Progress In Meeting Equality Outcomes Report 2013-2017

Glasgow Clyde College

Seeing Potential
Finding Solutions
Achieving More

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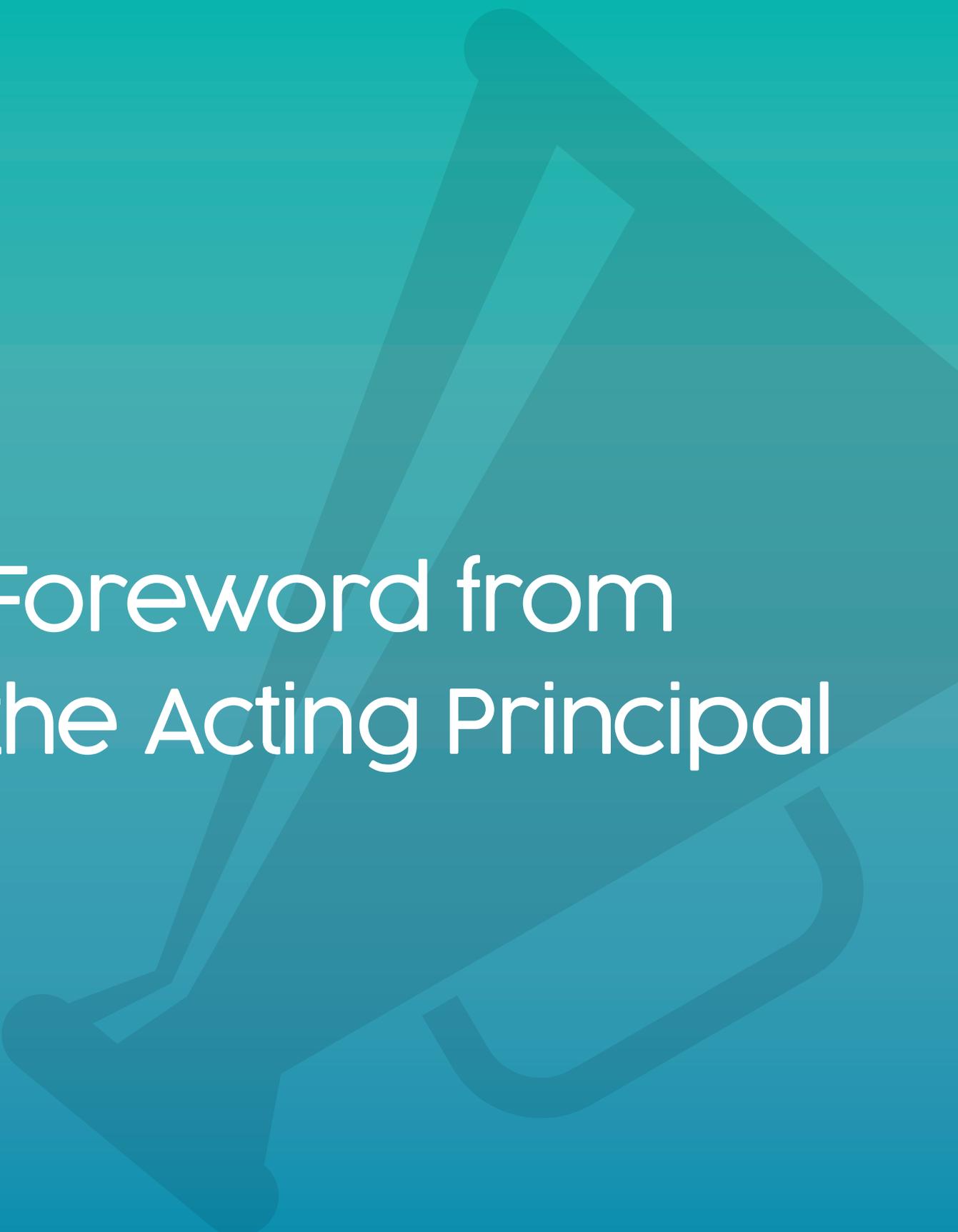
Foreword from
the Acting Principal

Foreword from the Acting Principal

Glasgow Clyde College contributes to the prosperity and wellbeing of Scotland through exceptional achievement. Our staff are inspiring people who put students first and help them realise their potential. Throughout the organisation we have a shared commitment to providing an inclusive ethos and environment, valuing and respecting diversity and ensuring equality of opportunity for all in every aspect of our services.

We work in partnership with staff, students, employers and agencies to identify and break down barriers to opportunity, learning and attainment in order to empower our learners to improve their life chances. By challenging stereotypes we have successfully fostered good relations between those who share a protected characteristic and those who do not and have advanced the mainstreaming of equality, diversity and inclusion within College practices and procedures.

Glasgow Clyde College has made significant progress in achieving our College Equality Outcomes and we have been working with our sister colleges within the Glasgow Region towards shared Equality Outcome Themes. We are confident that our vision for equality, diversity and inclusion will support us to deliver the requirements of the Equality Duty, while acknowledging that we still have work to do.

Thank you for taking the time to reflect upon the contents of this report. My staff and I will continue to work to create a culture where everybody feels able to be themselves in an environment that is welcoming, safe and respectful.

Brian Hughes
Acting Principal Glasgow Clyde College

Introduction

1. Introduction

<u>Who we are</u>

Glasgow Clyde College is Glasgow's most welcoming, ambitious and innovative college. Glasgow Clyde College is a multi-campus college with three campuses in Anniesland, Cardonald and Langside. One of Scotland's largest further education institutions, the College was formed in August 2013 following the merger of Anniesland, Cardonald and Langside Colleges. Home to over 7,000 full-time students and 20,000 part-time students, our aim is to help everyone achieve more by benefitting from years of industry experience and exceptional teaching standards, delivered in modern facilities.

Since merger in 2013, Glasgow Clyde College has established itself as not only a welcoming, ambitious and innovative place to study but also as an employer of choice having been named Employer of the Year at the 2016 Glasgow Awards.

Glasgow Clyde College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.

We currently employ 1010 staff across our three campuses and are committed to continuing to develop a workforce which reflects the communities we serve across Glasgow. We promote an environment free from discrimination, harassment and victimisation and work hard to ensure everyone is offered equality of opportunity to achieve their full potential.

Our College is built upon a passion for learning and teaching, a flexible approach in all that we do and employees who work together to put our students first.

"The most rewarding part of being a board member at Glasgow Clyde is the opportunity to meet with college staff – inspiring people who put students first and help them realise their potential. Glasgow Clyde has fantastic strengths. In its staff and it's campuses, and a vital impact on the communities it serves. Our ambition is always to improve our performance in delivering exceptional learning that transforms people's lives".

David Newall
Chair of the Board
Glasgow Clyde College

What we do

"Partnership working is a major strength of our operations."

Delivering exceptional learning opportunities

"Learning and teaching is at the heart of what we do and we are committed to providing opportunities for the widest spectrum of learners."

Growing exceptional partnerships

It's what we do!

Contributing to the local, regional and national economy

"Ensuring operational effectiveness and efficiency in the college's operations is key to delivering a customer focussed, responsive, and up-to-date learning experience."

Ensuring operational effectiveness & efficiency

"We fully understand the importance of providing our learners with the necessary skills to enter employment for the first time."

Commitment

2. Commitment

Glasgow Clyde College is committed to a positive and proactive approach to equality and human rights, which encourages, supports and values diversity. We seek to promote and embed the principles of equity in all College services and in every aspect of College life. We will also ensure equality of opportunity and freedom from harassment for all students, staff and visitors by opposing and countering all forms of discrimination on the grounds of the nine protected characteristics outlined in the Equality Act 2010.

Glasgow Clyde College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.

At Glasgow Clyde College, our job is to identify potential in each individual and to help realise it, be they a member of staff or a student. We know that education and training makes a difference by helping people achieve more in their personal lives, in their careers and throughout their lives. Glasgow Clyde College is here to help find an educational or skills solution that works for all our staff or students.

Our Vision

Glasgow Clyde College will contribute to the prosperity and wellbeing of Scotland through exceptional achievement

Our Mission

Seeing Potential,
Finding Solutions,
Achieving More

Our Values

Students First, Aspiration,
Excellence through Leadership,
Innovation, High Quality,
Accountability, Integrity
and Respect

We understand and are committed to ensure the provision of a safe and supportive environment in which everyone is able to work or learn to the best of their ability. We seek to develop a culture of respect and understanding for all, responding to and supporting individual needs for our staff and students.

The College is committed to providing an inclusive ethos and environment, valuing and respecting diversity while ensuring equality of opportunity for all in every aspect of our services. We acknowledge and welcome the support and involvement of present and potential staff, students and partners in our efforts to achieve this.

In doing so, the College will demonstrate our commitment to the General Duty of the Equality Act:

• Eliminate harassment, victimisation and discrimination

• Advance equality of opportunity for individuals

• Foster good relations based on dignity and respect.

To meet the requirements of the Equality Act 2010, this report will detail the progress made by the College to achieve our previously published equality outcomes 2013-2017.

Purpose

3. Purpose

The College welcomes the opportunity to report its progress in meeting the requirements of the specific duties under the Equality Act 2010 and the purpose of this report is to outline progress in meeting the following specific duty:

• Duty to publish a report on the progress made to achieve the published equality outcomes.

