

Public Sector Equality Duty  
(PSED) Mainstreaming and  
Equality Outcomes Annual  
Report – October 2024

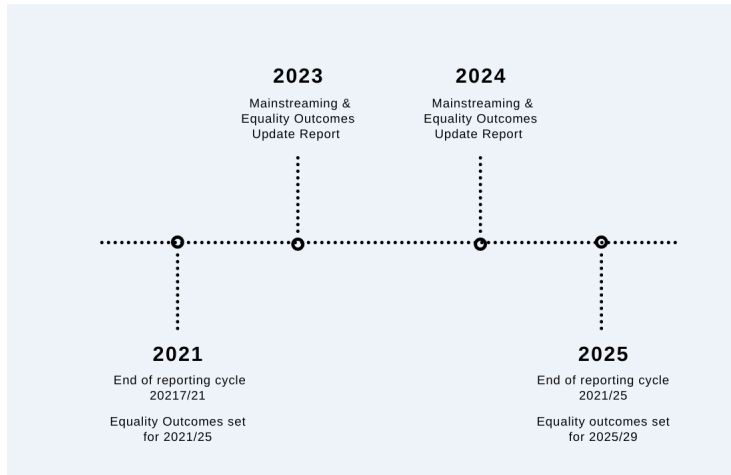


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## Introduction

The Equality and Mainstreaming report 2024 supports our statutory duty to publish our Equality requirements which is due in full in April 2025. All public sector organisations are required to publish information every 2 years and review and refresh their [Public Sector Equality Duty](#) (PSED) requirements every 4 years. The College previously published their Equality reports in 2021 and then in 2023. This report will help provide relevant baseline data for the College's inclusion and mainstreaming work and support our legal reporting requirements under the [Equality Act 2010](#).



## Protected characteristics



This report will:

- provide a summary of the key findings.
- highlight some key mainstreaming activities.
- report on our workforce data by protected characteristics.
- analyse the College recruitment data by protected characteristics.

## Summary of findings

The following Executive Summary provides a brief overview of the full report.

### Workforce

The City of Glasgow College (CoGC) workforce on 1<sup>st</sup> April 2023 was 1,330 staff.

- The average age of staff is 48 years.
- 47% of the workforce is aged 50+.
- 9% of staff disclosed a disability, 1% higher than the previous year in 2022 which was 8%.
- BME (Black and Minority Ethnic) staff are presented at 6%. This has remained constant in both 2022 and 2023.
- The gender balance of staff was 54% female and 46% male.

### Recruitment Breakdown

There were 1,444 applications received for posts advertised at the City of Glasgow College. 408 applicants were interviewed for posts of which 160 were appointed. A full breakdown of the recruitment data is available in Appendix B.

### Key recruitment highlights include:

- 11% of staff appointed declared a disability.
- 15% of staff appointed identified as LGBTQ+.
- 1% selected for interview identified as Transgender.
- 16% of staff appointed identified as BME (Black and Minority Ethnic).
- 28% of all applications identified as BME and 10% as other white.
- 24% selected for interview declared a caring responsibility.

### Mainstreaming highlights

Since publishing our statutory report in April 2023, the College continues to support the Equality, Diversity & Inclusion (EDI) agenda through challenging our norms within the College as well as those within industry and our partners. The following will highlight and demonstrate our consistent commitment to being an inclusive college. This supports our College values of:

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

The Mainstreaming report will focus on the following:

- Inclusive events.
- Equality Impact Assessment (EIA).
- Trans inclusion.
- Gender Based Violence.
- Equality, Diversity and Inclusion training.

## **Inclusive Events**

Two separate events were held focusing on Equality, Diversity, and Inclusion:

### **STEM EDI conference**

A STEM EDI conference was held in November 2023 at our Riverside campus highlighting the need to ensure that industry challenges the norms within Maritime and STEM to ensure that the diversity of students is reflected and respected within the workplace and strategies are put in place to support an inclusive environment. The College welcomes the opportunity to work with industry partners to collectively address these issues as they arise.

### **Learning and Teaching Conference: The Inclusive College**

City of Glasgow College's [Learning & Teaching Conference](#) took place on 23 January 2024. The event was centred around the theme of "The Inclusive College," with a particular focus on Equality, Diversity, and Inclusion (ED&I). The conference hosted a blend of keynotes, presentations and workshops delivered at our City Campus. This was an opportunity for teaching staff to showcase how they deliver inclusive approaches to teaching and learning, and improve our support for students by putting them at the heart of our delivery.

Events were open to staff, students and external guests. The conference was designed to engage attendees in dialogue and to influence practice. Actions identified through the conference will be embedded in teaching, learning and support.

### **Equality Impact Assessment (EIA)**

The College committed to reviewing and redesigning our EIA process during the 2023/24 academic year to create a tool that is more efficient, streamlined and provides meaningful support for staff. As a result, the new template is online with training and guidance developed to build confidence and competency for all staff to deliver effective EIAs. This process is being embedded into the development of policy and procedures.

## **Trans Inclusion**

The work on Trans inclusion is a partnership approach with the CoGC Students' Association. This partnership approach supported the redesign of our Trans Inclusion Procedure, and the improvement of facilities for Trans students. This also led to the CoGC Students' Association being awarded the [Gold Charter](#) by LGBT Youth Scotland.

## **Gender Based Violence (GBV)**

### **Emily Test Charter**

In Scotland, two institutions have been awarded the Emily Test [Charter Mark](#) (St Andrew's University and South Lanarkshire College). This is a new Charter award from the Emily Test, a charity working to end GBV in colleges and universities. The GBV Working Group has now submitted its final evidence to the Emily Test Charter Panel. We are pleased to announce that we have now achieved the Emily Test Charter Mark.

### **Campaigns**

We continue to use the [Erase the Grey](#) campaign from Glasgow Caledonian University to highlight GBV as well as Police Scotland campaigns. We undertook a social media campaign during the [16 Days of Action](#) and focused our digital posters on campus around GBV. This campaign will continue in the run up to each major holiday period to remind students about the support available.

