Equality Outcome Framework
2025 - 2029

EQUALITY, DIVERSITY & INCLUSION FOR ALL

Content

Introduction

Introduction

At City of Glasgow College, we are committed to creating a diverse and inclusive environment where everyone feels valued and respected. This report outlines how the College integrates equality into its core functions and uses equality data to enhance compliance with the Public Sector Equality Duty (PSED) under the Equality Act 2010.

This report outlines the College's Equality Outcome (EO) Framework 2025-2029. By gathering evidence and involving students, staff and external stakeholders, we have identified key priorities to promote equality, diversity and inclusion throughout the College. These outcomes are designed to ensure fairness, advance opportunities and foster respect for all members of our College community.

The purpose of this report is to outline progress in meeting the following specific duty of our PSED: "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 2025."

In developing these outcomes, the College will:

- Take reasonable steps to involve persons who share a relevant protected characteristic/those who represent the interest of those persons.

- 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.

Approach
and Alignment

Approach and Alignment

To advance our Equality and Diversity goals, we have worked closely with our Equality, Diversity and Inclusion (EDI) working group to develop specific measurable outcomes. These align with both regional and national outcomes. We have taken this approach to progress our aims to help advance equality at our College. The EDI working group is comprised of both staff and student representatives from the College Students' Association.

This group considered the following when developing and prioritising the new outcomes:

- Our Regional Equality Outcome Themes that were drivers for EOs 2021-2025.

- Our existing outcomes and internal priority issues.

- National Equality Outcomes set by Scottish Funding Council.

- Relevant sectoral drivers and influences.

- Analysis of both local and national data.

- Range of feedback gained from staff, students, external partners and appropriate internal and external data.

- Scottish Government initiatives.

Equality Outcomes Framework

The Equality Outcomes Framework 2025 – 2029 will set out:

- **College Equality Outcomes:** the changes or results which the College want to achieve in the short- and mid-term and operational in nature.
- **Context:** the contextual basis for the outcome with reference to evidence sources. This is the reason for the outcome.
- **Action to Target Staff or Students:** in support of achieving the specific outcome. This is what we want to do or how we would deliver.
- **Intended Outputs:** the effect of the actions, which will support achieving the specific outcomes. This is what we want to see to demonstrate we are on track.
- **Alignment to National Equality Outcomes:** demonstrating how the College Equality Outcomes align with National Equality Outcomes (NEOs) and tackle persistent inequalities set by the Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC).
- **Relation to Protected Characteristics:** which specific protected characteristic will be supported by the Equality Outcomes.

Please refer to Appendix 1 for further details.

Alignment with Scottish Funding Council National Equality Outcomes (NEOs)

The National Equality Outcomes are a set of goals established by the Scottish Funding Council (SFC) to address persistent inequalities in Scotland's tertiary education system. These outcomes aim to ensure fair access, success and positive experiences for all students, regardless of their background. Key themes of these outcomes include:

- focusing on specific outcomes related to student recruitment, retention and attainment;
- collaborating with institutions, students and stakeholders; and
- using data-driven approaches to monitor progress.

The College acknowledges that unique equality barriers exist within our institution as well as understands that wider societal inequalities significantly impact student experiences.

Therefore, the College aims to address both internal and external factors contributing to these disparities. By adopting themes from the NEOs, we demonstrate our commitment to creating a more inclusive and equitable learning environment for all students and staff, aligning with our values and the Scottish Funding Council's strategic priorities. This approach allows us to tackle systemic issues while also addressing the specific needs and challenges faced by our own student body.

Please refer to Appendix 2 for further details of National Equality Outcomes.

Alignment with Glasgow Colleges' Regional Board Equality Outcomes

The College's Equality Outcomes for 2021-2024 were established in alignment with the Regional Outcomes below. We recognise the ongoing nature of addressing inequality and acknowledge that prior efforts have not eliminated all disparities. Consequently, similar themes will be evident in our Equality Outcomes for 2025-2029. It should be noted that the Glasgow Colleges' Regional Board will disband in 2025 to be replaced with the Glasgow Colleges Group.