Please find details including a summary of the general and specific equality duties of the Act in *Appendix B*

Glasgow Clyde College's 2013-2017 Equality Outcomes are available and can be found on the College website.

The new Equality Outcomes for 2017-2021 are published separately with the report detailing how they were devised. The duties to gather staff data and mainstream the equality duty are reported in the separate Equality Mainstreaming Report, also published online.

The College will publish the Equality Mainstreaming Report 2017, Equality Outcomes Report 2017-2021, Equal Pay Statement and information, together with this report on the College's website. This will be presented within the Equalities and Inclusion section, accessed from the home page.

Approach

4. Approach

A set of equality outcomes was developed for Glasgow Clyde College which reflected the needs of its staff, student stakeholders and the communities served by the newly merged College in 2013.

Their development was carried out with assistance from the Equality Challenge Unit and formed part of the merger process for the three colleges to ensure that the new College was prepared to meet its legislative duties under the Equality Act.

Glasgow Clyde College Strategic Equality Outcomes 2013-2017

Outcome 1: Disabled students have a positive learning experience

Outcome 2: Staff have confidence in conducting and taking action on the outcomes of equality impact assessments

Outcome 3: Monitoring and analysis of all protected characteristics informs aspirational practice

Outcome 4: Learning and teaching materials are accessible to all

Outcome 5: There is no distinction in performance level between those who fall within a protected characteristic and those who do not

Outcome 6: Equality is embedded in all aspects of excellent staff performance

Progress

5. Progress

"Best college in Glasgow. Best learning environment. Best lecturers. Look no further! Pure magic by the way :-D."
Mark, HND Travel and Tourism

"The college's strong promotion of equality and diversity in all aspects of its work, ensures that teaching staff explore these areas regularly within learning activities."
Education Scotland Review January 2015

"We have had extremely positive feedback about the quality of the Learning and Teaching across the college and the critical role of the teaching and support staff in this delivery."
SFC 2 Year Post Merger Evaluation June 2016

"Students at all campuses commented that they enjoyed studying at the college and praised the teaching staff and their commitment."
SFC 2 Year Post Merger Evaluation June 2016

what others say about us

"The learner voice is well represented on an extensive range of strategic and operational college committees."
Education Scotland Review January 2015

"Student Advice Centres on each campus provide a welcoming and friendly environment for learners."
Education Scotland Review January 2015

"Employers spoke extremely positively about their relationship with the college and their ability to shape the curriculum to meet the needs of the different economic sectors within the region."
SFC 2 Year Post Merger Evaluation June 2016

"I love it here. It's opened up a whole new wold of thoughts, ideas, challenges and most importantly, friends."
Eileen, HND Fashion Technology and Manufacture

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For more information please visit glasgowclyde.ac.uk

Equality Outcome Progress Report

This report details our progress in achieving the 2013-2017 Equality Outcomes and includes areas for further improvement and appropriate actions which have been taken into account when devising our new Equality Outcomes 2017-2021.

The progress report, detailed in *Appendix A*, comprises of:

Equality Outcome Progress

Details of the progress plan are below (presented and published separately):

- **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. Hard outcomes can be quantified and measured numerically. Soft outcomes, whilst not counted, are still measurable.
- **Action to Target Staff or Students**, in support of achieving the specific outcome.
- **Intended Outputs,** the effect of the actions, which will support achieving the specific outcomes.
- **Responsibility**, the staff role or college functions tasked with implementing the action.
- **Timescale**, detailing the month and year, by which point the action, and resulting output, will be met.
- **RAG Status,** detailing the RAG (red, amber, green) status of progress.
- **Impact Measure:** detailing rationale for outcome, progress and impact measure.
- **Rationale and Narrative:** detailing the contextual basis, actions and progress

Key Achievements

6. Key Achievements

Staff attendance

2014/15 — 95.23%

2016/17 — 97%
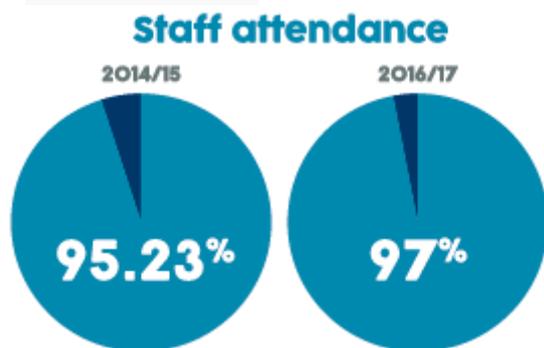
College Awards

Our commitment to partnership working is evidenced by the range of awards we have received from external bodies and agencies. Recently these have included:

SDS Awards – Public Sector Employer of the Year – NHS Greater Glasgow and Clyde in partnership with Glasgow Clyde College.

SQA Star Awards – Partnership of the Year – Highly Commended – Glasgow City Council and Glasgow Clyde College.

SEMTA – Training Partner of the Year – Highly Commended – Glasgow Clyde College.

The Glasgow Awards – Employer of the Year 2016

TES FE Awards: Support for Learners Category, nominated for the EVIP schools programme

CDN Annual Awards: Health Promoting College, commended for the Healthy College programme

Bridging the Gap to Education

Glasgow Clyde College offers a fantastic opportunity to two members of staff to attend a fully paid further education course here at the College for one year (August to June).

The rationale behind the opportunity:

"This project supports employees of Glasgow Clyde College on lower salaries to provide them with the opportunity to be sponsored to further their education on a fully paid, day-release or part-time basis. This allows the College to support staff who cannot attend night classes due to having a second job or childcare/caring responsibilities".

The Scottish Government are focused on eliminating occupational segregation as they recognise that this is one of the barriers which prevents women and men from fulfilling their potential in the labour market. This project supports that aim and works towards removing any financial barriers from staff on a lower paid salary to achieve a further or higher education qualification."

http://www.scotland.gov.uk/Topics/People/Equality/18500/OccSeg.

Healthy Working Lives Group

The college takes part in in the Healthy Working Lives Awards, holding Gold for three years. The college aims to maintain this level.

Glasgow Clyde College has a strategic aim to develop effective, confident, and resilient students and staff, through promoting a high standard of health and wellbeing for all. The College Healthy Working Lives Group meets regularly throughout the year to plan opportunities for staff to participate in activities to improve their health and wellbeing. The group comprises appropriate staff and student representatives to ensure that initiatives are widely promoted throughout the college.

Promoting a culture of wellbeing aims to improve morale, lower staff turnover, reduce sickness absence levels, maintain low accident rates and increase productivity.

Examples of activities that have been promoted to staff during 2015-2016 include:

- Various healthy eating promotions
- Cycle to work scheme
- Gym and sports facilities free to all staff
- Staff fitness classes
- Complementary therapist clinics open to staff
- Healthy college days
- Wellbeing sessions as part of CPD
- Walking groups at each campus
- Smoking cessation campaign and support group
- Health promotions linked to Skin Cancer Month, World Aids Day etc
- 5 x 50 challenge
- Lifestyle Checks
- Weight Watchers meetings
- Change programme

Inclusive Accessible Toilet Signage

In order to underline our commitment to equality, diversity and inclusion, <u>all accessible toilets across the 3 campuses</u> will include new signage featured below-

The sign includes bright contrasting generic human figures combined with symbols and Braille to help users understand that this is an accessible and inclusive toilet for **anyone**; regardless of gender or disability, seen or unseen.

All accessible toilets have previously been unisex and therefore nothing has changed. These toilets are accessible to everyone, with the same priority being given to those who cannot or do not feel comfortable using the single sex toilets across the College estate.

 "We feel it's important to provide a safe and welcoming environment for anyone and everyone. The new signs are original and inclusive, underlining that these toilet facilities are easily accessible and functional for all staff, students and visitors. Our accessible toilets can be used by anyone without fear of incident, discrimination or harassment."

David Marshall, Assistant Principal Student Experience

Accessible Development Plan

Our Glasgow Clyde College Development Plan 2016 - 2020 sets out our mission, vision, values, goals and objectives over the next four years.

Our development plan is available to view on Youtube - as accessible videos including BSL sign language, audio or pdfs in plain text or full colour.

British Sign Language: Equality Reports - Principal's Foreword
Our Equality Reports will include a BSL video of the Principal's Foreword to provide increased accessibility and promote BSL inclusion.

Supporting and empowering staff to achieve their maximum potential.

Foundation Projects

Mentally Healthy College

Glasgow Clyde College are working in partnership with SAMH on a two year funded programme to develop a Mental Health Support mode to enable the personal growth and transformation of students and staff experiencing mental health difficulties. Whilst the College must remain focused upon its role as an education provider, it is imperative that it can identify and develop an infrastructure that will support the mental wellbeing of students and staff, promote their safety and support staff dealing with students and staff encountering mental health issues.

The increasing prevalence of mental health problems among students and staff has created genuine concerns for health and education professionals. The Scottish Government have highlighted that 1 in 4 people will experience a mental health problem at some point in their lives. Research has found that particular socio-economic groupings are more likely to encounter issues surrounding their mental health wellbeing and these include people with disabilities, those in poverty, females, people for BME backgrounds and those with care or caring experience. With over 20,000 students and over 1000 members of staff at GCC it is vital that a coordinated approach to mental health welfare is developed across the 3 campuses. The College must make full use of national and college policy, display strong leadership and commitment to support services and provide students with opportunities to access appropriate support for mental health difficulties.

