Glasgow Colleges' Regional Board Equalities report

Version published April 2016

Introduction

This is our first report under the public sector equality duty.

In addition to this introduction, this report has three parts:

- I - Equality outcomes

- II - Mainstreaming the equality duty

- III - Staff equality information

The Glasgow Colleges' Regional Board (GCRB) is a regional strategic body established by the Further & Higher Education (Scotland) Act 2005 (as amended by the Post 16 Education (Scotland) Act 2013). Although the GCRB is a separate organisation, it is positioning itself as part of the Glasgow region college family and is seeking to work seamlessly with our colleagues in the three colleges:

- City of Glasgow College

- Glasgow Clyde College

- Glasgow Kelvin College

Role of the GCRB

The GCRB role is to secure the coherent provision of a high quality of fundable further and higher education in the three Glasgow colleges. Its functions include:

- Funding of the three colleges

- Planning

- Performance monitoring

- Promotion of the SFC's Credit and Qualification Framework

- Promotion of collaboration and sharing of good practice

- Efficiency studies

- Improvement of economic and social well-being

- Good governance and compliance

- Appointment of its own Board members (with approval by Ministers)

- Appointment of Board members of the three assigned colleges

Regional Outcome Agreement

The Regional Outcome Agreements set out the outcomes which the Glasgow colleges have agreed to deliver in return for the funding provided by the SFC. The Regional Outcome Agreements are therefore the key strategy documents for both the Glasgow region of colleges and the GCRB itself. Copies of the Regional Outcome Agreements are available on the SFC's website.

The outcomes for academic year 2015-16 are as follows:

- Right Learning in the Right Place

- Widening Access

- High Quality & Efficient Learning

- Developing the Workforce

I - Equality outcomes

Widening access

Under the widening access high-level outcome in the 2015-16 Regional Outcome Agreement, our priority, priority outputs and intermediate-level outcomes are as follows:

Priority

- Learning opportunities are accessible, supportive and representative of all.

Priority outputs

- Increase by 3.3% to an equivalent of 118,032 WSUMs the volume of learning delivered to learners from the most deprived 10% postcode areas in Scotland

- Increase by 0.4% the proportion of activity delivered at Further Education levels

Intermediate level outcomes

- The diversity of students and staff reflects the communities the College serves

- Students and staff experience and contribute to a culture of dignity and respect

- Students and staff benefit from inclusive and accessible spaces, environments and services

- Students and staff actively engage in fully inclusive and accessible learning and teaching

- Successful student and staff outcomes are increased irrespective of protected characteristics

Key supporting strategies

Our priorities include:

- Supporting enhanced social mobility through increased participation in education and ensuring the social background of students does not hinder improvements in regional social and economic well-being

- Analysing participation data at both regional and individual college level, including monitoring of participation and achievement by level and mode of study, and where under-represented groups are identified, seek to address these

- Identifying areas of under-representation within curricular areas and working with partners to encourage increased levels of enrolments for under-represented groups across all subject areas

- Continuing to jointly assess with the Education Department levels of college support for students with profound and complex needs

Regional Strategic Equality Outcomes 2017-2021

5 regional strategic equality outcomes have been devised for 2017-2021:

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

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

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

4.   Students and staff actively engage in fully inclusive and accessible learning and teaching.

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

Equality Outcome Setting Framework

This framework presents:

▪   Regional Strategic Equality Outcomes, which are long term and aspirational in nature.

▪   Local College Specific Equality Outcomes, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature.

▪   Equality Issue and Evidence, the contextual basis for the outcome with reference to evidence sources.

▪   Relation to Protected Characteristics which the specific outcome will target.

▪   Link to the Public Sector Equality Duty, detailing the specific part which will be progressed by each specific outcome.

Developing a Shared Approach to Equality Mainstreaming and Impact

The 3 Colleges are making steps towards developing a shared approach to planning for and demonstrating mainstreaming across College functions, and to conducting equality impact assessments, including developing aligned, online systems which incorporate the same process stages.

Regional and College Specific Student Embracing Diversity Competition

Each College has launched a local Embracing Diversity Student Competition, the aim of which is to find the most effective expression and communication of the "embracing diversity" theme. The top 3 entries for each College are then assessed and presented at a regional annual event in May.

Common Local Approaches

Although at different stages in their journey, the following activities are common across each College in the region:

•   Staff with specific responsibility for ED&I are employed.

•   Approaches are in place to meet the statutory duties of the Equality Act 2010 and respective reports.

- Collaboration with Equality Challenge Unit on various programmes and attendance at the College Liaison Group.

