Mainstreaming
Report
2025

Content

Introduction

Introduction

City of Glasgow College is dedicated to fostering a diverse and inclusive environment where everyone feels valued and respected. This Mainstreaming report will demonstrate how our College is embedding mainstreaming equality throughout its functions, as well as collecting and using equality data, to better perform the statutory duties of the Equality Act 2010 Public Sector Equality Duty (PSED).

The College is committed to a positive and proactive approach to equality and human rights, which encourages, supports and values diversity. Approximately 38% of our students are from Glasgow, the rest come from other parts of Scotland, the UK, and over 7% are from overseas, helping to create a diverse and vibrant student population of which the College is very proud. We currently have 900 + apprentices across Foundation, Modern, Technical and Professional.

Our College provides a wide spectrum of educational and training opportunities, ranging from foundation courses to Higher National Diplomas and degree programmes delivered in partnership with our Higher Education institutions. These programmes are designed to empower diverse learners, helping them achieve their ambitions and contribute meaningfully to society, regardless of their background or protected characteristics.

Purpose

Our Equality Mainstreaming Report 2025 underscores our commitment to creating a more inclusive and equitable institution. This is in line with our legal obligations under the Equality Act 2010. This report will establish a benchmark for our ongoing efforts and reflect on progress from our Mainstreaming and Equality Outcomes Report – October 2024.

In Scotland, public sector institutions have a legal duty to "mainstream" equality across all their activities. This means actively integrating equality considerations into all aspects of their work. Mainstreaming is a crucial step in fulfilling the PSED.

This report outlines the College's progress in mainstreaming the PSED. It covers the following areas:

Mainstreaming the General Duty:

- **Employee Equality Information:** An annual analysis of employee data by protected characteristics (e.g., gender, race, disability) will be provided, covering recruitment, development, and retention.
- **Using Employment Information:** Details on how the College uses this data to improve equality practices will be presented.

- Board of Management Diversity: Information on the gender composition of the Board will be included, along with plans to improve diversity among Board members.

We acknowledge that promoting equality is an ongoing process. With the support of our staff and the People & Culture Committee, we will continue to strive towards our equality goals.

Commitment

The College's Strategic Plan, as well as People & Culture Strategy, underpins the drive to promote and embed the principles of equity in all Ccollege services and in every aspect of College life.

Within the Strategic plan Equality, Diversity and Inclusion is addressed within the following strategic priorities:

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

City of Glasgow College values reflect this commitment through the values of:

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

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Executive Summary

- The Board has improved representation of females, BME and under 50 members.
- Gender balance in recruitment has been improved by reviewing recruitment materials, partnering with industry experts and improving outreach.
- In the College workforce of 1,136 staff, the average age is 47 and majority of staff are female. There has been an increase in staff disclosing a disability and identifying as BME.
- White, heterosexual and non-disabled individuals are consistently over-represented in applications, while BME, LGBT+ and disabled individuals remain under-represented.
- Student enrolments are almost equally split female/male, demonstrate increased diversity and a shift toward more mature students.
- The College has demonstrated commitment to EDI through several initiatives including the EmilyTest Charter, LGBT+ Youth Scotland Gold Charter Award and City Welcomes.
- The College supports staff wellbeing through PAM Assist, wellbeing programmes and resources and EDI training.

Equality Data Approach and Progress

The Equality Act 2010 requires colleges in Scotland to collect and analyse staff and Board of Management (BoM) equality information. This data helps them better understand and improve their performance in relation to equality and diversity.

Since 2011, the College has been tracking staff information across the protected characteristics related to recruitment, development, and retention. We have also gathered similar data for BoM members. This information has been valuable in enhancing the College's performance in promoting equality.

Age	Disability	Gender Reassignment
Marriage & Civil Partnership	Pregnancy & Maternity	Race
Religion or Belief	Sex	Sexual Orientation

Additionally, considering protected characteristics is vital for fulfilling other duties, such as preparing the College's Equality Outcomes 2021-25, reporting on progress toward equality goals, and conducting Equality Impact Assessments (EIAs) to identify and mitigate potential discriminatory effects of policies and practices. Staff equality data is a key component of these processes, providing valuable insights into the experiences and needs of different groups.

The College obtains information and data via a number of resources:

Internal Resources:

Our Equality, Diversity and Inclusion (EDI) agenda is driven by two key groups:

- **EDI Working Group:** This group includes members of the Senior Management Team and Curriculum and Support Leads.
- **EDI Advisory and Engagement Group:** This group represents various equality-focused groups within the College.

External Resources:

The College actively collaborates with external partners and participates in the College Development Network (CDN) EDI network. This network facilitates:

- Regular meetings for sharing best practice.
- Development of collaborative initiatives.

