

## Board of Management

<b>Date of Meeting</b>	<b>Tuesday 4 April 2023</b>
<b>Paper No.</b>	<b>BoM5-B</b>
<b>Agenda Item</b>	<b>3.2</b>
<b>Subject of Paper</b>	<b>Public Sector Equality Duty Equality Reports</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Naira Dar</b>
<b>Date of production</b>	<b>March 2023</b>
<b>Action</b>	<b>For Approval</b>

### **1. Recommendations**

To note the report and for approval.

### **2. Purpose**

The purpose of this paper is for the Board to review the interim Equality Reports. The following reports are required to be published by the 30<sup>th</sup> April 2023 to meet legal compliance of the Equality Act 2010. The three reports which will require publishing these are:

- Equality Mainstreaming Report
- Equality Outcomes Report
- The Gender Pay Gap Report.

### **3. Consultation**

In preparation for the three reports Faculties and Support services were contacted to contribute by providing mainstream evidence across the College. All workforce data was provided by Itrent, the College's HR information system.

A detailed reflection of our activities and impact will be reflected in 2025 when we publish our full Equality Mainstreaming Reports as required

### **4. Key Insights**

#### **Equality Mainstreaming Report**

The Equality Mainstreaming reports requires the College to publish staff equality data and highlights of our mainstreaming activity, highlights have included how we address the following:

- Gender based Violence
- Mental Health Support/Wellbeing
- LGBT+ Inclusion
- Workforce / Recruitment Data by Protected Characteristics
- Workforce data and recruitment data is reflected.

#### Highlights

- Glasgow Business Awards – receiving the Fair and Healthy Workplace Award the Wellbeing Strategy.
- The average age of staff was 47.6 years old.
- Overall Equality reporting figures are down with staff preferring not to disclose their equality data.

#### **4.1 Equality Outcomes Report**

##### **The City of Glasgow Equality outcomes are:**

1. Staff and student diversity is increased across all protected characteristics.
2. Students and staff – across all protected characteristics - experience and contribute to a culture of dignity and respect.
3. Students and staff confidently access relevant facilities and support.
4. Equality and Diversity is accounted for in the design and delivery of learning and teaching.  
4.1 Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning & Development.

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

## Highlights

- The UK Government Disability Confident Employer Scheme Level 2 status was achieved in September 2022.
- Microaggressions Campaign launched in May 2022 and again in October 2022 in recognition of Black History Month.
- LGBT Youth Scotland Charter work being progressed with the Student Association.
- 25 actions identified in the Equality Outcomes report, 15 are in progress 5 are completed and 4 are to be actioned for 2023 and 1 is on hold.

### 4.2 Gender Pay Gap Report:

- 54% of the workforce are female
- 60% of staff work full time
- Overall mean gender pay gap is 8.1% an improvement from 10.17% in 2021.
- Overall Median gap is 9.44% in 2022, this was 0 in 2021.
- There is no Pay Gap for Deans, Associate Deans and Curriculum Heads.
- There were positive Gender pay gaps in favour of women in 5 of the 8 Grades in support services.

## 5. Impact and Implications

The impact of not publishing the Equality reports by April 30<sup>th</sup> is that, we would not be compliant with our Legal Responsibilities. This would not only be a legal issue but would be a reputational risk too. The Memorandum of Understanding (MoU) signed by the Equality Human Rights Commission (EHRC) and the Scottish Funding Council (SFC) would possibly lead to compliance regulators responding directly to the College with a notice to comply. In line with the MOU these reports will be reviewed by the SFC.

**Appendix 1 - Equality Mainstreaming Report**

**Appendix 2 - Gender Pay Gap Report**

**Appendix 3 - Equality Outcomes Report**



# **Mainstreaming Report**

## **2023**

# Table of Contents

## Contents

Table of Contents .....	2
Contents .....	2
1.INTRODUCTION .....	4
2. Purpose .....	6
3. Commitment .....	7
4. Our Values .....	7
5. Internal Influences .....	7
External Influences .....	8
6. City of Glasgow College Board of Management.....	9
7. MAINSTREAMING .....	10
Equality Impact Assessment (EQIA).....	10
Procurement .....	10
Embedding Equality.....	10
Anti-Racist Approach and Leadership .....	11
LGBTQ+ Inclusion .....	12
Women in Leadership.....	12
Gender Based Violence .....	12
Emily Test Charter .....	13
Aware and Empowered Training for Nautical Cadets .....	13
Campaigns .....	13
Ongoing Work.....	13
8. Mental Health and Wellbeing .....	14
Staff Focus .....	14

9. Student Focus .....	15
Student Wellbeing .....	15
Support for Priority Groups .....	15
STAY Programme .....	16
10. DATA SUMMARY .....	17
11. Summary of Recruitment Data .....	27
12. Training and Development .....	30
13. Conclusion .....	30
14. Appendix 1 Workforce Data .....	31
15. Appendix 2 Recruitment Data .....	35
2020/21 Recruitment Data by Protected Characteristics .....	36
2021/22 Recruitment Data by Protected Characteristics .....	37
16. Appendix 3 Leavers Data .....	39

## 1.INTRODUCTION

City of Glasgow College is an inclusive and diverse College. The College was recently awarded a 7-Diamond ranking in the European Foundation for Quality Management (EFQM) world ranking. The Diamond ranking is at the highest level of recognition and is the category beyond the EFQM star rating.

The College excelled in the following areas:

- Culture of change and Innovation
- A clear purpose and identity to drive “Inspiration, Excellence and Innovation”
- People-focused organisation with a culture of trust and involvement
- Mature and Responsible Governance System
- Future fit programs and strong and structured students’ relations

Equality Diversity and Inclusion was a consideration in the assessment of the award which was reflected in the diverse staff and students that contributed to the story the College has to tell.

The College was also ranked third in the world in EFQM’s Global benchmarking and achieved the best score for any educational institution in EFQM’s 33-year history. Subsequently we were also awarded an Outstanding Achievement Global Award for Driving Innovation.

Despite the challenges faced by the sector, City of Glasgow College strives to keep moving forward to deliver a high-quality teaching and learning environment.

This was echoed in our previous report where we stated:

“We are a college that is not only diverse in its staff and students but in what we do and the way we do it”.

This mainstreaming report demonstrates a snapshot of the innovation and creativity by our teaching and support staff in delivering new and relevant approaches that support an inclusive culture within the College. We will continue to innovate, create and develop these approaches across the College. This work is also supported by the People and Culture Team who were the recipients the Fair and Healthy Workplace Award at the Glasgow Business Awards. This along with our action plans demonstrates Equality and Diversity mainstreaming taking place across the College. We are delivering Equality Diversity and Inclusion not just to staff and students but to our International Partners championing Equalities at both a local, national and international level.

This mainstreaming report is an opportunity to demonstrate our commitment in delivering equality and diversity. However, we are mindful that we have more to do and with the support of the Staff, the Students Equality Committee Chaired by the Chair of the Management Board we will continue to deliver on our commitment.



## 2. Purpose

This mainstreaming report is to present the progress made to date in delivering our equality actions and to demonstrate compliance with the General Duty, which states that we have to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The 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.

The mainstreaming reports have a focus on staff however the new National Equality Outcomes (NEO) published in 18<sup>th</sup> January 2023 by the Scottish Funding Council now have a focus on student experience and attainment. The College publishes full-time student data across protected characteristics at application and enrolment stages are presented in the Annual Review 2023. In addition, an annual admissions review is conducted which details student applications and conversions to enrolments.

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.

### 3. Commitment

The College commitment is outlined in its strategic priorities and associated aims.

Within the College Strategic Plan 2030, equality, diversity, and inclusiveness are addressed within the following strategic priorities:

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.
4. To deliver excellence in performance.

### 4. Our Values

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

### 5. Internal Influences

The Equality Diversity and Inclusion (EDI) agenda is supported by our EDI working group, and our EDI Advisory and Engagement Group which has representation from several equality focused organisations. The EDI working group has representation from Senior Management Team, as well as from Curriculum and Support Leads. The College also has an established Spiritual Care Team to support both staff and students. All this is supported by the Student Staff and Equalities Committee Chaired by the Board of Directors.

## External Influences

The College continues to work with several external partners and participate in the Glasgow Regional Equality Group (GREG) which meets regularly to share good practice and develop partnership working. In addition, the Student Associations of all three colleges in Glasgow have also collaborated to support and promote Equality messages. We continue to be active members of the Trans Edu Community of Practice led by The University of Strathclyde and Ayrshire College. The College is also an active member of the Scottish Equality Forum (SEF) which it chaired from 2020 to 2022. This reflects the partnership approaches that we have developed recently which help to shape our future actions and opportunities for engagement.

## 6. City of Glasgow College Board of Management

### Composition and Representation

- The Board of Management of City of Glasgow is comprised of the following positions:
- 1 x Principal and CEO.
- 1 x Chair (appointed by the Regional Board for 4 years).
- 2 x Student Members (Student President and another student officer, both elected for 1 year).
- 2 x Staff Members (representing teaching and support areas, both elected for 4 years).
- 12 x Non-Executive Directors

The gender breakdown of the Non-Executive Members, there are six female and five males this is evidence below from 2020 to 2022. There for the members are represented as follows:

Table 1

Year (at 1 April)	Male	Female	Total
2020-21	45% (5)	55% (6)	100% (11)
2021-22	45% (5)	55% (6)	100 % (11)

The College collects equalities monitoring data at the point of recruitment for the Board, to inform succession planning and to ensure that we monitor and encourage applications from underrepresented groups. The College employs a careful approach to publicising Board vacancies, including gender-neutral wording of advertisements, and a video featuring female Board members on the College’s Board Vacancy webpage. The College is committed to ensuring that we continue to enhance Board Diversity and works with a number of diversity organisations to promote opportunities when available.

