

**Reporting on equality:
Colleges and higher education institutions' performance of
the Scottish specific equality duties requirements in 2015**

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Introduction

This report summarises Scottish colleges' and higher education institutions' (HEIs) performance of the Scottish specific equality duties reporting requirements for April 2015. It focuses on whether institutions met the basic publication requirements and shares areas for improvement and effective approaches to reporting. It is not a comment on any institution's overall equality and diversity work.

What were the 2015 reporting requirements?

The public sector equality duty (PSED) came into force on 5 April 2011, replacing the previous separate equality duties for race, disability and gender. The PSED is supported by specific duties for each nation in Great Britain. In Scotland these were commenced on 27 May 2012. Scottish colleges and HEIs, and the Scottish Funding Council (SFC), are covered by the PSED and the specific duties.

By April 2015, listed colleges and HEIs in Scotland were required to:

1. **Report on mainstreaming:** publish a report on their progress in making equality integral to their functions, made since their first reports in 2013.
2. **Report on equality outcomes:** review and publish a report on their progress made towards achieving their set of equality outcomes, which they published in 2013 for the period 2013-17.
3. **Report employee equality information:** publish information on the protected characteristics of their employees. This included:
 - an annual breakdown of information from 2013-15, including information on staff composition, recruitment, development and retention by protected characteristic
 - details of progress made in gathering and using employee equality information
4. **Report gender pay gap information** (if more than 150 employees).
5. **All of this information had to be accessible to the public.** Institutions were able to choose the format in which they published this information.

ECU (2012) *The public sector equality duty: specific duties for Scotland*

www.ecu.ac.uk/publications/the-public-sector-equality-duty-specific-duties-for-scotland

EHRC (2014) *Reporting requirements of the Scottish Public Sector Equality Duty*

http://www.equalityhumanrights.com/sites/default/files/uploads/Scotland/Scotland_Briefings/Briefing%20on%20reporting%20requirements%20Sept%202014.pdf

EHRC (2015) *Public Authorities in Scotland - Who is covered by the Specific Duties?*

<http://www.equalityhumanrights.com/public-authorities-scotland-who-covered-specific-duties>

EHRC review of public sector performance

Equality Challenge Unit (ECU) is not the equality regulator; that is the remit of the Equality and Human Rights Commission (EHRC). The SFC funds ECU to support Scottish institutions to improve their equality work through guidance, advice and enhancement projects.

The EHRC in Scotland undertook a monitoring exercise of all listed public sector bodies' performance of the duties in 2015 and published two reports. The EHRC's performance report contains aggregated analysis of performance across FE and HE institutions. It suggests the FE/HE sector as a whole performed relatively well in comparison to other public sectors in Scotland in relation to publication of equality outcomes and mainstreaming reports, but relatively poorly in relation to publication of employee equality information on recruitment, retention and development. A number of colleges and HEIs are noted in the EHRC's practice report as examples of good practice.

This report uses the EHRC's performance review findings as benchmarking data for analysis of college and HEI sector performance in comparison with the whole public sector.

EHRC (2015) Measuring up? Report 4: Performance

http://www.equalityhumanrights.com/sites/default/files/publication_pdf/measuring_up_4_performance_final_1.pdf

EHRC (2015) Measuring up? Report 4: Practice

<http://www.equalityhumanrights.com/publication/measuring-report-4-practice-report-public-authorities-practice-meeting-scottish-specific-equality>

Section 1: Analysis of performance

Methodology

ECU conducted a review of colleges' and HEIs' specific duties reporting to inform this report. This comprised a search on institutions' websites, and via Google when reports could not easily be found on websites. Only listed institutions were included in the review, which includes 25 colleges and 18 HEIs (Argyll College UHI and Open University in Scotland are not listed by the EHRC).

The review took place in the summer of 2015. For those institutions who had not published a report on one or more of the duties requirements by August, the review was repeated on 30 October 2015. Therefore, the following analysis includes some reports that were published after the duties deadline (of 30 April 2015), but does not include any reports that were published after 30 October 2015.

