Equality Outcome Progress Report
2021 - 2025

Content

Introduction

Introduction

City of Glasgow College is required by The Equality Act 2010 to publish Equality Outcomes every four years and report on progress every two years. This report details our progress over the past two years.

It highlights the College's ongoing work towards the equality goals outlined in our 2021-2025 Equality Outcomes plan, which are aligned with those of the Glasgow Colleges Regional Board (GCRB). In April 2023, we published a progress report outlining our strategy for achieving our Equality Outcomes Progress Report.

The Scottish Funding Council (SFC) has identified persistent national inequalities, known as National Equality Outcomes (NEOs).The College is addressing these inequalities through mainstreaming activities, seeking innovative solutions to drive demonstrable change. This report details our achievements against our own Equality Outcomes and our work towards addressing the NEOs.

Based on evidence gathered from students, staff, and stakeholders, progress on these outcomes reflects our priorities for equality, diversity, and inclusion. These priorities focus on ensuring fairness, advancing opportunity, and fostering respect for all.

Executive Summary

- The College has made notable progress in enhancing Equality, Diversity & Inclusion (EDI) since 2021, particularly in the areas of staff representation and student demographics. Staff disclosure of disabilities and ethnicity representation has risen.
- The College has made efforts to recruit a diverse student population through targeted outreach, contributing to positive trends, such as a steady percentage of students reporting disabilities. Additionally, there has been a consistent gender balance among students.
- The College continues to prioritise EDI initiatives, including training, awareness campaigns, and the establishment of the GBV (Gender-Based Violence) Working Group. Key actions have included the launch of a mandatory Safeguarding e-module, L.I.S.T.E.N. training, and mandatory EDI training for staff. The College has also focused on improving recruitment processes for staff, particularly around inclusive recruitment practices and training on diverse hiring methods.
- Board diversity has been addressed with a focus on gender and ethnicity, achieving gender balance by August 2024 and increasing representation of BME members.
- In terms of staff wellbeing, the College offers comprehensive mental and physical health support.

- The College has also invested in reporting tools for GBV, launched a new EDI training module for students, and established a gender-affirming grant for LGBTQ+ students.
- Finally, the College has prepared for the introduction of the new Work Protection Act 2024 with mandatory sexual harassment training for staff. It also provides enhanced support for priority student groups, with dedicated advisors and advocacy services. A student data dashboard has been implemented to track student success and retention across protected characteristics, ensuring that all students receive appropriate support.
- Several appendices provide detailed data and insights into staff and student diversity, and further specifics on initiatives.

Purpose

The College is committed to complying with the Equality Act 2010, including the Public Sector Equality Duty (PSED) and specific equality duties.

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

- Publish a report on progress towards achieving the published Equality Outcomes at intervals of no more than two years, beginning with the date of the last published report.

A summary of the Equality Act 2010, including the Public Sector Equality Duty (PSED) and statutory specific equality duties can be found here.

We always endeavor to ensure our actions meet the highest standards and are implemented within established timelines. Where national, sectoral, and institutional challenges have affected this progress, we will continue to include these actions and adjust timelines accordingly. These changes are clearly outlined in the action plan.

The College remains dedicated to creating an inclusive and equitable learning environment for all. By monitoring our progress, adapting to changing circumstances, and learning from our experiences, we strive to make a positive impact on the lives of our students and staff.

Equality Outcomes 2021 - 2025

City of Glasgow College's Equality Outcomes for 2021 were aligned with the GCRB's Equality themes.

Regional Board Equality Themes	College Themes 2021 – 2025
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.	4.1 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 & 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.

Equality Outcomes Progress

Equality Outcome 1:

1.Staff and student diversity is increased across all protected characteristics.

Progress

The College has seen positive growth in the representation of staff with protected characteristics since reporting began in 2021. Specifically, there has been an increase in the disclosure of disabilities and a rise in BME staff representation. While the number of staff opting to disclose equality data is at its highest point, further data is needed to confirm increased diversity across all protected characteristics. The College actively recruits both staff and students through diverse contacts and mediums to further foster a diverse population.

