

**Public Sector Equality Duty - Equality Outcomes 2025-2029**

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## **Introduction**

By virtue of the Equality Act 2010, the University is bound by the Public Sector Equality Duty (PSED) and must – in all of its activities – have due regard to the need to:

* Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
* Foster good relations between people who share a protected characteristic and people who do not share it.

The PSED is underpinned by additional, devolved, specific duties. The Scottish specific duties require the University to publish equality reports every two years from April 2013, and a set of equality outcomes every four years. The aim of the Scottish specific duties is, in part, to support the effective adherence to and advancement of the general PSED.

This report presents the University’s progress on the outcomes set in 2021 and outlines our Equality Outcomes for the forthcoming four year period from 2025-2029.

## **1. Equality Outcomes 2021-2025**

### **1.1 Progress and key success**

The University has made strong progress with the equality outcomes for 2021-2025. Notable progress has been made in strengthening our employee equality monitoring data and improvements in data collection. This need was identified at the outset of the last reporting cycle at which time Staff Equality Monitoring data for AY 2020-21 included a significant proportion of ‘Unknowns’ within each of the protected characteristic categories. This was particularly evident for Disability and Ethnicity which form the basis of our strategic equality KPIs.

A series of communications were devised and issued through internal communications. These highlighted the importance of completing this data and the ways that its usage supports the University in advancing equality and its strategic objectives with a view to assisting the institution in meaningfully addressing and improving our performance in this regard. Regular systematised prompts encouraging colleagues to disclose their data were issued accordingly by the People and Organisational Development Systems Team. In addition, continuous improvement to our onboarding and induction processes introduced a system-based mechanism through which new colleagues are prompted to provide such information on joining the University.

Alongside reported growth in the number of colleagues from Minority Ethnic backgrounds, the number of ‘Unknowns’ recorded has reduced across both our Ethnicity and Disability staff cohorts:

**Table 1: Colleague Disability Declarations 2019/20 and 2023/24**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Disability | Yes | No | Prefer not to Say | Unknown |
| 2019/20 | 4.4% | 71.1% | 7.2% | 17.3% |
| 2023/24 | 9.1 | 79.7% | 7.4% | 3.8% |

**Table 2: Colleague Ethnicity Data 2019/20 and 2023/24**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ethnicity | Minority Ethnic | White | Prefer not to Say | Unknown |
| 2019/20 | 8.6% | 73.2% | 1.0% | 17.3% |
| 2023/24 | 17.7% | 74.0% | 2.0% | 6.3% |

These improvements have led to fuller disclosure and thereby enhanced the effectiveness of our statistical reporting and trend analysis with regards to equality-related data which, in turn, has supported the institution in the implementation of our obligations regarding specific equality duties. Enhanced equality monitoring data, for example, has improved the extent to which meaningful trend analysis is possible and has therefore enabled more informed assessment of equality impacts of policy decisions and processes with respect to protected characteristic groups. Additionally, the University has greater confidence in our equality pay gap reporting and action planning, and the associated targeted interventions.

Detailed progress in relation to all Equality Outcomes 2021-2025 is outlined in [**Appendix A.**](#_Appendix_A:_Equality)

## **2. Equality Outcomes 2025 – 2029**

### **2.1 Internal and External Influences**

A range of internal and external influences shape and inform our strategic approach to equality and our Equality Outcomes. These include our equality data monitoring report, student data analytics, issues raised through our colleague and student equality networks and related equality groups, colleague and student experience survey results and other feedback obtained through online reporting tools and processes. Further, our plans and actions are similarly informed by guidance from Equality and Human Rights Commission (EHRC) on setting equality outcomes as well as sector-level research and reports on common equality challenges.

The most significant factor which has shaped Equality Outcomes 2025 – 2029 has been the Memorandum of Understanding (MOU) established between EHRC and the Scottish Funding Council (SFC). In 2020, EHRC and SFC developed, agreed and published a joint MOU and action plan, with the aim of tackling significant societal inequalities through sector-specific National Equality Outcomes (NEOs). This arrangement resulted in 17 NEOs prescribed by SFC for the tertiary education sector (16 for Higher Education Institutions (HEIs) to address those outcomes identified as ‘Persistent Inequalities’[[1]](#footnote-1).