- Strategic and operational working groups focused on ED&I issues are convened.

- General ED&I training and specific training on issues such as mental health is available to staff and students.

- Colleges provide chaplaincy services and quiet reflection spaces.

- ED&I is embedded into College planning and performance processes.

- Student and staff equality data monitoring systems are aligned to cover all protected characteristics, and campaigns are run to raise awareness of the rationale for and benefits of declaration.

- Inclusive learning and teaching materials and practices are being further developed.

- Colleges are working towards various accreditation standards, such as: Investors in People; Positive about Disability; DisabledGo; LGBT Youth Charter Mark, and Tommy's Pregnancy Accreditation Programme.

- Student and staff evidence from surveys and focus groups inform policy and procedure through EQIA.

- ED&I issues are considered in on and offline communications, for example through using diverse images.

- Student data across protected characteristics inform action planning.

- Colleges plan and deliver various local initiatives such as events and campaigns to raise awareness of ED&I in general and specific issues.

Focus on Redressing Gender Imbalances

In response to "Developing Scotland's Young Workforce", the Scottish Funding Council has tasked the Glasgow Region and individual Colleges to:

1. Outline how they will contribute to the Government's KPIs on gender including ambitious targets for 2016-17 and actions to which the region and partners commit in order to make early progress.

2. As the KPIs are focused on 16-24 year olds, outline what further action their region will undertake over and above that which is required to achieve the KPIs, to ensure gender imbalances for students above 24 years old and part-time students are being tackled.

As part of a funded project, "Attracting Diversity: Equality in Student Recruitment", the Equality Challenge Unit (ECU) will support the Glasgow Region and respective Colleges to target gender under representation.

The project will provide funded consultancy and support from ECU and sector professionals through a combination of college based facilitation and group meetings from academic year 2015/16 to 2017/18 to identify and develop:

1. Local and specific individual College issues and action plans.

2. Shared regional strategy, issues and action plan.

3.   Alignment with the national agenda and strategy.

Beginning in January 2016 and working with representatives from access and inclusion, admissions, marketing, student services, equality and diversity and other linked functions, alongside student representatives, this project will support the Colleges to:

- Review and benchmark college specific data to appropriately assess underrepresentation

- Set specific and achievable targets in relation to improving participation for underrepresented equality groups at a local and regional level.

- Develop a regional approach with relevant partners, including local authorities, schools, Skills Development Scotland, and HEIs, etc.

- Develop a contextual understanding of barriers to access for potential students (for instance by undertaking qualitative research).

- Develop, deliver and evaluate positive action initiatives to improve participation for target groups.

- Develop a model for improving participation for target underrepresented groups that can be tailored for delivery across the region.

II - Mainstreaming the equality duty

The priority impact for the Glasgow region's widening access outcome is to ensure that learning opportunities are accessible, supportive and representative of all.

Priorities for action in 2014-15 included:

- Supporting enhanced social mobility through increased participation in education and ensuring the social background of students does not hinder improvements in regional social and economic well-being

- Developing a single set of Regional College Equalities Outcomes

- Analysing participation data at both regional and individual college level, including monitoring of participation and achievement by level and mode of study, and where under-represented groups are identified, seek to address these

- Identifying areas of under-representation within curricular areas and working with partners to encourage increased levels of enrolments for under-represented groups across all subject areas

- Continuing to jointly assess with the Education Department levels of college support for students with profound and complex needs

Glasgow colleges have made good progress towards achieving the goals of this outcome. In particular, indicative college activity data suggests that the college region has exceeded its activity targets for increasing the proportion of activity related to learners from the 10% most deprived neighbourhoods (+ 0.8% above target) and the proportion of college students classing themselves as disabled (+0.7% above target), supporting inclusion, enhanced social mobility and improved regional social and economic well-being.

The table below provides an overview of indicative 2014-15 activity data for the specific ROA measures related to this outcome.

Figure 3. Glasgow ROA Outcome 1 Targets and Indicative Regional 2014/15 Activity Data

Performance Measure	2014/15 Revised Targets	2014/15 Outputs	Variance
The number of SUMS related to students from the 10% most deprived postcodes	114,260	116,579	2,319
The proportion of SUMS related to students from the 10% most deprived postcodes	28.1%	28.9%	0.8%
The proportion of SUMS relating to gender:			
Males:	50.3%	50.3%	-0.1%
Females:	49.7%	49.7%	0.1%
The proportion of college students classing themselves as disabled	11.7%	12.4%	0.7%

In 2014-15, working together the three Glasgow colleges agreed the following regional equalities outcomes:

- The diversity of students and staff reflects the communities the college serves