Student data analysis shows the following trends for academic years 2021/22 - 2023/24:

- The percentage of students reporting a disability has remained relatively stable at 11-12% across the three academic years.
- A notable trend is the declining percentage of White British students, decreasing substantially from 82.2% in 2022 to 73.9% in 2024.
- There has been a close gender balance of male and females over the academic years with little fluctuation.

Please see Appendix 1 for details of staff and student data.

We have continued to prioritise Equality, Diversity, and Inclusion (EDI) training on inclusive practices and have further developed our EDI working group. The following initiatives highlight key work being undertaken:

Gender-Based Violence (GBV) Initiatives:

- Following successful application for the Emily Test GBV Charter, the GBV working group has been re-established to implement the Charter's recommendations and support the College in fulfilling its duty under the Worker Protection Act.
- The GBV Working Group held its second meeting on 22 January 2025.
- A GBV e-module has been rolled out to students
- Mandatory Safeguarding training has been provided for all staff.

- Additional in person L.I.S.T.E.N. training has been rolled out to staff, this training equips attendees to assess risk, take appropriate action, follow procedures, and signpost, including training on confidentiality, note-taking, and escalation, so they can define GBV and respond to disclosures.

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

- 90% of staff have completed the ED&I module. EDI and OD are working together to create targeted communication campaigns to reach the remaining staff.
- 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):

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

Going Forward

We're partnering with Organisational Development to deliver training on the Race Equality Recruitment Toolkit for HR staff, recruiting managers, and academic staff who interview students. The College is also renewing its Disabled Confident status and reinvigorating its staff EDI networks to collaborate on campaigns and educational activities.

A review of our recruitment processes has been conducted against the toolkit's five key areas: strategic direction, developing capability and capacity, using data, advertising and engagement and sifting and interviewing. This showed we already meet the criteria for: EDI training, anonymised applications, data analysis, advertising and outreach, and strategic commitment to diversity and inclusion.

To fully align with the toolkit, we need further training on inclusive recruitment practices, particularly interviewing and shortlisting. Organisational Development willcoordinate this training in the next term's schedule and this action will be taken forward into the next reporting cycle.

Our EDI Advisor has been working to re-establish partnerships and networks both with external organisations and internal staff. A meeting was held with representatives of the Spiritual Care team from several different denominations or organisations to renew our offer of spiritual support to students and staff. We are also working with staff to establish new Equality Staff Networks.

The College has taken several actions to address representation on its Board, particularly regarding gender balance, and is implementing strategies to improve representation of other groups. As a result, gender balance was regained by the 1st of August 2024, with the appointment of three female Non-Executive Directors.

Board Diversity Application:

- **Gender:** The Board fell short of gender balance in 2023-24. To address this, the College conducted a comprehensive review of its non-executive recruitment processes, including:

- Analysing recruitment materials for bias.
- Partnering with organisations like Changing the Chemistry.
- Improving outreach and online presence.
- Enhancing the application process with an online system.
- Ensuring gender balance in selection panels.

- **Ethnicity:** In 2023-24, 34% of the Board applicants were Black, Asian, and Minority Ethnic (BAME). While this shows progress compared to previous years, the College still needs to continue its efforts to increase representation from this group.
- **Disability:** In 2023-24, 14% of the applicants disclosed a disability. This is an increase from previous years, but this area requires continued monitoring to ensure adequate representation.
- **Age:** In 2023-24, 73% of applicants were under 50.

See Appendix 2 for further details.

Future plans for Board diversity include expanding outreach to organisations like Women on Boards and Black Professionals Scotland, building a talent pipeline through co-option to Board committees, providing training on unconscious bias and promoting inclusivity, and sharing best practices with other organisations.

Related National Equality Outcomes

- Where representation is not proportionate to the relevant population, increase the representation of disabled and racial diversity staff in the workforce and on college Boards.
- Institutions should also have regard to attainment levels by racial groups and ensure that their curriculum is diverse and anti-racist.
- 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.
- Institutions will have regard to significant imbalances on courses and take action to address it.

