# Equality Mainstreaming Interim Report - April 2016

GLASGOW
CLYDE
COLLEGE

**Contents**

This document is available in an online PDF format. It can also be provided in standard print, large print, in electronic, or audio form on CD and in Braille upon request. For more information, please call 0141 272 3399 or contact equality@glasgowclydecollege.ac.uk.

# 1 Introduction

To meet the requirements of the Equality Act 2010, this interim Equality Mainstreaming Report will update how the College is collecting and analysing data, for staff and students, in order to better perform the Public Sector Equality Duty (PSED).



*"Mainstreaming sets out to integrate consideration of equality into a college or HEI's functions so that it is a routine part of its day-to-day workings. It means ensuring that equality sits at the heart of a college or HEI's mission, strategy and operational delivery in order to create both a structure and a culture that embraces and advances equality and diversity."* ***Equality Challenge Unit*** (http://www.ecu.ac.uk/)

Glasgow Clyde College is committed to helping the people, students and businesses of Glasgow and beyond to achieve more. More than 97 per cent of students have said their experience at Glasgow Clyde was good or very good.

Glasgow Clyde College

We are a multi-campus College and are one of Scotland's largest further education institutions with sites in Anniesland, Cardonald and Langside.

Home to 6,719 full-time students and 8,764 part-time students, the College offers education and training opportunities ranging from foundation courses through to Higher National Diplomas, as well as a number of Degree courses with our Higher Education partners. The College also works in partnership with the private, public and voluntary sectors delivering commercial opportunities and vocational courses such as SVQs and MAs.  Courses are delivered across the following curriculum areas:

| | | |
|---|---|---|
| • Engineering | Information Technology | Fashion and Textiles |
| • Science | Graphics | Sport |
| • Healthcare | Supported Learning | Horticulture |
| • Television | Hospitality | Water |
| • Dance | ESOL | Journalism |

Delivered by the following 5 Faculties:
- Access and Continuing Learning
- Business and Finance
- Creative and Cultural Industries
- Engineering and Built Environment
- Health and Well-being

## 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*

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

## Our Values:
- Students first
- Innovation
- Aspiration
- High Quality
- Excellence Through Leadership
- Integrity
- Accountability
- Respect

# *SUMMARY*

# 2 Summary

## Mainstreaming

"An institution-wide, strategic approach across the institution's functions will be required".  Equality Challenge Unit **(http://www.ecu.ac.uk/).**

This report presents an update of the College's approach to mainstreaming equality across College functions.  Equality & Respect in the design and delivery of all our services is central to effective mainstreaming (See Appendices).

This interim report demonstrates the progress which the College has made in collecting and analysing equalities data, for staff and students, so as to better perform the duties in the Equality Act 2010 and Public Sector Equality Duty (PSED).

## Equalities Data

Consideration of evidence relating to persons who share a relevant protected characteristic is a requirement of a number of the Equality Act 2010 statutory specific duties in Scotland. Central to mainstreaming is the gathering and consideration of relevant data. In addition to detailing student data, this report illustrates the College's approach and progress made in gathering information on the composition, recruitment, development and retention of staff across protected characteristics. Staff equalities data monitoring across relevant protected characteristics was introduced in 2011 and the College continues to work with the Scottish Funding Council and other Colleges to standardise student and staff data monitoring. Effective monitoring and disclosure processes will also send a signal to all students, staff and stakeholders that we are committed to equality and to supporting a diverse learning community.

*For further information regarding any terms/abbreviations included within this report, please see the Glossary in* Appendix A.

Student Data- Key Findings

- 51.13 % of enrolled students were female and 48.87% were male, compared to 53.1% female and 46.9% male in the sector as a whole.

- 18.52% of enrolled students were from BME backgrounds which is higher than last year. This reflects a highly diverse student population particularly in comparison to 5.4% across the sector. However, our 'prefer not to say' responses are higher than other Colleges and this is something that we wish to address.

- 16.2% of enrolled student disclosed a disability which is higher than last year. The College will continue to encourage students to self-declare protected characteristics by highlighting the support and benefits afforded through self-declaration, whilst reassuring students of confidentiality and anonymity.

- 42.24% of enrolled students were from the most deprived 20% of zones, compared to 27.3% in the sector as a whole.

- The highest grouping of early withdrawal is students aged between 25 – 39 which is the same as last year. Under 16s and the most deprived 20% of data zones are also still showing comparatively high percentages. There is very little difference between non-disabled and disabled students in terms of early withdrawal, but more females are recorded in this grouping than males.

- The further withdrawal of under 16s was higher than other groupings and the percentage of females is again significantly higher than males.

- Successful Outcome is lowest for the following student groups:
  Under 16s; Disabled; Non-white; and the most deprived 20% of data zones.

- Glasgow Clyde College had 107 different nationalities in 2014/2015.

- In terms of race, the grouping with the highest population other than White Scottish is Polish then Iranian.

