

Board of Management Student Staff & Equalities Committee

Date of Meeting	Wednesday 19 May 2021
Paper No.	SSEC3-C
Agenda Item	4.3
Subject of Paper	Public Sector Equality Duty (PSED) Reports 2021
FOISA Status	Disclosable
Primary Contact	Paul Clark, College Secretary/Planning, Naira Dar, ED&I Manager
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Action	For Approval

1. Recommendations

1.1 The Committee is invited to approve the PSED Reports.

2. Purpose

2.1 This paper provides a report on the Statutory Reports (2021) required in support of the Equality Act 2010, which comprise:

- Equality Mainstreaming Report
- College Equality Outcomes
- Equality Outcomes Progress Report
- Equal Pay Statement and Information

2.2 In order to comply with the Public Sector Equality Duty (PSED) under the Act, these documents were published by 30th April 2021, subject to Board approval. They are available on the College's website under Equality, Diversity and Inclusion on a dedicated web page: Equality Act 2010 and Duties. The heading is "Publication Requirements". Please follow this link:

<https://www.cityofglasgowcollege.ac.uk/about-us/equality-diversity-and-inclusion/equality-act-2010-and-duties>

3. Key Insights

3.1 . Equality Mainstreaming Report 2019

3.1.1 Duty

At the deadline of 30th April 2021, the College was 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.
- How this information is used to better perform the PSED.
- Provide 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.

3.1.2 Mainstreaming Progress

As demonstrated, 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 previous reports, a systematic review was conducted to determine the progress the College has made in mainstreaming the PSED. 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.

Key findings:

Key Findings in this report will inform our Equality Outcomes and support our Equality Action plan to deliver our PSED mainstreaming requirements. It is noted that during the period of 2018-2019 there were significant adjustments in equality reporting, due to a period of organisational change at the College. Key data reflects that the average age of staff in

2019/20 was 47.2 years; however the age group with highest representation is the 55 to 59 years age group, making up 15.5% of the staff complement.

There has been an increase in the number of staff that have declared a disability since 2017/18, from 6.4% to 7.7% in 2019/20. However, the percentage of people who did not respond has increased by 14.3%, which indicates that there is still work to do to decrease the “no response” rate.

The proportion of Black and Minority ethnic staff has decreased from 9.2% in 2016/17 to 6.3% in 2019/20. This is below the national and city average for BME communities and will be further explored in the Equality Outcomes report. The proportion of staff who identified as “Other white” in 2019/20 was 5.7% which is an increase of 3.3% from the 2016/17 figure of 2.4%.

In senior management the gender balance was 30% female, 55% male, and 15% gave no response in 2019/20. The Curriculum Head position in 2019/20 was 51.2% male and 35.7% female, while 17.9% gave no response. Further work needs to be developed to support Senior Management to disclose equality data in respect to sex.

Board of Management Gender Balance is:

- All Board members: 44% Female, 56% Male
- Non-executive Board members: 60% Female, 40% Male.

These figures indicate significant progress in advancing gender equality on the Board, within the constraints of the number of Non-Executive Board Member public appointments.

The College is committed to ensuring that we continue to enhance diversity on the Board. All Board vacancies are positively promoted to our network of equality partner organisations representing a wide range of under-represented groups, and opportunities for co-option to Board Committees are made available to provide experience of working with the College Board.

3.1.3 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).

Work continues 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.

There are some concerns regarding the type of staff equalities information gathered and held within the iTrent system, compared to the previous Wealden system (replaced in 2016/17) and that improvements to data fields and staff disclosure levels require to be made to better meet the requirements of the PSED.

3.2 Equality Outcomes and Equality Outcomes Report

3.2.1 Duty

At the deadline of 30th April 2021, the College was required to publish a set of equality outcomes, as well as a report on the progress made to achieve the equality outcomes (2017-2021). The College's equality outcomes are aligned with those of the Glasgow Regional Equality Outcomes, and include evidence references and success measures.