Equality Outcome 2:

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

Progress

As part of Fearless Glasgow, the College has invested in the Culture Shift Report and Support tool as an online platform for reporting Gender-Based Violence (GBV) and other harassment. This tool offers information and support resources, and students submitting named reports are contacted by a Student Advisor within two working days. Launched in 2021, this tool is available to all students, staff, visitors and external parties via the College website and is promoted during induction and integration. Since October 2021, the tool has received 224 reports, with increasing numbers each year. There has been over 222% rise of reports since launching, demonstrating an increase in awareness and confidence in using the platform.

Gender-Based Violence:

Forty-five staff members have received L.I.S.T.E.N. Risk Assessment training through a partnership with the Emily Test. This training, delivered by the Emily Test team, equips staff to support individuals disclosing GBV.

A new student GBV awareness module on CANVAS, designed and built by Rape Crisis Scotland, has been introduced and is to be completed during induction. The module covers topics such as consent.

The staff EDI module was renewed last academic year, resulting in improved completion rates from 76% to 90%. A student EDI module, integrated into the City Attributes program was launched this academic year 2024 – 2025 as of January 2025:

- 2,220 started the course.
- 2,073 completed it (93% pass rate).
- 12% of all students completed the course.

EDI and Student Support are launching a campaign to increase participation in the new EDI module and promote future EDI initiatives.

Please see Appendix 3 for Report and Support details.

Going Forward

To effectively track EDI trends, identify knowledge gaps, and develop targeted training plans, we will create a comprehensive staff survey focused on staff experiences related to equality, diversity, and inclusion. This survey will be designed to gather both quantitative and qualitative data, allowing us to measure progress and understand the nuances of staff perspectives. The survey will cover areas such as:

- Suggestions for improvement in EDI practices.
- Demographic data to analyse trends across different groups.
- Perceptions of workplace culture related to EDI.
- Feelings of belonging and inclusion.

Our new EDI Working Group, in collaboration with our award-winning Students' Association and their new Diversity and Wellbeing Lead, is planning anti-racist campaigns and projects across the College and with external partners.

Building on the development of the anti-racist working group, the EDI team has collaborated with the College Development Network EDI group and its anti-racist sub-group. This collaboration facilitated their first event this October: a live webinar with Black educators from Scotland, who shared their lived experiences and perspectives on Black history and identity in education. Attendees included executives, educators, and support staff from across the sector. Further anti-racist campaigns are planned.

The College will continue to improve support and reporting, we will provide opportunities to disclose all protected characteristics, as appropriate. We will also track skills development through training and CPD opportunities. To ensure accurate data, we will re-survey employees regarding their equality information.

Related National Equality Outcomes

- 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
- Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.
- Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.

Equality Outcome 3:

3.Students and staff confidently access relevant facilities and support.

Progress

The College has demonstrated a strong commitment to LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer) inclusion through several initiatives driven by both staff and students. In the process of establishing a short life working group to collate the experiences of LGBTQ+ students and staff, to inform the support needs of staff and students. The following outcomes were achieved:

LGBTQ+ Charter and Support:

In the 2021 - 2022 Students' Association Annual General Meeting, 85% of students voted to pursue the LGBTQ+ Youth Charter with LGBT Youth Scotland, and the College achieved Gold status, a first for a Student Association. This involved a baseline survey, stakeholder engagement, and addressing student needs through consultations.

Policy Renewal & Training:

A policy renewal for trans and non-binary students was implemented to prevent inadvertent outing or deadnaming. Awareness training on trans and broader LGBT+ inclusion was developed and is now part of inductions for class representatives and society convenors. Support resources, inclusivity workshops, and campaigns were created in collaboration with local charities for staff and students.

Trans Inclusion:

A gender-affirming grant is a financial assistance program designed to support transgender and gender non-conforming students in accessing resources and items that help them affirm their gender identity. These grants can be used to cover a variety of expenses, which include name change fees, makeup, clothing and cosmetics. The primary goal of the gender-affirming grant is to reduce the financial barriers that transgender and gender non-conforming students often face when trying to access the resources they need to live authentically. Students have access to these grants through a referral process through a named LGBT+ Student Advisor.

Grant recipient testimonials show 80% reported significant mental health improvement, and 90% felt more comfortable on campus due to the support.