### **2.2 Addressing Persistent Inequalities**

Many of the NEOs align with the work the University has been advancing through our 2021 – 2025 Equality Outcomes. Whilst we have made substantial progress in addressing those, the planned outcomes represent some of the most difficult and entrenched inequalities, such as those relating to disability, Gender-Based Violence (GBV) and structural and interpersonal racism. Further, these particular issues require a long-term perspective to achieve associated outcomes beyond a single reporting cycle in order to effect lasting impact. These are continuing outcomes in relation to which the institution has taken the opportunity to update and revise, taking account of progress to date, institutional learning and evidence-based identification of need. Several NEOs represent additional areas of focus for the University and are incorporated in our updated Equality Outcomes 2025 – 2029. Building a baseline measurement for these will form part of an outcomes framework currently under development in our Learning and Teaching Strategy. The University’s response to each of the NEOs is provided in Table 3.

**Table 3: UofG Response to National Equality Outcomes**

|  |  |
| --- | --- |
| **Protected Characteristic** | **National Equality Outcome** |
| **1. Age** | **1.1**: The retention outcomes for university students aged 25 and over will improve. |
| **Response**: Initial data review shows that Scottish domiciled students aged 21-29 and 30+ have higher attrition rates compared to overall UG cohorts. Further data analysis is required to identify the experience of those in the 25+ age group, as well as to understand the intersecting factors influencing these patterns. This work will form part of a larger suite of student outcome review activities and data reporting in line with [**Equality Outcome 5.**](#_5._Enhance_accessible) | |
| **2. Disability** | **2.1:** The success and retention rates of college and university students who declare a mental health condition will improve.  **2.2:** Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.  **2.3:** Disabled staff and students report feeling safe in the tertiary system.  **2.4:** Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college boards and university courts. |
| **Response**: Mental Health Group have recently discussed data on students who report mental health as a factor in their decision to withdraw from studies. Additional analysis is required to ascertain retention rates amongst students who declare a mental health condition and action is underway to better understand disability reporting across the student lifecycle, including admissions, enrolment and once on course.  The University has devised student and colleague Disability Action Plans following a review of student and colleague experience and disability support provision. Our University Court meets legislative requirements on gender representation and has also improved Minority Ethnic representation from 0 to 4 members since 2021/22.  These activities and NEOs are addressed in [**Equality Outcome 1**](#_1._Embed_a)and [**Equality Outcome 5.**](#_5._Enhance_accessible) | |
| **3. Gender Reassignment** | **3.1**: Trans staff and students report feeling safe to be themselves in the tertiary system. |
| **Response**: The University benefits from thriving staff and student LGBT+ Networks. It reinforces its ambitions to foster an inclusive environment through supported commemoration events, cultural exhibitions and initiatives, networking activities and university-wide communications. We review online reports for bullying and harassment connected to gender identity. We will engage with relevant groups to better understand their campus experience, which anecdotally suggests underreporting.  We will do this whilst continuing to ensure an inclusive campus culture for all staff and students working with relevant Networks, Societies and Equality Groups as outlined in [**Equality Outcome 4.**](#_4._Cultivate_a) | |