### **Rape Crisis on Campus**

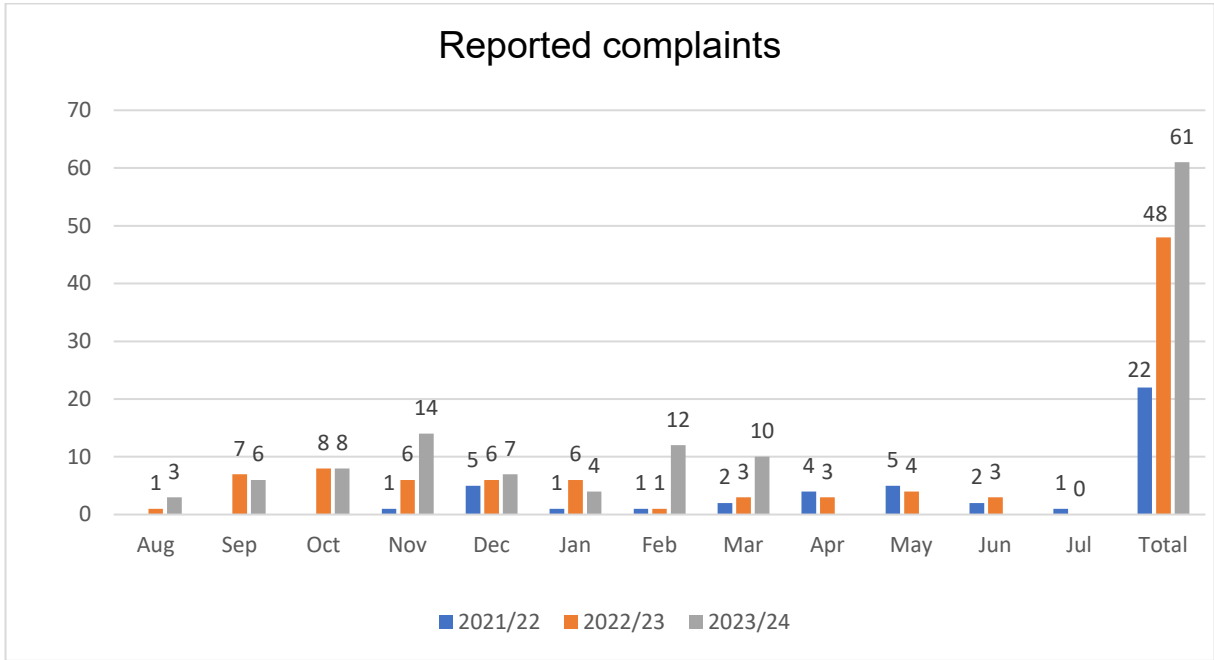
We continue to offer the Rape Crisis on Campus service to students. This commenced in February 2022 and is a weekly drop-in and appointment service, available to both male and female students.

### **Report and Support**

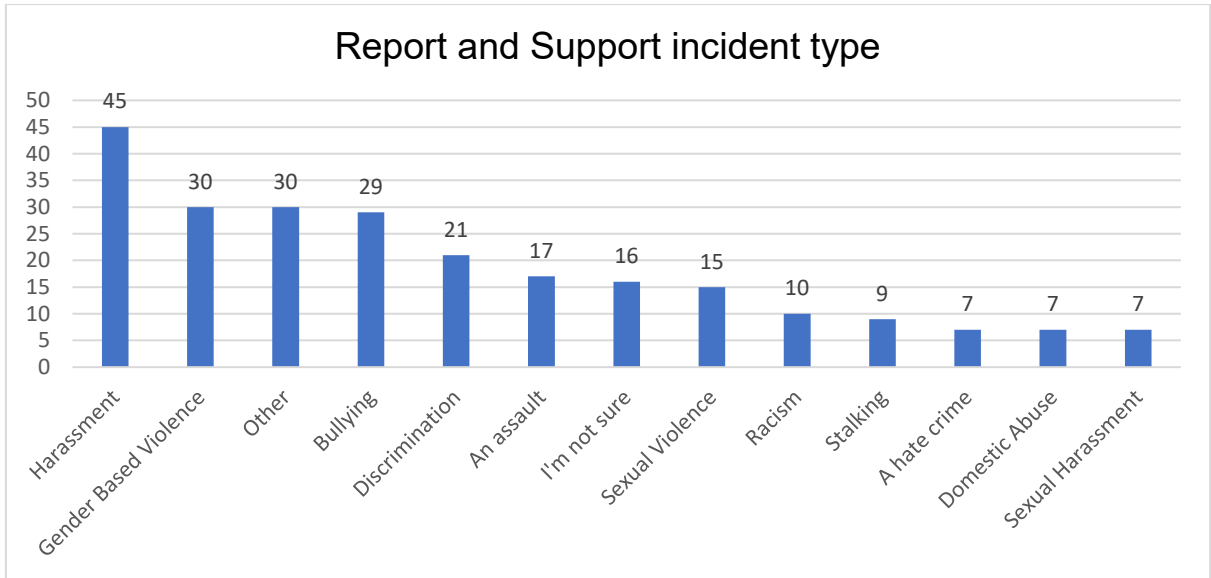
As part of [Fearless Glasgow](#), the College has invested in the Culture Shift [Report and Support](#) online reporting tool. This provides supporting information and a space to report incidents of GBV as well as other forms of harassment. Students making named reports are contacted by a Student Advisor within two working days and are offered support.

Table 1 below shows that since launching in October 2021, we have received 131 reports with the number of reports increasing each year. Table 2 shows that most reports are related to harassment, with GBV the second most common report. This work will continue to be monitored and supported as part of our commitment to tackling GBV and as a requirement of the Emily Charter work.