City of Glasgow College prioritises staff wellbeing and offers a range of support services. These include:

- **Mental Health:** Free, 24/7 counselling and Cognitive Behavioral Therapy (CBT) sessions are available, along with 24-hour online mental health support. A dedicated People Support email inbox connects staff directly with the HR team and Wellbeing Officer. Mental health resources are readily accessible on the Staff Hub, and the College has delivered resilience and Mental health workshops, as well as "Energy MOT" and Digital Wellbeing sessions.
- **Physical Health:** The College prioritises staff wellbeing by offering a range of initiatives to support health and happiness. Staff have access to gym facilities, a Wellbeing Hub, a Cycle to Work scheme as well as numerous other benefits via our Employee Assistance Programme. We also offer fitness classes like spinning and yoga, and free mindfulness sessions throughout the year. The College has also partnered with the University of Strathclyde to provide discounted access to their gym and pool. Alongside this the College offers online resources and audio practices that are also available to cultivate calm and focus. These initiatives are designed to reduce stress, increase productivity, and improve your overall wellbeing.

Recognising the unique health challenges facing men, particularly the stigma surrounding mental health, the College provides a range of support services. These include a staff peer support group (in partnership with West Lothian College's Man Cave), support pathways and health interventions (with SAMH and the Rangers Foundation), improved referral pathways to men's mental health groups (Andy's Man Club, Scottish Men's Shed, etc.), Men's mental health workshops, and a toolkit covering male-specific health issues (sexual health, mental health, fitness, prostate/testicular health).

A new annual student survey has been launched to collect data for the Scottish Funding Council's national equality outcomes, focusing on student safety and inclusion on campus. This survey is a collaboration between the EDI Team and the Students' Association. It was launched during the 16 Days of Action and will track trends over time, gathering both quantitative and qualitative data on student experiences, satisfaction, and perceptions of safety.

Please see Appendix 4 for details.

Going Forward

Through our new EDI Working Group, we plan to partner with Stonewall Scotland as part of their Employer Diversity Champion initiative. This partnership will provide guidance and support in building a more inclusive workplace for LGBTQ+ staff. A key goal within this initiative is securing a place in Stonewall's Top 100 Employers list, demonstrating our commitment to best practices in LGBTQ+ inclusion.

Development of staff surveys to fully understand experience on campus will be taken into the next reporting cycle, as well as robust monitoring system to track staff feedback on support and adjustments received at work.

Related National Equality Outcomes

- Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.
- 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 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).

Equality Outcome 4:

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 & Development.

Progress

Our new EDI Working Group collaborates with internal and external partners to deliver diverse EDI-themed events throughout the year. All staff have access to learning and development opportunities.

In partnership with the Student Experience Directorate and Organisational Development, we've delivered monthly training campaigns on inclusive education practices and accessibility. This builds upon our existing commitment to embedding equality through initiatives like Diversity Awareness Months, EDI training, and events.

We're also continuing to develop collaborative EDI network and partnerships. These include a Trans Edu mini-conference with several universities, coaching opportunities with Kabaddi Scotland, the Charter Institute of Building (CIOB) Equality Charter and support for the college sector via the CIOB forum. We are also involved with the Scottish Equality Forum, which works with the Scottish Government and Funding Council on equality in Scotland, including responding to consultations.

The 2024 City Campus Learning and Teaching Conference, "The Inclusive College," explored innovative ways to support student success. Sessions covered topics like trans inclusion, engaging introverted learners, supporting students with dyslexia and ADHD, neurodiversity, data-driven EDI, and accessibility for deaf and hard-of-hearing students. Presenters included City of Glasgow College staff and representatives from organizations like the City Students' Association, Amazon Web Services, the ADHD Coalition, College Development Network, Dyslexia Scotland, and Sight and Sound Technology.

The new Work Protection Act 2024 amends the Equality Act 2010 and places a legal duty on employers to prevent sexual harassment. To help staff understand and comply with this legislation, a mandatory online Sexual Harassment module is available via MyDevelopment.

Plans for Managers to receive in-person training ensuring a comprehensive understanding of the Act and best prevention practices will be rolled out in March.

