Board of Management

Students, Staff & Equalities Committee

Date of Meeting	**Wednesday 2 November 2016**
Paper No.	**SSEC1-I**
Agenda Item	**12**
Subject of Paper	**Equality, Diversity & Inclusion Current Priorities & Initiatives Update**
FOISA Status	**Disclosable**
Primary Contact	**Stuart Thompson, VP Finance & Human Resources**
Date of production	**17 October 2016**
Action	**For Noting**

1. Recommendations

For the Board Committee to review and note both current and planned initiatives.

2.   Purpose of Report

This paper will provide an update on the College's current ED&I priorities, with particular reference to the Equality Act 2010 PSED; 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:

o Conducting EQIAs in policy, procedures and decision making.

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

o 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 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.

Appendix 1 is the planned 2016-17 activity to address the above requirements.

4.   Impact and Implications

Delivering the initiatives as recommended will help support student and staff engagement, together with ensuring compliance with the specific duties of the Equality Act 2010. 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.

Staff ED&I Digital Badge Initiative

The initiative was launched with the ED&I badge on 18th December 2015 and currently **almost 400 staff** have achieved their badge.

By aligning badges with the College's behaviours and values, staff are given the opportunity to evidence their commitment to organisational aims, goals and objectives, whilst being formally recognised for their contributions.

The criteria for the ED&I Badge are:

- **Complete the new Staff ED&I Induction E-Module**, produced by the same company which produced our award winning student module.

- **Provide and update equalities information** held securely on MyHR.

- **Be an active ED&I Champion** after signing a pledge which embodies the ED&I behaviours.

The positive impacts of the ED&I badge have been demonstrated by:

- Measurable increase in declaration of equalities information in the months since launch (decrease in "No Response" and "Prefer not to Say").

- Increased completion of the new module compared to previous modules.

- Staff survey 2016 responses and comparisons with 2014 results.

- Independently facilitated staff focus groups conducted in June 2016.

Of importance, the ED&I Digital Badge Initiative has been shortlisted for the following awards:

- HR Network Awards Strategic People Development Award 2016.

- College Development Network Advancing Equality Award 2016.

Investors in Diversity (IID)

Following the onsite focus groups and one to one meetings held with staff and students in May 2016, the College **was successful in its Investors in Diversity accreditation**.

The IID Assessor provided a feedback report, including a summary of strengths and areas for improvement. The IID Action Plan is currently being revised to take account of this feedback.

Equality Mainstreaming Report 2017 (Extended to Cover Board of Management Information)

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:
  - 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:
  - Information has been used to better perform the PSED.
  - College proposes to use the information, in taking steps towards there being diversity amongst board members in relation to relevant protected characteristics.

Update on Equality Outcomes 2013-2017

By 30th April 2017, the College is required to publish a report detailing progress made in achieving its Equality Outcomes 2013-2017. This will be demonstrated via an updated **progress narrative**, **info-graphic** and **analysis of student and staff survey performance indicators**.

Equality Outcome Framework 2017-2021

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.**

Positive action initiatives to tackle gender under-representation, i.e. the Gender Action Plan, will be incorporated into the College's Equality Outcome Framework.

Indeed, although to be confirmed, it is proposed that Equality Outcome 1.1. will be: "Student representation of gender in courses currently characterised by significant imbalance of over 90% is increased by 5% between 2017-2021".

Equal Pay Statement and Information 2017 (Extended to Cover Disability and Race)

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 **horizonta**l 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.

Cross-College ED&I Events 2016-2017

A **sub-group of the ED&I Working Group** is responsible for organising and delivering a strategic approach to cross-College ED&I events. Building on the success of previous years, a series of ED&I themed monthly events will 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.

Together with other ED&I activities, the impact of the monthly events was recognised by Education Scotland. The 2016 review 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 Fully Report, 2016: 6)**

The components of each event vary, but common features include:

- **Links with external agencies and established events**, e.g. for Black History Month and LGBT History Month.

- **Panel discussion**s with guest speakers.

- **Spotlight events in the Students' Association Common Room**, with representation from relevant equality charities, the College Students' Association and the College ED&I Team.

- **Movie screenings** of relevant films in the Students' Association Common Room.

- **Special library collections** with a presence on the student VLE.

- **Classroom based activities** and projects across faculties.

Embracing Diversity Competition 2017 and Regional Event

In its 6th year, the Embracing Diversity Competition 2017 will soon be launched.

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.**

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

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.

Revised ED&I Strategy 2017-2021

The College's ED&I Strategy 2013-2017 will be revised for 2017-2021 to make reference to other related College Strategies and/or take account of the following:

- **Revised Strategic Aims**.

- **Scottish Government** and related **Scottish Funding Council**, **Skills Development Scotland** and **GCRB** priorities, including. Developing the Young Workforce, Commission for Widening Access, Gender Action Plan and Equalities Action Plan.