The review searched for the following:

Equality outcomes	Reporting on progress made since 2013
Mainstreaming	Reporting on progress made since 2013
Employee information reporting	2015 reporting on: <ul style="list-style-type: none"> = Staff composition by at least one protected characteristic = Staff recruitment, retention and development by at least one protected characteristic = Progress on gathering and using employee information
Gender pay gap	Reporting on gender pay gap information for 2015

Employee information review methodology

Following the approach taken by the EHRC in its performance review, institutions were considered to have published employee equality information even if they had provided information for just one protected characteristic.

Orkney and Shetland Colleges were excluded from the review of employee information reporting because their staff are employed by their local authorities, who published aggregated employee information.

Gender pay gap review methodology

For the gender pay gap reporting duty, only institutions with 150 or more staff were included, which included all HEIs and twenty colleges. Institutions were considered to have published some gender pay gap information even if they had not published their overall pay gap and irrespective of their methods of calculation and reporting.

Overall publication rates

The vast majority of colleges and HEIs had met the publication requirements by 30 October 2015. Colleges' publication rate was slightly lower than that of HEIs, and HEIs' publication rate almost matched the publication rate of the public sector as a whole.

Sector	% of listed institutions who met all publication requirements by 30 October 2015
Colleges	88% (22 of 25)
Higher education institutions	94% (17 of 18)
FE and HE sector	91% (38 of 43)
Whole public sector (by 31 July 2015)	95% (226 of 239)

Equality outcomes and mainstreaming reporting

All HEIs and the majority of colleges published progress reports on mainstreaming and equality outcomes by October 2015, with two publishing their reports after August. The publication rates of both sectors matched or exceeded the rate of the public sector as a whole.

Ten institutions published new or refined equality outcomes. Two HEIs and two colleges did so after participating in the EHRC's improvement project. Six other colleges published refined or new equality outcomes after merger, or as a region.

Sector	% of listed institutions who published a report on equality outcomes by 30 October 2015	% of listed institutions who published a report on mainstreaming by 30 October 2015
Colleges	96% (24 of 25)	92% (23 of 25)
Higher education institutions	100% (18 of 18)	100% (18 of 18)
FE and HE sector	98% (42 of 43)	95% (41 of 43)
Whole public sector (by 31 July 2015)	96% (230 of 239)	96% (229 of 239)

Employee equality information reporting

Staff composition

Overall, the college and HEI sectors performed well in relation to publication of information on staff composition in relation to at least one protected characteristic, with 98% of colleges and HEIs publishing some information. This surpassed the overall public sector publication rate of 89%.

Sector	% who published employee information on at least one protected characteristic by 30 October 2015
Colleges	96% (22 of 23)
Higher education institutions	100% (18 of 18)
FE and HE sector	98% (42 of 43)
Whole public sector (by 31 July 2015)	89% (159 of 179)

Which protected characteristics were reported on?

The vast majority of institutions, 94% (17 of 18) of HEIs and 91% (21 of 23) of colleges, did not provide information on staff composition across all protected characteristics.

Lowest reporting rates were for gender reassignment, which was reported by 11% of HEIs and 52% of colleges, and pregnancy and maternity, which was reported by 28% of HEIs and 35% of colleges, and marriage and civil partnership, which was reported on by 22% of HEIs and 39% of colleges.

There were often large gaps in the monitoring data presented for certain protected characteristics, particularly for disability, gender reassignment and sexual orientation.

Protected characteristic	% of colleges who published information	% of HEIs who published information	% of FE and HE sector who published information	% of public sector who published information (by 31 2015)
Age	78% (18 of 23)	94% (17 of 18)	85% (35 of 41)	88%
Disability	74% (17 of 23)	94% (17 of 18)	83% (34 of 41)	90%
Gender reassignment	52% (12 of 23)	11% (2 of 18)	34% (14 of 41)	42%
Marriage and civil partnership	39% (9 of 23)	22% (4 of 18)	32% (13 of 41)	-
Pregnancy and maternity	35% (8 of 23)	28% (5 of 18)	32% (13 of 41)	36%
Race	74% (17 of 23)	94% (17 of 18)	83% (34 of 41)	93%
Religion or belief	74% (17 of 23)	61% (11 of 18)	68% (28 of 41)	69%
Sex	96% (22 of 23)	94% (17 of 18)	95% (39 of 41)	98%
Sexual orientation	74% (17 of 23)	67% (12 of 18)	70% (29 of 41)	69%

Staff recruitment, retention and development

Both sectors performed relatively poorly in publication of information on staff recruitment, retention and development by protected characteristic in comparison to the wider public sector.