**Table 1: Reports since launch in October 2021**



**Table 2: Incident type**



**Training and Development**

In partnership with the Emily Test, 45 staff have been trained in [L.I.S.T.E.N. Risk Assessment](#). This is delivered by the Emily Test team and provides staff with skills and knowledge on supporting individuals when they make a disclosure of GBV.

A new GBV awareness module for students on CANVAS has been introduced and should be completed by students during induction. The module was designed and built by Rape Crisis Scotland and covers topics including consent. We aim to make the module mandatory for students from 2024, however, we will need to develop an option for students to opt-out.

## **EDI Module**

In April 2023 we redesigned our EDI Module to ensure its relevance and to incorporate new standards in relation to Microaggression and pronouns. The training has currently been completed by 85% of staff.

## **Trans Inclusion Training**

We are working with our Trans Inclusion partners to deliver Trans training to all staff. This varies from basic understanding to more detailed support training. This will complement the implementation of the College Trans Inclusion procedure and will also create awareness and understanding for all staff. Training topics included: an Introduction to Trans Awareness, Supporting Children & Young People, and Neurodiversity.

## **Next Steps**

We will continue to meet our Equality action plan priorities to report in 2025 and to ensure that the mainstreaming agenda continues to be embedded in the functions of the College. Further training opportunities will focus on Equality Impact Assessment and Anti racist practice. We will continue to identify new areas where staff can be supported to deliver an inclusive culture in support of the College values.

## **Equality Data**

A requirement of Equality reporting is to use our equality workforce data to inform practice and to address any potential gaps in data.

### **Workforce data**

The following is a breakdown of the data for 2022/23. Full details are outlined in Appendix A.



Key highlights include:

## Composition

- Average workforce age was 48 years.
- 47% of the workforce is aged 50+.
- 9% of staff declared a disability.
- 6% of staff identified as Black and Minority Ethnic.
- Married staff make up 47% of staff.
- 30% of staff declared they have no religion. 32% preferred not to say and 33% are Christian.
- 54% of staff are women and 46% men.
- 4% of staff identify as LGBTQ+.

## Recruitment

From April 2022 to April 2023 CoGC received 1,444 applications. 408 were interviewed and 160 appointments were made. During this period this was represented by 1% internal candidates and 99% of external candidates. Full details are outlined in Appendix B.

A breakdown of those appointed are as follows (n 160):

- 11% declared disability.
- 15% identified as LGBTQ+.
- 16% were BME.
- 21% declared a caring responsibility.

A breakdown of those selected for interview are as follows (n 408):

- 11% declared a disability.
- 11% declared as LGBTQ+.
- 16% were BME.
- 24% declared a caring responsibility.
- 1% declared as Transgender.

A breakdown of all applicants is as follows (n 1,444):

- 10% declared a disability.
- 10% identified as LGBTQ+.
- 28% identified as BME and 10% identified as Other White.
- 21% declared a caring responsibility.

## Retention

Overall, from 1 April 2022 to 1 April 2023, 234 people left the organisation. A breakdown of their protected characteristics is outlined below. Full details are outlined in Appendix C.

A breakdown of all leavers is as follows (n 234):

- Most of the staff that left were over the age of 65+ representing 17% of all leavers.
- 6% identified as LGBTQ+.
- 53% were women and 47% men.
- 3% identified as BME and 6% as Other white.
- 39% of leavers did not state their religion and belief and 25% do not have a religion or belief.

Overall, the College continues to attract diverse talent across the protected characteristics. This demonstrates that City of Glasgow College is seen as an inclusive organisation. In addition, the breakdown of leavers at the same time did not have any adverse impact on the diversity of the workforce.

## Equality Outcomes

A requirement of the [Public Sector Equality Duty](#) (PSED) is to publish Equality Outcomes. These are significant outcomes that the College has deemed to be a priority in order to create an inclusive College. In 2021 we published our Equality Outcomes which are based on the Regional Equality Outcomes agreed by the three regional Colleges in 2021. We reported progress on the delivery of the outcomes in [2023](#).

This Regional Equality Outcomes are as follows:

1. The diversity of students and staff reflects the communities the College serves.
2. All students and staff experience and contribute to a culture of dignity and respect.
3. All students and staff benefit from inclusive and accessible spaces, environments and services.
4. All students and staff actively engage in fully inclusive and accessible learning.
5. Successful student and staff outcomes are increased irrespective of protected characteristics.

**Since our last report in April 2023, we have progressed the following actions:**

### **Scottish Government Race Equality Recruitment Toolkit**

We benchmarked our recruitment processes with the toolkit and looked at the key areas. The recruitment toolkit has five equally important components:

- Strategic direction.
- Developing and embedding capability and capacity.
- Using data.
- Advertising and engagement.
- Sifting and interviewing.

The College met the criteria including:

- EDI Training.
- Anonymised applications.
- Data Analysis.
- Advertising and Outreach.
- Strategic Commitment to being inclusive and diverse.

Actions identified to be fully in line with the toolkit include training on inclusive recruitment practices, in particular interviewing and shortlisting. This will now be considered for next term by the Organisational Development department.

### **Equality Training for Students**

The EDI module for students is being led by a short life working group and will be in place in the 2024/25 session.

### **To achieve the LGBTQ+ Youth Scotland Charter for the Students' Association**

In partnership with the College, the Students' Association achieved the Gold Charter on their first submission in November 2023. CoGC is one of the first organisations to achieve this in Scotland.

### **To re-establish the LGBTQ+ staff network**

Developing staff networks has been a challenge considering the issues the sector has faced. However, with continued engagement the LGBTQ+ Staff network will launch again in 2024/25.

### **Staff Wellbeing and Engagement Survey**

In partnership with Robertson Cooper the College launched a staff survey in March 2021. This was relaunched in 2024 with a focus on staff experience entitled "A Good Day at Work". The survey closed with a response rate of 66%. This is an increase of 2% from the previous survey in 2021. Utilising data from staff surveys presents a valuable opportunity to assess and address inequalities effectively. The survey's inclusion of questions related to equality and the protected characteristics such as age, race, gender and sexual orientation enables a nuanced analysis of disparities and facilitates tailored interventions to address them effectively.