Research by the World Health Organisation has highlighted the relationship between socio-economic factors such as poverty, unemployment and lack of education to an increased risk of development of and increased impact of mental health. The Scottish Government reports that 26% of Glasgow's population live in the most deprived 20% of the SIMD zones. GCC has over 40% of its student population that resides in the most deprived 20% of data zones. Students who live in these areas are more likely to leave early in the course programme, more likely to leave before the end of the course and less likely to have a successful outcome.

Mental health problems including depression, eating disorders, self-harm and obsessive compulsive disorder provide daily challenges for teaching and support staff. Factors perceived as contributing to poor mental health, including the transition from school to college, bullying, drug and alcohol misuse, concerns about body image and family relationship breakdowns, are readily identifiable with the profile of FE students.

The underlying need is to keep students safe and ensure that the learning environment is supportive of positive mental health. The model will promote good mental and emotional health in students and staff, it will promote inclusive learning opportunities for students experiencing mental health issues, develop the capacity of staff to support students with mental health difficulties and will support safeguarding and 'PREVENT' duties. The development of a partnership with SAMH will foster closer working relationships within the College, the Student Association and other support and community organisations and will facilitate a robust support network. Research by Who Cares and NUS Scotland has highlighted specific challenges faced by both care-experienced students and students who undertake unpaid caring responsibilities and has concluded they have increased incidence of experiencing mental health difficulties. The model of delivery will form part of the College Corporate Parenting Plan as well as supporting the mental health wellbeing of the wider student population.

GCC currently supports over 14% of the student population who have extended support needs. Over 140 of these students have disclosed mental health issues as the primary. National evidence would suggest that the real figure for students who are experiencing mental health issues could be as much as ten times that level. Students who disclose a disability are more likely to leave early in the course programme, are more likely to leave before the end of the course and less likely to have a successful outcome.

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Assistive Technologist

The College is working on a 2 year funded programme to promote the 'inclusive classroom'. Through engaging with training sessions, staff are gaining knowledge of different technologies and how they can be used to create inclusive learning environments. They are understanding that assistive technologies do not only help people overcome barriers to learning, but if adopted at an early stage can ensure that the barriers may not exist in the first place.

Staff are becoming increasingly aware that poor practice and failure to consider accessibility can have a negative effect on learners. From this they become inspired to look for technological solutions to problems faced within their own context.

A number of curriculum projects have been identified and scoped by staff inspired after participating in training/awareness sessions. Frequent follow-up enquiries and requests for more information or assistance suggests that staff are willing to improve their practice and embrace assistive technologies.

Overall, staff are realising that there is no longer a stigma attached to assistive technologies and that the majority of new hardware and software have features built-in to make interacting with information easier for everyone.

Continuing to make assistive technology CPD sessions regularly available to staff would ensure that an increasing number of staff feel comfortable and confident using technology.

Inclusiveness extends beyond the physical environment. It is important that online spaces such as the VLE, Website and Intranets and the materials that they contain are fit-for-purpose.

To ensure there is a commitment to the Inclusive College, all curriculum and service areas must aspire to change practice. There is also an appetite for school-leavers and their parents to learn how they will be supported at College through the use of assistive technologies.

Specific project work has included:

- Fashion Technology – developing an inclusive online space
- HNC Counselling eBooks
- College Website Accessibility
- Library Accessibility Review
- IDEA Digital Badges
- Online Staff Development Provision
- Staff Training

Clyde Connects Careers

Current government legislation and wider policy drivers have outlined the need for high quality CEIAG. The Wood Report, Developing Scotland's Young Workforce, Commission for Widening Access, the Access and Inclusion Strategy, the Gender Action Plan and the Education Scotland Employability Task Project have all highlighted the common theme of employability being built into curricular delivery

and careers support to promote the equality of opportunity of progression and transition for students into employment and other positive destinations.

This two year funded programme will develop, embed and evaluate a sustainable CEIAG model to ensure all students gain the knowledge and skills they need to navigate their way successfully through career choices and changes. This will develop the knowledge and skills of students to make successful choices, manage transitions in learning and move into employment.

Staff will be provided CPD to promote the embedding of career management skills and knowledge within curricular delivery. The College will see improved retention, attainment and progression in targeted vocational and non-vocational programmes and will enhance partnership working arrangements with employers and third-party organisations such as SDS, HEIs, Schools and Job Centres. The project will work with CDI to develop a kitemark for careers advisers in FE Colleges.

It is paramount that the College is able to fully support students into a positive destination. Students should access collaborative services from internal and external partners that promote individual employment awareness, skills and knowledge. By drawing together these partners, students will enjoy a one-stop-shop to career development that is sustained by staff CPD.

Moving Forward

7. Moving Forward

This report demonstrates our College's approach to planning and detailing progress in meeting its equality outcomes to enable better performance of the general equality duty. Progress in meeting the outcomes has been undertaken by staff and students across the College, including the Senior Management Team, The Strategic Equality, Diversity & Inclusion Action Group, The Equality Team and Glasgow Clyde College Student Association.

Against a backdrop of significant economic challenges, the Scottish Government has implemented a regional structure for the college sector. This approach was designed to increase efficiency and improve responsiveness of colleges to the needs of local, regional and national economies as well as students and employers. As a result of this structure, Glasgow Clyde College works alongside fellow Glasgow-based colleges to develop and deliver a coherent and sustainable curriculum, with a focus on outcomes, funding that is based on regional requirements and strong accountability for regional performance.

Through engagement with the other colleges in the Glasgow region; City of Glasgow College and Glasgow Kelvin College, approaches to devising equality outcomes and reporting on progress have been aligned. To enable this, the three Colleges have chosen to adopt the flexible, yet robust, method devised by City of Glasgow College.

The Equality teams from the three Colleges worked collaboratively and developed a set of five shared Glasgow Region Strategic Equality Outcomes, common to each college at the beginning of 2015. To support local needs, each College has devised its own unique specific equality outcomes 2017-2021.

The efforts of the Glasgow Clyde's internal college groups has helped to support the creation of its new specific equality outcomes 2017-2021, by engaging with staff, students, stakeholders, external partners, people who share a protected characteristic and considering local, regional and national evidence.

Our new revised outcomes have been developed and the Equality Outcomes 2017-2021 Report is available on our website.

A new Progress in Meeting Equality Outcomes Plan Framework has been created to support meeting the aims and further demonstrate achievement of these new 2017-2021 equality outcomes. ***Appendix C.***

This progress plan will be updated and published by 2019.

Glasgow Clyde previously mapped the College outcomes to Glasgow Region Equality Outcome Themes to ensure that across the city we have a shared vision and are working together effectively. ***Appendix D***.

This document can also be provided in standard print, large print, electronic, audio CD and in Braille upon request. For more information, please call 0141 272 3399, or contact equality@glasgowclyde.ac.uk

Appendix A: Equality Outcomes Progress

Appendix A: Equality Outcome Progress

2013-2017 Outcome Progress Plan

RAG Status	Status Description
Red	Seriously behind schedule. The action(s) requires remedial action to achieve objectives. The timeline/costs/objectives are at risk.
Amber	Problems affecting the completion of the action(s) have been identified. Action is being taken to resolve this OR a potential problem has been identified and no action may be taken at this time, but the position is being carefully monitored. The timeline/cost/objectives may be at risk.
Green	The initiative/project is on target to succeed. The timeline/cost/objectives are within plan.

Strategic Equality Outcome 1: Disabled students have a positive learning experience

