Board of Management

Students, Staff & Equalities Committee

Date of Meeting	**Wednesday 15 March 2017**
Paper No.	**SSEC2-E**
Agenda Item	**8**
Subject of Paper	**Equality Statutory Reports and ED&I Current Priorities Update**
FOISA Status	**Disclosable**
Primary Contact	**Stuart Thompson, Executive Director Finance**
Date of production	**7 March 2017**
Action	**For Discussion and Decision**

1. Recommendations

For the Board Committee to discuss and note progress in delivering the Statutory Reports and ED&I current priorities and agree outstanding proposals.

2. Purpose of Report

This paper will provide an update on the College's current ED&I priorities, with particular reference to the Statutory Reports required in support of the Equality Act 2010; see **Appendix 1**.

3. Context, Strategic Aims and Values

3.1. Context

The College has a number of corporate, social justice and legal responsibilities for advancing ED&I, as detailed in the College's **ED&I Strategy 2013-2017.**

3.2. The Public Sector Equality Duty in practice

a) Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by the Act.

This is about **Fairness** and:

- Being non-discriminatory.

- Making reasonable adjustments.

Examples include:

- Conducting EQIAs in policy, procedures and decision making.

- Providing auxiliary aids, including creating accessible documents in the College house style, uploaded to MyCity/Connected in advance of delivery.

- Adapting the physical environment, where appropriate.

b) Advance equality of opportunity between persons who share a relevant protected characteristic (PC) and persons who do not share it.

This is about **Opportunity** and:

- Removing disadvantages experienced by people who share a relevant PC.

- Meeting the particular and unique needs of people who share a relevant PC.

- Encouraging the participation of people who share a relevant PC in public life.

Examples include:

- Proactively considering and meeting the different needs of all learners/staff.

- Reflecting a diverse and inclusive society in which all individuals from all relevant PCs can make a positive contribution and have a full range of experiences.

- Positive action initiatives to tackle under-representation in courses, or employment.

c) Foster good relations between persons who share a relevant protected characteristic (PC) and persons who do not share it.

This is about **Respect** and:

- Tackling prejudices.

- Promoting understanding.

Examples include:

- Appropriately challenging stereotyping, assumptions and prejudices across all relevant PCs.

- Portraying all individuals/groups having any of the relevant PCs in a positive way.

- Promoting respect for others and consideration of difference.

- Awareness raising activities and cross-college events.

3.3.   Alignment with Current College Strategic Aims:

The following aims are supported by these priorities and initiatives:

- 1.2. Work with students as co-creators of their own learning that is accessible, supportive, and representative of all.

- 1.5. Provide access and progression opportunities for all.

- 2.4. Respond to the diverse and evolving needs of all students by providing effective systems of support and guidance.

- 3.6. Embed the College's commitment to equality, diversity, inclusiveness, tolerance, and respect for the individual.

3.4. Alignment with College Values

Each of the 6 College values will be supported by the priorities and initiatives.

4. Impact and Implications

Delivering the Statutory Reports and initiatives as recommended will ensure compliance with the specific duties of the Equality Act 2010 and maintain the College's track record for being sector leading for equality, together with supporting student and staff engagement.

From a risk management perspective, this robust approach will enhance the College's corporate reputation and prevent any potential intervention from either Education Scotland or the Equality and Human Rights Commission.

Appendix 1: Equality Statutory Reports and ED&I Current Priorities

1. Equality Mainstreaming Report 2017

Duty

By 30th April 2017, the College is required to publish a Mainstreaming Report detailing:

- The progress made in mainstreaming the PSED across the College functions so as to better perform the duty, i.e. how the PSED is planned, delivered and evaluated across all College functions; demonstrated via new good practice spotlight examples and an updated Equality Mainstreaming Matrix.

In addition, this report will present:

- The steps taken to gather information on the number and relevant protected characteristics of the:
  - o Recruitment, composition, development and retention of staff; presented via a series of tables and graphs, together with supporting analysis of information.
- How this information is used to better perform the PSED.
- Information on the number of men and women who have been board members of the College during the period covered by the report and how the:
  - o Information has been used to better perform the PSED.
  - o College proposes to use the information, in taking steps towards there being diversity amongst board members in relation to relevant protected characteristics.

Mainstreaming Progress

As demonstrated, and further explained in the College's **Equality, Diversity & Inclusion Strategy 2013 – 2017**, key to effective mainstreaming of the PSED are: strategic management and operations; consideration of evidence; and involvement of staff and students.

Building on the success of the **Equality Mainstreaming Report 2015**, a systematic review is being conducted to determine the progress the College has made in mainstreaming the PSED. Results will be presented in a Mainstreaming Matrix,

together with a series supporting case study "spotlights" of good practice, illustrating that effective mainstreaming can be demonstrated across the majority of functions.