| **4. Race** | **4.1**: Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.  **4.2:** Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.  **4.3:** Where representation is not proportionate to the relevant population, increase the racial diversity of court members and address any racial diversity issues in college boards.  **4.4:** Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector. |
| **Response:** The University’s URTUC Report and Action Plan set out an ambitious and stretching suite of actions to address structural inequalities and interpersonal racism. We have made solid progress in implementing these actions, which align with and reach beyond the NEOs 4.1-4. We have increased Minority Ethnic colleague representation from 8.6% to 17.7%; improved Minority Ethnic representation on University Court from 0 to 4 members, with an ongoing commitment to increase this representation; undertaken robust data analysis to identify factors driving the Ethnicity Awarding Gap; and embedded Decolonising the Curriculum (DtC) strands into our Learning & Teaching Strategy 2020-25, supporting colleague and student co-creation projects and a DtC Community of Practice. We have helped establish a thriving Global Majority Network and improved online reporting mechanisms for racism and racial harassment. We continue this work through our URTUC Action Plan as outlined in [**Equality Outcome 2.**](#_2._Advance_our) | |
| **5. Religion and Belief** | **5.1:** Students and staff report that they have confidence in institutional reporting and support mechanisms because they are fit for purpose. |
| **Response:** Analysis of staff and student online reporting tools shows that Religion and Belief is infrequently cited as a targeting factor for bullying/harassment. This has increased for students, though, since 2023. We will ensure colleagues and students are supported and empowered to report any experiences and will assess the need for refreshed training within our UofG community, particularly on Antisemitism and Islamophobia as part of [**Equality Outcome 4.**](#_4._Cultivate_a) | |
| **6. Sex** | **6.1:** Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.  **6.2:** Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.  **6.3:** Men (staff and students) know how to access mental health support (recognising intersectionality within that group).  **6.4:** Institutions will have regard to significant imbalances on courses and take action to address it. |
| **Response:** Our work to tackle GBV is enacted through the recommendations from the Morag Ross KC Report and related GBV Action Plan. Male engagement with mental health support is lower for staff and students and is a known societal issue. Support for initiatives such as Andy’s Man Club is in place for staff as well as a Men’s Health Peer Support Group for students, which receives supervision support from the University’s CAP team. Athena Swan is well embedded across the University and tackles gender imbalances on courses at School-level. We will continue to drive the work in these areas relating to Sex under [**Equality Outcome 1**](#_1._Embed_a) and [**Equality Outcome 3**](#_3._Build_on). | |
| **7. Sexual Orientation** | **7.1**: Lesbian, Gay and Bisexual staff and students report that they feel safe being ‘out’ at university and college. |
| **Response:** See Response to NEO 3 above.  LGB and Trans staff and student experiences are of course distinct and unique to each individual. Our experience is that Trans rights and issues are routinely addressed and encompassed within the work of our LGBT+ Networks and Equality Group. Our activities to support colleagues who share the protected characteristic of Sexual Orientation therefore aligns in a broad sense with those relating to Gender Reassignment under [**Equality Outcome 4.**](#_4._Cultivate_a) | |