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.1. All policies and procedures for recruitment, selection, admissions and enrolment of students are clear, fair, explicit and consistently applied.	1.1.1 All policies and procedures reviewed annually.	Glasgow Clyde College complies with all relevant equality legislation.	August 2015 and annually thereafter	EMT Director of Quality & Performance	
	1.1.2 Internal audit of relevant processes.	Fair and consistent policies and procedures are applied to recruitment, selection, admissions and enrolment of all students.	August 2015	Director of Quality & Performance	
	1.1.3 Admissions procedure is reviewed in accordance with Equality Challenge Unit guidelines on equitable admissions.	Fair and consistent policies and procedures are applied to recruitment, selection, admissions and enrolment of all students.	August 2015	Director of Quality & Performance	
	1.1.4 Paper applications and staff support is given to those who require additional assistance.	Fair and consistent policies and procedures are applied to recruitment, selection, admissions and enrolment of all students.	April 2015	Director of Quality & Performance	
	1.1.5 Admissions systems are	Fair and consistent policies	April 2015	Director of	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	reviewed regularly and a clear and consistent set of interview guidelines will be developed, available to all relevant staff.	and procedures are applied to recruitment, selection, admissions and enrolment of all students.		Quality & Performance	
1.2 The design and layout of each campus is accessible and meets the needs of different groups where possible.	1.2.1 A rolling programme of building audits is carried out on each campus and involves relevant external partners.	Accessibility is embedded in all new work, with both short and long-term plans developed, to address any existing barriers within Estates.	September 2016	Vice Principal Resources Head of Estates, Facilities & Energy	Ongoing 2016-2017, including new estates projects across the 3 campuses.
	1.2.2 GCCSA IDEAs group will facilitate an accessibility audit of each campus carried out by disabled students and staff.	Accessibility is embedded in all new work, with both short and long-term plans developed, to address any existing barriers within Estates.	June 2015	Director of Student Services GCCSA Campus Coordinators	
	1.2.3 Each campus will provide gender neutral and	All users, in particular, transgender and disabled	Sept 2016	Vice Principal Resources	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	accessible toilet/changing facilities.	individuals are able to access suitable toilet/changing facilities.		Head of Estates, Facilities & Energy	
1.3 Glasgow Clyde College will provide for the needs of disabled and marginalised people. We will ensure that all reasonable adjustments are made to our services and provision on an individual and flexible basis.	1.3.1 All ELS students will be offered 'Student Plus', an enhanced library service designed to ensure accessibility to all users.	The College library service is inclusive and accessible.	August 2014	Director of Learning & Teaching Library Manager	
	1.3.2 The College will provide accessible technology, including hardware, software and accessible formats in each campus library.	The College library service is inclusive and accessible.	August 2014	Director of Learning & Teaching Library Manager	
	1.3.3 The College will provide systems and structures to	Disabled students and/or those with additional learning support	August 2014	Director of Student Services	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	encourage and support disability disclosure.	needs, are provided with appropriate support on an individual basis as required.		Head of Equality & Inclusion	
	1.3.4 The College will provide an appropriately resourced Learning Inclusion service to assess and provide support.	Disabled students and/or those with additional learning support needs, are provided with appropriate support on an individual basis as required.	August 2014	Director of Student Services Head of Equality & Inclusion	
	1.3.5 An online PLSP (ELSA) system which can be accessed by both support and teaching staff.	A joint approach to providing learning support is underpinned by a robust and flexible communication system.	January 2015	Director of Student Services Head of Equality & Inclusion	
	1.3.6 A programme of Disability Equality training will be rolled out across the College.	Staff understand the challenges faced by disabled and other marginalised people and can confidently make reasonable adjustments.	May 2015 ongoing	Head of Equality & Inclusion Equality Officer	Student group to complete an accessibility audit in 2017-2018 as per discussions at IDEA group and SEDIA Group.
	1.3.7 Clear and accessible signage will be provided throughout	Navigation throughout each campus is facilitated by	Sept 2016	Vice Principal Resources	New signage is currently in

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	the estate.	signage which takes account of protected characteristics.		Head of Estates, Facilities & Energy	development & new accessible toilet signage has been designed.
	1.3.8 Student advisors will deliver relevant induction sessions in an accessible manner promoting equality and inclusion.	All Student Services are inclusive and accessible.	August 2015	Director of Student Services Student Advice Manager	
	1.3.9 Student Funding processes will be applied on a flexible basis taking account of individual needs.	All Student Services are inclusive and accessible.	August 2015	Director of Student Services Student Funding Manager	
	1.3.10 If required, reasonable adjustments will be made at interview for any student who has declared a disability/additional learning need at application stage.	A fair and consistent procedure applies to recruitment, selection, admissions and enrolment of students.	August 2015	Director of Quality & Performance Directors of Faculty Head of Equality & Inclusion	
	1.3.11 A further opportunity will be provided to declare any	A fair and consistent procedure applies to	August 2014	Director of Faculty	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	disability/additional learning need during their interview if not previously disclosed.	recruitment, selection, admissions and enrolment of students.		Head of Curriculum	
	1.3.12 Appropriate procedures will be applied to ensure relevant support is provided.	A fair and consistent procedure applies to recruitment, selection, admissions and enrolment of students.	September 2015	Director of Student Services Head of Equality & Inclusion Heads of Curriculum	
	1.3.12 Marketing materials will be designed using accessible fonts, styles and inclusive images.	All marketing materials and resources are accessible, inclusive and available in all formats on request.	August 2014	Head of Marketing & Communications	
	1.3.13 Website content will be enhanced by the addition of video content. This will also be accessible via mobile devices.	All marketing materials and resources are accessible, inclusive and available in all formats on request.	August 2014	Head of Marketing & Communications	
Impact measure to demonstrate progress					

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status

- Appropriate and necessary adjustments implemented to admissions processes - Positive comments from disabled applicants
- Improved Learning Inclusion systems, practices & communications - Positive feedback from disabled students
- More time is given to applicants for practical assessments. If they require additional support, staff organise this in advance
- Students are invited to a second interview to allow for reasonable adjustments to be made if not initially disclosed
- A clear statement of welcome and inclusion for prospective Deaf students on College website
- Screen reading software available on all PCS across the estate
- Browsealoud Software embedded within the VLE to improve accessibility
- Assistive Technology Development role was devised and appointed through a Foundation Bid
- Greater level of early intervention to ensure effective support and consequently reduce number of student withdrawals
- Student service areas, including Library and Finance, refurbished for increased accessibility
- Inclusive Toilet signage designed and updated on all accessible toilets across the estate
- Established programme of Estates and Signage work continuing to improve all aspects of accessibility
- Attendance at faculty meetings is embedded and ongoing regarding EDI matters
- GCCSA has worked in the 2016/17 session to reduce barriers to college life and provide disabled students with a more positive learning experience by providing specific activities, and specific meeting groups designed for students to feedback any issues or problems. However GCCSA proposes working more closely with the College estates department and campus staff to ensure a disability audit can take place in the 2016/17 session.

Rationale and Narrative

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SEEING POTENTIAL · FINDING SOLUTIONS · ACHIEVING MORE

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
"The totality of the student experience is relevant to how well they perform and ensuring accessible services throughout the college is also essential" **GCC Outcome Framework 2013-17** At the time of devising our Equality Outcomes, we saw from our PI data that there was a disparity in success rates for students who declared a disability and those who did not. A range of data and information was considered in order to understand the experience of disabled students and staff, including: Direct feedback: • Feedback from College Equality Groups • Feedback from extended learning needs students • Feedback from partners – Glasgow Disability Alliance, Inclusion Scotland Formal procedures: • Staff and student surveys and focus groups					

2013-2017 Strategic Equality Outcome 2: Staff have confidence in conducting and taking action on the outcomes of Equality Impact Assessments

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
2.1 Staff have a clear understanding of all equality related matters and how to achieve better outcomes in policy and practice.	2.1.1 Finance department will provide relevant and accessible information and support across all campuses, promoting the general equality duty.	Financial processes are followed in a consistent manner and take account of individual needs.	August 2014	Director of Finance Finance Manager	
	2.1.2 The Finance department will offer regular training to all levels of staff. This will include promotion of the equality duty amongst companies providing goods and services.	Correct financial procurement policies and procedures, ensuring compliance with equality legislation are followed	August 2014	Director of Finance Finance Manager	
	2.1.3 Finance department will monitor/audit ordering across the College in order to confirm relevant policies and processes are adhered to.	Correct financial procurement policies and procedures, ensuring compliance with equality legislation are followed.	August 2014	Director of Finance Finance	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Manager	
	2.1.4 Online staff equality training is provided and completion of essential elements is mandatory.	Staff have greater knowledge, ownership and understanding of legal responsibilities, rights and inclusive practice.	August 2014	Head of Equality & Inclusion

Learning & Development Officer | |
| | 2.1.5 Information, resources and relevant external links provided on the College website. | Staff have greater knowledge, ownership and understanding of legal responsibilities, rights and inclusive practice. | January 2015 | Head of Equality & Inclusion

Equality Officer | |
| | 2.1.6 Minutes of all meetings will clearly show where equality issues have been raised. | Equality issues are a standard agenda item on all formal College meeting agendas. | August 2014 | The Executive Support Team

The Equality & Inclusion team | |
| | 2.1.7 Awareness raising sessions will be held regarding Equality & Inclusion policy and procedure. | Staff have a clear understanding of Equality and Inclusion policy and procedure and their implementation. | June 2015 | The Equality and Inclusion Team

The Quality unit | Ongoing In addition to sessions, online basic & advanced EIA training is essential CPD for all staff. |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	2.1.8 IDEAs group will initiate a sub-group of students and staff to progress actions towards the Charter Mark.	Collaborative working between students and staff is enhanced by successfully achieving the LGBT Youth Charter Mark.	December 2014	The Equality and Inclusion Team GCCSA Marketing	Ongoing- Priority for staff & students in 2017-18 included within the new SPARQS Partnership Agreement.
	2.1.9 HR will raise staff awareness regarding the policy and procedure of carrying out EIAs and the associated responsibility among all staff for Equality & Diversity to be acknowledged in all aspects of College operations.	College policies and practices are based on informed decisions which promote positive impact and improvements to ensure a positive experience of people of different backgrounds.	September 2015	Director of Organisational Development Head of HR	
2.2 Staff confidently conduct Equality Impact Assessments and work in partnership	2.2.1 The Finance department will conduct regular process reviews, incorporating the general equality duty.	All Finance services, meet the needs of staff, students, suppliers and external partners taking account of any protected characteristics.	August 2014	Director of Finance Finance Manager	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
to capitalise on the potential benefits of the related actions.					
	2.2.2 Quarterly surveys will be issued to staff and suppliers to collate feedback on our financial services, performance and processes.	Equality Monitoring is included in regular reviews of Finance's services, performance and processes.	August 2014	Director of Finance

Finance Manager | |
| | 2.2.3 Equality Impact Assessment training, using ECU resources and advice, will be developed and provided to staff. | Staff are equipped with the relevant skills, knowledge and resources required to carry out Equality Impact Assessments. | September 2015 | The Equality & Inclusion Team | Training sessions ongoing. Senior Management Team participated in a hands-on session in 2017. |
| | 2.2.4 Consultation, advice and support will be provided on an ongoing basis. | Results of Equality Impact Assessments are shared and actioned as appropriate. | August 2014 | The Equality & Inclusion Team | |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	2.2.5 Equality Impact Assessment templates and guidelines to their completion, will be provided to all staff.	Staff are supported to confidently conduct Equality Impact Assessments and provide mitigating actions where required.	June 2015	The Equality & Inclusion Team The Quality unit	
	2.2.6 To fully embed EIA's into every area of the organisation, EIA training and guidance will be provided to support staff in the process involved and on taking action on the outcomes.	The needs of everyone will be considered by the College when developing and implementing policies, delivering services and in relation to recruitment and employment to ensure that we deliver and serve in an inclusive, efficient and effective manner.	August 2015	Director of Organisational Development Head of HR	Further training sessions and online modules (basic and advanced) provided as compulsory CPD to all staff, including the introduction of EDI Digital Badges.