Sector	% who published staff recruitment information	% who published staff retention information	% who published staff development information
Colleges	48% (11 of 23)	35% (8 of 23)	39% (9 of 23)
Higher education institutions	61% (11 of 18)	56% (10 of 18)	33% (6 of 18)
FE and HE sector	54% (22 of 41)	44% (18 of 41)	37% (15 of 41)
Whole public sector (by 31 July 2015)	69% (114 of 166)	55% (92 of 166)	48% (79 of 166)

Gender pay gap

By October 2015, all eligible colleges and HEIs had published some gender pay gap information. However, four of these institutions published several months after the April 2015 deadline.

Notably, despite being exempt from the duty, two University of the Highlands and Islands colleges with less than 150 staff nevertheless published gender pay gap information, demonstrating commitment to the duties.

However, reporting methods were generally inconsistent across both sectors. Institutions used different methods of analysis and reporting, which in some cases affected the transparency of the information presented, and made comparisons between institutions problematic. For example, some institutions excluded part time staff or senior staff from their analysis, and some did not present an overall gender pay gap.

Sector	% who published gender pay gap information by 30 October
Colleges	100% of eligible colleges (20 of 20)
Higher education institutions	100% of HEIs (18 of 18)
FE and HE sector	100% of institutions (38 of 38)
Whole public sector (by 31 July 2015)	95% (143 of 150)

Section 3: Areas for development of reporting

The following suggestions are intended to support the enhancement of reporting on the specific duties by Scottish colleges and HEIs. They will not be applicable to all institutions.

- = Where mainstreaming and equality outcomes are published in the same report, this should be **clearly differentiated**.
- = Collection, analysis and publication of employee information on **pregnancy and maternity and gender reassignment** require improvement.
- = Gaps in monitoring data for many protected characteristics suggest a need for institutions to do more to encourage **disclosure of protected characteristics** by their staff.
- = Reporting of employee information in relation to **recruitment, retention and development** by protected characteristic is an area for improvement for both sectors.
- = Gender **pay gap reporting requires greater consistency and transparency**. Institutions should:
 - present the **overall gender pay gap**, as well as pay gaps by job level
 - include **all staff** in the analysis, including part time and senior staff
 - provide **analysis** of gender pay gap information
- = Many institutions could do more to ensure their reports are easily accessible to their staff, students and the public. This includes:
 - clear **positioning** of reports on websites
 - clarity of **titles** of reports, including which duties they contain and publication dates
 - providing **summary** versions of longer reports
- = **Reporting on progress rather than actions** is an area for development for most institutions. For future reports, use of success measures could enable measurement of, and reporting on progress.

Close the Gap (2012) *PSED guidance for publishing information on gender and employment, equal pay, and occupational segregation*

<http://www.closesthegap.org.uk/content/resources/CTG-PSED-guidance-for-employers-August-2012.pdf>

ECU (2013) *Measuring progress on equality: qualitative evidence*

<http://www.ecu.ac.uk/publications/measuring-progress-qualitative-evidence>

ECU's online guidance on using data and evidence, including monitoring questions, encouraging disclosure, use of surveys, and benchmarking statistics

<http://www.ecu.ac.uk/guidance-resources/using-data-and-evidence/monitoring-questions>

Section 3: Examples of reporting practice

This section shares effective reporting practice used by institutions in April 2015 to report on equality outcomes, mainstreaming, employee information and gender pay gap. It highlights a variety of examples drawn from different institutions' reports.

Equality outcomes reporting

Institutions used a wide variety of reporting methods for reporting on their equality outcomes. Effective methods for demonstrating progress included:

- = templates or tabular formats for clear presentation of progress on each outcome
- = success measures to demonstrate impact, including statistics and qualitative measures
- = infographics to visually present change since 2013, for example increases in disclosure
- = easy-read versions of reports to engage students, staff and stakeholders

Glasgow Caledonian University (GCU)

GCU describes and evidences change and impact, including through use of benchmarking data to compare their progress with the wider sector. Their equality outcomes reporting is clearly presented in a tabular format with a column on 'what difference this has made'. They also make effective use of infographics to demonstrate impact.