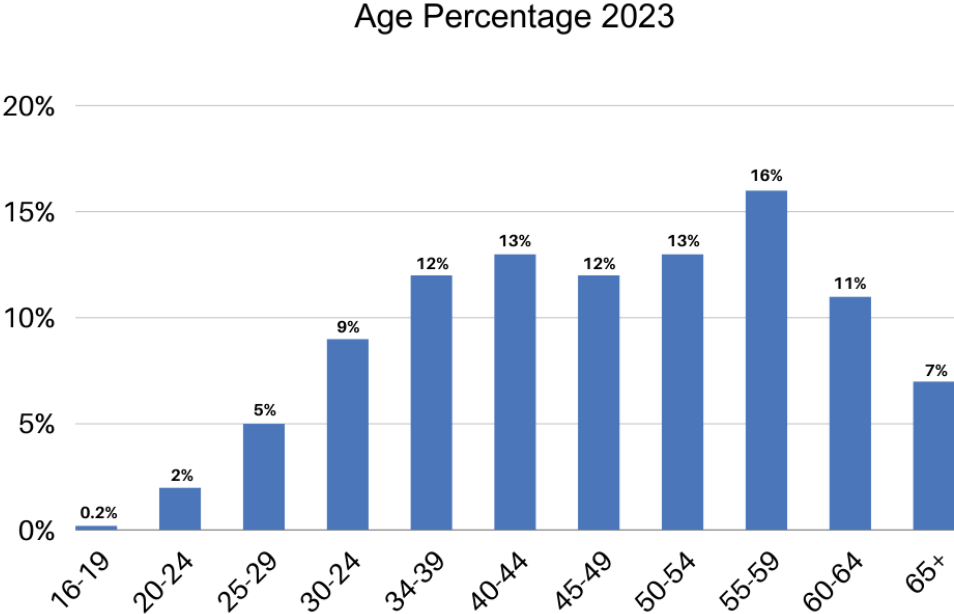
The survey results will be utilised to develop effective interventions and identify trends across the two surveys to further support engagement and transparency with staff. The survey results will be shared with staff members to ensure accountability. This approach demonstrates a commitment to continuous improvement in promoting equality and diversity within the College.

### **Next Steps:**

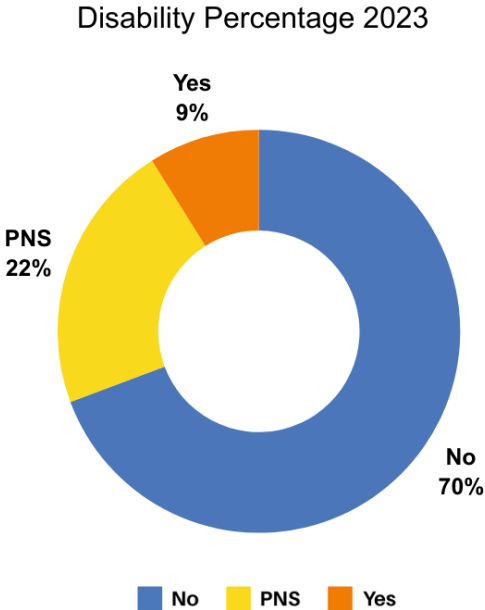
All outstanding actions will be delivered in the 2024/25 session.

# Appendix A: Staff Workforce Data 2023

## Age



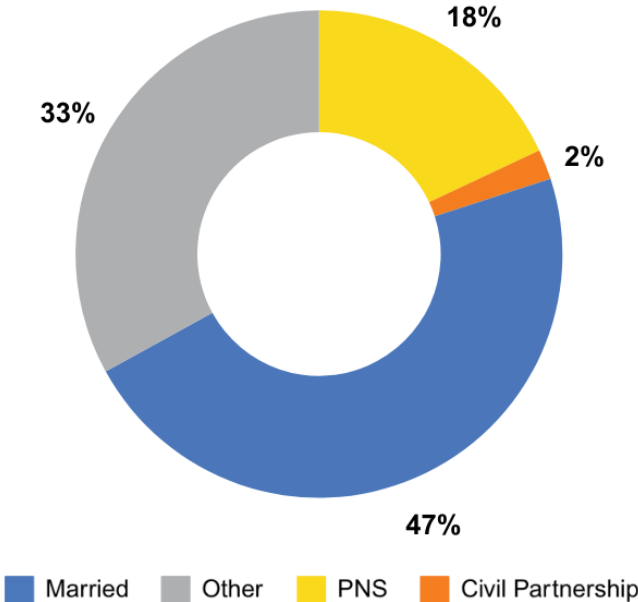
## Disability



\* PNS – Prefer not to say.