Impact measure to demonstrate change

- All policies, procedures and associated documentation are reviewed at fixed intervals and as part of the review, ensuring of compliance with equality legislation including Equality Impact Assessments (Quality Self Evaluation 2015)
- Compulsory online training for staff on VLE
- EDI Digital Badges

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
• Agendas of all meetings include "risk and equality impact of decisions made" and are acted upon accordingly • Self-evaluation findings • EIA Findings • Information collected on an ongoing basis • Always looking to new and innovative way of promoting vacancies within the College. We are now looking at using social media (Facebook, Twitter and LinkedIn) as there is a feeling that we will reach a wider audience.					

Rationale and Narrative

"It is a legal requirement of the Equality Act, requiring public bodies to be proactive in advancing equality of opportunity and outcome." (Public Sector Equality Duties, EHRC)

These equality outcomes were part of a shared approach which transferred to the new merged college on 1st August 2013. Their development was carried out with assistance from the Equality Challenge Unit and formed part of the merger process for the three colleges to ensure that the new College was prepared to meet its legislative duties under the Equality Act. The outcomes recognised that we were in a period of change, where many new approaches were being put in place and some systems for capturing relevant equalities data would be subject to change.
Therefore, we at Glasgow Clyde College, regard the EIA as a key area through which effective learning and support can be promoted and enhanced.
An EIA verifies that all our policies, procedures and practices ensure fairness, advance opportunity and foster respect, in line with the Equality Act 2010.

2013-2017 Strategic Equality Outcome 3: Monitoring and analysis of all protected characteristics informs aspirational practice

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
3.1 Job applicants and potential students are able and	3.1.1 Appropriate information and support will be provided to individuals during the	Glasgow Clyde College is a diverse community which promotes the general equality	August 2014	Director of Organisational Development	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
encouraged to self-declare across all protected characteristics.	application/recruitment process.	duty and complies with PSED.		Head of HR	
	3.1.2 Appropriate information and support will be provided to students during the application/enrolment process.	Glasgow Clyde College is a diverse community which promotes the general equality duty and complies with PSED.	April 2015	Director of Quality & Performance Director of Student Services Student Advice Manager	
	3.1.3 Encourage applicants to provide data at application stage, explaining the rationale and benefits, while emphasising anonymity and	Job applicants understand the rationale for data collection and believe in the secure, confidential and anonymous nature of disclosed data	August 2015	Director of Organisational Development Head of HR	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	confidentiality.	captured as part of the recruitment process and the role this has in ensuring services meet individual needs.			
3.2 Students and staff are fully aware of the positive impact and benefits of self-declaration across all protected characteristics.	3.2.1 Equalities Monitoring forms will be made available electronically, in a range of formats and in an easy-read version.	Staff and students understand the rationale for equality data collection and have confidence in the security and confidentiality of how their information is stored and utilised.	August 2015	Head of Equality & Inclusion Director of Quality & Performance Director of Organisational Development Head of HR	
	3.2.2 Information and advice will be provided regarding equalities monitoring and the attendant benefits.	Staff and students understand the rationale for equality data collection and have confidence in the security and confidentiality of how their	June 2015	Director of Student Services GCCSA	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
		information is stored and utilised.		Head of Equality & Inclusion Director of Organisational Development Head of HR	
	3.2.3 GCCSA will ensure that the Student Executive Team includes elected Equality posts.	Students understand the value and importance of 'dignity and respect for all'.	October 2015	Director of Student Services GCCSA	
	3.2.4 Equality group meetings for staff and students (including the IDEAs and Equality & Inclusion Group) will be held regularly at each campus.	Students and staff understand and demonstrate the value and importance of 'dignity and respect for all'.	August 2014	Vice Principal Strategy & Performance Director of	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Student Services GCCSA Head of Equality & Inclusion Equality Officer	
	3.2.5 Training will be provided to all GCCSA staff and Class Reps to promote the benefits of self-declaration across all protected characteristics.	Students and staff understand and demonstrate the value and importance of 'dignity and respect for all'.	October 2015	Director of Student Services GCCSA Head of Equality & Inclusion Equality Officer	
	3.2.6 Appropriate online equality training is provided for students and staff.	Students and staff understand and demonstrate the value and importance of 'dignity and respect for all'.	August 2014	Director of Student Services GCCSA	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Head of Equality & Inclusion Learning & Development Officer E-learning Manager	
	3.2.7 Equalities monitoring in fully integrated into student funding application processes.	Student Funding provides a fair and accessible service for all students.	May 2015	Director of Student Services Student Funding Manager	New enhanced software installed to collect more accurate data.
	3.2.8 Allocation of student funds will be evaluated by protected characteristics and actioned appropriately.	Student Funding provides a fair and accessible service for all students.	October 2015	Director of Student Services Student Funding	New enhanced software installed to collect more accurate data.

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Manager	
	3.2.9 Re-capture all current employees' data in relation to all nine protected characteristics to ensure full compliance with the Equality Act.	The College acknowledge and understand their staff profile and are able to meet their diverse needs.	August 2015	Director of Organisational Development Head of HR	HR system to be updated to include all nine PCS. New disclosure video sent to all staff to encourage self-declaration.
	3.2.10 Re-capture all current employees' data in relation to all nine protected characteristics to ensure full compliance with the Equality Act.	Staff are confident in their ability to anticipate and respond to the needs of all colleagues and learners.	September 2015	Director of Organisational Development Head of HR	New disclosure video sent to all staff to encourage self-declaration & increase confidence.
	3.2.11 Re-capture all current employees' data in relation to all nine protected characteristics to ensure full	The needs of everyone will be considered by the College when developing and implementing policies,	September 2015	Director of Organisational Development	Eight of the nine characteristics are currently captured (gender

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	compliance with the Equality Act.	delivering services and in relation to recruitment and employment to ensure that we deliver and serve in an inclusive, efficient and effective manner.		Head of HR	reassignment missing) with ongoing work to include all nine pcs on our HR system.
	3.2.12 System messages to highlight security of processing confidential data will be designed and displayed.	Staff have confidence in the confidentiality and security of how their information is stored and used.	September 2015	Director of Organisational Development

Head of HR | Many all-staff communications have been provided to confirm the confidentiality of sensitive data. |
| 3.3 Students and staff accurately and honestly self-declare all personal protected | 3.3.1 Develop and launch campaigns to provide reassurance of confidentiality and anonymity and encourage students and staff | Robust equality data is available across all protected characteristics. | December 2015 | Director of Student Services

GCCSA | |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
characteristics.	to self-declare against PCs.			The Equality & Inclusion Team The Quality Unit Organisational Development Manager	
	3.3.2 The College will launch an online OD system and encourage staff declaration of equality data across all protected characteristics.	Staff are encouraged to disclose personal information relating to protected characteristics, feel empowered in disclosing personal information and are confident that any information given will not be used to discriminate.	April 2015	HR Department	The I-trent HR system has been established, however disclosure rates need to be improved. Gender reassignment needs included

Impact measure to demonstrate change

- Support available during application and enrolment via information sent in advance, availability in alternative formats and staff liaison with Student Services
- Specific EDI training given to all GCCSA staff and officers
- Equalities data available on staff intranet – now to be extended to include all protected characteristics

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status

- Equality staff-held session and working on developments with MIS and Finance staff
- Self-Declaration video created for staff and students, included within EDI Digital badges
- Various communications have been sent to staff to encourage them to complete their protected characteristics information with the confidentiality of the data communicated through this process.
- Complaints monitored for equality issues
- Integration of EDI in College planning processes
- Integration of EDI within student surveys
- All feedback related to CPD undertaken is equality monitored
- The College is able to track PCs at enrolment, attainment & progression stages to examine differential impact
- Equalities monitoring forms will be made available electronically, in a range of formats and in an easy-read version
- The I-trent (HR system) is now available for staff to update their personal information
- Staff can use the claro-read software in conjunction with I-trent
- eRecruitment will be going live with the new website. This will direct job applicants to a sensitive data tab which explains the need to collect this data, including a "prefer not to say" section on the scroll down menu
- In the 2015/16 session, an Equality Officer post was created by the GCCSA, for the Student Executive. This individual worked closely with the GCCSA to deliver the 'Embracing Diversity' event. In this session, these posts have been expanded into specific protected characteristic areas, to ensure more students have specific representation. For example, this year, the GCCSA created Women's Officer, and Student Parent Officer posts, as well as LGBT and Equality posts
- The GCCSA has also expanded on class rep meetings structure this year, to ensure equality at meetings is promoted across the board, and as such has created Additional Support Class rep meetings, which further demonstrates the value of dignity and respect for all when engaging with the Student Association and the College, and the promotion of access for all.