## **3. Equality Outcomes 2025 – 2029**

The table below sets out the University’s Equality Outcomes for 2025-2029. These reflect ongoing work to tackle persistent inequalities; are reprioritised to signal areas in which we aim to accelerate the pace of change; and respond to the NEOs as detailed above. We will review progress in 2027 and adjust, revise or add any actions, as appropriate, in line with the requirements of the specific duties. Many of the Outcomes refer to further reports or action plans with the detail of the action included within these more significant pieces of work.

| **Equality Outcomes**  **2025-2029 (Relevant NEOs)** | **Action** | **Responsibility** | **Success Measures/Intended Impact** |
| --- | --- | --- | --- |
| 1. Embed a whole university approach to addressing barriers to inclusion for disabled people ensuring they can access, engage with, and thrive in campus opportunities. **(NEOs: 2.1-4.)** | * Implement Student Disability Action Plan * Implement Colleague Action Plan * Improve data collection and reporting on students declaring a disability at point of application, enrolment and upon registration with SDS. * Build on student and staff communication and engagement targeting male mental health; review and update Mental Health Action Plan. * University-wide Campaign to address barriers to disability inclusion, enact education and awareness raising and increase understanding of the whole university approach to ensuring access and inclusion for disabled members of UofG Community. * Review membership of University Court to develop a baseline understanding of disability lived experience amongst representatives. | SMG; Disability Champion; Mental Health Champion; S&AS; EDU; POD; ER | * Improved student satisfaction for Disability support evidenced through Student Experience Surveys, Service User feedback, NSS and engagement with SRC and Student Societies. * More robust data capture of disabled students across the student lifecycle. * Staff evaluation and feedback through improvement across Colleague Engagement scores for disabled respondents. * Continuous improvement in KPI 2030 on declarations rates for disabled staff. * Improvement in proportionate engagement with EAP and relevant student services by gender. * Baseline understanding of disability declarations amongst current Court members. |
| 2. Advance our anti-racist approach to race equality work and continue to address structural inequalities. **(NEOs: 4.1-4)** | * Continue to advance URTUC Action Plan with a particular focus on tangible impact through:   + Addressing Awarding Gap   + Enhancing Allyship   + Diversifying Recruitment | SMG; Race Champion; Sanctuary Champion; EDU; ER– further details in the action plan. | * UK Minority Ethnic Staff KPI 2030 * Adopt GTRSB Pledge * Success measures as detailed in the URTUC action plan. |
| 3. Build on foundational work in delivering an engaging and enabling culture for women through continued focus on increasing percentage of senior women and actively tackling GBV on campus. **(NEOs: 6.1-4)** | * Senior women KPI 2030 * Support Schools with Athena Swan Renewals and New Awards. * Upgrade Institutional Athena Swan award, due 2026. * Evaluate implementation of Morag Ross KC Report Recommendations and GBV Action Plan to identify progress and address any outstanding areas for action. * Continue to roll-out cyclical GBV campaigns and communications to ensure awareness of reporting and support mechanisms and processes. | SMG; Gender Champion; EDU; POD; HoS/DRI; S&AS | * Senior women KPI * All Schools hold Athena Swan awards * Institutional Silver Athena Swan Award * Review outcome shows full implementation of Morag Ross KC Recommendations and GBV Action Plan. * Continued confidence in online reporting systems as evidenced through usage |
| 4. Cultivate a welcoming, inclusive, and connected UofG community environment in which all colleagues and students feel respected, supported, and celebrated. **(NEOs: 3.1; 5.1; 7.1)** | * Devise pre-enrolment material for students outlining expected behaviours. * Update policy and guidance frameworks to support a balanced and lawful approach to ensuring colleagues and students can exercise their rights and freedoms whilst also providing a campus culture that does not tolerate discrimination or harassment. * Provide relevant training on Antisemitism and Islamophobia in line with identified need and best practice approaches. * Continue to support activities of staff and student LGBT+ Networks to foster inclusion and belonging. * Engage with EHRC/SFC Thematic Reviews of relevant NEOs. | S&AS; POD; All Equality Champions; EDU; ER | * Rollout of pre-enrolment material for students. * Mandatory training completion rates continue to show > 95% engagement. * Revise Dignity at Work and Study Policy and Guidance Framework, to support an inclusive culture. * Colleagues and students from relevant protected characteristic groups report a positive campus experience through colleague engagement surveys, student surveys, consultation with relevant equality groups and Networks. * Improved declaration rates for Sexual Orientation and Gender Reassignment. |
| 5. Enhance accessible and inclusive learning and teaching experience which promotes a global curriculum that is reflective of our community. **(NEOs: 1.1; 2.1-2; 4.2)** | * Embed and systematise the use of our data analytics on student success (including on Age) to influence future decision making. * Continue to provide CPD and use insights from PET to support decolonising the curriculum ambitions in URTUC action plan. * Mainstream accessibility through implementation of the ongoing review of revised AILP. * Maximise opportunity for inclusive assessment through professional development and support. | VP L&T; S&AS; Deans L&T; PIA | * Established reporting mechanisms and dashboards to identify and monitor actions required to improve outcomes for students. * Embedding commitment to awarding gap and DtC in Inclusive Learning Experience strand of strategic L&T activity. * Implementation of the PET and Learning Through Assessment Framework * Continuous review of the AILP. * Review experiences through analysis of Student Voice Framework. |