## 7. MAINSTREAMING

The General Duty of the Equality Act 2010 requires us to have due regard to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance Equality of opportunity between people of different groups
- Foster good relations between people of different groups, tackling prejudice and promoting understanding between people of different groups.

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.

### Equality Impact Assessment (EQIA)

City of Glasgow College continue to provide support and guidance to all staff to ensure that the EQIA is supported. All changes to policy practice and procedures are approved by the Senior Management Team who ensure that an EQIA is conducted before approval. A review of the EQIA process is ongoing to ensure seamless delivery and recording of the EQIA process.

### Procurement

The procurement process was revised in 2020 with Equality considerations remaining central to the tendering process. The approach had been commended by Employers Network for Equality and Inclusion (ENEI) in 2018 in ensuring that Equalities remained core to the procurement process. The College continues to refine processes to ensure that they are relevant and meet the equality criteria.

### Embedding Equality

We continue to embed equality by delivering Diversity Awareness Months, EDI training, and hosting EDI events. We will continue to develop collaborative EDI work and further develop our partnership approach as demonstrated throughout this report. In particular we have worked across sectors with University of West of

Scotland, Ayrshire College and the University of Strathclyde to deliver a Trans Edu mini conference in June 2022. We are working with Kabaddi Scotland (South Asian Sport) to provide coaching opportunities and have secured the Charter Institute of Building (CIOB), Equality and Inclusion Charter and continue to support the College sector on the CIOB Inclusive Employers Forum. We continue to support the Scottish Equality Forum established to support the Equality leads of Scotland across Universities and Colleges. The forum liaises directly with the Scottish Government and the Scottish Funding Council (SFC) to help shape the Equality landscape in Scotland and to improve understanding of the equality requirements. This has included responding to the PSED consultation and the consultation on the now published National Equality Outcomes (NEO). A staff survey was conducted in 2021 which identified key areas of development of staff, which incorporated Equality Diversity and Inclusion. The survey results helped shape the Wellbeing development week held in April 2022.

### Anti-Racist Approach and Leadership

The College is committed to developing an anti-racist approach, this is evident from the sessions delivered to the Board of Directors and the Senior Management Team in November 2021. This along with our commitment to delivering anti-racism in curriculum design, to launching the Microaggression campaign in May 2022 and again in October 2022 for Black History month has raised awareness of the issues to staff and students. This approach is embedded in our Equality Outcomes and builds on our work to delivering an inclusive and anti-racist approach. We have Faculties across the College that have developed specific content for the Curriculum. Anti-Racism and Black Lives Matter was incorporated into Digital Culture, Travel and Tourism communications class to consider Black History Month and to look at locations in the US linked to Human Rights and Civil rights movement of the 60s. This led to further learning on the civil rights movement and anti-racism in history and tourism. This was an innovative approach to offering students the opportunity to discuss racism and understand how this links to their area of study and work. In Creative Industries, Digital

Media Students in their second year of animation were tasked to create a Slavery Project developing better understanding of the roots of racism.

## LGBTQ+ Inclusion

We have continued to work to support our LGBTQ+ staff and students. Current focus has been to revise and update our Trans Gender Reassignment Guidance due to be completed in early 2023. A short life working group has been established to oversee the submission for the LGBT Youth Scotland's Charter and to oversee initiatives to ensure that we deliver on our commitments to ensuring a safe and inclusive environment for our staff and students.

## Women in Leadership

On international Women day 2022 we hosted a woman in leadership workshop attended by women across the College, which received positive feedback. The workshop was also used to launch the development of a new resource developed by staff and students at the College celebrating Women in the Arts. This was developed to address the lack of female representation in students work, in particular referencing the works of females over men work. The project was led by an Associate Dean who worked with staff and students to launch the City of Glasgow "Celebration of Heroic Women" resource. The resource celebrates female artists chosen by staff and students and showcasing a diverse and intersectional group of women across the ages.

[International Woman's Day 2022 - 1 \(pagetiger.com\)](#)

## Gender Based Violence

The College is a member of Fearless Glasgow, a joint working group of universities and colleges in Glasgow and Ayrshire, The Emily Test, Glasgow and Clyde Rape

Crisis, Police Scotland, Women's Aid and Glasgow Violence Against Women Partnership.

## Emily Test Charter

This Charter award from the Emily Test, is a charity working to end Gender Based Violence (GBV) in colleges and universities. The Charter was piloted in 2021 with five institutions involved. We applied to undertake this work in July 2022 with a view to completing the 'Emily Test' with 12-18 months. This is a cross-college initiative that will see us undertake a review of current support and information sharing between departments, and will provide an opportunity to train a range of staff in managing risk where there is a disclosure of GBV. Further information can be found [here](#).

## Aware and Empowered Training for Nautical Cadets

In December 2021, we worked in partnership with the Emily Test to deliver interactive workshops to five Maritime Cadet phase 1 groups. The workshop told Emily's Story and included activities centered around consent. The Cadets have recently returned from their sea phase and we are completing a follow-up with them around their experiences while at sea. We aim to be able to widen this training out to other curriculum areas in the future.

## Campaigns

We have continued to use the Erase the Grey campaign from Glasgow Caledonian University to highlight GBV as well as Police Scotland campaigns. We undertook a social media campaign during the 16 Days of Action and focused our digital posters on campus around GBV.

## Ongoing Work



We continue to partner with Glasgow and Clyde Rape Crisis to offer an on-campus support. A weekly drop-in and appointment service is available to both male and female students. Training is being developed for staff to create awareness of stalking and how to support victims of stalking in the workplace in partnership with Action Against Stalking.

## 8. Mental Health and Wellbeing

### Staff Focus

The Wellbeing team are continuing to provide support to all staff. City of Glasgow College recognises the unique challenges men face around their health, in particular the stigma around mental health.

We have therefore developed a range of resources and support pathways available for our staff aimed at raising awareness, education, and improving access to support around men's health. Some of the work we have done around this includes:

- Working in partnership with West Lothian College's Man Cave to offer a men's peer support group for our staff.
- Liaising with SAMH and the Rangers Foundation to offer a pathway to support, health assessments and healthy living interventions such as Football Fans in Training and Changing Rooms.
- Worked closely with Men's Mental Health Support groups to improved referral pathways for our staff including Andy's Man Club, Scottish Men's Shed, Mind the Men, Brothers in Arms.
- Offered workshops on Men's Mental Health to all staff.
- Provided a toolkit of support, resources and education around male specific health issues such as; sexual health, mental health, health and fitness, prostate problems and testicular health.

The College has developed peer support groups such as menopause and neurodiversity, these are staff led groups supported by the Health and Wellbeing

group and are open to all staff to join. This is further supported by the launch of our Menopause policy and the development of an accessibility toolkit for staff. The Health and Safety team continue to provide support in physical health through health risk assessments, Display Screen Equipment (DSE) assessments, Occupational Health.

## 9. Student Focus

### Student Wellbeing

In 2021/22, the Scottish Government provided funding to colleges and universities to support student mental health. This additional funding enabled the college to pilot a scheme of Mental Health Mentors. The mentors were in post from February to September 2022 and provided weekly/fortnightly meetings with students who presented with anxiety to work on coping strategies. The service worked with 132 students. Feedback from the students was overwhelmingly positive. This work is now being supported by Student Counselling Service which has continued to grow, with five counsellors now available to provide short-term counselling and class workshops around stress management. We have also partnered with Cross Reach to offer longer-term counselling for students with more complex well-being needs.

### Support for Priority Groups

An enhanced support package is offered to students within priority groups including student carers, care experienced or estranged students. They are supported by having a named Student Advisor who is a point of contact for support throughout their time at college. Support offered includes:

- Targeted pre-entry information and visits.
- On-course support with funding, personal support and advocacy.
- Referral to specialist services such as Action for Children.
- Support to remove barriers and advocacy with lecturers.
- Training support for teaching staff through the Inclusive College initiative.

391 student carers and 162 care experienced students accessed support from the service in 2021/22. This includes support from named contacts but also other team members including mental health support.

Table 2 shows the retention rates for care experience students and student carers. In 2021/22 retention for student carers was 90% and care experienced 84%.

Table 2

Status	College	Care Experienced	Student Carers
Enrolments	35,217	783	1,325
Live	29,073	660	1,195
Retention	83%	84%	90%



### STAY Programme

Action for Children support for vulnerable students, working intensively with young people who are care experienced up to age 29 and other vulnerable young people up to the age of 26. In 2021/2 there were 48 direct referrals to Action for Children; however, they also supported an additional 16 who were identified via the Glasgow City Council transitions programme.

Mainstreaming activities are delivered across the College, we understand that creating an inclusive culture has benefits for both staff and students.

A requirement of the Equality Act is to publish our Equality data in relation to staff and to recruitment, selection and retention. The following is a summary of the data analysis and the full data sets can be found in the appendices.

## 10. DATA SUMMARY

### Age

#### Composition

- The average age of staff was 47 years, this was consistent from 2020/21 to 2021/22.
- In 2020/21 the number of staff that were 25 to 29 was 5.2% this changed to 6% in 2021/22, this is an increase of 0.8%.
- In 2020/21, 15.5% of staff were 55-59 years this changed to 13.3% in 2021/22 this is a decrease of 2.2%.
- Staff aged 65+ remained stable for a period of two years from 2020 to 2022 at 5.7%.