Going Forward

The development of an Anti-Racism Strategy, including a review of policies related to minority ethnic backgrounds and course practices/materials, directly addresses outcomes 4.1 and 4.2. Specifically:

- **4.1 Equality and Diversity is accounted for in the design and delivery of learning and teaching:** The review of course practices and materials within the Anti-Racism Strategy will ensure that learning content and pedagogical approaches are inclusive and address issues of equality and diversity. This will help create a learning environment where all students feel valued and supported.

- **4.2 Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning & Development:** By reviewing policies related to minority ethnic backgrounds, the Anti-Racism Strategy will inform the design and delivery of Learning & Development programs for staff. This will equip staff with the knowledge and skills necessary to promote equality, diversity, and anti-discriminatory practices in their interactions with students and colleagues. It will also ensure that staff training and development itself is delivered in an inclusive and equitable manner.

Related National Equality Outcomes

- Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.

Equality Outcome 5:

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

Progress

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.

A PowerBI student data dashboard now provides detailed insights into protected characteristics and SIMD data across the entire student lifecycle, from application and enrollment through to early/further withdrawal and successful completion. The dashboard tracks withdrawal and early withdrawal trends, broken down by student equality data, and incorporates student feedback survey results to identify and support at-risk students. These confidential, protected characteristic and SIMD data are securely shared with relevant staff to inform application processes, enrollment, Personal Learning Support Plans (PLSPs), and guidance, ultimately maximising individual student success. Ongoing staff training ensures students across all protected characteristics receive appropriate support.

Please see Appendix 5 for success rates of students.

Going Forward

We're committed to ongoing professional development, working with Organisational Development and external providers to offer further training and qualifications on supporting students across all protected characteristics. As part of our investment in becoming a trauma-informed college, we're implementing College Development Network's (CDN) Trauma-Informed programme

This ambitious, evidence-based initiative aims to address educational disadvantage by supporting all learners, particularly those with lived experience of poverty and trauma, to achieve success.

Related National Equality Outcomes

- 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.

Equality Outcomes
RAG Status

Equality Outcome 2021 - 2025	Measurements	RAG Status
1.Staff and student diversity is increased across all protected characteristics.	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 Black and Minority Ethnic (BME) Staff Group.	🟧
2. Students and staff – across all protected characteristics - experience and contribute to a culture of dignity and respect.	The development of the Anti-Racist Campaign led by staff and students to tackle racism on campus.	🟧
	Development of an Anti-Racism working group with representation from across the College & Students.	🟧
	The introduction of a reporting tool for harassment.	🟩
	To disaggregate Student Survey by protected characteristics.	🟩
	Provide enhance the ED&I training provisions for all staff.	🟩
	To provide ED&I training to students.	🟩
3. Students and staff confidently access relevant facilities and support.	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 Students' 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.	🟧

Equality Outcome 2021 - 2025	Measurements	RAG Status
3. Students and staff confidently access relevant facilities and support.	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.	■
4.1 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.	■
4.2 Equality and Diversity and anti-discriminatory practice is accounted for in the design and delivery of Learning & Development.	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.	■
5. The successful course completion of students – across targeted protected characteristics - is increased.	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.	■

Appendices

Appendix 1:

Staff Equality Data

Staff Composition 2023/24

	2023/24	2022/23	2021/22
Age			
<20	0.3%	0.3%	0.3%
20-24	1.7%	1.6%	1.3%
25-29	5.6%	5.6%	6.0%
30-34	9.0%	9.4%	9.2%
35-39	11.2%	13.7%	11.4%
40-44	14.2%	10.8%	13.2%
45-49	12.2%	12.8%	12.7%
50-54	13.5%	13.7%	13.3%
55-59	15.2%	15.5%	15.4%
60-64	12.4%	11.3%	11.5%
65 and over	4.9%	5.3%	5.7%
Disability			
Disabled	9.1%	8.2%	7.8%
Non-Disabled	74.3%	73.5%	76.9%
Prefer not to say	16.6%	18.3%	15.3%
Gender			
Male	45.4%	45.5%	44.9%
Female	54.5%	54.4%	55.0%
Other*	<0.1%	<0.1%	<0.1%
Ethnicity			
Black & Minortiy Ethnic	6.9%	5.5%	6.3%
White	77.8%	77.9%	82.9%
Prefer not to say	15.3%	16.6%	10.8%
Sexuality			
LGB*	5.0%	4.5%	2.1%
Heterosexual	65.5%	62.2%	67.8%
Identify in another way	0.5%	0.1%	0.0%
Prefer not to say	29.0%	33.2%	30.1%
Religion and Belief			
Listed Religious Belief	35.9%	34.2%	39.7%
Other Religious Belief	1.0%	1.6%	1.9%
No Religion	32.8%	29.6%	31.0%
Caring Responsibilities			
Adults/disabled children	11.8%	10.8%	8.8%
Children (non disabled)	18.1%	16.7%	15.3%
No responsibility	32.3%	51.4%	37.9%
Prefer not to say	37.8%	21.1%	38.0%