- The Student Associations of all three Glasgow colleges have joined forces to support and promote equality messages.
- We maintain active membership in the Trans Edu Community of Practice, led by The University of Strathclyde and Ayrshire College.
- Membership in LGBT Youth Scotland.
- The Faculty of Nautical & STEM have increased female recruitment of cadets through working with partner organisations and celebrating diversity through events such as the International Women's Day.

Board
Demographics

Board Demographics

Table 1 below reviews the Board of Management demographics since 2018 to date for years during which there was recruitment.

Table 1 - Applications and Appointments to the Board of Management

	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

In 2023-24, the gender diversity on the Board fell short of our previous gender-balanced status. To rectify this, we conducted a comprehensive review of our non-executive recruitment processes.

Key actions taken during the review included:

- **Analysing recruitment materials**: A review of our application packs and person specifications to ensure they are free from gender bias and accessible to all potential candidates.
- **Partnering with experts:** Guidance sought from organisations like Changing the Chemistry to identify and address potential barriers for women and other under-represented groups.
- **Improving outreach:** Refreshed the Board's online presence and recruitment materials to showcase the diverse skills and experiences of our current Board members.
- **Enhancing the application process:** Transitioned to an online application system, making it more user-friendly and enabling better data collection to track the effectiveness of our recruitment efforts.
- **Promoting gender balance in the selection process:** Ensuring that the selection panels for Board appointments have a gender balance.

As a result of these efforts, we successfully regained gender balance on the Board on the 1st of August 2024, with the appointment of three female non-executive directors.
Moving forward, the Ccollege will continue to prioritise diversity and inclusion in the Board recruitment and development. This will involve:

- Expanding our outreach: Continue to collaborate with organisations such as Women on Boards and Black Professionals Scotland to reach a wider pool of qualified candidates from diverse backgrounds.
- Building a talent pipeline: Utilise co-option to Board committees as a valuable mechanism to provide individuals with governance experience and to identify potential future Board members.
- Promoting inclusivity: Provide ongoing training for Board members on topics such as unconscious bias and offer support mechanisms to foster a welcoming and inclusive environment.
- Sharing best practices: Actively engage with other organisations and networks to learn from and share best practices in promoting diversity and inclusion on governing boards.
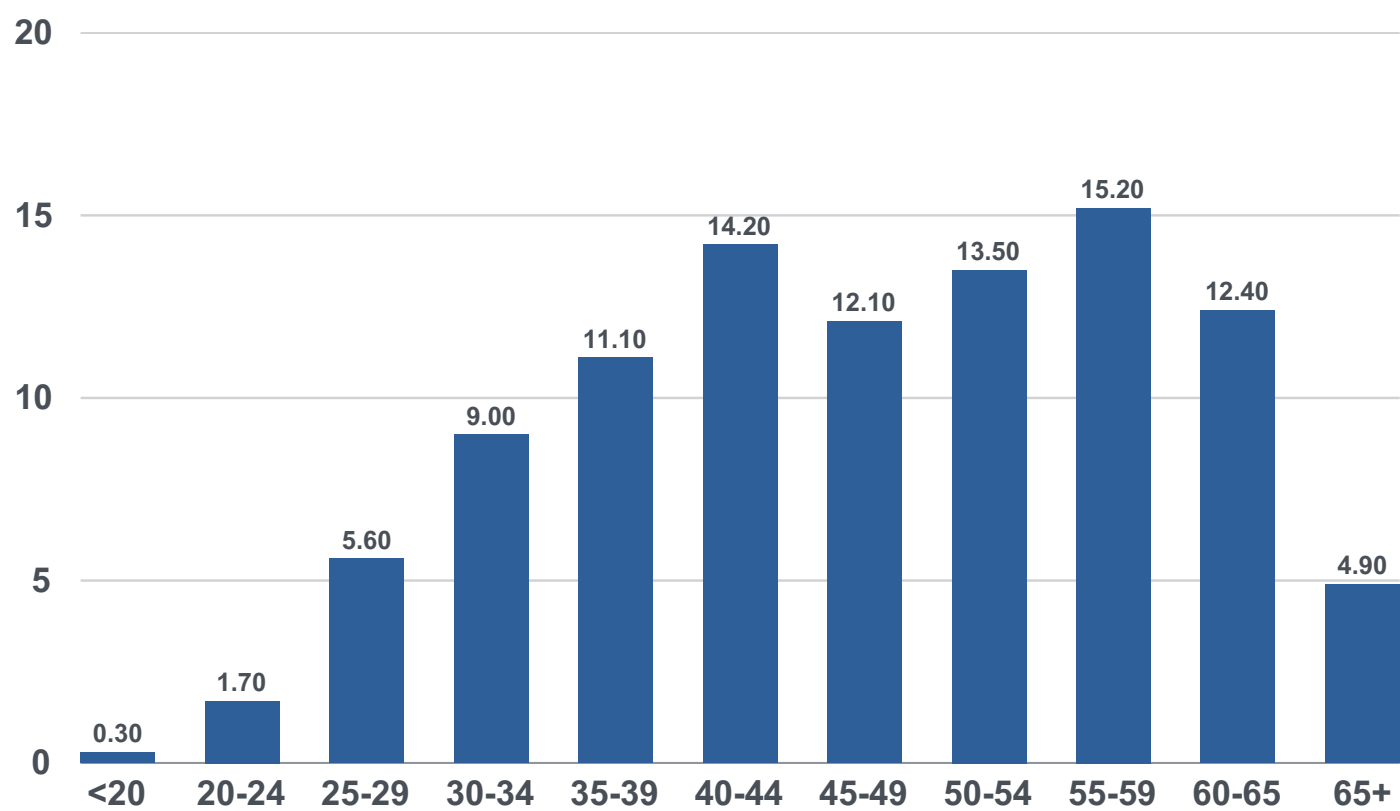
By consistently implementing these activities and monitoring our progress, we aim to ensure that our Board truly reflects the diverse community we serve.