#### Recruitment

- In 2020/21 the majority of candidates shortlisted were from the 30-34 years, range, this represented 19.2% of all candidates.
- From 2020/21 there were 151 candidates appointed, the majority were age 30 to 34 years at 21.8%.
- There were 3,060 applications received in 2020/21 total 25-29 years age range represented 29.3%.
- 0.3% gave no response and 0.9% applications were received from the 65+ age group.

#### Retention

The average age of those appointed in 2021/22 was 40 years.

## Disability

### Composition

- Staff that disclosed a disability in 2020/21 was 8.7%, this is an increase of 1% since 2019/20.
- The percentage of staff who prefer not to say has increased from 0% in 2019/20 to 5.9% in 2021/22.
- The percentage of people stating they “prefer not to say” has decreased from 6.7% to 5.9% in 2020/21 and 2021/22.
- Percentage of staff that do not have a disability has decreased from 75.7% in 2020/21 to 73.4% in 2021/22, this is a 3.5% decrease in staff that do not have a disability.

### Recruitment

- Disabled applicants represented 9.55% in 2020/21
- Disabled shortlisted applicants represented 10.94% in 2020/21.
- Disabled candidates that were appointed represented 6.78% in 2020/21
- Disabled applicant in 2021/22 represented 9.5% of all applicants.
- 10.94% of all applicants were shortlisted.
- Disabled candidates that were appointed represented 6.78% in 2021/22

### Retention

- 33.70% of leavers did not disclose their disability status in 2020/21.
- 24.87% of leavers did not disclose their disability in 2021/22 this is an improvement in reporting of 8.83%.

- Over two years 14.2% of leavers declared a disability, 6.08% in 20/21 and 8.47% in 2021/22.

## Ethnicity

### Composition

- The percentage of Black and Minority Ethnic staff in 2020/21 was 5.7% and 5.5% in 2021/22 this has remained stable over two years.
- In 2021/22, the percentage of staff who did not respond was 13.6%, which is an increase of 5.9% from 2020/2021 at 7.7%.
- In 2021/22, staff who identified as White was 74.1% this is a decrease of 8.7% from 2020/21 however, the no response also increased to 13.6% in the same period.

### Recruitment

- 21.14% of all applications in 2020/21 were from BME applicants.
- In 2020/21, of all applicants, 8.63% were from “other white applicants, this was 8.58 % in 2021/22.
- The percentage of “Other white” shortlisted in 2020/21 was 7%, in 2021/22 this was 10.79%.
- The percentage of “Other white” appointed in 2020/21 was 10.21%, and in 2021/22 this was 10.17%.
- In 2020/21, the number of people appointed from BME applicants was 10.58% in 2021/22 this was 10.17% which has remained fairly consistent over 2 years.
- In 2021/22, 1.46% of applicants prefer not to say.

### Retention

- 14.92% gave no response and 5.52% and 1.10% was unknown this makes a total of 21.54% that did not declare ethnicity in 2020/21, this figure was 24.87% in 2021/22.
- 4.97% BME staff were leavers and 2.76% “Other white minority” 2020/21.
- The leavers from “Other White minority groups was 3.17% the largest number of leavers were white Scottish at 44. %

## Gender Reassignment

### Composition

- To protect the identity of transgender staff at work we cannot disclose all the data collected. However, we can confirm that the data reveals that the number of transgender staff at the College has remained the same from 2020/2021 to 2021/22.
- In 2020/21 the “No response” to the question improved by 74.4%.
- In 2021/22 the percentage of staff prefer not to say increased improved by 2.2%.

### Recruitment

- In 2020/21, 0.5% of applicants identified as Transgender.
- In 2021/22, 1.03% of applicants identified as Transgender
- In 2020/21, 97.3% of external shortlisted applicants and 92.9% of internal shortlisted applicants did not identify as Transgender.

### Retention

- No leavers who identified as Transgender left the College in 2020/2021 and 2021/2022.
- The number of leavers who chose not to give a response or chose prefer not say was 28.8% in 2020/21 and 37.7% in 2021/22.

- It would not be appropriate to report on how many people left due to the small numbers represented.
- Further analysis would not be appropriate due to the risk of disclosing individual identity.

## **Marriage and Civil Partnership**

### **Composition**

- In 2021/22 47.6% of staff declared married, this has been stable over two years.
- The percentage of staff in a Civil Partnership was 1.6% in both 2020/21 and in 2021/22.
- The number of staff that did not disclose has increased from 4.9% in 2020/21 to 10.3% in 2021/22, this is an increase of 5.4%.
- The staff response to 'Other' was 37.1% in 2020/21 and 33.7% in 2021/22.

### **Recruitment**

- External applicants in the 'Other' category were represented at 60.1% in 2020/21.
- Internal applicants in the 'Other' category were represented at 36.8% in 2020/21.
- 3.17% of the Internal Shortlisted candidates in 2020/21 were in a Civil Partnership.

### **Retention**

- 2.76% of leavers declared a Civil Partnership in 2020/21 and this was 0.53% in 2021/22.



- Married leavers were represented at 40.88% in 2020/21 and this was 37.04% in 2021/22.
- In 2021/22 18.5% gave no response.
- In the 'Other' category this was represented as 37.57% in 2020/21 and 32.04% in 2021/22.
- Prefer not to say remained steady at 11.05% in 2020/21 and 10.58% in 2021/22.

## Maternity/Pregnancy

### Composition

- In 2020/21, 2.6% of staff accessed maternity leave, compared to 2.4% in 21/22.
- Paternity leave averages 2% over the two-year period.
- No staff member accessed Adoption leave over the 2-year period.

### Retention

Due to the small numbers and data collection procedures, we are limited to the level of analyse we can evidence here.

## RELIGION or BELIEF

### Composition

- The data on staff has remained consistent over the last 4 years except for 'No response' which has increased from 8.1% in 2020/21 to 12.4% in 2021/22, this is a difference of 4.3%.
- Overall, 29.7% of staff have no religion or belief. This has remained fairly consistent over two years
- In 2021/22 the prefer not to say was 0%, this is an improvement of 24.6%.

### Recruitment

- In 2020/21, 50.78% of applicants stated no faith or belief. The largest faith group was Roman Catholic at 14.25%.
- In 2020/21, 9.28% of applicants prefer not to say.
- Candidates shortlisted in 2020/21 that stated no faith or belief was 52.38% this was also the largest number of candidates appointed at 49.2%
- In 2021/22, candidates, shortlisted represented, 46.93% had no faith which was a decrease of 5.45%.

### Retention

- Leavers that did not want to disclose religion or belief was 37.04% in 2020/21 with this reducing to 15.34% in 2021/22.
- In 2020/21, those with no religion was 25.40% and in 2021/22 this was 36.69%.
- In 2020/21, the largest group of leavers was Roman Catholic at 19.34%
- Minority group faith represented 3.31% of leavers.

## Sex

### Composition

- The gender balance of staff was 54.4% female and 45.5% male in 2021/22.
- In 2020/21, male staff represented 34.3%, this has increased by 11.2% to 45.5% in 2021/22.
- Both No response and prefer not to say was 0% in 2021/22, this was 24.6% in 2020/21, this is an extensive improvement within one year.

### Recruitment

- Applicants for all posts 2020/21 were 57.82% female and 41.36% male.
- 0.92% of applicants in 2020/21 declared prefer not to say.
- Candidates shortlisted in 2020/21 was 52.05% female and 47.16% male.
- Prefer not to say was 0.79%
- 47.68% of candidates offered posts were female, and 52.32% male and 0% prefer not to say in 2020/21
- Applicants for all posts in 2021/22 were 58.23% female and 40.85% male and 0.92% preferred not to say.
- Candidates shortlisted in 2021/22 were 55.0% female and 43.81 Male with 1.20% preferred not to say.

- Candidates appointed in 2021/22, 55.93% were female and 42.80% were male with 1.27% preferred not to say.

### **Retention**

- Leavers in 2020/21 were 37.1% female and 38.3% male, 14.9% preferred not to say.
- 9.7% of Leavers in 2020/21 gave no response. Collectively 'prefer not to say' and 'no response' constitutes 24.6% of leavers whose sex is unknown.

## **Sexual Orientation**

### **Composition**

Due to the data protection and as not to unduly disclose information we are limited to what we can report.

- In 2020/21, 1.1% of staff identified as Bisexual, 2% % as Gay men and 1.4% as Gay Woman/Lesbian.
- In 2020/21, 65.7% staff identified as heterosexual/straight in 2021/22 this was 62.2%
- Prefer not to say in 2020/21 was 22.5% this fell to 13% in 2021/22.
- No response was 7% in 2020/21 this increased to 29% in 2021/22
- In 2020/21 overall 29.5% did not respond in 2021/22 this increased to 32% overall this is an increase of 2.5%.
- Overall, the representation of LGBT+ staff was 4.57 % in 2020/21 and 4.6% in 2021/22

### **Recruitment**

- Out of all Applicants in 2020/21, 82.26% identified as heterosexual/straight and 6.09% preferred not to say.

- 4.54% identified as Bisexual, 4.31% as Gay Man, and 1.76% as Gay Women/Lesbian in 2020/21.
- 84.96% of applicants shortlisted identified as heterosexual/straight, 6.41% prefer not to say in 2020/21
- Of candidates appointed 11.27% identifies as LGBTQ+ in 2020/21.
- Candidates appointed in 2021/22 11.44% represented as LGBTQ+.

**Retention**

- In 2020/21 2.75% of leavers identified as LGBT.
- In 2021/22 7.94% of leavers identified as LGBT.