- In the 2016/17 session, a VLE platform will be created to enable students to undergo this equality training which can be administered by faculties
- Several campaigns have been launched to provide reassurance to students under the protected characteristics. The GCCSA has delivered campaigns on:
  o LGBT Awareness
  o International Women's Day

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status

- o Black History Month
- o Embracing Diversity
- Some of these campaigns have been launched with accompanying events and have all included an element of encouraging students to self-declare and be forthcoming about their needs as students, so the college is able to assist as much as possible.
- A targeted campaign and staff information session was provided in 2016-2017, closely working with MIS, Finance enrolment teams and Organisational Development, to ensure the message was not just being promoted, but actioned
- In 2016/17, all GCCSA staff have undergone and successfully completed online Equality training.

Rationale and Narrative

"To create a culture where everyone feels able to be themselves in an environment that is welcoming, comfortable and respectful" (GCC merger documentation 2013)

This outcome was set as a direct result of the challenges of merging three different data collection systems. We aimed to ensure compliance with the Equality Act and improve accurate information gathering across all protected characteristics.

The College acknowledges that some work is still required to nurture an environment in which individuals are comfortable in disclosing personal data.

2013-2017 Strategic Equality Outcome 4: Learning & Teaching Materials are accessible to all

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
4.1 All learning and teaching materials	4.1.1 A link to QELTM guidelines and toolkit will be available on	Staff are provided with resources and support to	June 2015	Head of Equality &	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
are designed to meet the needs of all, available on the VLE and in alternative formats if required.	the website and the staff intranet.	ensure accessibility of all materials.		Inclusion Equality Officer	
	4.1.2 Reprographics staff will receive ongoing training in order to provide appropriate support to staff.	Staff are provided with resources and support to ensure accessibility of all materials.	August 2014	Head of Marketing Learning & Development Officer	
	4.1.3 Browse Aloud has been installed as a plug-in to the VLE, increasing accessibility.	The College VLE is configured to offer the maximum possible level of accessibility to users.	August 2014	Director of Learning & Teaching E-Learning manager	
4.2 Staff are able to evaluate and improve the inclusiveness of their own practice.	4.2.1 Equality & Inclusion team will provide resources and a rolling programme of customised training.	Staff have shared understanding and ownership of inclusion and the implementation of appropriate strategies.	May 2015	Equality & Inclusion Team Organisational Development	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Manager Learning Development Officer	
	4.2.2 Learning Inclusion staff will provide online resources regarding inclusive practice.	Staff have knowledge and expertise in developing the 'inclusive classroom'.	February 2015	Head of Equality & Inclusion	
	4.2.3 Learning Inclusion staff will regularly attend faculty meetings to discuss and share practice.	Staff have knowledge and expertise in developing the 'inclusive classroom'.	December 2014	Head of Equality & Inclusion	
	4.2.4 An assistive technology role will be introduced which will provide workshops and customised training for students and staff, across all faculties.	Staff have knowledge and expertise in developing the 'inclusive classroom'.	May 2015	Head of Equality & Inclusion	
	4.2.5 Self-evaluation process will include a requirement to identify equality issues and implement relevant action planning.	Reflection of learning and teaching strategies will be used to highlight inclusive practice and effectively address any concerns.	June 2014	Heads of Curriculum Director of Quality &	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Performance Organisational Development Manager	
	4.2.6 An online tool, Self-E, will be introduced to encourage and facilitate personal reflection on professional practice.	Reflection of learning and teaching strategies will be used to highlight inclusive practice and effectively address any concerns.	March 2015	Director of Learning & Teaching Director of Quality & Performance	
4.3 Students believe they are being treated fairly and respectfully and actively engage in accessible and inclusive learning and teaching.	4.3.1 Libraries will provide and publicise up to date resources and information on human rights and equalities issues.	Students and staff are well informed of their rights and responsibilities regarding equalities.	August 2014	Director of Learning & Teaching Library Manager	
	4.3.2 Feedback received from Equality Groups will be communicated to students and actioned accordingly to	Students understand and acknowledge the importance of equality, diversity and inclusion in relation to curriculum	November 2014	Head of Equality & Inclusion	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	promote inclusive practice.	content and delivery.		Equality Officer GCCSA	
	4.3.3 Targeted questions will be incorporated into the Student Satisfaction Survey.	Relevant student opinion is captured regularly and provides the basis for action planning.	March 2015	Quality unit Equality & Inclusion Team	
	4.3.4 All courses offered by the College for campus-based study will be provided as templates on the College VLE and can be offered on a distance or blended-learning basis.	Students who are unable to attend campus-based study for any reason are not disadvantaged.	August 2014	Director of Learning & Teaching E-Learning Manager	
	4.3.5 E-Learning team will conduct regular anonymised surveys of randomly selected learners, on an automated basis.	Glasgow Clyde College gives equal voice and guarantees anonymity to all VLE users.	August 2014	Director of Learning & Teaching E-Learning Manager	
	4.3.6 An online course, Equality and Diversity for Students,	The value of equality diversity and inclusion is promoted to all	August 2014	Director of Learning &	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	will be offered through the VLE to all of our learners.	students.		Teaching E-Learning Manager GCCSA The Equality & Inclusion Team	
	4.3.7 All information will be provided accessibly and in a variety of languages where possible.	College nursery provision complies with all regulatory bodies with regard to equality and diversity and promotes inclusive practice to staff, service users and their children.	August 2014	Director of Student Services Nursery Manager	
	4.3.8 Nursery staff will involve parents/students in promoting equality and valuing diversity	College nursery provision complies with all regulatory bodies with regard to equality and diversity and promotes inclusive practice to staff, service users and their children.	May 2015	Director of Student Services Nursery Manager	
	4.3.9 We will introduce a feedback booth (Vox-Box) as an	Student feedback is used in addressing equality issues and	May 2015	Director of Student	Was promoted by previous GCCSA

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	additional and accessible resource to collect meaningful feedback.	successful outcomes are communicated effectively.		Services GCCSA	staff, however, focus groups and IDEA group meetings have now replaced this. ESOL Language Exchange groups are running to encourage feedback from a diverse student group.
	4.3.10 Staff will incorporate and facilitate opportunities in course work for engagement with equality related matters.	Student-led projects, activities and events related to equality are held regularly on each campus.	August 2014	Heads of Curriculum Senior Lecturer	

Impact measure to demonstrate change

- The introduction of an Assistive Technologies role has enhanced support available to all staff and students
- A section on equality actions has been incorporated into the self- evaluation process for both teaching and support areas and staff development carried out

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	• Self-evaluation process and reflection is again under review as part of the revised Education Scotland Quality framework • Targeted questions included within surveys and analysed annually • The 'Embracing Diversity' Competition is included in curriculum areas • VLE is used extensively to support students, with Google analytics to measure and monitor user data • E-Learning pop-up surveys are produced and completed regularly and results disseminated • Regular training for staff supports equality related student projects with activities and events related to equality held regularly on each campus • Learning Inclusion staff levels have been increased at all campuses • AT resources enhanced • Libraries provided resources in a variety of formats and electronic resources include accessibility features • Hardware including large screen monitors, adjustable desks and CCTV reader are available to assist student/staff with specific impairments • Default setting in all staff ICT equipment is 'Arial 12 plus 1.5 spacing' to ensure improved accessibility • Personal Learning Support Plan System developed and amended to improve record keeping, communication and a more accessible and efficient method of capturing, communicating and meeting individual support needs • External partnership working locally, regionally and nationally • Working with College Development Network re EDI in the Curriculum Project • New PDA embeds EDI • Students believe they are treated fairly and respectfully and actively engage in their learning and teaching • Targeted CPD on Access & Inclusion. • Feedback is proved to students at Class Rep meetings and also via the weekly Friday Newsletter. This is a summary of all GCCSA activity, with key points on Equality and Inclusion being highlighted, and how this relates to their own curriculum • GCCSA would like to ensure students are able to have online access to meetings minutes/ actions and any outcomes, which can be downloaded and visible online for students to see in the next session. GCCSA is working on a Student Association website, which can provide access to documentation.				

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
Rationale and Narrative					

"Staff advance equality and ensure accessibility through inclusive practice" Equality Outcome Framework 2013-17

The requirements of the PSED necessitate a different way of approaching learning, teaching and assessment in both Further and Higher Education, a way that embeds EDI rather seeing it as an add-on.

Embedding EDI within the curriculum requires active participation from all members of staff and students across the College. Through this outcome we at Glasgow Clyde College aim to support individuals to reflect upon and further develop learning and teaching practise to enable all students to feel like they belong, engage in their own learning experiences and so, reach their full potential.

