



Equality Outcomes 2021-2025

Purpose

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

- Prepare and publish a set of equality outcomes, appropriate to enable better performance of the general equality duty no later than 30th April, 2021.

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.

Introduction

The Equality outcomes were designed to align to the Glasgow Colleges' Regional Board (GCRB) Equality Outcomes set in 2017. In meeting with GCRB and assessing the impact of Covid-19, a decision was made not to change these themes. It was agreed that these themes are still relevant at this time and that they will be reviewed, for academic year 2022-23.

The Regional Board has agreed to retain the 5 Equality Outcomes that had been previously agreed. With this in mind, we retained the spirit of the outcomes and have shifted the focus to relate to new and emerging themes in our new Equality Outcomes, whilst retaining the lessons learned in the previous 4 years. We do not presume that we have resolved all inequalities that we identified previously. We understand that delivering and achieving ED&I requires consistent monitoring, assessment and development which take into consideration the structural inequalities that exist in our society. However, we have progressed the Equality Outcomes significantly and, in key areas, achieved beyond our targets identified in 2017.

The Equality Outcomes were also achieved over a period of restructuring and during the National Bargaining process. In addition, we managed personnel changes of the ED&I team and faced a Global Pandemic. Notwithstanding the memorandum of understanding with the Equality and Human Rights Commission (EHRC) and the Scottish Funding Council, the ED&I landscape is changing at pace. Whilst many of the issues stay the same due to persistent inequalities, the focus has been adjusted to finding new approaches to deliver demonstrable change. The shift from action to impact is a step change to the way we approach ED&I - an approach championed by the College to date. As we move forward we must address issues such as intersectionality and begin to move away from the silos of the past. It is anticipated there will be new priorities and ways of working from 2021 onwards, leading to a new approach to meeting compliance under the leadership of the Scottish Funding Council.

We will therefore review the College Equality Outcomes in 2022 and reflect on the

progress and relevance at that time.

In developing these Equality Outcomes consideration has been given to a range of reports, enquiries, and policy drivers. Where actions are in progress we have continued with those as part of our commitment to success in delivering Equality and diversity.

Consultation with staff and students is ongoing to ensure that our priorities are relevant and current.

This report is subject to Board approval and will be updated accordingly no later than 1 June 2021.

Glasgow Colleges' Regional Board Equality Outcome Themes

- The diversity of students and staff reflects the communities the College serves.
- All students and staff experience and contribute to a culture of dignity and respect.
- All students and staff benefit from inclusive and accessible spaces, environments and services.
- All students and staff actively engage in fully inclusive and accessible learning.
- Successful student and staff outcomes are increased irrespective of protected characteristics.

The City of Glasgow College's Equality outcomes were designed to align with the Glasgow Colleges' Regional Board (GCRB) Equality Outcomes set in 2017. In meeting with GRCB and assessing the impact of Covid-19, a decision was made not to change these themes at this time for the reasons stated above.

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

Glasgow Regional Equality Outcome Themes	City of Glasgow Colleges' Equality Outcomes 2021
<p>1. The diversity of students and staff reflects the communities the College serves.</p> <p>2. All students and staff experience and contribute to a culture of dignity and respect.</p> <p>3. All students and staff benefit from inclusive and accessible spaces, environments and services.</p> <p>4. All students and staff actively engage in fully inclusive and accessible learning.</p> <p>5. Successful student and staff outcomes are increased irrespective of protected characteristics.</p>	<p>1. Staff and student diversity is increased across all protected characteristics.</p> <p>2. Students and staff – across all protected characteristics - experience and contribute to a culture of dignity and respect.</p> <p>3. Students and staff confidently access relevant facilities and support.</p> <p>4. 4.1 Equality and Diversity is accounted for in the design and delivery of learning and teaching.</p> <p>4.2. Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning & Development.</p> <p>5. Successful student course completion – across targeted protected characteristics - is increased.</p>

City of Glasgow College Equality Outcomes 2021

Staff and student diversity is increased across all protected characteristics.

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

Disabled students and staff confidently access relevant facilities and support.

LGBTQ+ students and staff confidently access relevant facilities and support

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

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

Successful student course completion – across targeted protected characteristics - is increased.

Equality Outcome 1

Staff and Student diversity is increased across all protected characteristics.

Evidence

Please note that our information can be found in the following:

The College equalities staff data is published in the Mainstreaming Report 2021.

The equality data for students is published in our annual report 2018/19.

Race

In October 2019, the Equality and Human Rights Commission published their enquiry into racial harassment "[Tackling racial harassment: universities challenged](#)".

This report highlighted the extent to which staff and students experience racism in universities across Scotland, England, and Wales. Although colleges were not directly part of the enquiry, there was enough evidence to suggest that the experiences of BME staff and students across all educational institutions would be similar.

- 3 in 20 members of staff said racial harassment caused them to leave their jobs.
- Over half of the staff members stated they experienced incidents of being ignored or excluded because of their race.
- More than a quarter of participating staff members said they had experienced racist name-calling, insults and jokes. Much of this harassment took place in office environments, frequently in plain sight and in front of their colleagues.

In February 2020, the Scottish Government launched the Race Equality Recruitment Toolkit following the Equality and Human Rights Commission's report "Race

Equality, Employment and Skills: Making Progress?”. It was further recommended that public sector organisations should assess their understanding of racism and structural barriers to representation of BME workforce in the public sector.

In 2016/17 9.2% of all staff in our college were BME. In 2019/20 this percentage dropped to 6.3%. Even though one of the actions in our equal pay report was to increase the representation of BME staff, we saw a 2.9% decrease, which could be determined as a persistent social inequality, as defined by AdvanceHE. Despite this, our BME staff representation is significantly higher than other public sector organisations. Nevertheless, as a sector-leading College, we are committed to supporting a diverse workforce in delivering an inclusive environment for staff and students.