**Care Experience****Composition**

- In 2020/21, 73.35% declared no caring responsibility this changed to 40.19% in 2021/22 a difference of 30.44%.
- In 2020/21, preferred not to say was 0.18% this increased to 10.63% in 2021/22.
- 48.46% staff had a caring responsibility, 27.24% caring for an adult or a child with the disability and 21.22% caring for a non-disabled child.

**Recruitment**

- 18.2% of applicants declared a caring responsibility in 2020/21 and 18.13% in 2021/22.
- In 2020/21, preferred not to say was 2.01% and in 2021/22 this was 3.29%.
- Candidates shortlisted with caring responsibilities in 2021/22 was 24.77% this was 21.59% in 2020/21.
- Candidates appointed in 2020/21 with caring responsibilities was 22.05% and this similar in 2021/22 with caring responsibilities was 22.03%.

**Retention**

- In 2020/21, 10.08% of staff had caring responsibilities for a disabled child or adult.
- In 2021/22, 27.24% of staff had caring responsibilities for a disabled child or adult, an increase of 17.16%.
- In 2020/21, staff who had caring responsibility for children was 17.49%.
- In 2021/22, staff who had a caring responsibility for children was 21.22% this is an increase of 3.73%

## 11. Summary of Recruitment Data

### 2020/2021 Recruitment Analysis

#### Applications

The number of applications received in 2020/2021, was 3,060, 9.46% were from internal applicants and 90.53% were from external applicants. The analysis of the data demonstrates that 16.12 % declared a caring responsibility, 7.22% declared a disability, 12.38% were BME, and the majority of applications at 53.68% declared no religion or faith. The majority of applications were received by women at 57.82%. In reference to Marriage and Civil Partnership 61.65% declared other and 3.46% where in a civil partnership.

#### Shortlisted

There were 500 candidates shortlisted for interview, 52.05% were female and 47.16% were male, 0.79% preferred not to say. Those with caring responsibility were

21.59% and 9.40% declared a disability. Candidates selected as LGBT representation was 8.63% and the BME representation was 11.0%.

### **Appointed**

There were 235 posts offered 52.32% were female, 47.02% male, those that declared at disability was 5.30%, and 5.96% were represented as BME. Similar to the above the majority of appointed staff had no religion or belief and 1.34% were in a civil marriage. The majority of candidates were external at 98% and 2% of candidates appointed were internal.

### **Retention**

The number of staff that left the College was 181, this was representative of 58.56% female and 41.44% male. The number of full-time leavers was represented as 27.62% whilst part time leavers was 72.38%, overall 13% held secondary contracts. 2.7% were in a civil partnership and 40.88% status was married.

BME leavers accounted for 4.97%, other white 2.7% and 5.5% prefer not to say. Leavers with caring responsibilities represented 13.20%, half of which left due to caring for an adult that required additional care. As reflected in the staff data, the largest percentage of staff declared no religion and this was reflected in the leavers' data at 25.4%. Leavers that identified as LGBT was 2.75%.

## **2021/2022 Recruitment Analysis**

### **Applicants**

The number of applications received 1,852, 9.25% were from internal applicants and 90.75% external. The analysis of the data shows that 58.23% were female, 40.85% male. 21.10% were from BME. In addition, 50.78% declared no religion, and 9.55% declared a disability. Those with caring responsibilities represented 18.27% of applicants. Overall approximately 13% declared as LGBT+ with 6.21% declaring as Bi Sexual. Civil partnerships were represented as 3.45% and 60.25% declared 'other' in Marriage and Civil partnership category.

### **Shortlisted**

There were 755 applicants shortlisted for interview, 55.0% were female, 43.09% were male, 10.94% declared a disability and 21.59% had caring responsibilities. Approximately 17% were BME, 46.93% declared no religion or belief. In relation to marriage and civil partnership this was 2.53% whilst the figure for LGBT+ was 10.24%.

### **Appointed**

There were 234 people appointed, the average age of appointees was 40 years old. This represented spilt of 55.93% women and 42.80 % as male. Those with caring responsibilities was 22.03% and those that disclosed a disability was 6.78% and 11.44% declared as LGBT+. 10.59% of those appointed represented the BME category and of those appointed 49.15% declared no religion, 38.56% declared as married and 4.66% in a civil partnership.

### **Retention**

The number of staff that left the College in this period was 189 of which 58.20% were female and 41.80% were male. Part time leavers represented 35.45% female and 23.81% male leavers. Collectively part time leavers represented 59.2% of the total. 8.47% declared a disability, 30.69% declared no religion and 0.53% in a civil partnership. The leavers with caring responsibility was 8.99% with 7.14% leaving to support adults that need additional care. Leavers that identified as LGBT was 7.94% and BME leavers was 3.7%.



## 12. Training and Development

Training and development opportunities continued during and after the Covid 19 lockdown. In 2020/21, 94 staff accessed Learning and Support 33 academic and 61 support staff. In 2021/22, 600 staff accessed learning and support opportunities, 227 academic and 374 support staff. A new Learning Experience Platform (LXP) system was developed and launched to offer all staff an enhanced learning experience, including a new and revised EDI module. Core training for managers has focused on Managers skills along with training on safe guarding, Trans Inclusion and the Menopause training is being offered to teaching and support staff.

## 13. Conclusion

This is an interim report that has focused on our recent activities in mainstreaming Equality diversity and inclusion, we will report further on our mainstreaming activities and on the impact of delivering our equality actions in 2025. We note the increase of staff reporting 'prefer not to say' and 'no response' to the Equality Monitoring questions, we will monitor this through our Induction and Welcome for new staff and will address this through a campaign to encourage staff to update their Equality responses on itrent our HR system.

We are confident in our approach to embed and deliver on our Equality commitments. We welcome the SFC National Equality Outcomes that mirror our approach to tackling persistent inequalities, will report further progress on the City of Glasgow College Equality priorities and on the SFC National Priorities in 2025.

## **14. Appendix 1** Workforce Data

AGE	18/19	19/20	20/21	21/22
16-19	1.7%	0.3%	0.18%	0.24%
20-24	3.0%	1.6%	1.2%	1.3%
25-29	6.1%	5.7%	5.2%	6.0%
30- 34	9.3%	9.4%	8.7%	9.2%
35-39	12.6%	13.8%	12.1%	11.3%
40-44	10.8%	10.8%	11.7%	13.0%
45-49	14.0%	12.9%	13.3%	12.7%
50-54	13.8%	13.7%	15.5%	13.3%
55-59	14.6%	15.5%	15.2%	15.4%
60-64	9.8%	11.3%	13.4%	11.5%
65+	4.4%	5.3%	5.9%	5.7%
No Response	0%	0%	0%	0%
Care	18/19	19/20	20/21	21/22
Caring Responsibility for adults or disabled children	8.6%	8.3%	10.98%	27.24%
Responsibility for children non-disabled	16.0%	15.0%	17.49%	21.22%
No responsibility	38.2%	36.9%	71.35%	40.91%
No response	32.6%	34.9%	0%	0%
Prefer not to say	1.8%	2.1%	0.18%	10.63%

Gender Reassignment	18/19	19/20	20/21	21/22
Identify as Transgender.	*	*	0.1	0.1
Do not identify as Transgender.	16.1%	17.6%	75.3%	70.3%
No Response	83.2%	81.3%	6.9%	13.9%
Prefer not to say	0.7%	1.0%	17.7%	15.5%
Marriage and Civil Partnership	18/19	19/20	20/21	21/22
Married	49.6%	50.6%	49.4%	47.6%
In Civil Partnership	1.6%	1.8%	1.6%	1.6%
Other	36.5%	37.4%	37.1%	33.7%
No response	5.4%	3.2%	4.9%	10.3%
Prefer not to say	7.0%	7.2%	7.4%	6.5%

Ethnicity	18/19	19/20	20/21	21/22
BAME	6.4%	6.3%	5.7%	5.5%
Other White	5.6%	5.7%	3.8%	3.8%
White	74.6%	77.2%	82.8%	74.1%
No response	8.2%	6.7%	7.7%	13.6%
Prefer not to say	3.5%	4.1%	3.5%	5.5%
Religion or Belief	18/19	19/20	20/21	21/22

Listed Religious Belief	40.1%	39.7%	39.1%	37.2%
Other Religious belief	2.0%	1.9%	1.7%	1.6%
No religion or belief	29.7%	31.0%	29.4%	29.7%
No response	7.8%	6.3%	8.1%	12.4%
Prefer not to say	20.4%	21.1%	21.4%	22.5%

Sex	18/19	19/20	20/21	21/22
Female	40.0%	41.3%	40.8%	54.4%
Male	36.4%	35.9%	34.3%	45.5%
Other	0.2%	0.1%	0.1%	0.1%
No response	6.9%	5.1%	6.9%	0%
Prefer not to say	16.6%	17.6%	17.7%	0%

Sexual Orientation	18/19	19/20	20/21	21/22
Bisexual	0.9%	*	1.1%	1.1%
Gay Man	2.1%	2.1%	2%	2%
Gay women/Lesbian	1.0%	*	1.4%	1.4%
Heterosexual/Straight	67.5%	67.8%	65.7%	62.2%
Other	0%	0%	0.07%	0.1%
No response	7.9%	6.7%	7%	29%
Prefer not to say	20.8%	21.7%	22.5%	13%
Pregnancy and Maternity	18/19	19/20	20/21	21/22

Pregnant	2.2%	1.8%	2.6%	2.4%
Not pregnant	96.8%	97.4%	97.4%	96.4%
Adoption	0.1%	0%	0%	0%
Paternity	1.0%	0.9%	0.8%	1.2%