2013-2017 Strategic Equality Outcome 5: There is no distinction in performance level between those who fall within a protected characteristic and those who do not

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1 Retention of students is increased regardless of a protected characteristic.	5.1.1 A robust process for referral will be developed with the support of the Student Advice team.	Students self-refer/are referred by relevant staff to the Inclusive learning team, where appropriate.	April 2015	Director of Student Services Head of Equality & Inclusion Student Advice Manager	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	5.1.2 Live equalities reports will be made available via Columbus.	Staff will monitor live data closely and address retention issues at an early stage.	April 2015	MIS Manager Quality Unit	
	5.1.3 Each school will monitor student retention across all protected characteristics.	Student retention issues regarding protected characteristics are effectively addressed.	August 2015	Directors of Faculty Heads of Curriculum	Data for all protected characteristics is now being captured. There is recognition that the organisation has to improve the visibility of the data to the curriculum teams so they can analyse it more fully.
	5.1.4 Identified areas of concern will be mitigated appropriately.	Student retention issues regarding protected characteristics are effectively addressed.	August 2015	Directors of Faculty Heads of Curriculum	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	5.1.5 Student counselling services will be offered on a flexible basis to all.	Students receive appropriate and consistent support during times of crisis.	August 2014	Director of Student Services

Student Advice Manager

Counselling Coordinator | |
| | 5.1.6 Students will be signposted to relevant resources both internally & externally on an individualised basis. | Students receive appropriate and consistent support during times of crisis. | August 2014 | Director of Student Services

Student Advice Manager | |
| | 5.1.7 Student Funding will deliver bespoke financial solutions | All Student Services are inclusive and accessible. | August 2015 | Director of Student | |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	where required.			Services Student Funding Manager	
	5.1.8 E&I group will lead on the development of appropriate resources and facilities to meet the religious/spiritual care needs of all groups.	Resources are provided to meet the spiritual care/needs of all students and take account of all faiths.	August 2015	Vice Principal of Strategy & Performance Vice Principal Resources	Prayer Facilities are available at each campus.
5.2 Student achievement is increased regardless of the protected characteristic.	5.2.1 A robust process for referral will be provided with the support of the Student Advice team.	Students self-refer/are referred by relevant staff to the Inclusive Learning team, where appropriate.	April 2015	Director of Student Services	
	5.2.2 Live equalities reports will be made available via Columbus	Staff will monitor live data closely and address attainment issues at an earlier stage.	April 2015	MIS Quality Unit	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	5.2.3 Each school will monitor student achievement across all protected characteristics.	Student achievement issues regarding protected characteristics are effectively addressed.	August 2015	Directors of Faculty Heads of Curriculum	Data for all protected characteristics is now being captured. There is recognition that the organisation has to improve the visibility of the data to the curriculum teams so that they can analyse it more fully.
	5.2.4 Identified areas of concern will be mitigated appropriately.	Student achievement issues regarding protected characteristics are effectively addressed.	August 2015	Directors of Faculty Heads of Curriculum	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status

Impact measure to demonstrate change

- Data for all protected characteristics is now being captured for students, however, there is recognition that the organisation has to improve the visibility of the data to the curriculum teams so that they can analyse it more fully
- Staff currently comment in self-evaluation on Equalities
- Staff work with the Equalities unit and the Health & Safety officers within the College to ensure that reasonable adjustments are made to ensure accessibility as appropriate
- PI data by characteristics complete and on Staff Intranet
- Relevant PI training delivered
- Positive feedback from students regarding the prayer facilities
- Positive feedback regarding catering facilities
- IDEA Groups
- GCCSA commitment to EDI
- Election of Equality Officers

- Student Representatives on College working groups
- Unconscious Bias training was compulsory for all staff
- Working with external partners
- New online self-referral booking system for student counselling service to improve accessibility
- Supported referral can be given by student advice staff to student counselling service
- All staff have undertaken safeguarding training
- Student Funding offer bespoke funding in particular to Care experienced students who require personalised services and funding packages.

Rationale and Narrative

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
"Seeing Potential, Finding Solutions, Achieving More" (Glasgow Clyde College Mission Statement) By setting this outcome we at Glasgow Clyde College seek to ensure that students are not unfairly excluded, marginalised or disadvantaged because of a particular protected characteristic or any combination of these characteristics. We understand that by measuring and quantifying any inequalities, it becomes easier to evidence them and therefore tackle them effectively. EHRC advice and information focused our approach to this specific outcome- *The Act explains that having due regard for advancing equality involves:* •*Removing or minimising disadvantages suffered by people due to their protected characteristics.* •*Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.* •*Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.*					

2013-2017 Strategic Equality Outcome 6: Equality is embedded in all aspects of excellent staff performance

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.1 Individual staff needs relating to advancing equality and promoting diversity are	6.1.1 CPD opportunities relating to digital capacity will be made available to all staff.	Digital capacity of staff is improved to enhance their ability to provide inclusive, engaging and accessible services.	February 2015	E-Learning Manager Learning Development	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
supported on both a personal and professional basis in all stages of their career.				Officer	
	6.1.2 All staff will critically reflect on their own practice, and identify and address their individual professional development needs.	Staff relationships with colleagues and other stakeholders are characterised by respect and trust.	March 2015	Director of Learning & Teaching Learning Development Officer	
	6.1.3 Publish the Equal pay Audit report and any necessary actions, in accordance with the PSED.	A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role & position across all protected characteristics.	April 2015	Director of Organisational Development Head of HR	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	6.1.4 Promote and extend staff development to improve awareness and understanding of equality, diversity and inclusion, enabling staff to advance equality through their work and ensuring an inclusive culture that values difference.	A robust approach to discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect.	April 2015	Director of Organisational Development Head of HR	
	6.1.5 Produce, review and evaluate data of job applicants in relation to protected characteristics with the introduction of new Equality Monitoring Form.	HR recruitment strategies are based upon informed decisions.	September 2015	Director of Organisational Development Head of HR	Recruitment is always being reviewed in line with current legislation. New eRecruitment launching with new website.
	6.1.6 Design and implement systems to record and report requests for approved assistance.	Staff needs are supported to promote equality and fairness in all stages of their career.	September 2015	Director of Organisational Development	Fair and transparent recruitment process.

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
				Head of HR	
	6.1.7 Ensure all leavers are provided with the opportunity to have an exit interview.	The College is able to evaluate data across all protected characteristics to identify and act upon trends.	August 2015	Director of Organisational Development

Head of HR | |
| 6.2 Staff believe they are being treated fairly and respectfully. | 6.2.1 The Equality & Inclusion team will collaborate in designing a relevant staff survey and ensure that full equality monitoring is captured. | Staff have confidence that the information from staff satisfaction surveys is both accurately captured and effectively actioned as required. | May 2015 | Director of Organisational Development

Director of Quality & Performance

The Equality & Inclusion Team | New Equality staff survey to be devised and approved for all staff 2017-2018. |
| | 6.2.2 Targeted questions will be incorporated into Staff Satisfaction Survey. | Relevant staff opinion is captured regularly and provides the basis for action | June 2015 | Director of Organisational Development | New staff survey to be devised and approved. |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
		planning.		Learning & Development Officer	
	6.2.3 Actively publicise and promote Equality and Inclusion activity throughout the College to improve awareness and allow staff to feel comfortable and supported here.	A welcoming place for everyone and an environment in which staff feel confident and free to be themselves. An organisation where the rights of all staff are recognised and respected.	September 2015	Head of HR The Equality & Inclusion Team	Ongoing- staff awareness raising workshops and stalls to be made available at all staff events in future.
	6.2.4 Create and foster a culture of understanding and mutual respect among all staff by continuing to develop and further promote the College's Dignity at work policy.	A zero tolerance approach to discrimination with staff who feel confident in challenging discrimination if it arises.	September 2015	Director of Organisational Development Head of HR	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
6.3 Inclusive practice through advancing equality and promoting diversity is embedded in all aspects of staff recruitment and development including the application process, induction, training and annual personal development planning.	6.3.1 Learning and Teaching Group will develop, publish and promote Professional Standards for Lecturers	Staff adopt and adhere to professional standards which include the promotion of good practice in relation to Equality, Diversity & Inclusion.	January 2015	Director of Learning & Teaching	
	6.3.2 An online tool for students will be developed (similar to the staff Self-E) to gather their College experiences.	Staff effectively utilise feedback from students in their personal development planning.	September 2015	Director of Learning & Teaching

E-Learning Manager

Learning Development Officer | Relevant targeted focus groups and surveys are ongoing. Self-E was found to be unsuitable after an initial pilot scheme. |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	6.3.3 Identify areas in which there is under-representation of certain characteristics.	A staff profile which is reflective of the demographic of our communities and in which learners can see role models of their own gender and race irrespective of curriculum area or traditional stereotypes.	September 2016	Director of Organisational Development

Head of HR | ECU staff project & more robust data collection will improve this area. |
| | 6.3.4 Particular groups are targeted to promote the College's commitment to advancing equality of opportunity. | The profile of ethnic minority staff is increased in order to achieve a staffing base which is reflective of our local communities at every level of the organisation. | August 2016 | Director of Organisational Development

Head of HR | ECU staff project will help inform us as to how GCC can improve under-representation |

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
	6.3.5 Staff will receive appropriate training and are equipped with relevant knowledge and expectations of behaviour in relation to Equality and Inclusion.	Equality and Inclusion information is embedded in the induction process for all new staff.	August 2015	Director of Organisational Development Learning & Development Officer	

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
Impact measure to demonstrate change					

- There has been a programme of ICT-specific CPD made available to staff through development days
- Recent digital training has included 'Creating Accessible Documents Exploring Assistive Apps' and 'Assistive Hardware' sessions
- Staff have the opportunity to complete a personal development plan to evaluate their prior learning and explore their current and future development needs
- The Learning & Development Officer works closely with the Equalities team when developing all-staff CPD events.
- All staff receive a 45 minute Equalities training programme as part of their college induction and there is an annual equalities training programme
- Assistive Technology Development Officer staff member employed
- Mentally Healthy College Coordinator post created in collaboration with SAMH
- GCC working on the Staff Diversity Project with Equality Challenge Unit
- Digital Badges
- Self-Declaration Video
- Equality and Discrimination Clause within all Contracts of Employment:

Employees in the public sector, have a legal public sector equality duty in the workplace to prevent and eliminate discrimination, harassment and victimisation and other prohibited conduct in accordance with the College's three general duties which include having due regard to the need to:

• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
• Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
• Foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 defines nine protected characteristics, with no one protected characteristic having a higher priority than any other.