percentage
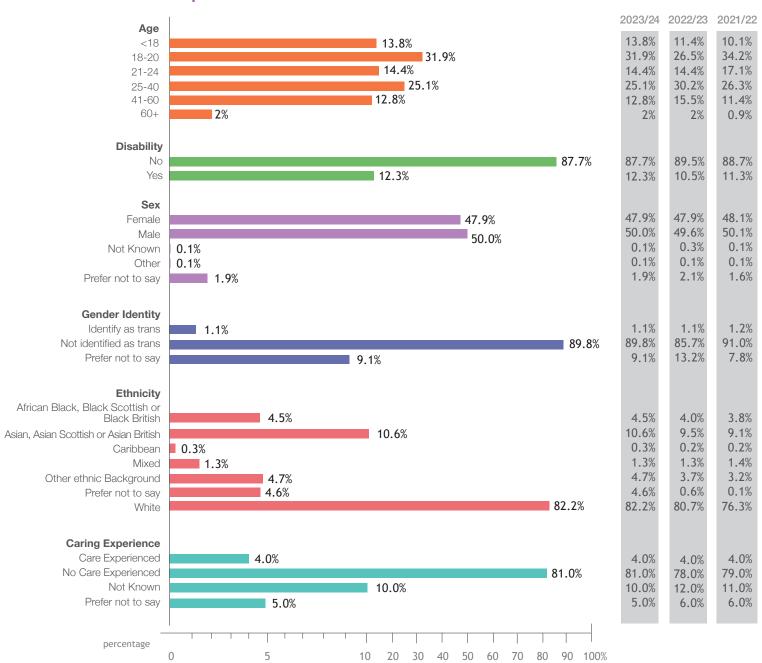
*Other represents those who identify with a gender different from that assigned at birth.

Student Equality Data

Student Composition 2023/24

	2023/24	2022/23	2021/22
Age			
<18	13.8%	11.4%	10.1%
18-20	31.9%	26.5%	34.2%
21-24	14.4%	14.4%	17.1%
25-40	25.1%	30.2%	26.3%
41-60	12.8%	15.5%	11.4%
60+	2%	2%	0.9%
Disability			
No	87.7%	89.5%	88.7%
Yes	12.3%	10.5%	11.3%
Sex			
Female	47.9%	47.9%	48.1%
Male	50.0%	49.6%	50.1%
Not Known	0.1%	0.3%	0.1%
Other	0.1%	0.1%	0.1%
Prefer not to say	1.9%	2.1%	1.6%
Gender Identity			
Identify as trans	1.1%	1.1%	1.2%
Not identified as trans	89.8%	85.7%	91.0%
Prefer not to say	9.1%	13.2%	7.8%
Ethnicity			
African Black, Black Scottish or Black British	4.5%	4.0%	3.8%
Asian, Asian Scottish or Asian British	10.6%	9.5%	9.1%
Caribbean	0.3%	0.2%	0.2%
Mixed	1.3%	1.3%	1.4%
Other ethnic Background	4.7%	3.7%	3.2%
Prefer not to say	4.6%	0.6%	0.1%
White	82.2%	80.7%	76.3%
Caring Experience			
Care Experienced	4.0%	4.0%	4.0%
No Care Experienced	81.0%	78.0%	79.0%
Not Known	10.0%	12.0%	11.0%
Prefer not to say	5.0%	6.0%	6.0%

percentage

0 5 10 20 30 40 50 60 70 80 90 100%

Appendix 2:

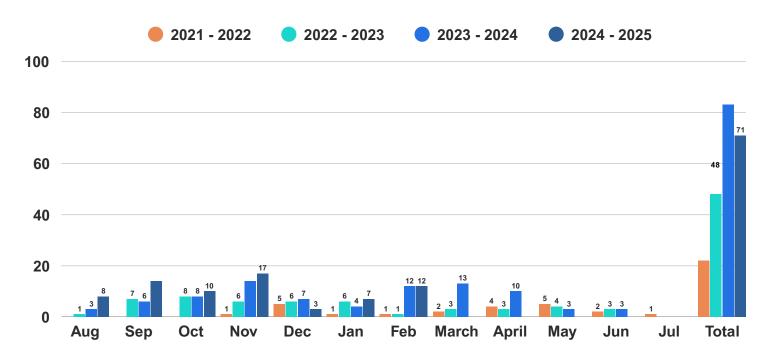## Board of Management Equality Data (2018 – 2024) for years of recruitment

Table 3 - Board of Management Recruitment and Appointment

	2018-19	2020-21	2022-23	2023-24
Female	44%	50%	15%	39%
Black, Asian and Minority Ethnic	13%	17%	40%	34%
People with Disabilities	6%	17%	10%	14%
People Under the Age of 50	31%	33%	70%	73%
Total Applications	16	6	20	41
Number of Vacancies	4	2	4	3

Appendix 3:

Report and Support monitoring

Figure 1 - Report Comparison from 2021 - 2025

● 2021 - 2022   ● 2022 - 2023   ● 2023 - 2024   ● 2024 - 2025

In 2024/25, the most common reasons for reporting were harassment, gender-based violence and domestic abuse. All named reports are contacted by the Student Advisors who provide support, advice, guidance, and signposting. Where gender-based violence is a factor, students may be referred to specialist services such as the Rape Crisis on-campus support worker, or Police Scotland, with consent.

The following reports include all complaints that were submitted through Report and Support. Please note that when reporting, multiple categories can be selected.

Report and Support monitoring

Table 4 - Nature of Reports 2021 - 2025

	2021-2022	2022-2023	2023-2024	2024-2025
A hate crime	1	2	5	7
An assault	5	5	8	5
Bullying	2	12	19	12
Discrimination	3	10	14	10
Gender Based Violence	7	12	16	34
Harassment	8	12	33	23
I'm not sure	4	5	10	5
Other	3	9	24	8
Racism	1	2	8	6
Sexual Harassment	2	1	4	5
Sexual Violence	4	7	5	9
Stalking	3	2	4	6
Domestic Abuse	0	5	5	20
Honour Based Violence	0	0	0	2

Appendix 4:

Student Equality Outcome Survey 2025

Student Equality data of those who completed the survey:

- 77% were white, 19% came from a BME background, 8% preferred not to answer.
- 67% were heterosexual, 29% identified as LGBT+, 4% preferred not to answer.
- 49% were female, 41% were male, 5% identified as trans (including non-binary, gender-queer, agender) and 5% preferred not to answer.
- 46% were Disabled (this included those who are neurodivergent, have a learning disability or physical disability) 41% did not have a disability and 13% preferred not to answer.

Feelings of Safety and Inclusion

Students were asked to rate their experience of safety and inclusion on campus using a four-point scale: Strongly agree, Agree, Disagree or Strongly disagree. The following results were: *When asked to rate "I feel safe when I come to college" respondents said:*

- 72% of disabled respondents strongly agreed and 28% agreed.
- 73% of BME respondents strongly agreed, 23% agreed and 4% disagreed.
- 67% of trans students strongly agreed, 18% agreed, 10% disagreed and 5% strongly disagreed.

When asked "I feel safe while learning in the classroom or online" respondents said:

- 78% of disabled respondents strongly agreed and 20% agreed, 2% disagreed.
- 74% of BME respondents strongly agreed, 21% agreed and 5% disagreed.
- 66% of trans students strongly agreed, 19% agreed, 12% disagreed and 3% strongly disagreed.