Staff Workforce Data

Summary of Staff Workforce Data

Figure 1 – Percentage Staff by Age (2025)

The College workforce as of April 2024 was 1,136. Figure 1 shows the breakdown of staff by age.

- The average age of staff is 47 years.
- 46% of the workforce is aged 50+.
- 9% of staff disclosed a disability, which has risen since the start of the reporting cycle in 2021.
- BME (Black and Minority Ethnic) staff represent 6.9%. This is a +1.2% increase from 2024.
- The gender balance of staff was 54.2% female and 45.8% male.

Since reporting began in 2021, we have observed positive growth in the representation of staff with protected characteristics across our workforce. This is accompanied by a reduction in the number of "Prefer Not to Say" (PNS) responses.

Detailed workforce data breakdowns can be found in **Appendix 1**.

Recruitment

Across all categories, certain groups are consistently over-represented in applications, shortlisting and appointments. These groups include:

- **White individuals.**
- **Heterosexual individuals.**
- **Non-disabled individuals.**

Conversely, several groups are consistently under-represented throughout the recruitment process:

- **BME individuals.**
- **Individuals in civil partnerships.**
- **LGBT+ individuals.**
- **Disabled individuals.**
- **"Other" and "PNS" Categories:** The Other category (for gender and sexual orientation) consistently shows low representation. The PNS category shows a very low proportion of responses during recruitment.

It should be noted that in the last census, the general Scottish demographics were that of a population that is predominantly white (96%), heterosexual (87.8%) and non-disabled (78.6%) which is also reflected in the general College recruitment.

Despite the consistent rise of BME representation throughout the application, shortlisting and appointment stages, analysis showed that over 55% of appointed BME staff were concentrated in lower paid roles (Grades 1-3).
 To ensure a more equitable and inclusive recruitment process, the College should take the following actions:

- **Job Descriptions:** Ensure language is inclusive to encourage applications from specific demographic groups.
- **Application Forms:** Review the questions and format for potential biases, and provide alternative application methods such as video submission to broaden accessibility.
- **Interview Process:** Organisational Development, Human Resources and Equality and Diversity departments should provide unconscious bias training for all interviewers. Implement structured interview formats to promote consistency and reduce the impact of individual biases on candidate evaluation.
- **Targeted Outreach and Engagement:** The College should look to develop targeted strategies from all demographics, collaborate with relevant organisations that represent minority groups and continue to share workforce diversity data.

Detailed recruitment data breakdowns can be found in **Appendix 2.**

Student Data

Student Data

Analysis of the student population for the 2023-24 academic year showed that there were **16,459** students.

21.45% of students identify as BME (Black and Minority Ethnic).

The gender balance of students was **48.99%** female, **49.08%** male, **0.09%** responded with "Other" and **1.84%** did not disclose their gender.

1.2% of students identified as Trans.

13.84% of students disclosed they had a disability.

2.84% of students disclosed they come from a care experienced background, while **12.51%** disclosed they had caring responsibilities.

Student population trends for academic years 2021/22, 2022/23 and 2023/24 show:

Ethnicity (Race) Trends

A notable trend is the declining percentage of White British students, decreasing substantially from 82.2% in 2022 to 73.9% in 2024. Concurrently, there's been an increase in students from minority ethnic backgrounds, indicating a diversifying student population.

Disability Representation

The percentage of students reporting a disability has remained relatively stable at around 11-12% across the three academic years. Specifically, it was 11.25% in 2021-22, 10.51% in 2022-23, and 12.28% in 2023-24. This consistent figure suggests a need for ongoing efforts to improve accessibility and support for students with disabilities.

Age Demographics

Analysing the student population by age (young: under 21, mature: 21+), we see the following:

2021/22: A near-even split between young and mature students, with a slight majority of mature students **(54.1%).**

2022/23: An increase in mature students **(60.7%).**

2023/24: A return closer to the initial balance, though mature students still hold a slight majority **(54%).**

Please see **Appendix 3** for further information.