<http://www.gcu.ac.uk/equality/equalityanddiversityatgcu/equalityoutcomesframework>

Glasgow School of Art (GSA)

GSA clearly and succinctly describes progress and activity undertaken for each outcome, and supplements this with a section analysing impact to date and/or anticipated impact for each outcome, which uses quantitative, qualitative and anecdotal evidence. GSA also presents success measures for each equality outcome, which will support final measurement of progress in 2017.

<http://www.gsa.ac.uk/media/1109169/Equality-Outcomes-Progress-Report-April-2015.pdf>

Perth College UHI

The college's outcomes reporting is detailed and evidence based. They start their report by presenting the evidence base by which they identified the progress they had made. Each equality outcome is then reported on in terms of achievements. Survey results, meeting outcomes, results of equality impact assessments and self-evaluation are presented in support of their analysis. The college also published an easy-read version of their report.

<https://www.perth.uhi.ac.uk/about-us/policies-regulations-and-guidelines/documents/equality-mainstreaming-report-2015-pdf>

West College Scotland

West College uses a clear template for reporting on their equality outcomes, which includes a column with a summary of achievements, using some key statistics as measures of success, a more in-depth progress update, and a list of key actions for 2015-17.

<http://www.westcollegescotland.ac.uk/media/38647/equality-report-april-2015.pdf>

Mainstreaming reporting

Approaches to mainstreaming reports were highly individual to each institution. Key effective methods for demonstrating progress included:

- = tools/processes used for collecting information on mainstreaming from across functions
- = matrices or tables to provide an overview of progress
- = case studies from different functions/departments to demonstrate how equality had been embedded at the local level
- = diagrams and infographics to show mainstreaming in different functions and processes
- = survey results from 2013 compared to 2015, to demonstrate change in staff/student experience
- = statistics from 2013 compared to 2015, to demonstrate change in staff/student participation, representation and progression

City of Glasgow College

The college used a 'mainstreaming matrix' to provide a one-page high-level overview of progress in mainstreaming in directorates and functions, including evidence for each area, and alignment with college strategy and the three aims of the PSED. The college also used a variety of diagrams, infographics, case studies and examples from across its functions to illustrate mainstreaming.

https://www.cityofglasgowcollege.ac.uk/sites/default/files/Equality-Mainstreaming-Report-2015_0.pdf

Glasgow Clyde College

The college created a matrix for mapping mainstreaming actions, which they required each academic faculty and support function to complete. This process captured the breadth of mainstreaming activity across the college. It has now been embedded in the college's self evaluation process, which will inform action planning.

http://www.glasgowclyde.ac.uk/_data/assets/pdf_file/0016/31552/UPDATED_Report-4-Equality-Mainstreaming-Report-Marketing-Template-DM-2.pdf

University of Glasgow

The university structures its report around the three aims of the PSED, presenting a section of examples of mainstreaming for each aim. They also include a section on structural examples, such as work relating to its committee structure, and a section on external influences on mainstreaming, such as its SFC outcome agreement.

[http://www.gla.ac.uk/services/humanresources/equalitydiversity/equalityact/#/publicsectorequalityduty\(psed\)-april2015update](http://www.gla.ac.uk/services/humanresources/equalitydiversity/equalityact/#/publicsectorequalityduty(psed)-april2015update)

Royal Conservatoire of Scotland

The conservatoire's report uses case studies and personal stories to show the impact its equality work has had on individuals. Staff survey results, quotes and tweets are included to add additional evidence to the report's narrative.