Disability

[The Fairer Scotland Action Plan for Disabled People](#) states that the employment rate in 2018 for disabled people remain at 35.5% lower than that of non-disabled people. This work has led to the publication of the Scottish Government's “Recruitment and Retention Plan for Disabled People” which has set a target to improve the recruitment of disabled people over the next 7 years by 25%.

7.7% of our College’s workforce identifies as disabled, marking an increase of 1.9% since 2016/17. Whilst progress has been evidenced, we need to build on this to make a demonstrable difference in developing a diverse workforce.

LGBTQ+

The Stonewall “LGBT in Scotland in Scotland Work Report” states the following:

- One in eight lesbian, gay and bi staff in Scotland (12 per cent) are not open with anyone at work about their sexual orientation, including nearly half of bi men (47 per cent);
- More than a third of LGBT employees (36 per cent) hid or disguised that they are LGBT at work in the last year, because they were afraid of discrimination. This rises to nearly three out of five trans people (58 per cent);
- One in six LGBT employees in Scotland (16 per cent) have been subjected to negative comments or conduct from work colleagues in the last year because they are LGBT. This rises to two in five trans employees (39 per cent).

Our College’s staff data shows that in 2019/20 approximately 4% of our staff identified as LGBTQ+. Whilst this figure has not changed significantly since 2016/17, the rate of staff providing no response when asked about their sexual orientation has increased from 1.1% in 2016/17 to 6.7% in 2019/20. Nevertheless, the “prefer not to say” response category has seen a fall from 30.2% in 2016/17 to 21.7% in 2019/20. This evidence demonstrates that there is a persistent inequality that needs to be addressed. Whilst there has been significant progress in supporting LGBTQ+ staff in the College, there is still progress to be made.

Success Measures

- A diverse workforce that reflects the communities we serve;
- Implementation of the Race Equality Recruitment toolkit;
- ED&I training on inclusive recruitment practices;
- Progress on our Disability 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.

Equality Outcome 2

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

The analysis of City of Glasgow College’s student survey revealed the following response to the questions:

“I am aware I have a right to be treated fairly and with respect “– 97%.

“I believe City of Glasgow College is committed to improving Equality, Diversity and Inclusion” - 95%.

Whilst the response rates are positive, we know from various reports by the EHRC and Stonewall that incidents of harassment often go unreported, and negative experiences remain hidden. The EHRC report [“Tackling racial harassment: universities challenged”](#) also stated that :

- 24% of students from an ethnic minority background reported they had experienced racial harassment.
- 1 in 20 students said racism had made them leave their studies.

We know that harassment and discrimination affect the mental health and wellbeing of people, which can in turn impact negatively on their college experience.

Regardless of background, no one should be subjected to harassment and negative behaviours (often referred to as microaggressions).

In response to the EHRC’s report, the Scottish Funding Council commissioned Advance HE to develop an Expert-led Steering group on Race which was tasked with the development of resources to address some of these issues. The City of Glasgow College was a member of this group and helped develop the resources launched at the Advanced HE Equality conference in March 2021.

In a clear demonstration of leadership, the Principal of City of Glasgow College, Dr Paul Little, signed the Declaration of Anti-Racism on behalf of the College sector.

Success Measure

- The development of an 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 the Student Survey responses by protected characteristics;
- To provide ED&I training to students in addition to the ESOL groups;
- Enhance the ED&I training provision for all staff.

Equality Outcome 3

Students and staff can confidently access relevant facilities and support.

- Create a short-life working group/collate experiences to identify and support the needs of LGBTQ+ students and staff.
- 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.
- 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 UK Employers.

Equality Outcome 4

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

The College recognises the need to further embed ED&I within Learning & Teaching to advance equality of opportunity, by minimising disadvantage and to meet needs and foster good relations through promoting understanding and tackling prejudice. Evidence demonstrates that the diversity of student identities, experiences and needs are not always accounted for in the design of materials or the delivery of classes. Doing so will better support the College's innovative Learning & Teaching pedagogy. Tailored actions will be delivered to support specific protected characteristics.

Success Measures

- 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.

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

The College recognises the need to further embed ED&I within Learning & Development design and delivery. Evidence demonstrates that the diversity of staff identities, experiences and needs could be better accounted for and reflected in the design of materials or delivery of sessions. We know that support staff, younger and older staff are less likely to take up development opportunities. More recently our data for 2019/20 illustrates that those who accessed development support, the lowest uptake was as follows:

BME – 5.7%

White other – 5.6%

Maternity - 2.1%

Disabled - 9.1%

Gender Reassignment - * (less than 5)

16-19 year olds - * (less than 5)

20-24 year olds - 0.8%

65+ year olds - 3.0%

LGB - 4.0%

Success Measures

- 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.

Equality Outcome 5

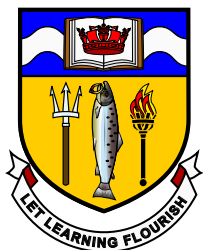
Successful student course completion – across targeted protected characteristics - is increased.

Success measures

- Refine Dashboard information to better present protected characteristic and SIMD student data across application, enrolment, early/further withdrawal and completion success at College, Faculty, curriculum and course levels;
- Staff participation in CPD sessions to raise awareness of the challenges faced by students across ED&I groups.

CITY OF GLASGOW
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190 Cathedral Street
Glasgow G4 0RF
0141 375 5555

www.cityofglasgowcollege.ac.uk

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