Glasgow Colleges' Regional Equality Outcomes:

- 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 table below outlines the previous College Equality Outcomes and our new outcomes for the coming four years. Appendix 1 focuses on highlights of the background, evidence and actions for each outcome, although this is not an exhaustive list.

College Equality Outcomes comparison 2021/25 - 2025/29

College Equality Outcomes 2021 – 2025	College Equality Outcomes 2025 – 2029
1. Staff and student diversity is increased across all protected characteristics.	1.1. Increased recruitment and retention of a diverse workforce across all protected characteristics including in leadership roles.
	1.2. Increase in student applications and enrolments from under-represented groups.
2. Students and staff – across all protected characteristics - experience and contribute to a culture of dignity and respect.	2. Staff and students at City of Glasgow College feel a sense of belonging and will thrive in a community of dignity and respect.
3. Students and staff confidently access relevant facilities and support	3. Staff and students from all protected characteristics benefit from inclusive and accessible facilities and services.
4.1. Equality and Diversity is accounted for in the design and delivery of learning and teaching. 4.2. Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning and Development.	4.1. The diversity of our students and their needs are accounted for when designing and delivering their learning and teaching. 4.2. The diversity of our staff and their needs are accounted for when designing and delivering their learning and development.
5. The successful course completion of students – across targeted protected characteristics - is increased.	5. Retention and achievement for students across all protected characteristics are improved.

Equality Outcomes
2025 - 2029

Appendix 1: College Equality Outcomes

1.1 Increased recruitment and retention of a diverse workforce across all protected characteristics including in leadership roles.

Context

There is a need to address the disparity in the representation of individuals with protected characteristics across all levels of the workforce as well as significant gender imbalances that persist in certain job roles and Faculties within the College. This includes under-representation in leadership.

Internal evidence

In 2024, Black and Minority Ethnic (BME) staff comprised 6% of the workforce. BME representation was lower in leadership roles (1%) and concentrated in support roles (38%). The Ethnicity Pay Gap widened from 2% in 2024 to 6.2% in 2025, indicating a need for targeted recruitment and retention strategies to enhance BME representation across all levels.

The percentage of staff declaring a disability increased from 0.3% in 2024 to 8.7% in 2025. This was accompanied by a significant increase in the Mean Disability Pay Gap from 7% in 2024 to 10.97% in 2025, highlighting a need for further action to address this disparity.

External evidence

The employment rate for BME groups in Scotland aged 16 to 64 was estimated at 62.0% from January to December 2023, compared to 75.8% for white groups. This national trend highlights the broader societal context of employment disparities faced by BME individuals.

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Enhanced Recruitment: • Implement targeted recruitment strategies to reach underrepresented groups. • Ensure fair and inclusive recruitment practices. • Utilise diverse marketing channels to attract a wider pool of applicants. **Inclusive Workplace:** • Review and revise policies to align with equality principles. • Establish mentorship and sponsorship programmes to support diverse employees. **Raise Awareness:** • Conduct regular staff training sessions on diversity and inclusion topics. • Collaborate with external organisations and networks to share best practice. Develop and implement public awareness campaigns to promote diversity and inclusion.	**Increased Staff Diversity:** • Achieve a more diverse workforce across all levels and departments. • Reduce disparities in diversity across different pay grades. • Increase representation of under-represented groups in leadership positions. **Enhanced Awareness:** • Improve staff understanding of diversity and inclusion issues. • Foster a more inclusive and respectful workplace culture. • Increase awareness of diversity and inclusion initiatives within the College community. **Closing the Pay Gap:** Increasing recruitment of a diverse workforce will help close the: • Gender Pay Gap • Ethnicity Pay Gap • Disability Pay Gap	**NEO:** • Where representation is not proportionate to the relevant population, increase the racial diversity of staff to align with student representation in the sector. • Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on College Board. **Protected Characteristic/s:** • Age. • Disability. • Gender reassignment. • Race. • Religion or belief. • Sex. • Sexual orientation.