Awareness

When asked to rate "I know how to access Mental Health Support at the College" respondents said:

- 32% of disabled respondents strongly agreed, 23% agreed, 38% disagreed, 7% strongly disagreed.
- 42% of BME respondents strongly agreed, 45% agreed and 5% disagreed and 8% strongly disagreed.
- 28% of trans students strongly agreed, 38% agreed, 12% disagreed, 13% strongly disagreed and 9% did not answer.

Incident and reporting

When asked to rate "I know how to report an incident" respondents said:

- 40% of disabled respondents strongly agreed, 30% agreed, 23% disagreed, 7% strongly disagreed.
- 50% of BME respondents strongly agreed, 31% agreed and 17% disagreed and 2% strongly disagreed.
- 49% of trans students strongly agreed, 31% agreed, 12% disagreed, 8% did not answer.

When asked to rate "I feel confident that my complaint would be investigated by the College" respondents said:

- 52% of disabled respondents strongly agreed, 28% agreed, 12% disagreed, 8% strongly disagreed.
- 45% of BME respondents strongly agreed, 16% agreed and 17% disagreed and 7% strongly disagreed and 15% did not answer.
- 38% of trans students strongly agreed, 31% agreed, 12% disagreed, 7% strongly disagreed, 12% did not answer.

When asked to rate "If reporting ad incident, who would you likely go to first":
Out of all respondents:

- 25% would go to their Guidance Lecturer.
- 40% would go to their Lecturer.
- 7% would use the College Report and Support system.
- 8% would not go to anyone.
- 12% would go to a Student Advisor.
- 4% would go to the Students' Association.
- 4% did not answer.

Appendix 5:

Student Success Rates

Table 5 - Student Learning Support (SLS)

The following key performance indicators for the Learning Support Service illustrate data across academic years 2022/23 – 2024/25.

	2022 – 2023	2023 - 2024	2024 - 2025
Students Supported	1338	1354	1605
Percentage of Student population	4.46%	4.46%	5.70%
Retention Rate of students with PLSP*	82%	85%	88%
Retention Rate of all Students	78%	80%	80%
Complete Student Success rate of those supported by SLS	85%	85%	88%

These percentages represent the success rate within each student category. For instance, 45.8% of all non-disabled students who identified themselves as such successfully completed their course. Similarly, 46.55% of those students who identified as having a disability successfully completed their course.

Table 6 - Completion and early withdrawal rates

	2021 - 2022		2022 - 2023		2023 - 2024	
	Complete	**Early Withdrawal**	**Complete**	**Early Withdrawal**	**Complete**	**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%

Table 7 – Percentage Success Rates BME Students

	2021 - 2022		2022 - 2023		2023 - 2024	
	Complete	Early Withdrawal	Complete	Early Withdrawal	Complete	Early Withdrawal
Prefer Not to Say	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%

Table 8 – Percentage Success Rates by Sex

	2021 - 2022		2022 - 2023		2023 - 2024	
	Complete	Early Withdrawal	Complete	Early Withdrawal	Complete	Early Withdrawal
Prefer Not to Say	54.03%	2.42%	34.96%	2.60%	49.10%	6.76%
Other	50.00%	0.00%	50.00%	0.00%	100.00	0.00%
Not Known	36.36%	0.00%	48.60%	1.87%	46.15%	0.00%
Male	50.03%	3.19%	49.62%	3.00%	59.98%	3.74%
Female	44.70%	4.31%	41.14%	4.98%	51.32%	5.59%

Table 9 – Percentage Success Rates by Age

	2021 - 2022		2022 - 2023		2023 - 2024	
	Complete	Early Withdrawal	Complete	Early Withdrawal	Complete	Early Withdrawal
<18	38.35%	5.83%	41.19%	6.94%	49.14%	6.78%
18-20	41.19%	3.98%	47.06%	4.71%	55.44%	3.63%
21-24	47.48%	3.47%	52.34%	3.64%	63.11%	3.57%
25-40	55.44%	3.32%	47.97%	3.00%	61.55%	4.61%
41-60	55.04%	2.25%	36.56%	2.34%	45.73%	5.72%
60+	51.40%	3.15%	26.45%	2.54%	29.87%	5.75%