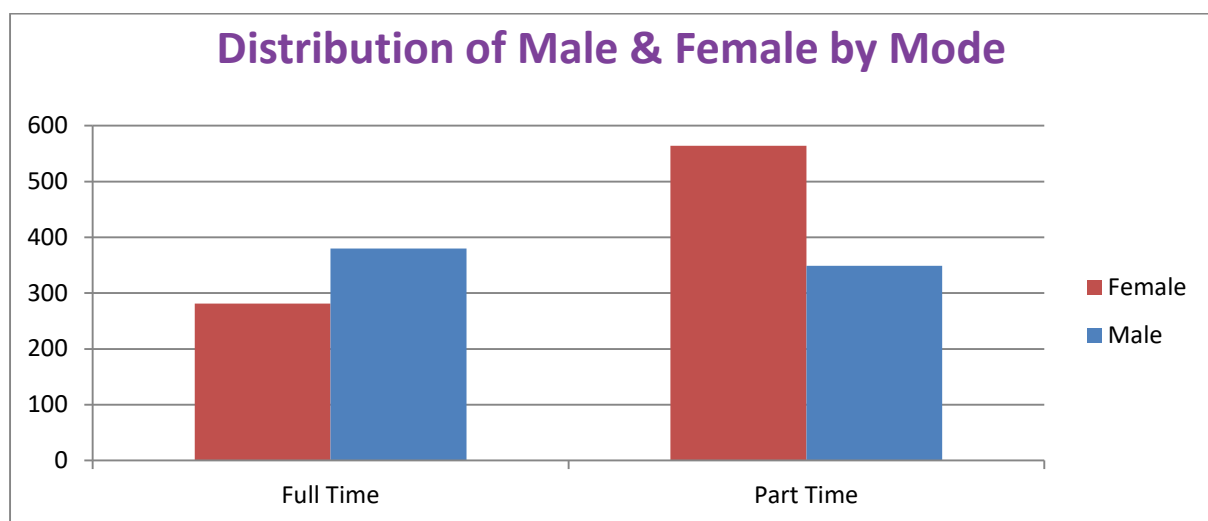
Pay Gender Gap by Mode

Table 8



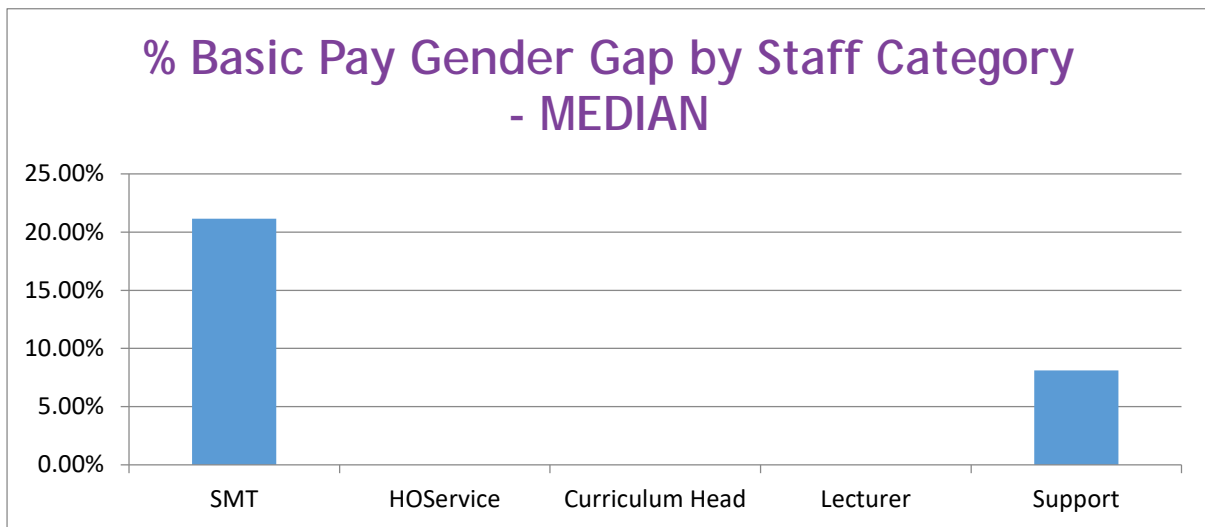
The pay gap by mean for part time working is represented at 6.92% whilst the fulltime mean is 5.92%. The part time mean is represented by predominantly female staff that work part time hours and are predominately represented in support. Overall the majority of the work force is represented as part time at 57.85% with 42.15% working on full time contracts.

Table 9



The representation of women in part time roles mirrors what we see in the wider educational structures and in industry.