## 15. Appendix 2 Recruitment Data

## 2020/21 Recruitment Data by Protected Characteristics

AGE	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	Prefer not to say
Applicants	1	106	897	658	392	283	229	179	157	119	28	11
Shortlisted	0	3	62	96	71	55	45	61	54	25	18	7
Appointed	0	0	19	33	25	20	11	14	12	6	10	1

Care	YES	No	Prefer not to say
Applicants	16.12%	81.59%	2.29%
Shortlisted	21.59%	74.82%	3.59%
Appointed	25.17%	73.51%	1.32%

Disability	YES	No	Prefer not to say
Applicants	7.22%	92.78%	0%
Shortlisted	9.40%	90.60%	0%
Appointed	5.30%	94.70%	0%

Ethnicity	BME	Other White	UK white	Prefer not to say
Applicants	12.38%	11.47%	74.65%	1.50%
Shortlisted	11.0%	7.0%	80.60%	1.4%
Appointed	5.96%	5.30%	87.42%	1.32%

Married/Civil Partnership	Married	Other	Civil Partnership	Prefer not to say
Applicants	26.89%	61.65%	3.46%	8.0%
Shortlisted	40.57%	48.39%	3.17%	7.87%
Appointed	41.45%	53.92%	1.34%	3.29%

Religion and Belief	None	Listed Religion or Belief	Other Religion or Belief	Prefer not to say
Applicants	53.68%	37.93%	1.30%	7.06%
Shortlisted	52.38%	37.97%	1.22%	8.43%

Appointed	56.29%	33.77%	3.32%	6.62%
-----------	--------	--------	-------	-------

Sex	Female	Male	Prefer not to say
Applicants	57.82%	41.36%	0.82%
Shortlisted	52.05%	47.16%	0.79%
Appointed	52.32%	47.02%	0.66%

Sexual Orientation	Gay Man	Lesbian/Gay Women	Bi Sexual	Heterosexual/Straight	Other	Prefer not to say
Applicants	4.31%	1.76%	4.54%	82.26%	1.04%	6.09%
Shortlisted	4.41%	0.6%	2.81%	84.96%	0.81%	6.41%
Appointed	7.95%	5.96%	3.31%	76.16%	0.66%	5.96%

## 2021/22 Recruitment Data by Protected Characteristics



AGE	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Applicants	1	136	536	376	201	166	124	116	124	51	16
Shortlisted	0	21	131	130	94	101	67	75	88	29	13
Appointed	0	4	50	41	34	34	18	15	23	8	7

Care	YES	No	Prefer not to say
Applicants	18.27%	78.43%	3.30%
Shortlisted	21.59%	74.82%	3.59%
Appointed	22.03%	73.73%	4.24%

Disability	YES	No	Prefer not to say
Applicants	9.55%	90.45%	0%
Shortlisted	10.94%	89.06%	0%
Appointed	6.78%	93.22%	0%

Ethnicity	BME	Other White	UK White	Prefer not to say
Applicants	21.10%	8.58%	68.86%	1.46%
Shortlisted	17.19%	10.79%	70.96%	1.06%
Appointed	10.59%	10.17%	76.70%	2.54%

Married/Civil Partnership	Married	Civil Partnership	Other	Prefer not to say
Applicants	27.45%	3.45%	60.25%	8.79%
Shortlisted	35.69%	2.53%	54.06%	7.72%
Appointed	38.56%	4.66%	48.31%	8.47%

Religion and Belief	None	Listed Religion or Belief	Other Religion or Belief	Prefer not to say
Applicants	50.78%	38.76%	1.18%	9.28%
Shortlisted	46.93%	43.09%	1.05%	8.93%
Appointed	49.15%	33.90%	3.39%	13.56%

Sex	Female	Male	Prefer not to say
Applicants	58.23%	40.85%	0.92%
Shortlisted	55.0%	43.81%	1.20%

Appointed	55.93%	42.80%	1.27%
-----------	--------	--------	-------

Sexual Orientation	Gay Man	Lesbian/Gay Women	Bi Sexual	Heterosexual/Straight	Other	Prefer not to say
Applicants	4.58%	1.62%	6.21%	79.28%	0.92%	7.39%
Shortlisted	3.6%	1.87%	3.98%	83.63%	0.79%	6.13%
Appointed	3.39%	1.7%	4.66%	78.39%	1.69%	10.17%

## 16. Appendix 3 Leavers Data

Caring	Yes	No	Prefer not to say
2020/21	13.26%	32.04%	54.70%
2021/22	8.99%	31.75%	59.26%

Disability	Yes	No	Prefer not to say
2020/21	6.08%	60.22%	33.70%
2021/22	8.47%	66.67%	24.87%

Ethnicity	BME	Other White	White	Prefer not to say
2020/21	4.97%	6.63%	68.51%	21.55%
2021/22	3.70%	4.23%	66.67%	24.87%

Marriage and Civil Partnership	Married	Other	Civil Partnership	Prefer not to say
2020/21	40.88%	37.57%	2.76%	18.78%
2021/22	37.04%	32.80%	1.06%	29.10%

Religion and Belief	No Religion	Listed Religion	Other Religion or Belief	Prefer not to say
2020/21	25.41%	36.46%	2.21%	35.19%
2021/22	30.69%	30.69%	1.59%	37.04%

Sex	Female	Male	Prefer Not to Say
2020/21	58.56%	44.44%	0%
2021/22	58.20%	41.80%	0%

Sexual Orientation	Gay Man	Lesbian/Gay women	Bi sexual	Heterosexual/ Straight	Other	Prefer not to say
2020/21	1.10%	1.10%	0.55%	66.85%	0%	30.39%
2021/22	3.70%	1.59%	2.65%	56.08%	0%	35.98%



# **Gender Pay Gap Report**

## **April 2023**

## Table of Contents

### Contents

Table of Contents .....	2
Contents .....	2
1. Introduction .....	3
2. Purpose .....	3
3. Approach .....	3
4. Gender Pay Gap Calculation .....	3
5. Median Calculation .....	3
6. Data Measurement .....	4
7. Gender Pay Gap by Grade .....	5
8. Gender Distribution of Staff Male/Female .....	6
9. Distribution of Part time and Full time Staff .....	8
10. Gender Pay Gap - Mean .....	9
11. Mean Hourly Rates .....	10
12. Gender Pay Gap – Median .....	11
13. Breakdown of workforce by gender and full-time/part-time status .....	12
14. Mean and Median Analysis .....	14
15. Comparative analysis and conclusion .....	14

## 1. Introduction

The reporting of Gender Pay Gap is a requirement under the Equality Act 2010 for all public bodies. The recommendation from the Scottish Funding Council is that we publish both the mean and the median pay gap. This report will demonstrate the progress we have made since our last publication in 2021. The gender pay gap is the difference between men's and women's average hourly earnings (excluding overtime).

## 2. Purpose

The purpose of this report is to demonstrate our progress and to meet legal compliance as outlined in the Equality Act 2010. The report will present the pay difference for both male and female. This will involve all staff part time and full time at all grades.

## 3. Approach

The Gender Pay Gap is calculated by comparing the average salary of females against the average salary of males for jobs which can be treated as "equal" for example by grade.

The data used in this Audit has been extracted from iTrent, the College's HR Information system, on the 1<sup>st</sup> April 2022.

## 4. Gender Pay Gap Calculation

The percentage gender pay gap is calculated using the mean hourly salaries of females expressed as a percentage of the average hourly salaries to male staff doing work of equal value.

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

M = mean hourly rate of pay of male employees. F = mean hourly rate of pay of female employees.

## 5. Median Calculation

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.

## 6. Data Measurement

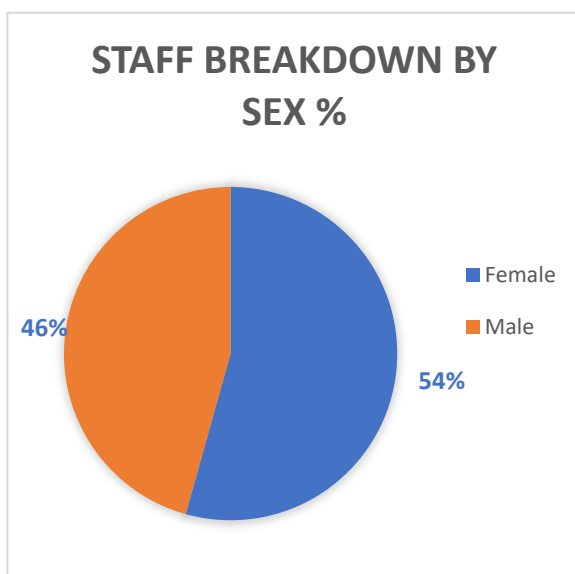
### Distribution of Male and female Staff

The College employees 1428 staff, 54% of staff are female and 46% are male. (Table 1)

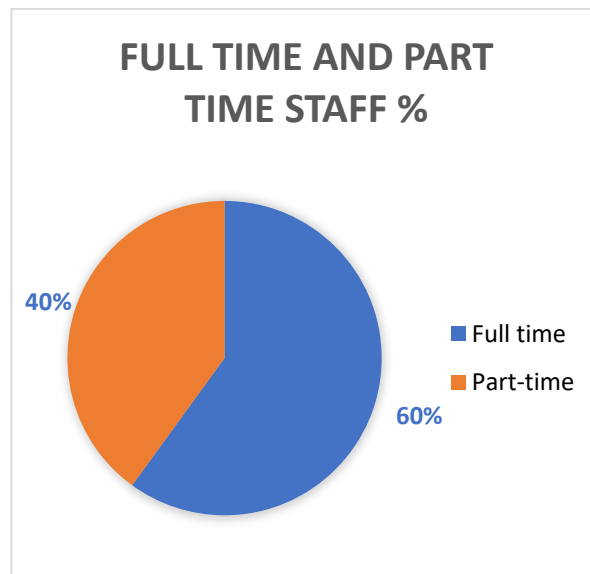
The College has both part-time and full-time roles 60% of the workforce work full time (Table 2).