- Students and staff experience and contribute to a culture of dignity and respect

- Students and staff benefit from inclusive and accessible spaces, environments and services

- Students and staff actively engage in fully inclusive and accessible learning and teaching

- Successful student and staff outcomes are increased irrespective of protected characteristics

These outcomes are intended to support college activity to enhance accessibility and encourage greater participation from learners from all protected characteristic groups, challenging both stereotypes and under-representation. In early 2015, the three Glasgow Colleges published equalities mainstreaming reports, incorporating annual student and staff equalities data, and providing evidence of the colleges' commitment to integrate the above equalities outcomes into college functions. These reports are available on the individual college websites:

- City of Glasgow College: https://www.cityofglasgowcollege.ac.uk/about-us/diversity-and-equalities

- Glasgow Clyde College: http://www.glasgowclyde.ac.uk/about-us/equality-and-diversity

- Glasgow Kelvin College: http://www.glasgowkelvin.ac.uk/equality-and-diversity/

At present, college activity data for all protected characteristics data is not available for analysis. However, the table above shows that indicative data for disability suggests that the colleges have exceeded the target of increasing the proportion of learners classing themselves as disabled by 0.7%. And the time series data on the following two pages indicate that:

- There is an increasing proportion of black and minority ethnic students

- There is an almost equal balance of male and female students (although it is recognised that there are significant variations in specific subject areas, to which there is more detailed reference in Part I)

- Glasgow has a slightly lower proportion of younger students compared to the rest of Scotland.

Available data on protected characteristics

Percentage of students by ethnicity

	10-11 Glasgow	10-11 Scotland	11-12 Glasgow	11-12 Scotland	12-13 Glasgow	12-13 Scotland	13-14 Glasgow	13-14 Scotland	14-15 Glasgow	14-15 Scotland
White	83%	86%	87%	93%	87%	84%	86%	83%	85%	89%
Black and minority ethnic	12%	5%	13%	6%	13%	5%	13%	5%	15%	6%
Information refused or unknown	5%	9%	0%	1%	0%	12%	0%	12%	0%	6%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentage of students by disability

	10-11 Glasgow	10-11 Scotland	11-12 Glasgow	11-12 Scotland	12-13 Glasgow	12-13 Scotland	13-14 Glasgow	13-14 Scotland	14-15 Glasgow	14-15 Scotland
Declared disability	10%	12%	11%	12%	12%	13%	0%	0%	12%	13%
No declared disability	87%	83%	87%	77%	87%	84%	0%	0%	88%	87%
Information refused or unknown	3%	5%	2%	12%	1%	3%	100%	100%	0%	0%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentage of students by gender

	10-11 Glasgow	10-11 Scotland	11-12 Glasgow	11-12 Scotland	12-13 Glasgow	12-13 Scotland	13-14 Glasgow	13-14 Scotland	14-15 Glasgow	14-15 Scotland
Male	48%	46%	48%	47%	49%	47%	50%	48%	51%	48%
Female	52%	54%	52%	53%	51%	53%	50%	52%	49%	52%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Information refused or unknown	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Percentage of students by age	10-11 Glasgow	10-11 Scotland	11-12 Glasgow	11-12 Scotland	12-13 Glasgow	12-13 Scotland	13-14 Glasgow	13-14 Scotland	14-15 Glasgow	14-15 Scotland
under 16	12%	16%	11%	10%	7%	9%	6%	8%	6%	8%
16	5%	5%	4%	5%	4%	5%	4%	6%	4%	6%
17	7%	7%	6%	8%	7%	8%	6%	8%	6%	9%
18-19	15%	13%	17%	16%	19%	17%	20%	17%	20%	18%
20-24	16%	14%	17%	16%	18%	16%	19%	17%	19%	17%
25 & over	46%	45%	44%	46%	45%	44%	45%	44%	44%	42%
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

III - Glasgow Colleges' Regional Board staff equality information as at April 2016

The Glasgow Colleges' Regional Board (GCRB) has decided to adopt the HR policies and procedures of Glasgow Clyde College, which provides GCRB with all its HR support. This is mainly because of GCRB's very small staff establishment, which is currently two posts. Full information on Glasgow Clyde College's approach to equalities is available on its website here:
http://www.glasgowclyde.ac.uk/about-us/equality-and-diversity/equality-act

As a very small organisation we are extremely sensitive to changes in staffing (one member of staff is 50%) and therefore it is easy to identify individuals beyond all but the most high-level analysis.

As at April 2016 GCRB had two staff: one male and one female. Although we hold data on other characteristics, it is not appropriate to publish that information because it would disclose personal information.