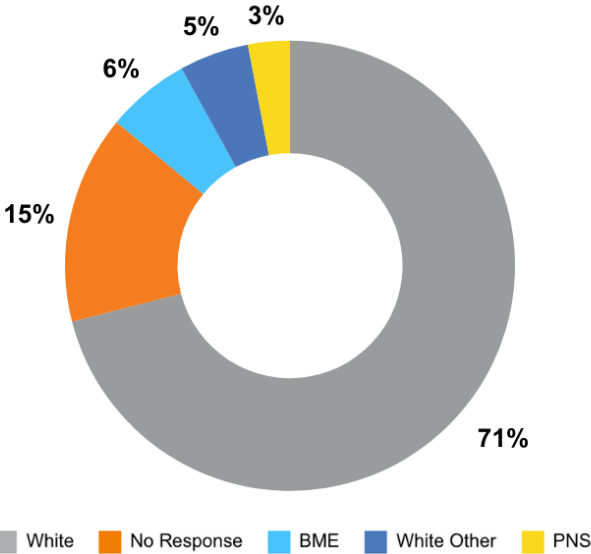
# Marriage and Civil Partnership

## Marriage & Civil Partnership Percentage 2023



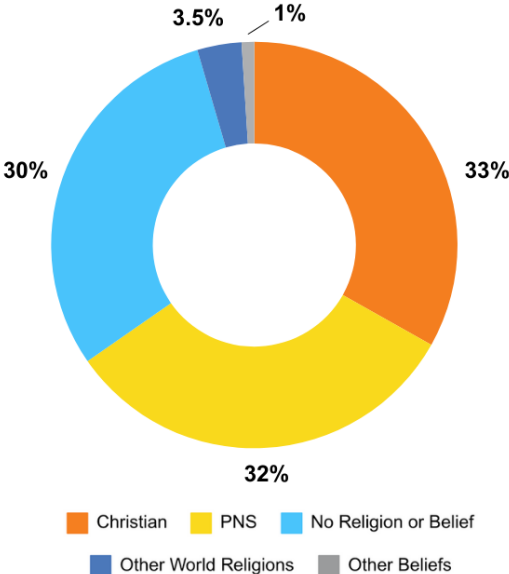
# Race

## Race Percentage 2023



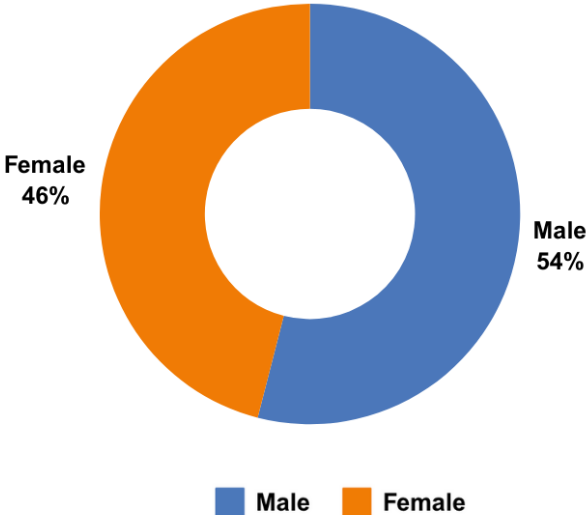
# Religion and Belief

Religion & Belief Percentage 2023



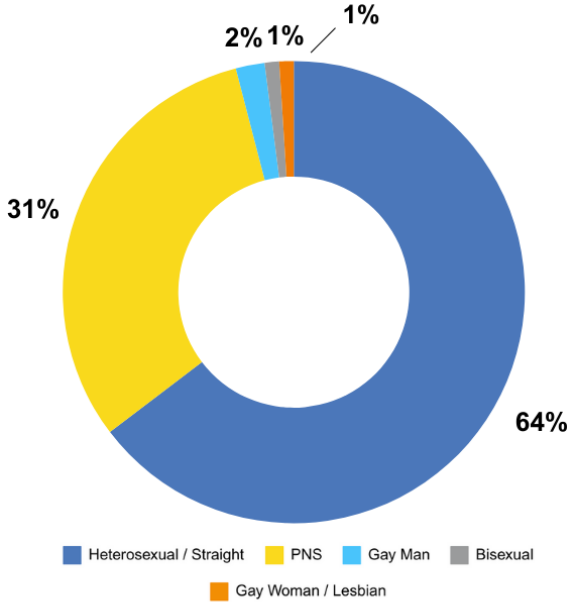
# Sex

Sex Percentage 2023



# Sexual Orientation

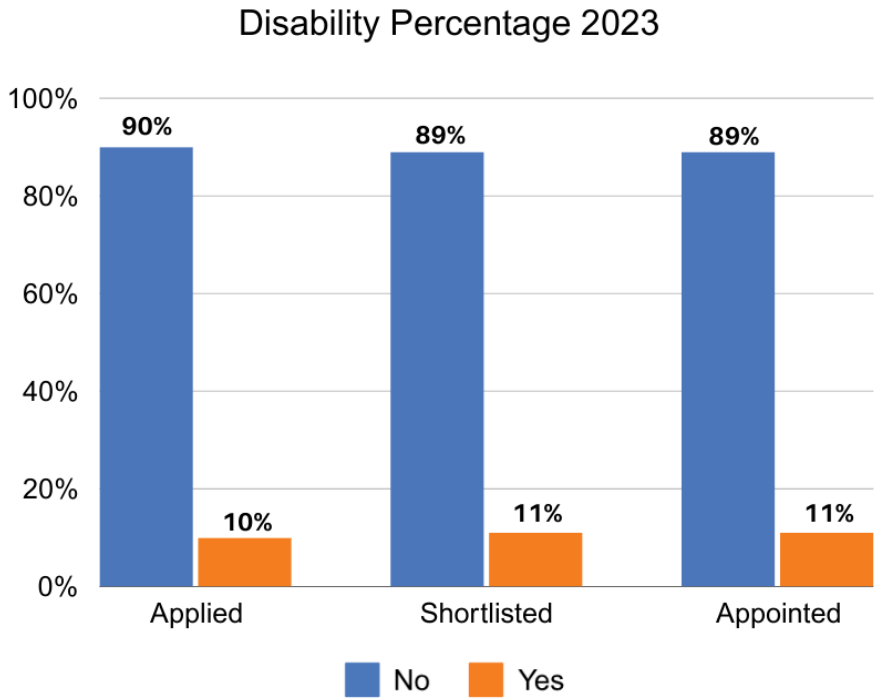
Sexual Orientation Percentage 2023



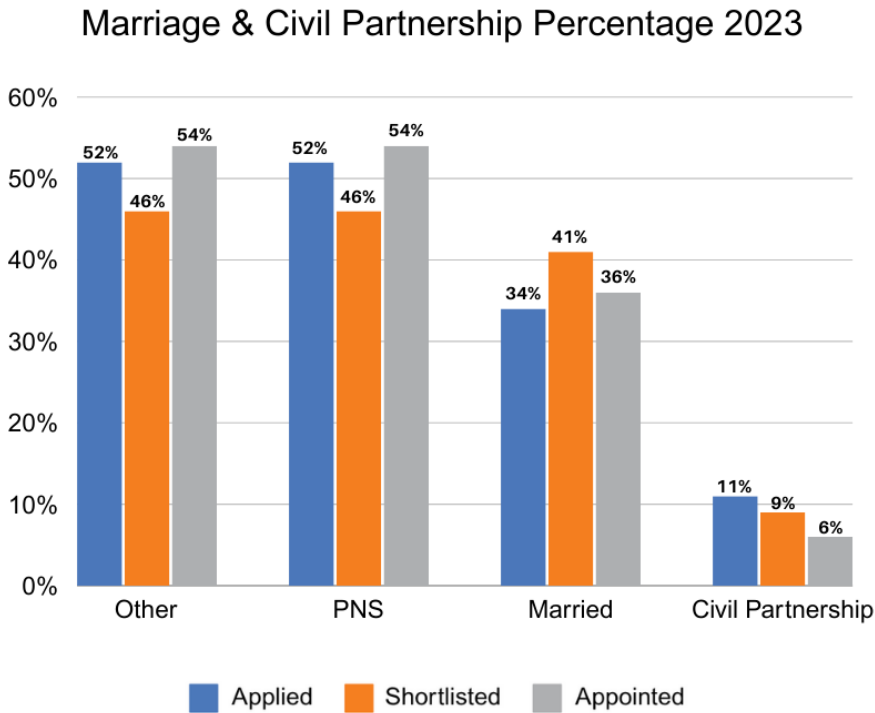
Note: Due to GDPR we will not report on protected characteristics where staff may be identifiable.