The lecturers' grade which is a significant proportion of the College's workforce is 704 staff, representing 49.29% of the workforce, which has achieved a gender balance.

**Table 1**



**Table 2**



**Table 3**

The lowest paid role holders at Grade 1 and 2 are predominantly female. At Grade 1, 61% of staff are female and at Grade 2, 72% are female. These grades include cleaning and administration staff

Further analysis with the support grades, shows that there is an increase in the number of women across grades with only Grade 7, which is a Managers grade, showing a greater representation of men.

When examining further the male workforce is highly represented in the Director and Executive grade, other grades where there is a higher percentage of males, are the Heads of Service the difference in gender balance is only 3%.

The challenge for the college is to readdress the balance where significant gaps can be identified. We can do this by understanding that there are societal stereotypes and encourage



greater diversity in with workplace whilst ensuring that our recruitment practices remain inclusive and fair.

With considerably fewer males at the lower end of the pay scale and the percentage gradually increasing at the higher grades, it is evident why the gender pay gap exists. Steps can be taken to address issues identified within grades – recruiting more female Directors for example - however the overall gender pay gap will only be addressed by improving the gender balance at the lower levels.

**Table 3. Workforce Distribution by Grade (n 1428)**

Position	% Females	% Males	Female	Male	Total
Executive	33%	67%	2	4	6
Dean	50%	50%	2	2	4
Director	22%	78%	2	7	9
Associate Dean/Director	54%	46%	14	12	26
Head of Service	47%	53%	7	8	15
Curriculum Head	41%	59%	32	46	78
Lecturer	50%	50%	352	352	704
Grade 8	66%	44%	14	7	21
Grade 7	42%	58%	11	15	26
Grade 6	61%	39%	22	14	36
Grade 5	64%	36%	67	37	104
Grade 4	53%	47%	40	35	75
Grade 3	57%	43%	27	20	47
Grade 2	72%	28%	102	40	142
Grade 1	61%	39%	83	52	135
All staff	54%	46%	777	651	1428

## 7. Gender Pay Gap by Grade

The college has set salary scales for Support Staff Grades 1-8 with staff having a designated salary scale determined by Grade. Within the salary scale there are a number of incremental salary points, where a staff member is placed within this salary scale is determined by the individual’s length of service. For Grades 1-8 progression through the spinal points occurs on the anniversary of the employee’s start date. All of these roles have been through a formal Job Evaluation Process. It is also important to note that these roles are also now part of a National Job Evaluation process which is running jointly with the Trade Unions.

Salary Scales for Lecturers are set nationally through a joint Trade Union Agreement. Progression through these salary scales is applied consistently in line with this national agreement. Pay awards for Academic Staff and Support Staff are nationally agreed with the Trade Unions and are usually applied annually.

Senior Managers and Executive salaries are reviewed annually by the remuneration committee. All senior managers have been moved onto a new salary to ensure a fair and consistent pay award process for this grade.

## 8. Gender Distribution of Staff Male/Female

Table 4 and 4.1, demonstrates there is a gender balance in lecturing staff and Deans. There is a gender balance in favour of males in the Director and Executive roles, however if we observe the Associate Deans and Associate Directors' roles this is less than 2%, progress in closing the gender pay gap is a matter of promotion and recruitment opportunities.

The largest gap is within the lower grades, Grade 1-4 represent female staff at 21% whilst the male figure is 10% of the workforce, this is a variance of 11% in the gender distribution within those grades.

This is reflective of gender balance across the sector where women tend to be over represented in lower grade roles and part time work. As mentioned previously we are working to address the gender balance across all grades.

**Table 4** Distribution by Male/ Female by grade total workforce

Position	Proportion of female	Proportion of male	Total as %	Female	Male	Total
Executive	0.14%	0.28%	0.42%	2	4	6
Dean	0.14%	0.14%	0.28%	2	2	4
Director	0.14%	0.49%	0.63%	2	7	9
Associate Dean/Director	0.98%	0.83%	1.83%	14	12	26
Head of Service	0.49%	0.56%	1.05%	7	8	15
Curriculum Head	2.24%	3.22%	5.46%	32	46	78
Lecturer	24.64%	24.64%	49.29%	352	352	704
Grade 8	0.98%	0.49%	1.47%	14	7	21
Grade 7	0.77%	1.05%	1.83%	11	15	26
Grade 6	1.54%	0.98%	2.52%	22	14	36
Grade 5	4.69%	2.59%	7.28%	67	37	104
Grade 4	2.80%	2.45%	5.25%	40	35	75
Grade 3	1.89%	1.14%	3.03%	27	20	47
Grade 2	7.14%	2.8%	9.94%	102	40	142
Grade 1	5.81%	3.64%	9.45%	83	52	135
Total	54%	46%	100%	777	651	1428

**Table 4.1 Distribution of Female/Male**

Position	Proportion of female workforce	Proportion of male workforce	Female	Male
Executive	0.26%	0.61%	2	4
Dean	0.26%	0.26%	2	2
Director	0.26%	1.07%	2	7
Associate Dean/Director	1.80%	1.84%	14	12
Head of Service	1.0%	1.22%	7	8
Curriculum Head	4.1%	9.83%	32	46
Lecturer	45.3%	54.07%	352	352
Grade 8	1.80%	1.07%	14	7
Grade 7	1.42%	2.3%	11	15
Grade 6	2.83%	2.15%	22	14
Grade 5	8.62%	5.68%	67	37
Grade 4	5.14%	5.37%	40	35
Grade 3	3.47%	3.07	27	20
Grade 2	13.12%	6.14%	102	40
Grade 1	8.86%	3.84%	83	52
Total	54%	46%	777	651

## 9. Distribution of Part time and Full time Staff

**Table 5**, The College has both part time and full-time staff as stated earlier the split is 571 part time staff and 857 full time staff, this represents 60% of our work force as full time. A significant portion of staff that work part time are in lower supports grade from Grade 1-3. Grade 1 has the highest level of part time staff with 60%. The top five grades have no part time staff; however, this represents 60 staff out of 1428, in addition 27 are female and 33 males indicating a relevant gender split.

**Table 5. Staff Distribution by Part time and Full time**

Position	% FT	%PT	Full time	Part time
Executive	100%	0%	6	0
Director	100%	0%	9	0
Dean	100%	0%	4	0
Associate Dean/Director	100%	0%	26	0
Head of Service	100%	0%	15	0
Curriculum Head	95%	5%	74	4
Lecturer	45%	55%	319	382
Grade 8	90%	10%	19	2
Grade 7	81%	19%	21	5
Grade 6	86%	14%	31	5
Grade 5	83%	17%	86	18
Grade 4	83%	17%	62	13
Grade 3	80%	20%	38	9
Grade 2	65%	45%	93	49
Grade 1	40%	60%	54	81
<b>Total</b>	<b>60%</b>	<b>40%</b>	<b>857</b>	<b>571</b>

## 10. Gender Pay Gap - Mean

The Gender Pay Gap for City of Glasgow College is 8.11%. This is under the Scottish 2023 average which is 12.2%. This also demonstrates an improvement of 2% over 2 years since we last reported in 2021, which was 10.17%.

Analysis of the data in Table 6 demonstrates that when the mean average calculation is used it is only the Executive Grade with a gender pay gap over 2.5%. Executive Grade figures are impacted by the Principal salary within this calculation due to being the highest paid member of staff.

**Table 6. Workforce Distribution Male/Female by percentage and Mean Gender Pay Gap**

Grade	% Female	%Male	Gender Pay Gap Mean%
Executive	33%	67%	9.07%
Director	22%	78.0%	1.89%
Dean	50%	50%	0%
Associate Dean Director	53.0%	47.0%	0%
Head of service	40%	60%	2.40%
Curriculum Head	41%	59%	0%
Lecturer	50%	50%	-0.17%
Grade 8	67%	33.0%	0.79%
Grade 7	42%	58%	-2.3%
Grade 6	61%	39%	-0.96%
Grade 5	64%	36%	0.84%
Grade 4	53%	47%	0.76%
Grade 3	57%	43%	0.44%
Grade 2	72%	28%	-0.48%
Grade 1	62%	38%	-0.27%
All staff	54%	46%	8.11%

## 11. Mean Hourly Rates

Table 7, demonstrates that the difference in mean hourly rate for all Grades, this demonstrates that there is £1.75 between male and female mean hourly rate of pay. The largest hourly mean gap is with the Executive and Directors roles who represent 15 staff. All Grade differences with the exception of the Executive is less than £1. At Lecturer and Grade 1, 2 and 6, females have a slightly higher average hourly rate than males.