1.2 Increase in student applications and enrolments from under-represented groups.

Context

Evidence from our student application and enrolment statistics show there is a decline in student applications and enrolments across students from under-represented student groups and that there is a need to address this disparity. National trends underscore the need for proactive measures to increase applications and enrolments across all student groups, especially under-represented ones.

Internal evidence

	2023	2024	2025
BME	19%	21.5%	17%
Disabled	10.50%	12.3%	13.75%
SIMD 1	18.23%	20.1%	22%
Care Experienced	3.99%	4.35%	2.83%

Analysis of enrolment data reveals fluctuations in student demographics over time, indicating a need for further investigation to understand and address any potential barriers faced by under-represented student groups when enrolling.

External evidence

The Education Scotland report College Sector Overview Report 2023 to 2024 reported: Recruitment of learners who declared having a disability increased by 6% from the previous academic year. Recruitment of male learners was 4.8% higher than that of their female counterparts. Recruitment of learners from an ethnic background increased by 1.0% from the previous academic year.

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Supporting success-based actions, such as creating gender-inclusive environments and enhancing the student experience. Reduced attainment gaps between different student groups. Increased attainment rates for students from diverse backgrounds. Developed initiatives tailored to the unique requirements and circumstances of individual Faculties. Continue to work with the Gender Based Violence (GBV) working group and support their campaigns and initiatives.	The implementation of targeted positive action initiatives, underpinned by evidence and focused on mitigating disadvantage, will serve to: • Enhance awareness of relevant issues and student aspirations. • Address instances of gender under-representation. • Foster and deliver on College outcomes set to enhance student success.	**NEO:** • Institutions will have regard to significant imbalances on courses and take action to address it. • Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist. **Protected Characteristic/s:** • Age. • Disability. • Gender reassignment. • Race. • Religion or belief. • Sex. • Sexual orientation.

2. Staff and students at City of Glasgow College feel a sense of belonging and will thrive in a community of dignity and respect.

Context

In alignment with the College's strategic aim to 'Advance Fairness, Opportunity and Respect for all', this equality outcome aims to further our progress by fostering an inclusive environment where all staff and students feel valued and belong to the College community.

Internal evidence

The Student Satisfaction Survey 2023-2024 revealed that:
- 28.94% of students agreed that they know where to report unfair or disrespectful treatment and receive support. This suggests a degree of awareness and perceived availability of support systems.
- 13% strongly disagreed and 23% disagreed with feeling part of the College community. This indicates a significant portion of students feel a lack of belonging or connection within the College environment.

Across the College staff workforce 15.3% chose not to disclose their ethnicity, 22.25% prefer not to disclose their disability status and 28.87% of staff did not chose to disclose their sexual orientation.

External evidence

The Equality and Human Rights Commission (EHRC) report found that racial harassment is a widespread problem affecting both staff and students. Over a quarter of staff surveyed reported experiencing racist name-calling, insults and jokes. The impact of this harassment can be severe, with 15% of staff stating that they left their jobs as a result.

A separate study by Girlguiding Scotland revealed that sexual harassment is also a major concern for young women. Their survey of 540 girls and young women aged 7 to 25 found that 21% of those aged 13-25 had experienced sexual harassment while in school, college or university.