# Appendix B: Recruitment Data

## Disability

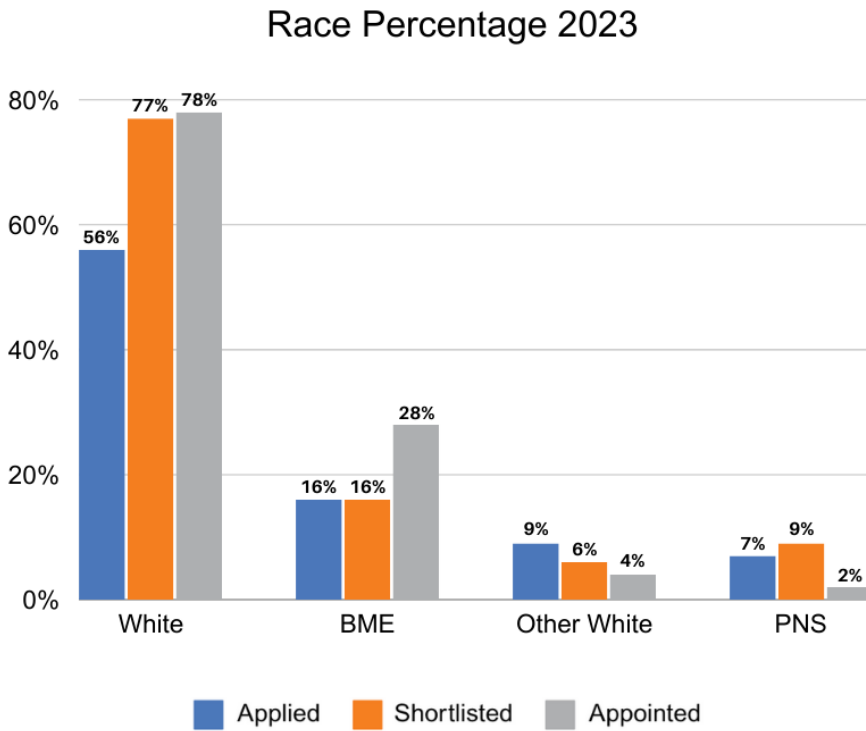


## Marriage and Civil Partnership

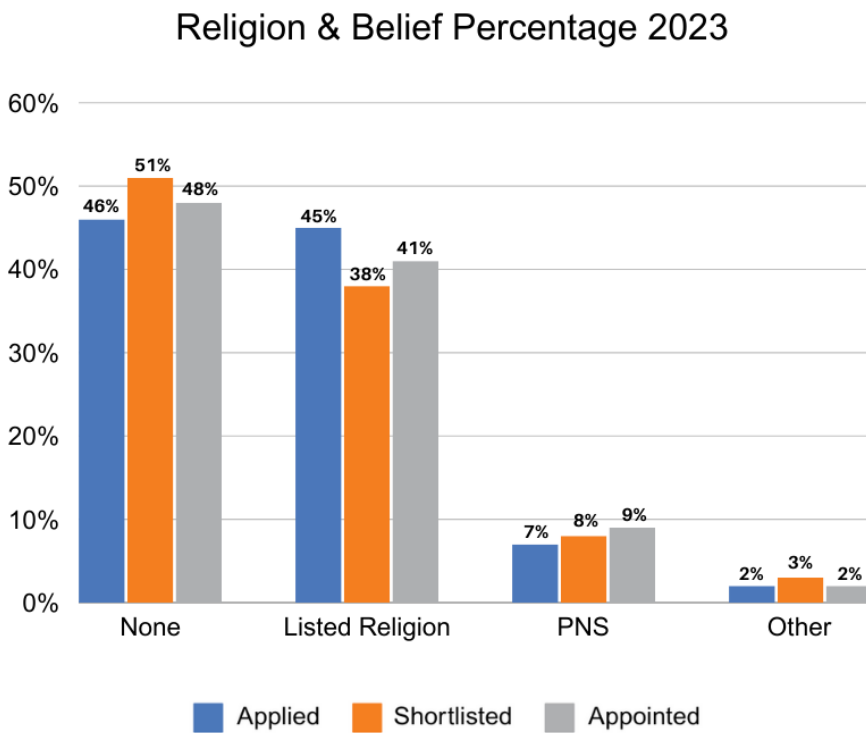




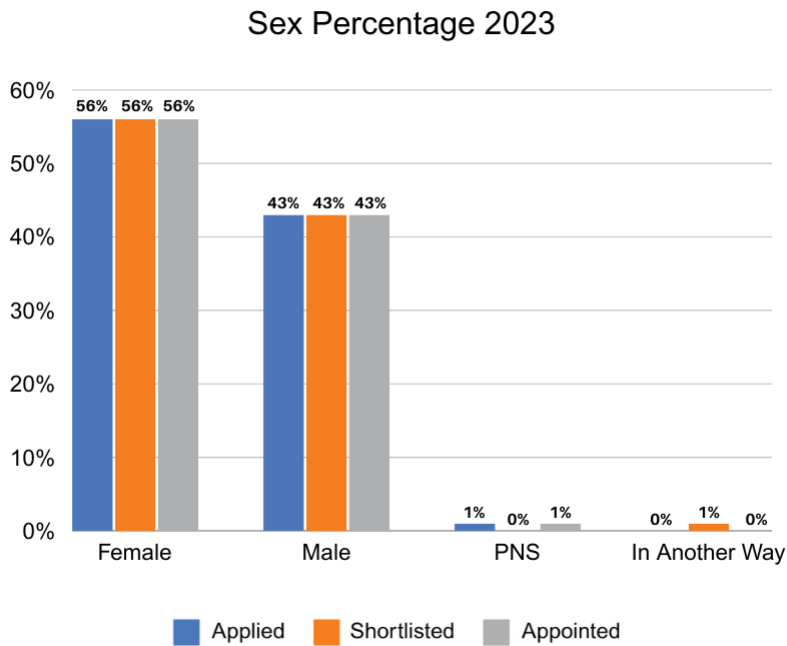
## Race



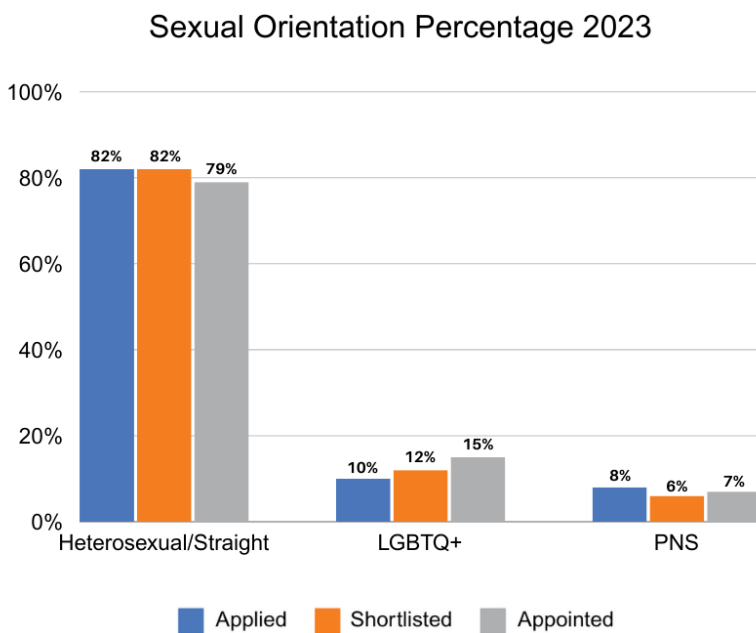