Specific Equality Outcome	Action to Target Staff/Students	Intended Outputs	Timescale	Responsibility	RAG and Review Status
Rationale & Narrative					

"All staff and students have the right to work, study and live without fear of intimidation, harassment and threatening and violent behaviour. The key ingredient for the preservation of academic freedom is tolerance and respect for diversity." *Equality Challenge Unit website*

Our equality outcomes from 2013-2017 were devised with the help of The Equality Challenge Unit and their encouragement influenced all our work, but in particular, this outcome. When developing this outcome our aim was to not only raise awareness of the Equality Act and the PSED with staff, but to ensure that the newly merged College was a safe and fair environment for all.

This ethos was underlined by the following, taken from the ECU website:

"Higher and further education institutions have a special responsibility to ensure freedom of intellectual enquiry and expression within the law. They also have a responsibility for embedding inclusive practice in every aspect of their work and for fostering good community relations. These principles are at the heart of a civil society."
"We welcome the increasing diversification of the staff and students on our campuses and the invaluable contribution they make to enrich the social and cultural life of our communities."
"Colleges can develop a culture where relationships between diverse groups and individuals enhance the learning experience, facilitate the development of identity, and contribute to an inclusive society."
"For many students, their university or college can provide an environment that is far richer in diversity than any they have encountered before. Living and studying with people whose life experiences, values and opinions may be radically different gives students the chance to explore ideas, develop identity and connect with others. The quality of this experience will be largely determined by the efforts that an institution makes to enable students and staff to express, encounter, negotiate and enjoy difference in a climate of respect and learning and to foster good relations across the campus community to the benefit of all."

Appendix B: Equality Act 2010

Appendix B: Equality Act 2010

Introduction and Protected Characteristics

The purpose of the Equality Act is to streamline, strengthen and harmonise 40 years of equalities legislation. The Act establishes nine protected characteristics.

These are:

Age, Disability, Gender Reassignment, Marriage & Civil Partnership, * Pregnancy & Maternity, Race, Religion or Belief, Sex, Sexual orientation.

Public Sector Equality Duty (General Duty)

A public authority must, in the exercise of its functions, have due regard to the need to:

a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act; *

b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

* All protected characteristics (with the exception of marriage & civil partnership) are subject to the full duty. The duty also covers marriage & civil partnerships, with regard to section a) in employment.

Public Sector Specific Equality Duties (Scotland)

Please follow the links below for further information provided on the Equality & Human Rights Commission website.

https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/regulations-specific-duties-and-details-which-public

The Scottish Specific Duties Regulations came into force on 27 May 2012.
  • The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

These regulations have been amended twice – in 2015 and again in 2016.

  • The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2015
  • The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016

Appendix C: College Internal Groups (Remits and Memberships)

Appendix C: College Internal Groups (Remit and Membership)

The remit of the Strategic Equality Diversity & Inclusion Action Group (SEDIA):

- To promote and develop cultural change whereby equality for students, staff and visitors is embedded in all the College's functions and activities
- To promote equality and diversity throughout the College in support of the College's values and commitment to the PSED
- To monitor and report on the College's compliance with PSED, including EIAs, all equality reporting and monitoring data relevant to EDI work both in relation to staff and students
- To research and adopt external good practice
- To ensure appropriate KPIs are identified for monitoring purposes and to help achieve equality related targets
- To ensure that the Colleges Senior Management and Board are advised on equality and diversity issues
- To propose and review policy and procedures relevant to equality and diversity
- To advise the College and individual Faculties and Departments, on developing and implementing strategies and action plans regarding equality and diversity
- To establish action groups, including the IDEAs group, as appropriate, to support the College in meeting PSED
- To receive and respond appropriately to reports/issues from the IDEA Groups and any other College working groups
- To develop an annual action plan for its work and subsequently the work of the IDEA groups

Membership: HR Manager, Organisational Development Manager, Equality Team, Head of Estates, AP Faculty, Head of Faculty, Senior Lecturer, AP Student Experience, AP Quality, Head of Marketing, Head of ICT, Student Association Rep, Union rep - Unison/EIS. May invite individuals with specific expertise as guests, from within or outwith the College, to attend meetings on an ad-hoc basis.

Actions for the SEDIA group

Digital Badge initiative, EIA awareness, PSED Reporting and Outcome RAG

- **Progress**, detailing the actions delivered and progress made.
- **Impact Measure and Target**, detailing the impact mechanisms and measures to demonstrate change, together with specific targets.
- **Action to Target Staff or Students**, in support of achieving the specific outcome.
- **Intended Outputs**, the effect of the actions, which will support achieving the specific outcomes.
- **Responsibility**, the staff role or College functions tasked with implementing the action.
- **Timescale**, detailing the month and year, by which point the action, and resulting output, will be met.

IDEA GROUPS

These groups meet to discuss and resolve issues which are inclusive of the nine protected characteristics identified in the Equality Act 2010. The membership of each group consists of students and staff who have either a personal interest in related issues or who are supportive and wish to be involved in solution-focused action. These groups are held at each campus and are open to any staff or student.

The remit of each group is to:

1. Raise awareness across the College of the existence of the particular forum and related matters.
2. Provide a point of contact for individual staff or students to discuss related personal or group issues.
3. Represent students, staff and current and potential stakeholders' interests as appropriate.
4. Communicate and feedback regularly to the cross-college Strategic Equality & Diversity Action Group.

The IDEA Group will:

- Provide a forum for discussion and action on equality and diversity issues
- Promote and advance the mainstreaming of equality and diversity issues
- Act as a channel of communication, consult with and respond to issues raised by students, staff and stakeholders as appropriate.
- Contribute to the delivery and development of GCC's Equality Action Plans and Policy via communication and consultation through this group into the SEDIA Group
- Act as a channel of communication and provide information/reports to the SEDIA Group, bringing relevant matters of concern to its attention, as appropriate.
- Ensure that membership of this group has representation across all levels and areas of the College as appropriate.
- Actively support initiatives (both internal and external) designed to promote equality, diversity & inclusion across all areas of the College for staff and students.
- Consider issues relating to recruitment, retention and progression of staff.
- Consider issues relating to recruitment, admission and progression of students.
- Monitor patterns of potentially discriminatory behaviour, such as harassment and recommend actions to be taken.
- Make recommendations for relevant training, awareness-raising and implementation within the College.

Appendix C: 2017-2021 Progress in Meeting Equality Outcomes Framework

Regional Aligned Equality Outcome Framework and Progress Plan Reporting Structure

Shared regional strategic equality outcomes supported by distinct local, College specific outcomes

Regional Equality Outcomes

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 and teaching.

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

2017-2021 Outcome Progress Plan Framework

Equality Outcome Progress Plan

The progress plan, which will be presented and published separately, details:

- **Regional Strategic Equality Outcome Themes**, which are long-term and aspirational in nature.
- **Specific GCC College 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. Hard outcomes can be quantified and measured numerically. Soft outcomes, whilst not counted, are still measurable.
- **Context & Narrative**, detailing the contextual basis for the outcome with reference to evidence sources.
- **Impact Measure to demonstrate progress**, detailing the impact mechanisms and measures to demonstrate progress, together with specific targets.
- **Action to Target Staff or Students**, in support of achieving the specific outcome.
- **Intended Outputs**, the effect of the actions, which will support achieving the specific outcomes.
- **Responsibility**, the staff role or College functions tasked with implementing the action.
- **Timescale**, detailing the month and year, by which point the action, and resulting output, will be met.

Appendix D: 2017-2021 Progress in Meeting Equality Outcomes Framework

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Regional Aligned Equality Outcome Framework and Progress Plan Reporting Structure

Shared regional strategic equality outcomes supported by distinct local, college-specific outcomes

Regional Equality Outcomes

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

2017-2021 Outcome Progress Plan Framework

Equality Outcome Progress Plan

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- **Responsibility**, the staff role or college functions tasked with implementing the action.
- **Timescale**, detailing the month and year, by which point the action, and resulting output, will be met.

RAG Status	Status Description
Red	Seriously behind schedule. The action(s) requires remedial action to achieve objectives. The timeline/costs/objectives are at risk.
Amber	Problems affecting the completion of the action(s) have been identified. Action is being taken to resolve this. OR a potential problem has been identified and no action may be taken at this time but the position is being carefully monitored. The timeline/cost/objectives may be at risk.
Green	The initiative/project is on target to succeed. The timeline/cost/objectives are within plan.

Regional Strategic Equality Outcome 1: The diversity of students and staff reflects the communities the College serves.

GCC Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
1.	1.1.1				
	1.1.2.				
2.	2.1				
	2.2.				
Impact measure to demonstrate progress					

GCC Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG and Review Status
Context and Narrative					