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Reduce 'Prefer Not to Say' across all equality questions for staff and students. Improved percentage of students and staff from diverse backgrounds who report feeling included and supported in the learning environment. Establishment of College Staff networks for staff of similar beliefs, backgrounds or interests. Conduct annual surveys and focus groups to gauge staff and student awareness and confidence in the report and support mechanisms. Track the usage of support services to assess their effectiveness and identify areas for improvement. Offer staff training on advancing racial equality.	A safer work and study environment is conducive to lower staff turnover rates, particularly among staff from under-represented groups, indicating a more positive and inclusive work environment. Rise of student and staff feeling safe to disclose equality data. The annual staff survey would give us a greater insight into how we can advance Equality and Diversity within the College.	**NEO:** • Disabled staff and students report feeling safe in the tertiary system. • Trans staff and students report feeling safe to be themselves in the tertiary system. • Students and staff report that they have confidence in institutional report and support mechanisms • Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so • Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college. **Protected Characteristic/s:** • All protected characteristics

3. Staff and students from all protected characteristics benefit from inclusive and accessible facilities and services.

Context

Evidence demonstrates that systemic barriers persist, impeding the full participation of individuals marginalised due to their protected characteristics within both the College and wider society. Recognising the imperative to enhance support for all staff and students, the College acknowledges the critical importance of fostering an inclusive environment where they can thrive. It should be noted that the College regularly conducts accessibility audits and complies with all mandatory Health & Safety requirements.

Internal evidence

In the Students' Association Annual General Meeting 2023:

- 98% of student voted in favour for the establishment of a sensory room.
- 90% voted in favour of the Students' Association providing more inclusive sport opportunities for students.

The College has a British Sign Language Plan which supports staff, students and visitors who are D/deaf or Hard of Hearing and/or British Sign Language (BSL) users to fully access services within the College. The approach taken by the College is driven by both the British Sign Language (Scotland) Act 2015 and the British Sign Language National Plan 2023-2029.

External evidence

The Office of National Statistics "Disability access Reports" (2022) showed that disabled people of all ages reported more difficulties accessing services than non-disabled people. This disparity was greatest for those aged 75 years and over (58.8% of disabled people and 22.1% of non-disabled people aged 75 years and over).

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Development of inclusive learning spaces, such as the establishment of a sensory room. Development of policies and procedures set to enhance accessibility for staff, such as Reasonable Adjustment Policy that would include a "Disability Passport" process. Breastfeeding Charter achieved. Conduct accessibility and ED&I audits of both physical and digital resources. Improved percentage of students and staff from diverse backgrounds who report feeling included and supported in the learning environment.	Feedback is integrated into policies and procedures. Being accessible improves user's experiences and improves the College's reputation. Addressing systematic issues and challenges faced by students will see an improvement of the Student Experience as well as workplace satisfaction.	**NEO:** • Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course. • The success and retention rates of college and university students who declare a mental health condition will improve. **Protected Characteristic/s:** • Age. • Disability. • Gender reassignment. • Pregnancy and maternity. • Race. • Religion or belief. • Sex. • Sexual orientation.

4.1 The diversity of our students and their needs are accounted for when designing and delivering their learning & teaching.

Context

To advance equality, the College will integrate Equality, Diversity and Inclusion (EDI) into all aspects of teaching. This includes addressing student diversity and fostering an inclusive learning environment.

Internal evidence

The 2024 Student Satisfaction and Engagement Survey revealed the following percentages of students who strongly agreed they could influence their learning:

- Education & Humanities: 40.39%
- Hospitality & Leisure: 36.88%
- Nautical & STEM: 33.92%
- Creative Industries: 28.27%

Additionally, in the 2024 My Student Experience Survey, student agreement with the statement 'I believe City of Glasgow College is committed to improving Equality, Diversity, and Inclusion' varied across faculties:

- Education & Humanities: 28.02%
- Hospitality & Leisure: 29.89%
- Creative Industries: 29.83%
- Nautical & STEM: 34.04%

External evidence

The Public Sector Equality Duties (PSED) requires fairness, opportunity and respect to be embedded across all functions. As such, equitable design, delivery and evaluation of Learning & Teaching is required.