## Religion



## Sex



## Sexual Orientation



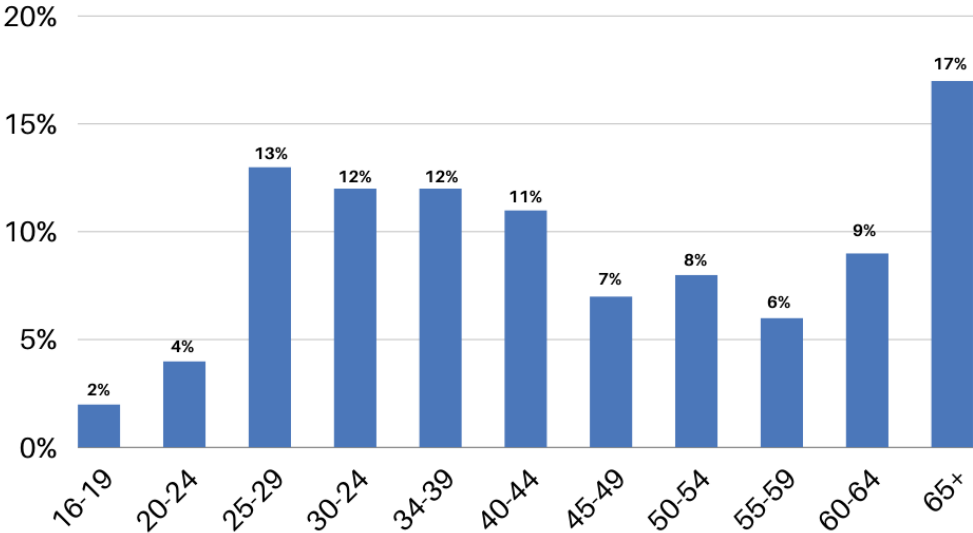
Note: Age and Pregnancy & Maternity are not screening questions on job applications.

# Appendix C: Retention Data (n 234)

This data reflects the statistics of staff who have left the workforce.