Diversity Profile of College Staff
Staff Data – Key Findings

An analysis of staff equality data for academic year 2014/2015 with related data tables is presented below along with recruitment statistics for the period August 2015 – March 2016.

The following tables and pie charts show percentage details of staff in post as at 31st March 2015 broken down by Sex, Age, Disability, and Race (see page 25-36). Percentages have been used to avoid identifying individual staff in some instances where numbers are very low.

As at 31st March 2015 the College employed 1110 staff across 3 locations in Anniesland, Cardonald, and Langside.

Glasgow Clyde College has various systems in place in order to gather a range of equality information relating to staff. Staff data is disaggregated and reported on to meet the requirements of the Scottish Funding Council. The employment data contained within this report has been collated across various protected characteristics. We recognise that data gaps exist within individual protected characteristics and work is currently underway in increasing disclosure rates amongst employees. The College recognises that complete and valid staff data is essential to the planning of our progress in meeting our equality outcomes and we remain committed to encouraging and supporting staff in self-identification, or disclosure, across protected characteristics. A more complete and valid data set would allow the College to redress any potential issues, match services to needs and better perform the general duty.

**Summary of Main Findings**

**Age:** Our staff range in age from 18 to 65+ years old. The largest age group is made up of staff aged between 35 and 44 years old.

**Disability:** 1.35% of colleagues have declared a disability.

**Gender reassignment:** We did not have the data necessary to report on this characteristic.

**Marriage and civil partnership:** 29.19% of staff are married. The non-disclosure rate for this characteristic is high at 54.77%

**Pregnancy and maternity:** 0.85% of colleagues took maternity leave in 2015. None were disabled.

**Race:** 56.49% of colleagues are from a White background and 31.69% preferred not to say or data is not recorded.

**Religion or belief:** 8% of staff indicated that they do not have a religion and 74% preferred not to say or data is not recorded. At least eight religions or beliefs are represented at Glasgow Clyde College, the largest group being those who are Christian.

**Gender:** 62.88% of our employees are female and 37.12% are male.

**Sexual orientation:** 26.76% of employees are heterosexual / straight, 0.63% are lesbian, gay or bisexual, and 72.61% preferred not to say or data is not recorded.

The findings of this report will be used to identify gaps in our current approach to diversity; benchmarking our performance with other stakeholders and public sector employers. We will continue to improve our diversity monitoring systems; capturing more complete data from all employees and using this information to advance the promotion of equality and diversity within the College.

We will continue to raise the awareness of all staff that an important part of everyone's role is to ensure that all students and colleagues are treated with dignity and respect in an inclusive and fair working environment.


## Collection of Information

We recognise that across some of the protected characteristics we do not have complete data in order to report on. We are working hard to promote self –disclosure of information and create an environment of trust where individuals know why information is being asked for and how it is being used. Equally, we recognise it is an individuals' right not to disclose information by choosing the 'prefer not to say' option.

Collecting information about our staff and job applicants is an important step in being able to deliver and tailor necessary support for them and so all individuals are encouraged to disclose information on this basis.

Monitoring equality and diversity in the workforce enables us to examine how our employment policies and processes are working and to identify areas where these appear to be impacting disproportionately on certain groups of staff. Whilst the monitoring of this data is necessary to meet legislative requirements, it also provides the basis for showing 'due regard' and can lead to the development of better and more informed, inclusive decision making.

Understanding the demographics of our workforce can enable us to highlight differences between groups and can enable us to identify, tackle and prevent issues that could otherwise undermine employee engagement and productivity.

![Glasgow Clyde College logo]

# *COMMITMENT*

# 3  Commitment

**Glasgow Clyde College Respect Commitment Statement**

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## College Values

- Students First
- Innovation
- Aspiration
- High Quality
- Excellence Through Leadership
- Integrity
- Accountability
- Respect

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The College is committed to the development and maintenance of a working and learning environment that is underpinned by mutual respect, embraces diversity and promotes equality of opportunity; where bullying, intimidation and harassment cannot flourish and where individuals have the confidence to raise concerns in the knowledge that these will be dealt with appropriately and fairly. Within the college community, it is the responsibility of everyone to treat each other with respect, to endeavour to work and learn together harmoniously and to ensure that their actions create and maintain a respectful working and learning environment.

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**The College:**
- Is committed to providing all staff and all learners with a safe environment in which they can work and learn together by encouraging, developing and maintaining an ethos which embraces difference and diversity and respects the dignity and rights of all;
- Supports mutual respect between all users and is committed to taking any incident or allegation of disrespectful behaviour seriously;
- Adopts a Zero Tolerance to behaviour that is violent or abusive to individuals, groups or the College environment or property;
- Is committed to ensuring the fair, consistent and respectful management of all staff; and
- Is committed to ensuring the fair, consistent and respectful support of all learners.

## College Strategic Aims 2014 - 16

Equality, Diversity and Inclusion are embedded within our strategic aims:

1) Delivering high quality learning & teaching

2) Providing depth, breadth & aspiration throughout the curriculum

3) Promoting excellence through research & innovation

4) Developing effective, confident and resilient students and staff

5) Being the partner of choice

6) Achieving institutional sustainability

The Corporate plan and strategic objectives are currently being refreshed.