Mainstreaming

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

The College has significantly improved its Equality Impact Assessment (EIA) process, incorporating recommendations from the Equality & Human Rights Commission.

Key Enhancements:

- **Proactive Assessments:** EIAs are now conducted before decisions where possible, ensuring potential impacts are considered upfront. There are now clear and objective scoring criteria are used to minimise bias.
- **Streamlined Process:** A new online form simplifies EIA submission and allows for collaborative input. This includes clear guidelines ensure consistent and effective EIA reviews. EIAs align with the Public Sector Equality Duty and incorporate robust evidence.
- **Enhanced Training:** Managers have received online training on the revised EIA process, including the use of the new online form.
- **Regular Reporting:** Progress on EIA implementation is reported to Senior Management Team (SMT) and the Staff and Students Equalities Committee.

Procurement

The Procurement Process was revised in 2024 to ensure compliance with the Procurement Reform (Scotland) Act 2014, other relevant legislation and Scottish Government and Scottish Funding Council (SFC) guidance.

The revised procurement ensured that purchases by the College comply with the principles of the Agreement of Government Procurement (GPA) on non-discrimination, equal treatment, transparency, mutual recognition and proportionality. The College continues to refine processes to ensure that they are relevant and meet the equality criteria.

Student Support

Learning Support

The College Learning Support service fosters an inclusive learning environment for all students, especially those with disabilities, learning differences and additional support needs. Our aim is to minimise early withdrawal, maximise student retention and enable every student to excel and realise their full potential. We strive to maintain and develop an accessible service that proactively addresses the diverse needs of our student population.

We offer a comprehensive range of services designed to support students throughout their academic journey including:

- **Needs Assessments:** Personal Learning Support Plans (PLSPs) to identify specific learning needs and determine appropriate support strategies, conducted by experienced Learning Support & Development Advisors.
- **In-Class Support:** Providing appropriately trained in-class support, including note-takers, prompts and Communication Support Workers (CSWs) to ensure students can fully engage in their course.
- **Assistive Technology:** Provision, training, and support on a range of assistive technologies, such as Immersive Reader and Glean, to enhance learning and accessibility.
- **Study Skills Development Service:** Small group and one-to-one workshops designed to equip students with essential skills for success in college and beyond.
- **Alternative Assessment Arrangements:** Implementing adjustments for exams and assessments, such as extra time, rest breaks, or the use of assistive technology, in accordance with SQA guidelines.
- **Coaching and Mentoring:** Offering guidance and support to help students navigate college life, manage their wellbeing, and develop effective study strategies.
- **Liaison with Academic Staff:** Facilitating communication between students, academic staff, and support departments such as the Student Funding Team or Student Mental Health & Wellbeing Team to ensure reasonable adjustments are implemented effectively in the classroom.
- **Disability Awareness:** Promoting awareness and understanding of disability challenges among staff and students.

The College continues to provide staff training on inclusion, accessibility and implementing reasonable adjustments. One example of tailoring learning needs to individual students includes our Recording of Learning & Teaching Activities Procedure. We continue to work with teaching staff to encourage them to modify learning and teaching activities to make them accessible to all students and to reduce discrimination.

Skills Development Service

The Skills Development Service empowers students to succeed by providing workshops, coaching, and resources to enhance academic and personal skills. Our goal is to equip students with the knowledge and confidence they need to thrive at college and beyond. We offer a range of support options, including workshops on topics like time management, library use and referencing, personalised coaching to meet individual needs, and flexible drop-in support for quick questions. We prioritise inclusivity by tailoring support to individual needs, providing accessible services for all students, and collaborating with learning support teams.

Key achievements (Semester 1):

- 198 workshops delivered to 3,649 students.
- Most popular workshops: Time Management, Library Services, Referencing Skills.
- 94% student satisfaction with workshop outcomes.
- Highest workshop demand: Education & Humanities.
- Highest demand for 1:1 support: Creative Industries.

Staff Support

Pam Assist

The College prioritises the wellbeing of its staff. To support our colleagues, we offer free access to PAM Assist, an Employee Assistance Program (EAP). PAM Assist provides confidential support for a wide range of personal and work-related challenges. Staff members receive up to six counselling sessions or four cognitive behavioural therapy (CBT) sessions per year, delivered through phone, video, or in-person. Additionally, staff are signposted to a wealth of online resources and specialist advice to support their overall wellbeing. These resources include health, financial and legal advice.

Well-being

The College prioritises staff wellbeing by offering a range of initiatives to support health and happiness. Staff have access to gym facilities, a Well-being Hub, 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.

Staff and students have free access to our on-campus gym that has been fully refurbished to be wheelchair-accessbile. As well as this 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 well-being.