3.2.2 Progress

Demonstrating impact in supporting the PSED, rather than the delivery of a series of actions, is required. Such progress was outlined via narrative, data, and analysis of student and staff survey performance indicators.

3.2.3 Report Conclusions

The Equality Outcomes from 2017 to 2021 were ambitious and challenging; however the progress made to date during a time of organisational change and a global pandemic has demonstrated that we are a College that is ready to take on any challenge that it faces and able to succeed.

The Equality Outcomes saw sixty-seven areas of activity identified to deliver a demonstrable change. From those sixty-seven areas we successfully delivered fully on forty-two actions with some areas exceeding expectation. We partially delivered on 22 with actions still in progress, and we suspended 3 areas of work - on the LGBT Youth Charter, the Third-Party Reporting and Investors in Diversity.

The learning that we take from this will inform our next set of Equality outcomes, and where actions are in progress, they will be streamlined into the College Equality Action Plan and reported as part of our Mainstreaming requirements.

3.3 Equal Pay Statement and Information Report 2021 (Gender Pay Gap Report)

3.3.1 Duty

By 30th April 2021, the College was required to 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). In addition the duty requires that we publish information on occupational segregation.

3.3.2 Progress: Key Findings

In publishing the report, the College presented progress in delivering our action plan in support of our Equal Pay Statement, and reducing occupational segregation in relation to gender, race and disability.

The Mean¹ Gender Pay Gap for City of Glasgow College is **10.17%**. This is under the Scottish average with the most recent gender pay gap statistics for 2020 showing that Scotland's mean gender pay gap is **10.4%**. For comparison, the Mean Gender Pay Gap reported in 2017 was **11.69%**.

The difference in mean hourly rate for all Grades apart from Executive is less than £1 per hour. All Grade differences with the exception of Dean/Director are £0.40 per hour or less. At Lecturer and Grade 2 females have a slightly higher average hourly rate than males. The differences in mean hourly rate in Grades can be attributed to a higher percentage of males to be on a higher incremental point in the salary scale due to their length of service. This would be the same for Lecturing Staff, in addition having a TQFE qualification can also be attributed to this.

The Report also included data on the median² hourly rate for females and males at all levels/grades. At Executive Grade the median hourly rate for females is higher for females than males. At Dean/ Director and Grade 5 the median average hourly pay for females is a slightly lower rate than males in these grades. As stated in the report these grades are now on new structured performance-based pay scales that have been approved by our Board Remuneration Committee - this will reduce any gender gaps.

Most other grades have achieved gender balance for the median hourly rate of pay. Any small gender gaps in these other grades will be due to yearly automatic incremental pay increases for length of service in the job, not gender related. The Median Gender Pay Gap for all staff is **Zero**. For comparison, Scotland's median gender pay gap is **10.9%**.

4. Additional Work to Support EDI

- The Principal signed the Anti-Racism Declaration on behalf of the College sector.
- The EDI Manager was invited to speak at the Advance HE Equality conference in March 2021.
- The EDI Manager was invited to the launch of the Anti-Racism resources as part of tackling racism on campaign and pledge.
- As Chair of the Scottish Equalities Forum the EDI manager led the session representing Equalities leads across Scotland.
- Current work is ongoing with the Scottish Funding Council and Advance HE on the changing landscape of how EDI is delivered in Scottish Colleges and Higher Education sector.
- EDI team is working on developing interactive content for the new college intranet.

The above work is supporting the PSED requirements and ensuring that we lead in developing effective practice across Scotland.

¹ Mean = Average

² Median = The value lying at the midpoint of frequency distribution

4. Impact and Implications

4.1 Delivering the ED&I statutory reports as required under the PSED serves to:

- meet the College's statutory duties under the Equality Act 2010,
- support the delivery of our strategic aims and,
- maintain both the College's track record and reputation for being sector-leading for ED&I.

4.2 From a risk management perspective, as well as ensuring legal duty compliance, meeting this compliance prevents any potential intervention from either Education Scotland or the Equality and Human Rights Commission.

4.3 All reports were published by the deadline of 30 April 2021, subject to Board approval via the SS&Eq Committee.