The differences in mean hourly rate in Grades can be attributed to a higher percentage of females to be on a higher incremental point in the salary scale due to their length of service. This would be the same for Lecturing Staff, in addition having a TQFE qualification can also be attributed to this. As outlined earlier in the report, Senior Managers and Executive salaries are reviewed annually by the remuneration committee. All senior managers have been moved onto a new salary to ensure a fair and consistent pay award process for this grade

**Table 7. Mean Hourly Rate Male/Female**

Grade	Mean Hourly rate (£) Male and Female	Mean Hourly Rate (£) Female	Mean Hourly Rate (£) Male	Difference in Hourly Rate between Male and Female (£)
Executive	£59.07	£55.38	£60.91	5.53
Director	£41.17	£40.58	£41.35	0.77
Dean	£40.58	£40.58	£40.58	0
Associate Dean Director	£32.25	£32.25	£32.25	0
Head of Service	£29.21	£28.83	£29.54	0.71
Curriculum Head	£27.69	£27.69	£27.69	0
Lecturer	£23.36	£23.38	£23.34	-0.04
Grade 8	£25.13	£25.06	£25.26	0.20
Grade 7	£22.17	£22.08	£22.17	0.09
Grade 6	£19.76	£19.83	£19.64	-0.19
Grade 5	£17.56	£17.51	£17.66	0.15
Grade 4	£15.74	£15.62	£15.74	0.12
Grade 3	£13.59	£13.56	£13.62	0.06
Grade 2	£12.36	£12.38	£12.30	-0.08
Grade 1	£10.77	£10.78	£10.75	-0.03
All staff	£20.61	£19.81	£21.56	1.75

## 12. Gender Pay Gap – Median

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.

Table 8, which looks at the median hourly rate demonstrates that there is no pay gap difference for a significant number of grades, with only Directors, Heads of Service, Grade 7 and Grade 3 showing minimal pay difference of less than £1.

As stated earlier in this report these grades are now on structured pay scales, this will reduce any gender gaps identified. Most other grades have achieved gender balance for the median hourly rate of pay.

However, where there are small change, s this is due to an increase in the recruitment of women who would be on the first point of scale, an example of this is the Heads of Service, where 2 females have recently been appointed.

Any small gender gaps in other grades will be due to yearly automatic incremental pay increases for length of service in the Job, not gender related. The Median Gender Pay Gap for all staff is 9.44%.

**Table 8. Median Hourly Rate Male/Female**

Grade	Median Hourly rate (£) Male and Female	Median Hourly Rate (£) Male	Median Hourly Rate (£) Female	Difference in Hourly Rate between Male and Female (£)
Executive	£53.01	£53.01	£53.38	-0.37
Dean	£40.58	£40.58	£40.58	0
Director	£41.17	£41.35	£40.58	0.77
Associate Dean Director	£32.25	£32.25	£32.25	0
Head of Service	£29.54	£29.54	£28.83	0.71
Curriculum Head	£27.69	£27.69	£27.69	0
Lecturer	£23.82	£23.82	£23.82	0
Grade 8	£25.54	£25.24	£25.54	0
Grade 7	£22.69	£22.69	£22.22	0.47
Grade 6	£20.36	£19.29	£20.36	-1.07
Grade 5	£17.17	£17.17	£17.17	0
Grade 4	£16.12	£16.12	£16.12	0
Grade 3	£13.84	£13.84	£13.55	0.29
Grade 2	£12.83	£12.26	£12.26	0
Grade 1	£10.81	£10.81	£10.81	0
All staff	£23.82	£23.82	£21.57	2.25

### 13. Breakdown of workforce by gender and full-time/part-time status

Table 9, workforce analysis demonstrates that the College employs 1428 staff, 54% are female and 46% are male. Analysis of our workforce breakdown shows 60% are full time and 40% are part time.

The Gender Breakdown demonstrates 28% of our full-time staff are female and 32% are male, a variance of 4%. Part time female staff represent 26.5% of the total workforce and 13.5% are part time male, a variance of 13%.

Part time female staff are over-represented in this category with 66% of part time workers being female. This is due to higher female representation in Grades 1 and 2 and a combination of flexible working options.

Grade 1 is predominantly our cleaning staff, due to the flexibility of the Colleges early morning and late evening opening hours, part time workers will be prevalent in this grade to cover shifts and flexibility and to ensure compliance with the working time directive. A more balanced comparison for analysis is our lecturing staff at 45% Full time & 55% Part time.

The College acknowledges there are no part time staff in the top 4 grades, however this only constitutes 45 employees in total and there is very low staff turnover in these grades. There would be little movement on this unless people left, and these roles were advertised as part time or our existing staff requested flexible working. We have comprehensive flexible working policies in place if staff would like to request part time working.



**Table 9. Workforce Analysis**

Gender Breakdown of total workforce	Number	Percentage
Female	777	54.0%
Male	651	46.0%
<b>Full time and Part time breakdown of total workforce (n1428)</b>		
Full time	857	60.0%
Part Time	571	40.0%
<b>Gender breakdown of Full-time workforce (857)</b>		
Female Full time	399	54%
Male Full time	458	46%
<b>Gender breakdown of Part time workforce (n)</b>		
Female Part time	378	66%
Male Part time	193	34%
<b>Breakdown of Female work force by Full time and Part time</b>		
Full time	399	51%
Part time	378	49%
<b>Gender Breakdown of Full time and Part time as % of total workforce (n1428)</b>		
Female Full time	399	28%
Male Full time	458	32%
Female Part time	378	26.5%
Male Part time	193	13.5%
Total	1428	100%

## 14. Mean and Median Analysis

The College gender pay Gap is 8.11%, the part time gap at 3.26% has demonstrated that for part time roles the gender pay gap is closing, this could be due to the significant number of women that work part time.

**Table 10 Mean and Median hourly rate by Gender, Full time and Part Time**

Hourly rate	Mean	Median
<b>Average Hourly Rate – whole organisation</b>		
Women	£19.81	£21.57
Men	£21.56	£23.82
<b>Gender Pay Gap – All Staff</b>	<b>8.11%</b>	<b>9.44%</b>
<b>Gender Breakdown of average hourly rate Full time</b>		
Women	£19.80	£18.77
Men	£22.00	£23.82
<b>Gender Pay Gap - Full time staff</b>	<b>10.00%</b>	<b>£21.20%</b>
<b>Gender Breakdown of average hourly rates for Part time work</b>		
Women	£19.81	£23.82
Men	£20.54	£23.82
<b>Gender Pay Gap – Part time</b>	<b>3.26%</b>	<b>0</b>

## 15. Comparative analysis and conclusion.

The College gender pay Gap of 8.1% is an improvement on our reported gender pay gap in 2021 of 10.17% this is an improvement of 2% in 2 years. We moved all senior Managers onto a new salary structure to ensure a fair and consistent pay award process for this grade.

Overall over the 2-year reporting period the College full time staff has increase from 54% to 60% whilst part time has decreased by 4% to 40% however it is worth noting that the number of women now working in full time roles has increased by 12%.

The College continues to deliver on the Equal Pay statement as published in 2021 we continue to support inclusive practices as a part of our commitment to equality and diversity and will publish further progress in our equality reporting, in 2025.



# Equality Outcomes Report 2023

## Table of Contents

### Contents

1. Introduction .....	P3
2. Purpose.....	P4
3. Glasgow Regional Outcomes.....	P5
4. Equality Outcome 1.....	P6
5. Equality Outcome 2.....	P7
6. Equality Outcome 3.....	P9
7. Equality Outcome 4.1.....	P10
8. Equality Outcome 4.2.....	P11
9. Equality Outcome 5.....	P12
10. Summary.....	P12
11. National Equality Outcomes.....	P13
12. Conclusion.....	P15

## 1. Introduction

City of Glasgow College are required to publish a set of Equality Outcomes every 4 years as a requirement of the Equality Act 2010 and report on progress every 2 years, this is our 2-year progress report. The College Equality Outcomes are determined by the Glasgow Regional College Board (GRCB).

The City of Glasgow College Equality Outcomes are aligned to the GRCB Equality Outcomes set in 2017. In meeting with GRCB and assessing the impact of Covid 19, a decision was made in 2021 to keep these themes unchanged. It was agreed that these themes were still relevant in this reporting cycle.

GRCB had agreed to retain the 5 Equality Outcomes agreed in 2017, with this in mind we retained the spirit of the outcomes and have shifted the focus to relate to new and emerging themes on Equality Outcomes, whilst not taking away from the lessons learned in the previous 4 years. We did not presume that we had resolved all inequalities that we had identified previously but we made significant progress. We know that to deliver and achieve ED&I we must consistently monitor assess and develop our approach, as we recognise that structural inequalities exist in Society.

Whilst many of the issues stay the same due to persistent inequalities, as identified by the Scottish Funding Council (SFC), the focus has been adjusted, rightly so, to finding new solutions to drive demonstrable change. The shift from action to impacts is a step change to the way we approach ED&I, an approach championed by the City of Glasgow College to date

In developing these Equality Outcomes consideration has been given to a range of reports, enquiries, and policy drivers. This update provides us with an opportunity to reflect on where we are currently and how far we still have to go. We have also reconsidered one outcome action in light of changing dynamics and focus on delivering impact in ED&I. The commitment to achieving LGBT Youth Charter for our Student Association has been a key consideration.

## 2. Purpose

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

- Report Progress on a set of equality outcomes, which is considered to enable better performance of the general equality duty no later than 30th April, 2023.
- 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.

As stated, this is an interim report, City of Glasgow Equality Outcome Report 2021 to 2025 can be found [here](#).

### 3. Regional College Board Equality Outcome themes:

City of Glasgow College’s Equality Outcomes are aligned with the Glasgow

Glasgow Regional Equality Outcome Themes	City of Glasgow Colleges’ Equality Outcomes 2021
1.The diversity of students and staff reflects the communities the College serves.	1.Staff and student diversity is increased across all protected characteristics.
2. All students and staff experience and contribute to a culture of dignity and respect.	2. 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. Students and staff confidently access relevant facilities and support.
4. All students and staff actively engage in fully inclusive and accessible learning.	4. Equality and Diversity is accounted for in the design and delivery of learning and teaching.  4.1. Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning & Development.
5. Successful student and staff outcomes are increased irrespective of protected characteristics	5. The successful course completion of students – across targeted protected characteristics - is increased.