EDI Initiatives

EmilyTest Charter

City of Glasgow College has been awarded the EmilyTest Charter, recognising its commitment to addressing Gender Based Violence (GBV) within its learning community. The EmilyTest Charter is a vital initiative that works with educational institutions to support survivors of gender-based violence and foster a culture of prevention and safety. Named after Emily Drouet, an undergraduate student who tragically experienced GBV at university, the Charter is awarded to institutions that meet rigorous standards in developing comprehensive prevention strategies, implementing robust survivor support frameworks, and conducting impactful awareness initiatives.

Following our successful application for the EmilyTest GBV Charter, the GBV working group has been re-established to implement the recommendations from the Charter that we need to take forward. This working group will also support the College in fulfilling its new duty under the Worker Protection Act.

Lesbian, Gay, Bisexual Trans + (LGBT+) Charter

The Students' Association (SA) launched a campaign to achieve the LGBT+ Youth Scotland Gold Charter Award, demonstrating a commitment to creating an inclusive and supportive environment for all LGBT+ students.

The campaign involved a baseline survey, stakeholder engagement through a Champions Group, and addressing student needs identified through consultations and feedback. Key achievements include the implementation of gender-neutral changing facilities and the development of inclusive policies.

The SA achieved the Gold Charter Award within a year, becoming the first Students' Association to do so. This success has been recognised by LGBT+ Youth Scotland, and the work undertaken has become an integral part of the College's institutional practices. From the survey results, 94% of respondents affirmed that the Students' Association's work on Inclusion & Diversity was relevant to student issues, while 87% reported that the LGBT+ inclusion campaign had been impactful. The SA's efforts have set a benchmark for inclusivity in the wider Scottish Higher Education sector.

City Welcomes

At City of Glasgow College, we are committed to creating an inclusive environment where individuals feel welcome regardless of their additional support need or disability. Our City Welcomes campaign seeks to raise awareness and promote understanding of the diverse additional support needs present among our staff and students. Each month, the City Welcomes partnership facilitates discussions, provides training experiences from both internal and external providers and share information that we hope will empower our College community to engage in meaningful conversations about inclusion and accessibility.

Dyslexia

ADHD

D/deaf
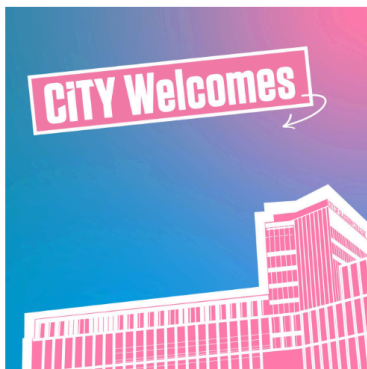
Better Wellbeing

Cerebral Palsy

Epilepsy

The "City Welcomes" campaign is a multifaceted initiative that reflects the City of Glasgow College's dedication to creating a truly inclusive and welcoming environment for all. It's not just about raising awareness; it's about fostering a culture of understanding, respect, and empowerment, where everyone feels valued and supported to reach their full potential.

To date, we have successfully hosted City Welcomes sessions on: Dyslexia, ADHD, D/deaf Staff and Students, Better Wellbeing and Cerebral Palsy. In Semester 1, we welcomed approximately **110** staff, and **3,649** student attendees at these sessions. The City Welcomes web page has had over **2,210** views.

Looking forward, we are committed to expanding our offerings to include additional sessions covering a wide range of support needs and topics important to our College community. City Welcomes continues to be a key initiative in fostering inclusivity and support across our campuses.

City Partnerships

The College's approach to EDI extends beyond internal best practices, fostering partnerships and collaborations to create an inclusive environment for all staff and students.

Report & Support

At City of Glasgow College, we are committed to creating an inclusive culture for all students and staff, ensuring our campuses are a safe space for our diverse community. We take reports of inappropriate behaviour seriously and we encourage our community to speak out and report any instances of unwanted behaviour. As such we invested in the Report and Support platform to provide a means for students, staff and visitors to report any inappropriate behaviour, whether it is Gender-Based Violence, harassment or any other form of discrimination. The College launched the platform in October 2021.

The number of reports made through Report and Support increased by 222% in 2024/25 compared to 2021/22, as shown in Figure 2, This shows an increase in awareness and confidence in using the platform. Since launching there has been 224 reports.