<https://www.rcs.ac.uk/wp-content/uploads/2014/05/Mainstreaming-Equality-2015.pdf>

Employee equality information reporting

Institutions chose a variety of ways to report on employee information, from comprehensive separate reports with data tables to tables and analysis embedded in mainstreaming reports. Effective methods for conveying employee equality information included:

- = summaries of key statistics on protected characteristics of staff and students within mainstreaming reports, with data tables in appendices, or reports published elsewhere
- = analysis focusing on comparison of 2013 data with 2015 data
- = analysis of disclosure rates for the newer protected characteristics
- = graphs and charts to show present key data
- = specific sections analysing progress in gathering and using employee equality information

City of Glasgow College

City of Glasgow College presented comprehensive employee information in their mainstreaming report. They provided high-level analysis of the data within the main report, with data tables in appendices. Their information covers all protected characteristics for staff composition, recruitment, retention and development.

https://www.cityofglasgowcollege.ac.uk/sites/default/files/Equality-Mainstreaming-Report-2015_0.pdf

Glasgow Kelvin College

The college provided a detailed analysis of employee information as an appendix to their mainstreaming report. They provided analysis with illustrative data tables and stats, to cover staff composition, recruitment, retention and development by all but two protected characteristics. They also provide a comprehensive learner profile.

<http://www.glasgowkelvin.ac.uk/wordpress/wp-content/uploads/2015/04/GlasgowKelvinCollege-Mainstreaming-Report2015-final-tag.pdf>

Queen Margaret University

The university published comprehensive data and analysis as an appendix to their mainstreaming report. This covers all but two protected characteristics by composition, recruitment, and retention.

<http://www.qmu.ac.uk/equal/equality-policy.htm>

University of Strathclyde

The university published a separate staff monitoring report presenting comprehensive data across all protected characteristics. The report includes recruitment, promotions, leavers, reasons for leaving, and staff development by protected characteristic. It makes comparisons between 2014/15 and 2013/14 data and provides intersectional analysis eg race and gender.

http://www.strath.ac.uk/media/ps/sees/equality/Strathclyde_staff_Equality_Monitoing_Report_Final.pdf

Gender pay gap reporting

Effective reporting for gender pay gap information included:

- = clear explanation of methodology for pay gap calculations
- = presentation of the overall pay gap in a prominent/easily located position in the report
- = analysis of pay gap findings, including comparison of 2015 findings with 2013 findings and commentary on changes
- = setting actions for improvement

Edinburgh Napier University

The university published a separate gender pay gap report. This contains a clear presentation of their overall gender pay gap, as well as details of pay gaps by grade. They compare their 2013 gap to their 2015 gap and provide analysis of their data, including areas of occupational segregation for gender, race and disability.

<http://www.napier.ac.uk/policies/equality-diversity/Pages/Gender%20Pay%20Gap%202015.pdf>

Queen Margaret University (QMU)

QMU published a separate equal pay review report. This provides overall and by grade pay gap data and analysis for all staff, as well as for academic staff and support staff for gender, race and disability. They compare their findings to 2012 throughout and set actions for improvement. They are the only HEI to have a pay gap in favour of women (0.3%).

<http://www.qmu.ac.uk/equal/equality-policy.htm>

Robert Gordon University (RGU)

RGU published a detailed equal pay audit, which was conducted in December 2014. They present their overall gender pay gap, their gender pay gap by part time and full time staff, and pay gaps by grade, accompanied by analysis. They also present their ethnicity pay gap, disability pay gap and pay gaps by age group.

<http://www.rgu.ac.uk/about/planning-and-policy/equality-and-diversity/contacts-information-and-statistics>

Regional reporting

Effective methods for regional reporting included:

- = establishing and reporting on regional equality outcomes
- = using templates for collection of examples from across regional partners
- = publishing joint reports with regional partners

University of the Highlands and Islands (UHI) - executive office

UHI executive office reported on the progress they had made in coordinating and aligning the equality work of UHI's partner colleges. A template was used to capture examples of mainstreaming from partner colleges for inclusion in its mainstreaming report.

http://www.uhi.ac.uk/en/about-uhi/governance/policies-and-regulations/policies/equality-diversity/150430-progress-report-on-equality-plan_2013-17.pdf

Shetland College

The college published a joint report with their Community Planning Partners covering all of the publication requirements. This collaborative regional approach to reporting was unique.

http://www.shetland.uhi.ac.uk/about-us/ShetlandsEqualitiesMainstreamingandEqualityOutcomesUpdate2015.pdf/at_download/file

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