This approach allows current progress in mainstreaming the PSED to be identified and shared, which in turn permits future action and support to be targeted.

The mainstreaming component of the report is expected to be finished by early April 2017.

Equality Information Progress

Since 2011, the College has been monitoring staff equality data across all relevant protected characteristics in relation to composition, recruitment, development and retention. Since that time, information on the recruitment and composition of Board of Management across all characteristics has also been collected.

Furthermore, consideration of evidence relating to protected characteristics is a requirement of a number of other specific duties under the Equality Act. Staff equality data informs the College's approach to preparing and publishing its **Equality Outcomes** and **reporting on progress**, together with conducting **Equality Impact Assessments (EQIAs).**

In general, a very low proportion of "prefer not to say" responses was found during recruitment. In contrast, despite year on year improvements, a high proportion of "no response" was found for gender reassignment and caring responsibilities across staff and Board of Management (BOM). Similarly, despite a noticeable reduction, a high proportion of "prefer not to say" responses was found for religion or belief and sexual orientation across staff and BOM.

These data gaps render it impossible to determine an accurate representation of staff and Board composition, staff development and staff retention. This in turn prevents valid evidence being used to meet the College's statutory duties and corporate aims.

Of note, the digital badge initiative has proven successful in redressing these data gaps and is expected to continue to do so. The College will continue to work with staff and Board members to further develop a supportive culture in which individuals feel comfortable to declare their data as well as understanding the rationale for and importance of declaration.

Despite existing data gaps, attempts have been made to draw conclusions on the composition, recruitment, development and retention of staff and use this to better support the PSED, in particular through the forthcoming ECU Staff Development Project; see below.

The equality information component of the Mainstreaming Report is complete.

Equality Mainstreaming Report Recommendations

To address the issues identified in the report and support future progress, it is recommended that:

- Directorates and faculties explicitly plan for and evaluate delivery of the three parts of the PSED, as detailed in planning and self-evaluation guidance, together with relevant College ED&I strategic aims.

- To demonstrate commitment, engender a supportive College culture and encourage staff to declare confidential equality information, the Board of Management and Senior Management Team act as positive role models by achieving their ED&I Digital badge.

- Senior managers and managers meet with their teams and, using supporting resources, encourage their staff to achieve their ED&I digital badge.

2. Equality Outcomes 2013-2017

Duty

By 30th April 2017, the College is required to publish a report detailing progress made in achieving its Equality Outcomes 2013-2017.

Progress

Progress is being demonstrated by an updated progress narrative, info-graphic and analysis of student and staff survey performance indicators.

A draft report has been produced and a job request has been submitted for an updated infographic and supporting graphics. **The final report will be complete by early April 2017.**

3. Equality Outcome Framework 2017-2021

Duty

By 30th April 2017, the College is required to:

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the PSED:

In preparing a series of outcomes:

- o Take reasonable steps to involve persons who share a relevant protected characteristics/those who represent the interests of those persons; **demonstrated through involving our: equality partners; student and staff equality groups; and general student, staff and stakeholder engagement**; and

- o Consider relevant evidence relating to persons who share a relevant protected characteristic; **gathered from: internal KPI and student and staff questionnaire results; and external existing secondary sources.**

Progress

A draft Equality Outcome Framework Report detailing the contextual basis for the outcomes, together with related actions and outputs is in place.

This will be revised following a proposed period of student, staff and Board of Management and stakeholder involvement, and is expected to be finished by mid-April 2017.

Glasgow Regional Equality Outcome Themes and Draft College Outcomes

1. The diversity of students and staff reflects the communities the College serves.

1.1. Student representation of gender in courses characterised by significant imbalance is increased.

2. All students and staff experience and contribute to a culture of dignity and respect.

2.1. All students and staff experience and contribute to a culture of dignity and respect, irrespective of protected characteristic.

3. All students and staff benefit from inclusive and accessible spaces, environments and services.

3.1. Disabled students and staff confidently access relevant facilities and support.

3.2. LGBT students and staff confidently access relevant facilities and support.

3.3. International students and staff from all ethnicities are supported and integrated into life in the College and Glasgow.

4. All students and staff actively engage in fully inclusive and accessible learning.

4.1. All students actively engage in fully inclusive and accessible learning, irrespective of protected characteristic.

4.2. All staff actively engage in fully inclusive and accessible learning, irrespective of protected characteristic.

5. Successful student and staff outcomes are increased irrespective of protected characteristics.

5.1. The successful completion of all students is increased, irrespective of protected characteristic.

5.2. The success completion of learning for all - in particular younger, older and pregnant - staff is increased, irrespective of protected characteristic.