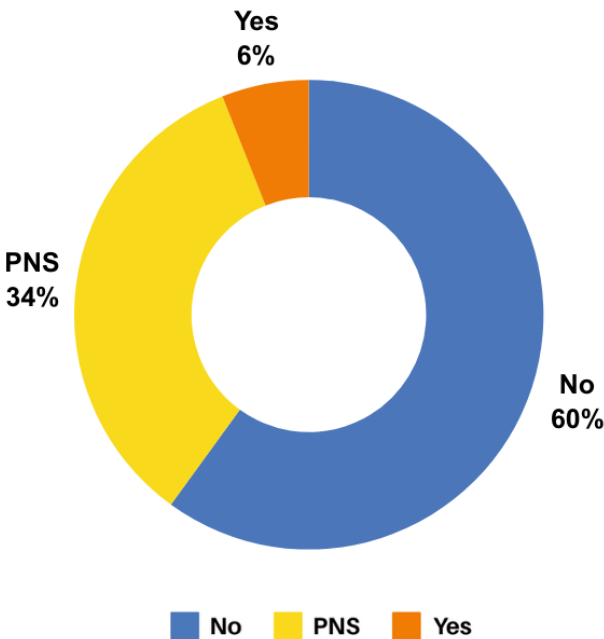
## Age

Age Percentage 2023

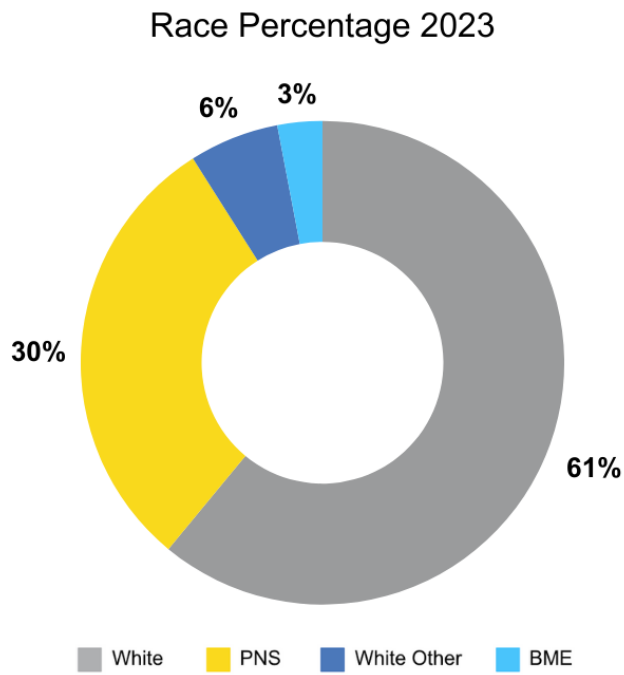


## Disability

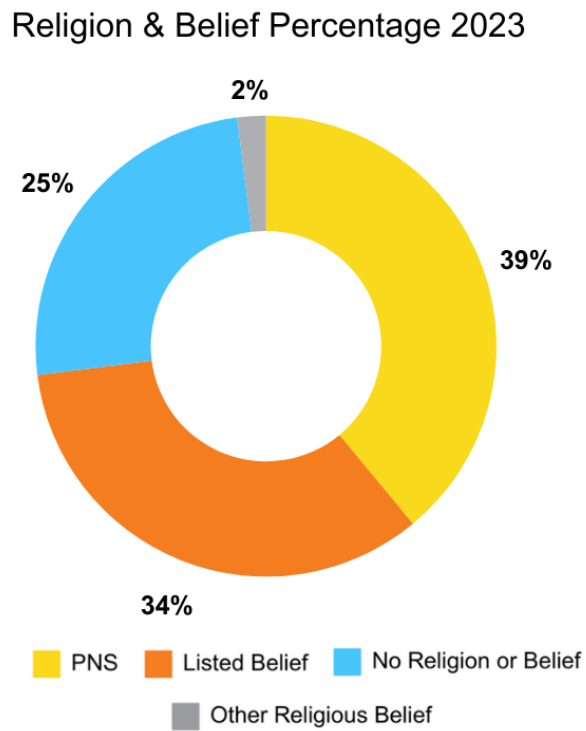
Disability Percentage 2023



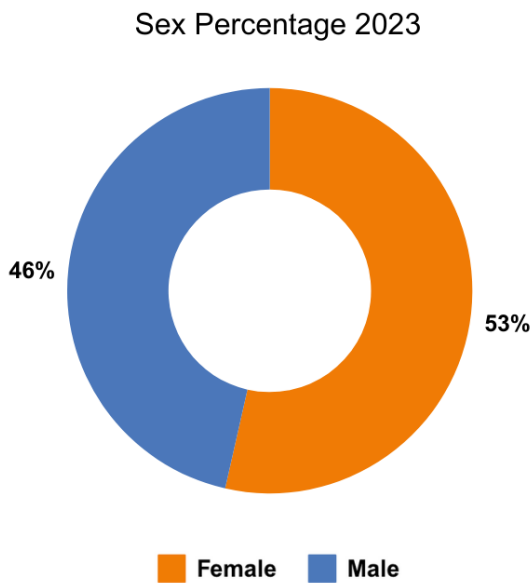
## Race



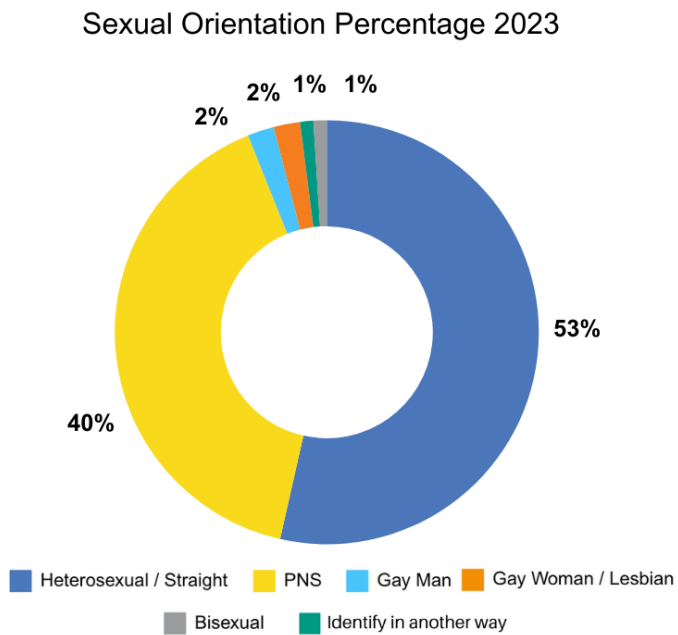
## Religion and Belief



## Sex



## Sexual Orientation



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