Table 10



The median is 4.99%

The median gap based on the difference of the middle value of the female hourly rate and the middle value of the male hourly rate for all staff is 4.99%.

The median and the mean gap demonstrates a real commitment in reducing the gender pay gap significantly within two years. A combination of factors has ensured that we remain diligent in achieving our values of Fairness, Opportunity, and Respect.

Looking Forward

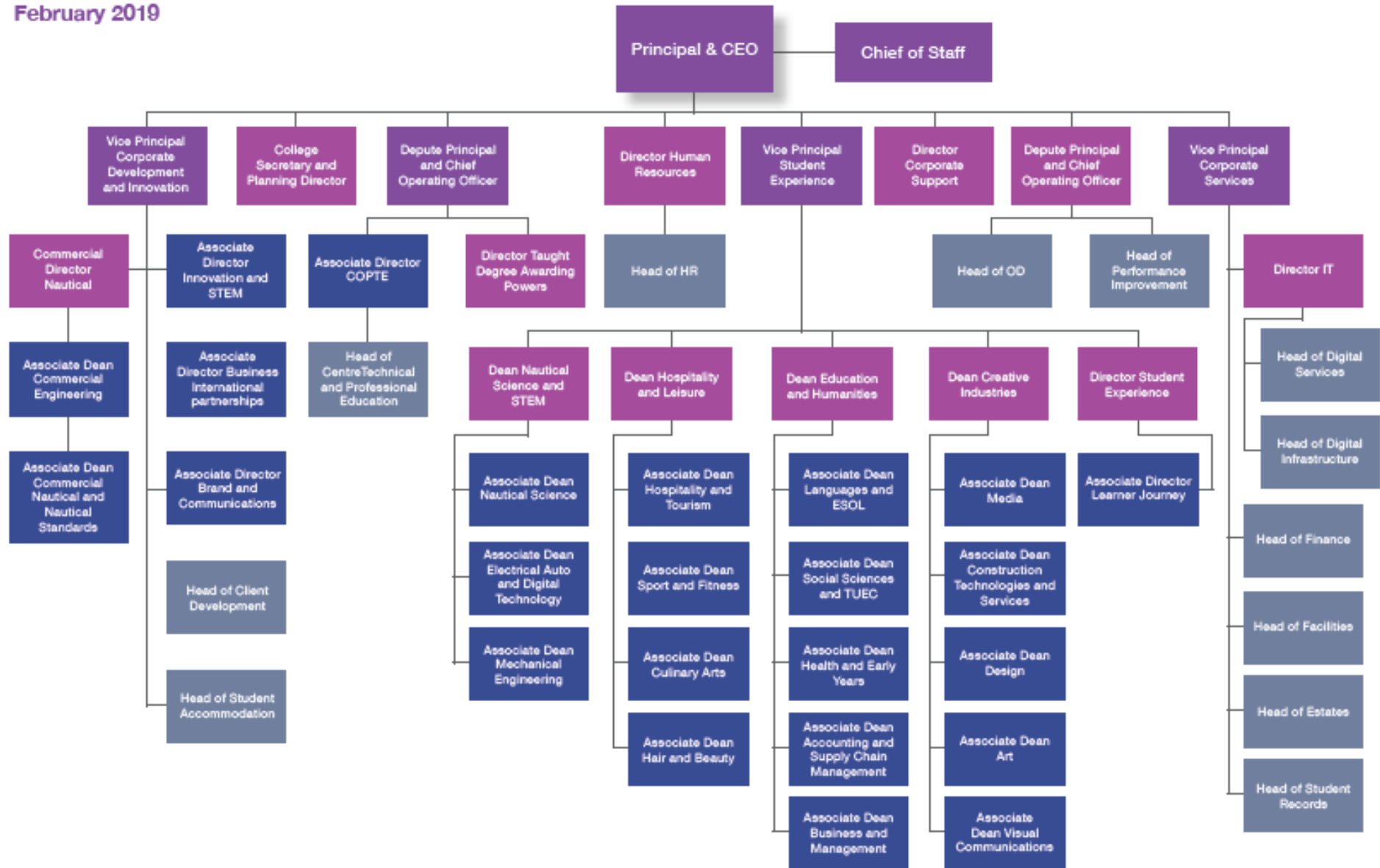
The City of Glasgow College remains committed to equal pay for work of equal value for all employees. We will continue to implement and monitor policies and practices that will support our aim to close the pay gap. We will do this by continuing:

- To monitor both the mean and the median pay gap over the next reporting cycle to ensure that we continue to reduce the gender pay gap.
- To monitor review our Recruitment and selection process for Senior Management team to reduce any identified gender bias
- To deliver our Equal Pay action plan by 2021



CITY LEADERSHIP STRUCTURE

February 2019



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COLLEGE



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