Initial Consideration: 1st June to 30th September 2016

During this period, the ED&I Department began to consider and draft a series of potential equality outcomes. This preliminary work was based upon examining:

- Progress in achieving Equality Outcomes 2013-2017 and related or outstanding issues, actions and outputs.
- Evidence Sources, derived from internal College systems - including staff and student feedback - together with external sources, such as those from our equality charity partners, Scottish Government Equality Unit and EHRC.

- Glasgow Region Equality Outcomes Themes, taking account of Scottish Funding Council, Education Scotland, and Glasgow College Regional Board priorities.

Involvement and Refining: 1st October 2017 to Mid-March 2017

During this period, the following groups provided direction, guidance and support:

- The Advisory & Engagement Group, comprised of user-led equality groups and senior staff representation.
- The Equality, Diversity & Inclusion Working Group, comprised of curriculum and support staff across College functions, together with student representation.
- The College's Senior Management Team comprised, of senior curriculum and support staff across College functions.

Proposed Wider Involvement and Reflection: Mid-March to Mid-April 2017

During this period, through a range of on and off line communications, wider staff, Board of Management, student and stakeholder engagement is proposed to take place.

The following groups of people will be encouraged to complete a brief online survey:

- Staff and Board of Management.
- Students, including Student Executive and Class Representatives,
- External stakeholders.

The following groups will participate in a focus group, framed as "Equality Conversations":

- The Student LGBTQ+ Society (Lesbian, Gay, Bisexual and Transgender)
- The Student Women's Group.
- Students identifying as being disabled.
- ESOL (English for Speakers of Other Languages) students.
- International students.

The College's Senior Management Team, ED&I Working Group and the Advisory & Engagement Group will also be asked to provide further feedback and the outcomes will be mapped to the College's Access & Inclusion Initiative.

Feedback will be incorporated into the final equality outcome setting framework, prior to approval and will then be shared with participants.

Equal Pay Statement and Information 2017

Duty

By 30th April 2017, the College will:

- Publish pay gap information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime).

- Publish an Equal Pay Statement detailing the policy and related S.M.A.R.T. action plan on equal pay among its staff between:
  - Women and men;
  - Persons who are disabled and persons who are not; and
  - Persons who fall into a minority racial group and persons who do not.

- The statement must specify vertical and horizontal occupational segregation among its staff in relation to the concentration of:
  - Women and men;
  - Persons who are disabled and persons who are not; and
  - Persons who fall into a minority racial group and persons who do not.

Progress

ED&I is supporting HR in conducting the equal pay analysis and supporting statement. At time same time, Performance is producing a live equal pay analysis, together vertical and horizontal staff segregation for gender, race and disability on Dashboard. This will be cross referred to an Excel based analysis conducted with HR. An analysis of vertical and horizontal pay gaps will also be conducted, which will inform the College's statement and supporting action plan.

The report is currently being drafted and is expected to be complete by mid-April 2017.

4. Cross-College ED&I Events 2016-2017

The ED&I Working Group is responsible for organising and delivering cross-College ED&I events. Building on the success of previous years, a series of ED&I themed monthly events continues to be delivered during 2016-2017:

- Black History Month in October.
- Interfaith Awareness Month in November.
- Disability Awareness Month in December.
- Age Awareness Month in January.
- LGBT History Month in February.
- Gender Equality Month in March.
- Poverty Awareness Month in April.
- Embracing Diversity Competition in May/June.

Together with other ED&I activities, the impact of the monthly events was recognised by Education Scotland during the 2016 review. The subsequent report stated that: "(t)he college has a strong track record for its approach to supporting equality, diversity, and inclusion. Equality and diversity is embedded across college functions, promoted well, and celebrated through a diverse range of activities, including an annual Embracing Diversity competition" **(Education Scotland Full Report, 2016: 6)**

ED&I is working with Student Engagement to run a series of "You're the Expert" sessions with students to determine the impact of these monthly events in relation to levels of awareness and engagement. Staff focussed sessions are also being planned.

5. Embracing Diversity Competition 2017 and Regional Event

In its 6th year, the Embracing Diversity Competition 2017 has been launched.

The closing date is Monday 1st May and the Board of Management will be invited to attend the Awards Ceremony will take place on Friday, 2nd June 2017 in City Campus at 11.30 for 12noon start in the Lower Mezzanine Space.

The competition will be judged by representatives from external user-led equality groups, together with key support staff.

Patrick Harvie MSP has provisionally agreed to act as Master of Ceremonies as the event.

The primary driving force of the competition is to encourage students (and indeed staff) to reflect upon what ED&I means to them, as part of the learning and teaching experience, in an effort to creatively consider and communicate fairness, opportunity and respect.

Of note, in June 2016 the inaugural regional competition took place, with Clyde College winning first place and City of Glasgow College receiving a commendation. The regional competition will again take place in 2017, with the previous winning entry being used on postcards to promote the event.