Figure 2 – Reports made through Report & Support (2021 – 2025)
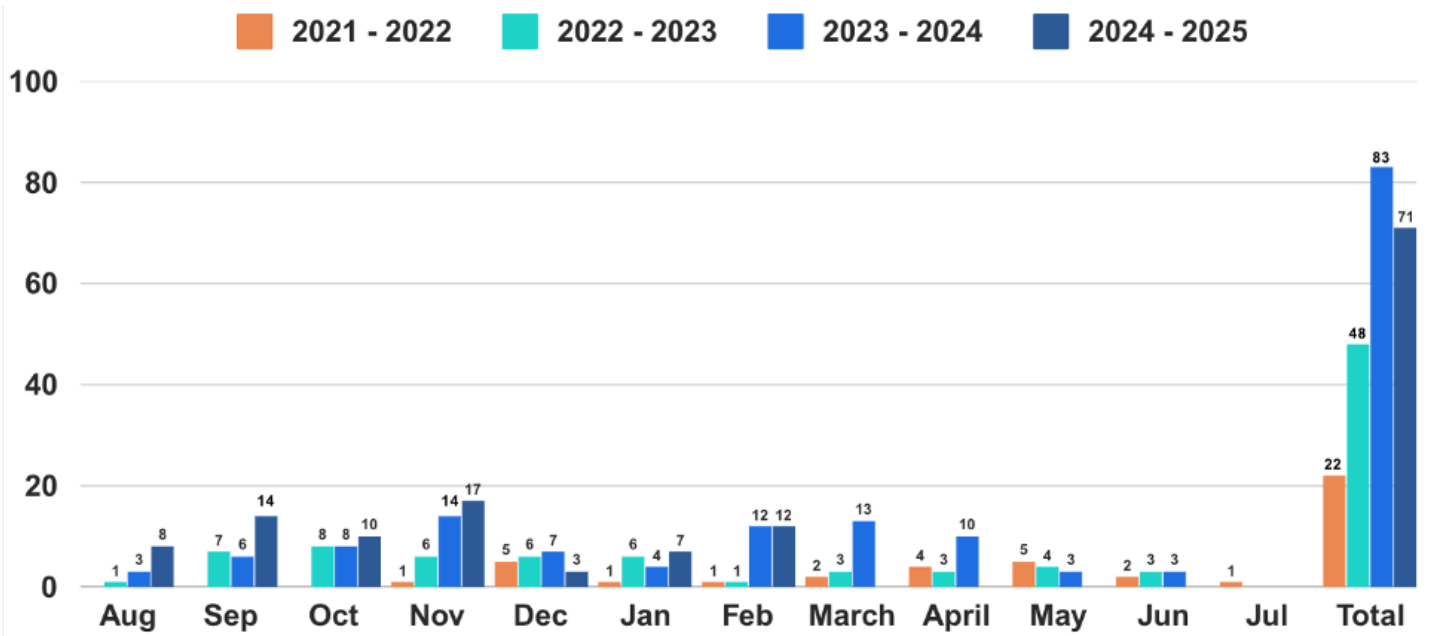
Association of Ukrainians

City of Glasgow College's Painting and Decorating department partnered with the Association of Ukrainians in Great Britain to refurbish social housing for Ukrainian refugees in Scotland. Led by a former City of Glasgow student, the project aimed to create comfortable homes for those displaced by the conflict. Students and apprentices, guided by their lecturers, transformed flats around Glasgow, going beyond aesthetics to create truly welcoming spaces. The project showcased the students' skills and the transformative power of their work, earning heartfelt thanks and demonstrating the positive impact achieved through collaboration.

English for Speakers of Other Languages (ESOL)

The College's approach to Equality, Diversity, and Inclusion (EDI) goes beyond internal best practices. We collaborate with organisations like Hidayah to create an inclusive environment for all staff and students. By working with partners and reflecting the diverse community within the College, we aim to foster a stronger sense of belonging and confidence.
On World Poetry Day, City of Glasgow College celebrated a successful poetry workshop held for ESOL students. The workshop fostered collaboration, with students partnering with the visual communication department to transform their poetry into captivating designs. This cross-disciplinary initiative enriched the learning experience and showcased the students' diverse talents.

Learning and Teaching Conference

The annual Learning and Teaching Conference at City Campus 2024 was themed "The Inclusive College," brought together staff, students, and external experts to explore innovative approaches to supporting student success.

The conference featured diverse sessions covering topics such as trans-inclusion, engaging introverted learners, supporting students with dyslexia and ADHD, addressing neurodiversity, leveraging data for EDI outcomes, and improving accessibility for deaf and hard-of-hearing students. Presenters included City of Glasgow College staff, as well as representatives from organizations like City Students' Association, Amazon Web Services, the ADHD Coalition, College Development Network, Dyslexia Scotland, and Sight and Sound Technology, sharing their expertise and insights.