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Work with Disabled Student Network to identify and support their access needs. Students participate in Equality, Diversity and Inclusion campaigns and events centered around learning. Conduct staff development sessions on curriculum development with an emphasis on Equity, Diversity and Inclusion.	Through increased awareness of persistent inequalities, staff and students are better supported. Staff will be better equipped with skills to deliver an inclusive environment. Training on accessibility standards and best practices will help mainstreaming ED&I principles throughout the curriculum. Improved rates of satisfaction for accessibility engagement and EDI questions in the "My Student Experience Survey".	**NEO:** • Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist. • Institutions will have regard to significant imbalances on courses and take action to address it. **Protected Characteristic/s:** • Age. • Disability. • Gender reassignment. • Marriage or civil partnership. • Pregnancy and maternity. • Race. • Religion or belief. • Sex. • Sexual orientation.

4.2 The diversity of our staff and their needs are accounted for when designing and delivering their learning and development.

Context

Equality, Diversity and Inclusion (ED&I) Training and Awareness for staff:

- 90% of staff have completed the ED&I module.
- ED&I training on inclusive recruitment practices has been conducted.
- Trauma-informed practices awareness training, training on neurodiversity and disability (through City Welcomes), and trans inclusion training have been provided.

Internal evidence

Equality, Diversity and Inclusion (ED&I) Training and Awareness for staff:

- 90% of staff have completed the ED&I module.
- ED&I training on inclusive recruitment practices has been conducted.
- Trauma-informed practices awareness training, training on neurodiversity and disability (through City Welcomes), and trans inclusion training have been provided.

Continuing Professional Development (CPD) for staff:

- 307 separate CPD events were offered in 2024.
- There were 2,427 attendees across these sessions.
- 8 ED&I-specific training sessions were held with 150 attendees.

External evidence

Two key reports underscore the importance of employee development:

CIPD Good Work Index (2023):

This survey reveals that only 46% of employees believe their work contributes to their personal growth, and only 49% feel they have adequate opportunities for skills development within their workplace. The index also highlighted their reasons for leaving:

- A third (35%) are moving for better pay and benefits elsewhere.
- 27% want to increase job satisfaction.
- 24% are looking for better work-life balance.
- 23% want to do a different type of work.

Culture Amp Data:

This report emphasises that a lack of growth opportunities is the primary reason employees leave their jobs, accounting for a substantial 37.1% of resignation

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Work with external educational networks and organisations to deliver staff development around ED&I and the curriculum. Provide professional development opportunities focusing on ED&I to help enhance educational practices. City staff and students participate in ED&I campaigns and events centred around learning. Improved awareness around behaviors prohibited by the Equality Act amongst staff.	All Learning & Development resources and delivery methods are designed and implemented with a focus on Equality Diversity and Inclusion (ED&I). This includes ensuring accessibility for all staff, considering diverse identities, experiences and needs. • Evaluations confirm that staff experience inclusive and accessible learning and development opportunities that reflect the diversity of our workforce. • Staff actively participate in inclusive and accessible integration processes, including Personal Development Reviews (PDRs), which demonstrate the College's commitment to ED&I and accessibility. • Integration processes clearly outline staff rights and responsibilities related to ED&I.	**NEO:** • Where representation is not proportionate to the relevant population, increase the racial diversity of staff and address any racial diversity issues in College Boards. • Where representation is not proportionate to the relevant population, increase the racial diversity of staff to align with student representation in the sector. • Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on College Boards. **Protected Characteristic/s:** • All protected characteristics

5. Retention and achievement for students across all protected characteristics are improved.

Context

The College recognises the need to further embed ED&I within Learning and Development to advance equality of opportunity, by minimising disadvantage and to meet needs and foster good relations through promoting understanding and tackling prejudice.