| **Appendix A:** **Equality Outcomes 2021 – 2025 Progress Update** | | |
| --- | --- | --- |
| **Equality Outcomes**  **2021-2025** | **Action** | **Progress 2021 – 2025** |
| 1. Improve our engaging and enabling culture for women through continued focus on increasing the percentage of senior women, growing the talent pipeline and creating a positive campus culture**.** | * Senior women KPI * Continued support for School/RI Athena Swan applications and success. * Review the policy framework and address identified policy gaps. * Implementation of the GBV framework and associated action plan. | * Senior women KPI – increase of %F at Professorial and Senior Professional level from 33.2% to 35.0% over reporting period. * Menopause and Hormonal Changes Policy launched; peer support provided through monthly Menopause Cafes and Teams Group (171 members). * Between 2021-2025, Schools consistently supported to successfully renew or upgrade Athena Swan awards, with 2 Gold; 10 Silver; and 8 Bronze Awards held by Schools in 2025 * GBV action plan – Code of Professional Conduct; Sexual Harassment Investigators Training; review of web materials; promotion of reporting tools.   Ross Report Recommendations progress includes:   * Resourcing of Safeguarding Team introducing professionalised GBV response alongside dedicated GBV counsellor provision. * Revising Code of Student Conduct and related processes * Together Against GBV campaign, including phase on Workplace Sexual Harassment. |
| 2. By embracing diversity and respecting difference we take an anti-racist approach to race equality work and aim to address structural inequalities. | * Implementation of the URTUC Action Plan. | URTUC implementation includes:   * KPI on growing % of UK Minority Ethnic staff – increased from 4.7% to 6.7%. * UofG Global Majority Network launched 2022; hosted c.12 events alongside routine Network meetings; membership has grown to >150members. * JMS PhD Scholarships introduced for UK Black students. * Together Against Racism campaign and resources. * Data analysis for degree attainment and staff recruitment completed. * Focus groups with academic Minority Ethnic staff completed. * Annual Racial Justice Lecture Series launched October 2024. * Training of SMG/Senior leaders/Operational staff. * Mandatory Let’s Talk About Race staff training introduced with >95% completion. |
| 3. Implement a whole university approach to ensure disabled people can engage and thrive in campus opportunities. | * Implementation of the [Review of Provision for Students with Disabilities](https://www.gla.ac.uk/media/Media_778095_smxx.pdf) * Improve declarations rates for Disabled staff – KPI * Revision of the support mechanisms for disabled staff to ensure a seamless service. * Use internal communications to devise and create positive narratives relating to disability. | * A review of the process supporting Reasonable Adjustments complete and Disability and Neurodiversity Portal launched. * Continued implementation of the Disability review for students; progress includes – procurement of a CRM system; increase in DS resourcing across a range of roles; AILP review complete and approved; Inclusive Assessment Working Group review complete; additional resources provided to SLD for study skills support. * Accessible Formats Service launched for use by students and staff. * Increased declaration rates for Disabled Staff KPI from 4.9% to 9.2%. * Estates Accessibility Working Group established to ensure an efficient response to campus access issues and to identify plans for long-term improvements. * Dedicated support for Disabled staff resourced through new Assistant Staff Disability Advisor role. * 2 Hidden Disabilities Events run for University Senior Leaders; ‘Experts by Experience’ poster initiative launched by School of Health and Wellbeing, expanded by CoSE and rolled out University-wide. |
| 4. Articulate and embed a values-led culture which establishes the expected behaviours of students and staff. Work towards an inclusive and respectful culture, which is free from violence, harassment and bullying. | * Mainstream the Glasgow Professional Behavioural Framework, and rollout and embed the University values. * Devise a pre-enrolment material for students which outlines expected behaviours. * Review and promote harassment reporting systems for students and staff; devise a case management system to support swift addressing of issues. * Engender an inclusive culture where all types of harassment are unacceptable. | * Code of Professional Conduct developed and launched, including mandatory training whiteboard animation on the Code. * Staff Guidance provided on how to respond to reports of harassment from a student or colleague. * 38 new Respect Advisers recruited and trained. * Case management system for staff in place and for students in development. * Upstander Bitesize training developed and offered by People and Organisational Development, complemented by new online training on Upstander Intervention in HE. * #TogetherAgainst campaigns (referenced above) have supported awareness raising and increased usage of online reporting systems. |
| 5. Learning and teaching is fully inclusive, accessible and promotes a global curriculum which is reflective of our community. | * Support inclusion, through co-creation with our student community. * Maximise the data analytics from Qliksense Student Equality Monitoring Tool – use this to influence future decision making. * Develop staff to fully recognise the decolonising the curriculum ambitions in URTUC action plan. * Mainstream accessibility through continuous review and expansion of the AILP. * Maximise the opportunity for inclusive assessment. | * Power Bi tool under development to replace Qliksense reporting dashboard. * Decolonising the Curriculum (DtC) Community of Practice established and underway. * DtC internships available. * DtC co-creation projects and others funded through LTDF and featured at Learning and Teaching Conferences over the reporting period. * CPD options for DtC embedded by ADD. * AILP review completed. * Inclusive assessment embedded in Learning Through Assessment framework, launched 2023 and supported via Practice Enhancement Tool and Assessment and Feedback Resource Hub. |
| 6. Engender a campus environment where wellbeing is integral, valued and strategically significant. | * Develop and promote holistic student and staff wellbeing strategies. * Ensure reactive mental health services adequately available to campus community. * Revise and update the policy framework for students and staff. * Devise a wellbeing campaign linked to the strategies. | * Colleague Wellbeing Strategy articulated through the Health and Wellbeing Portal; Student Wellbeing Strategy under review. * EAP in place– Health Assured. * 24hr counselling and advice line available for students. * Wellbeing services embedded in CAPS, including Wellbeing Masterclasses and Student Listeners. * Waiting times reduced for initial consultation to 9 working days. * NHS Mental Health Nurse Liaison Pilot underway. |

1. EHRC and SFC. 2023. [*Tackling Persistent Inequalities Together*](https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/Tackling_persistent_inequalities_together.pdf) [↑](#footnote-ref-1)