Appendices

Appendix 1:

Staff Equality Data

Staff Composition 2023/24

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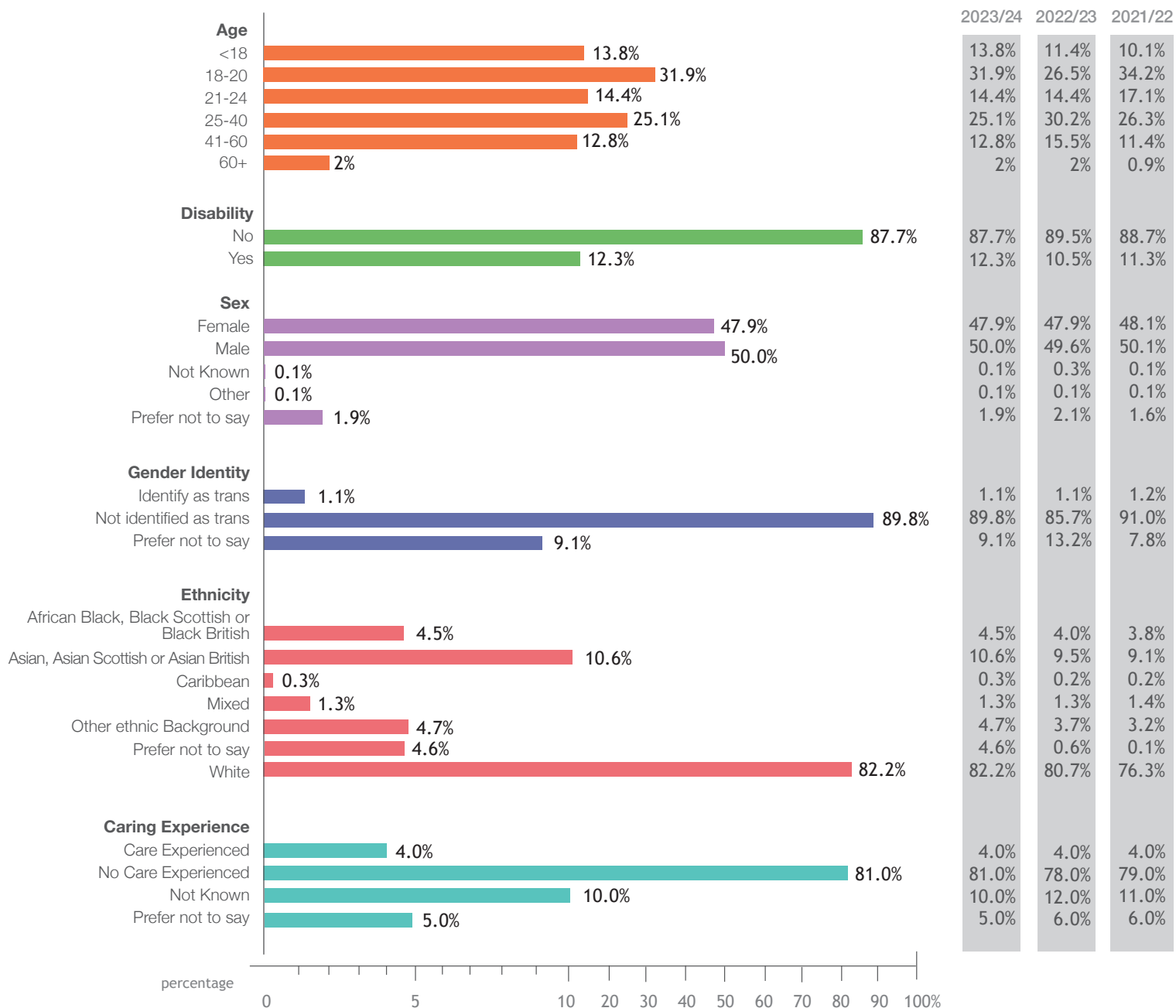
*Other represents those who identify with a gender different from that assigned at birth.

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%

Appendix 2:

Recruitment Data (2025)

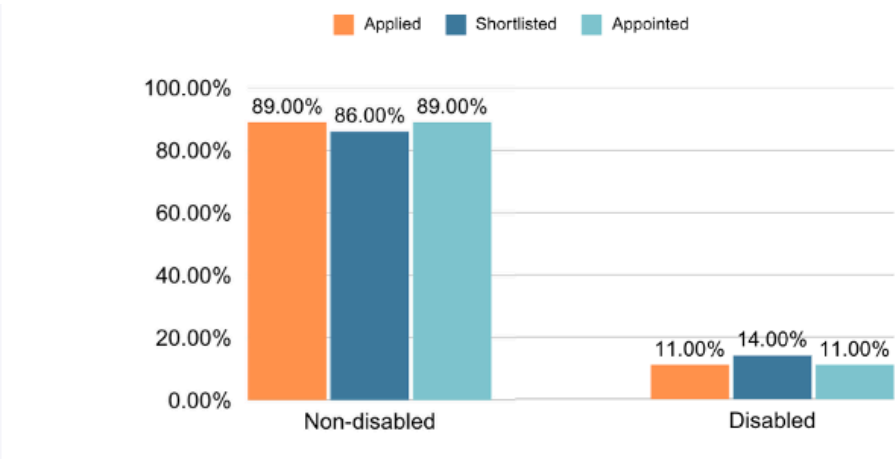### Figure 3 – Percentage Recruitment by Disability (2025)