Internal evidence

	2021 - 2022		2022 - 2023		2023 - 2024	
	Complete	Early Withdrawal	Complete	Early Withdrawal	Complete	Early Withdrawal
PNS	12.50%	4.17%	31.98%	0.58%	23.09%	4.08%
Asian, Asian Scottish or Asian British	62.83%	2.60%	58.69%	2.17%	69.86%	4.08%
Other ethnic Background	67.82%	3.04%	38.28%	2.75%	38.55%	6.81%
Mixed	45.34%	3.81%	39.90%	4.38%	50.83%	5.61%
African Black, Black Scottish or Black British	60.88%	3.56%	42.56%	4.31%	47.74%	6.81%
Caribbean	50.72%	1.45%	29.11%	10.13%	50.83%	10.34%
White	44.29%	3.83%	44.42%	4.12%	57.07	4.24%

	2021 - 2022		2022 - 2023		2023 - 2024	
	Compelete	Early Withdrawal	Compelete	Early Withdrawal	Compelete	Early Withdrawal
Non-disabled	48.58%	3.65%	45.8%	3.75%	56.26%	4.52%
Disabled	41.32%	3.64%	46.55%	4.27%	55.62%	4.82%

Student Leavers Destination Data (2020-21)

- 88% of care-experienced students surveyed had a positive destination outcome.
- This compares favourably to the sector average of 84%.

External evidence

The Office for Students' 2019 Student Data Dashboard indicates disparities in student completion rates across different ethnic groups. Compared to White students, completion rates are 7.4% lower for Black students, 2.9% lower for students of Mixed ethnicity, and 0.8% lower for Asian students. Additionally, the dashboard shows that disabled students have a completion rate 2.2% lower than non-disabled students. The most significant disparity in completion rates is observed between young students (21 and under) and mature students (21 and over), with young students having a completion rate of 90.1% compared to 80% for mature students.

External evidence

The Scottish Funding Council (SFC) College Performance Indicators 2022-23 reports that those students from an ethnic minority (BAME) background underperform against the "all enrolments" comparator group by -0.7% (67.4% vs 68.1% respectively).

Actions	Intended Outputs	Alignment & Protected Characteristic Supported
Ensure that ED&I is better planned for, delivered and evaluated across the College, via operational planning and self-evaluation. Staff participate in CPD sessions to raise awareness of the challenges faced by students across ED&I groups. Develop a robust early warning system to proactively identify and provide support for all students at risk of academic difficulty or non-completion Ensure that students who are experiencing challenges are signposted to relevant support services.	Enhanced staff understanding of Equity, Diversity, and Inclusion (ED&I) groups, coupled with improved support mechanisms for vulnerable students, will contribute to increased student retention. • Staff will actively referral procedure to ensure students receive appropriate support. • Enhanced guidance for all students, with a focus on priority ED&I groups, will foster a sense of belonging, improve retention rates, and enhance student success. • Reduced early/further withdrawal rates and increased completion rates will be achieved. • Improved support for student needs will result in greater equity of success across all protected characteristics.	NEO: • The retention outcomes for university students aged 25 and over will improve. • The success rates for college students aged under 19 will improve. • The success and retention rates of college and university students who declare a mental health condition will improve. Protected Characteristic/s: • All protected characteristics

Appendix 2: National Equality Outcomes

Age

- The retention outcomes for university students aged 25 and over will improve.
- The success rates for college students aged under 19 will improve.

Disability

- The success and retention rates of college and university students who declare a mental health condition will improve.
- Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.
- Disabled staff and students report feeling safe in the tertiary system.
- Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.

Gender Re-assignment

- Trans staff and students report feeling safe to be themselves in the tertiary system

Marriage & Civil Partnership

- N/A

Pregnancy & Maternity

- N/A

Race

- 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.
- Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.
- Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards
- 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.

Religion or Belief

- Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.

Sex

- 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.
- Institutions can evidence approaches that prevent and respond to violence, harassment and abuse

- 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 take action to address it.

Sexual Orientation

- Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.