## 4. Equality Outcome 1

Staff and student diversity are increased across all protected characteristics.

### Measures

- A diverse workforce that reflects the community we serve.
- Implementation of the Race Equality Recruitment toolkit.
- ED&I Training on inclusive recruitment practices.
- Progress on Disabled Confident Status.
- Positive Action measures considered and developed.
- Development of staff groups that are engaged with our working groups on ED&I.
- Development of a BME Staff group.

### Progress

Analysis of the workforce data is outlined in our Equality Mainstreaming Report 2023, BME staff make up 5.5% of the workforce. However, the number of staff that have recorded prefer not to say or has given no response has increased from 11.2% in 2021 to 19.1%. LGBT staff numbers have remained constant from 2020 to 2022. The number of staff declaring a disability is 8.2%. We will continue to monitor the diversity of our staff and will action our recruitment measures to address any inequalities in 2023/24.

City of Glasgow College achieved Disabled Confident Level 2 status in September 2022. The College's People and Culture team has worked to ensure that the wellbeing of staff is at the forefront of delivering an inclusive environment and ensuring that staff are supported and valued. Work on developing a BME staff group and short-term working groups has begun and will be ongoing through this reporting period.

### Next steps

- Implement the Race Equality Recruitment Toolkit in 2023/24 this will be supported with training on inclusive recruitment practices.
- Consider positive action opportunities.
- Continue developing the Staff Networks and working groups.



## 5. Equality Outcome 2

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

### Measures

- The development of the Anti-Racist campaign led by staff and students to tackle racism on the campus.
- Development of an Anti-racism working group with representation from across the College and students.
- The introduction of a reporting tool for harassment.
- To disaggregate Student Survey by protected characteristics.
- To provide ED&I training to students.
- Provide enhance the ED&I training provision for all staff.

### Progress

The Scottish Funding Council's launched [Anti-Racism Resources](#) in May 2020, which was supported by City of Glasgow College. We subsequently launched the College Microaggressions campaign in May 2022 and again in October 2020 for Black History month. We also work closely with the Student Association and student support services, to ensure there is a consistency in our approach in tackling racism. In light of this work we have developed an anti-racism working group.

The [Report and Support](#) toolkit was launched in October 2021. The tool allows a safe space for staff and students to report inappropriate behaviour such as Gender Based Violence or discrimination. Students are signposted to Report and Support via a number of means including social media and direct links via CityLife and the student intranet. As of December 2022, 48 reports had been received, of which 26 were named and 22 were anonymous. Those disclosing their details are assigned to a Student Advisor for ongoing support and guidance.

The Student survey is disaggregated by protected characteristics to ensure better understanding of the needs of the students based on accurate data. Conti/

EDI workshops are offered to students across faculties by request. A new EDI module is being developed by the College will be ready in the first quarter of 2023 enhanced training will be provided on completion of the online module.

### Equality Outcome 2

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

### Next steps

- To complete the Equality Diversity and Inclusion module.
- To monitor the report and support tool.
- To support equality working groups and to deliver the campaigns and resources required.

## 6. Equality Outcome 3

Students and staff confidently access relevant facilities and support.

### Measures

- Create a short life working group to collate the experiences of LGBTQ+ students and staff, to inform the support needs of staff and students.
- Support City Student Association 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.
- Work with LGBT Youth Scotland to explore the potential for achieving silver charter status
- Work with Stonewall Scotland as part of Employer Diversity Champion initiative to secure a place in the Top 100.

### Progress

In partnership with the Students Association an agreement was reached to ensure that there was consistency and clarity in how we supported LGBTQ staff and students. This has involved the review of our Transgender Reassignment Guidance and supporting LGBT History Month. Further work is ongoing to engage with staff.

The College signed the LGBT Youth Scotland's Charter contract in April 2022 in partnership with the Students Association to obtain Chartership Status. A working group has been established to oversee and direct the work to meet Charter status.

The Stonewall Diversity Champion initiative has been put on hold for this reporting cycle and will be reconsidered in due course. This will be revisited once we have attained Charter mark with LGBT Youth Scotland.

### Next steps

- To achieve the LGBT Youth Scotland Charter for the Student Association
- To re-establish the LGBTQ+ staff network.

## 7. Equality Outcome 4

Equality and Diversity is accounted for in the design and delivery of learning and teaching.

- Create a short life working group to embed the principles of ED&I and accessibility into local curriculum planning, delivery, and support.
- 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.
- Deliver curriculum staff development around ED&I, including accessibility standards and how to mainstream ED&I in the curriculum.
- Pilot an anti-racist curriculum project in two faculties and share the learning across all faculties to embed practice.

### Progress

The College hosted a Trans Edu Network mini conference in Partnership with the Trans Community of Practice, in June 2022. The event was attended by Colleges and Universities across Scotland and was opened by the Chairman of the Board. A partnership approach has been developed with the Student Association and work is ongoing to develop work to create an inclusive curriculum.

Work is underway to develop a program of training opportunities current discussions with Clyde College will explore where we can share best practice. Further discussions and approaches to developing an anti-racist curriculum in being developed.

### Next steps

- To establish a working group in Spring 2023 to progress the work on accessibility.
- To deliver training and resources on an inclusive curriculum with a focus on anti-racism for staff.

## 8. Equality Outcome 4.1

- Learning and development resources are evaluated against any specific ED&I accessibility criteria.
- Increase in staff from support services, BME, Disabled, Maternity taking up learning and development opportunities.

### Progress

A new learning and development platform has been created to support staff to enhance and track their professional learning and development. The new platform will allow training to be tracked to ensure that we can measure the impact on Equality related training and report on progress identifying where areas can be supported further to deliver on our EDI objectives.

2020/21 94 staff accessed learning and support 33 academic and 61 support staff. In 2021/22 600 staff accessed learning and support opportunities 227 academic and 374 support staff.

Further analysis is ongoing and the new My Development platform along with Core Managers skills will support the monitoring of impact on staff.

### Next steps

- To continue to monitor the learning and development opportunities of diverse staff.
- The further development of resource's including the development of an accessible Toolkit.

## 9. Equality Outcome 5

Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning & Development.

### Measures

- 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.
- Staff participate in CPD sessions to raise awareness of the challenges faced by students across ED&I groups.

### Progress

The dash board currently hosts equality data a review of what additional reports will be required will be conducted in the next academic session in 2023/24.

### Next steps

- To continue to monitor the dash board for improvements in equality data gathering
- CPD training and development incorporates equality and inclusion.
- The development of a Wellbeing Framework and Toolkit for Managers which includes a holistic approach to managing team Wellbeing, this will also incorporate equality and inclusion.

## 10. Summary

The review of the progress of our Equality Outcomes has highlighted; from the 24 actions, 16 are in progress 5 are completed and 4 are to be actioned which have been scheduled for 2023. This will inform the equality action plan to ensure that the actions are delivered and monitored. Progress has come within a background of organisational change and financial challenges faced by the sector. We continue to create, connect and commit to delivering an inclusive College and welcome the opportunity to report our progress and achievements in 2025.

## 11. National Equality Outcomes

The National Equality Outcomes (NEO) published by the Scottish Funding Council on the 18<sup>th</sup> January 2023 has asked the tertiary sector to consider persistent inequalities by addressing them through a set of NEO's to create a fair and equitable tertiary system. The NEO's are as a result of an approach developed by the Equality Human Rights Commission and the Scottish Funding council and the first of its kind in the UK. "The NEO's focus on student's inequality but consideration has been given to staff inequalities as it directly impacts on students in relation to their experience and representation of the tertiary system."

The themes of the NEO's are reflected in our Equality Outcomes, a summary of current activity that reflects the national outcomes are below. Any activity not currently reflected in the COGC Equality outcomes will be reported in 2025.

A summary of the National Equality Outcomes is outlined below:

Protected Characteristic	National Equality Outcomes
Age	<ul style="list-style-type: none"> <li>The success rates for college students aged under 19 will improve.</li> </ul>
Disability	<ul style="list-style-type: none"> <li>The success and retention rates of college students who declare a mental health condition will improve.</li> <li>Disabled students report feeling satisfied with the overall support and reasonable</li> <li>Adjustments received, including from teaching staff, while on their course.</li> <li>Disabled staff and students report feeling safe in the tertiary system.</li> <li>Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards.</li> </ul>
Gender Reassignment	<ul style="list-style-type: none"> <li>Trans staff and students report feeling safe to be themselves in the tertiary system.</li> </ul>

Protected Characteristic	National Equality Outcomes
Race	<ul style="list-style-type: none"> <li>• Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.</li> <li>• Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.</li> <li>• Where representation is not proportionate to the relevant population, increase the racial diversity of Board members and address any racial diversity issues in college Boards.</li> <li>• Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.</li> </ul>
Religion and Belief	<ul style="list-style-type: none"> <li>• Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.</li> </ul>
Sex	<ul style="list-style-type: none"> <li>• Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.</li> <li>• Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.</li> <li>• Men (staff and students) know how to access mental health support (recognising intersectionality within that group). Institutions will have regard to significant imbalances on courses and act to address it.</li> </ul>
Sexual Orientation	<ul style="list-style-type: none"> <li>• Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.</li> </ul>



## 12. Conclusion

A number of the National Equality Outcomes are aligned with City of Glasgow College Equality Outcomes, in particular where Equality Outcomes that have a staff and student focus. Our approach in partnership working with the Student Association will enhance the College's approach to meeting the requirements of the National Equality Outcomes. We will report on our progress in meeting these National Equality Outcomes in 2025 as part of our wider requirement to publishing our Public Sector Equality Duty Equality reports.