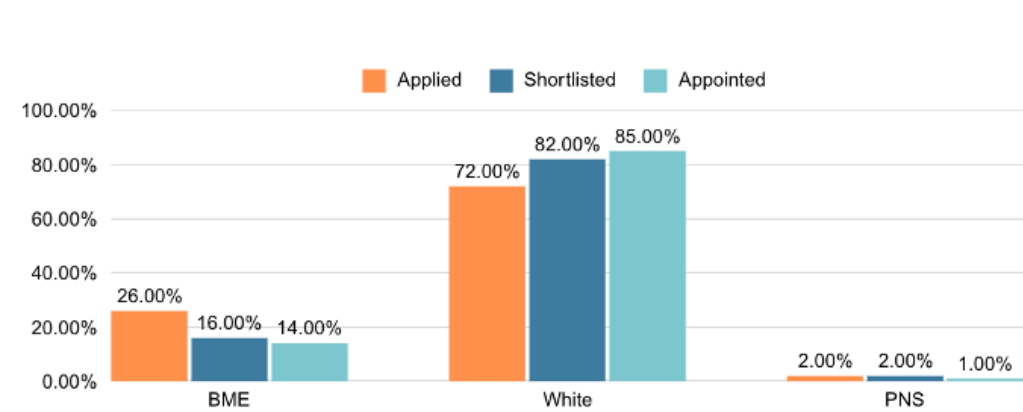### Figure 4 – Percentage Recruitment by Ethnicity (2025)
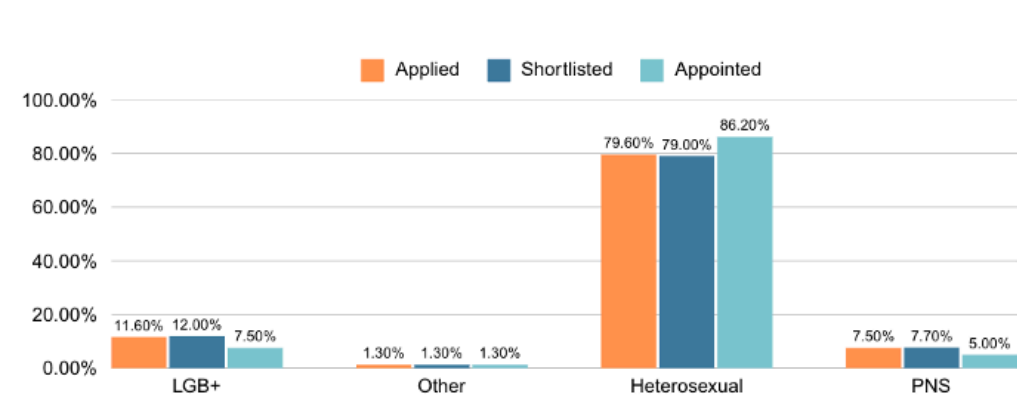

Figure 5 – Percentage Recruitment by Gender (2025)

Figure 6 – Percentage Recruitment by Sexual Orientation (2025)

Legend: Applied, Shortlisted, Appointed

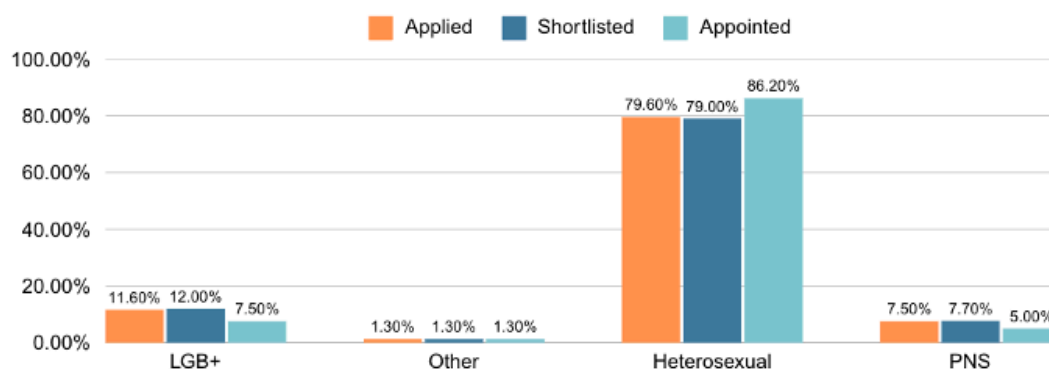| Category	Applied	Shortlisted	Appointed
LGB+	11.60%	12.00%	7.50%
Other	1.30%	1.30%	1.30%
Heterosexual	79.60%	79.00%	86.20%
PNS	7.50%	7.70%	5.00%

Figure 7 – Percentage Recruitment by Marriage & Civil Partnership (2025)

Legend: Applied, Shortlisted, Appointed

Category	Applied	Shortlisted	Appointed
Civil Partnership	3.90%	5.50%	8.00%
Married	31.70%	31.30%	37.00%
Other	54.70%	54.60%	49.00%
PNS	9.70%	8.60%	6.00%