## College Inclusiveness Statement

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 students, staff and other stakeholders in our efforts to achieve this.

In addition to the Student Charter, other College documents support the development and maintenance of a respectful working and learning environment. These include the College's Equality & Respect Policy, Equality & Respect Statement and Student Code of Conduct. (See Appendix C). The documents are all being refreshed and equality impact assessed as part of the annual cycle of quality review to further embed Equality as a matter of practice.

*PURPOSE*

# 4 Purpose

The College welcomes the opportunity to report its progress, over the past year, in meeting the requirements of the specific duties under the Equality Act 2010.

To meet the specific duties, Scottish colleges and HEIs will need to:

- report on progress on mainstreaming the general duty into all functions
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered)
- assess the impact of policies and practices against the needs of the general duty
- gather and use information on employees
- publish gender pay gap information
- publish statements on equal pay for gender, race and disability
- have due regard to the general duty in specified procurement practices
- publish information in a manner that is accessible

The statutory specific duty requires public authorities to report equalities data across relevant protected characteristics for staff only, however, as an education provider our students come first and therefore Glasgow Clyde is committed to advancing equality, diversity & inclusion for both staff and students.

We will exceed statutory compliance by also presenting student equalities data, including information in relation to the Scottish Index of Multiple Deprivation (SIMD). The College's other statutory publications are available from the Equality & Inclusion section of the College's website, accessed directly from the home page.

Scottish Index of Multiple Deprivation (SIMD)

The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows effective targeting of policies and funding where the aim is to wholly or partly tackle or take account of area concentrations of multiple deprivation.

The SIMD ranks small areas (called data zones) from most deprived (ranked 1) to least deprived (ranked 6,505). People using the SIMD will often focus on the data zones below a certain rank, for example, the 5%, 10%, 15% or 20% most deprived data zones in Scotland.

For further information about the Equality Act 2010 please see Appendix D.

# *MAINSTREAMING*

# 5  Mainstreaming

The process of mainstreaming has raised awareness of equality and inclusion throughout the College. It supports us to meet the PSED required by the Equality Act 2010.

Our aim is to create a culture where everyone feels able to be themselves in an environment that is welcoming, comfortable and respectful.

**College Equality Mainstreaming Vision**

To embed the principles of equity in all College services and in every aspect of College life, which embraces diversity and respects the dignity and rights of all.

**College Equality Mainstreaming Objectives**

- To involve all students & staff in the creation of a respectful working and learning environment.

- To support students & staff in taking responsibility for challenging disrespectful behavior.

- To develop fair, consistent and respectful policies and practices for all students & staff.

- To ensure that students & staff are involved in all equality matters and encouraged to positively celebrate diversity.

**Education Scotland Report (January 2015)**

*"Staff promote equality and diversity well. In almost all classes teaching staff use a wide and effective range of teaching approaches to facilitate high-quality learning. In a few classes teaching staff use delivery methods that are particularly motivational."*

*"Relationships between teaching staff and learners are mutually respectful and productive."*

## Mainstreaming in Practice

We developed a matrix which maps mainstreaming actions to College Strategic Aims and the General Duties from the PSED.

Each Academic Faculty and Support Function completed these for their own area. The template can be viewed in Appendix E.

This has successfully captured the detail and breadth of mainstreaming activity in Glasgow Clyde and is now embedded in our Self Evaluation process and related future Action Planning.

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**Glasgow Clyde College Equality Related Strategic Aims**

1. Delivering high quality learning & teaching
2. Depth, breadth & aspiration throughout the curriculum
3. Promoting excellence through research & innovation
4. Developing effective, confident and resilient students and staff
5. Being the partner of choice
6. Achieving institutional stability

**PSED – Public Sector Equality Duties**

**PSED 1**  Eliminate unlawful discrimination, harassment and victimization and other prohibited conduct
**PSED 2**  Advance equality of opportunity between people who share a protected characteristic and those who do not
**PSED 3**  Foster good relations between people who share a protected characteristic and those who do not.

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DATA MEASUREMENT

# 6  Data Measurement

<u>College Approach and Current Progress</u>

As a merged college we are still in the process of aligning and revising our procedures and practices and in some cases introducing new systems. This is the first interim equality monitoring report for Glasgow Clyde College.

Staff have been advised of the introduction of a new Organisational Development system, iTrent. This system has many benefits and will support us to collect staff data across all 9 protected characteristics in relation to the composition, recruitment, development and retention of staff.

The College is committed to further developing its management information systems to record data across all protected characteristics. To support the disclosure of this information, we have worked in conjunction with College Development Network, Borders College, City of Glasgow College and Jisc to develop alternative, easy read Equality Monitoring forms.

In accordance with the Scottish Funding Council (SFC) requirements, data in relation to the age, disability, sex, race and SIMD (Scottish Index Multiple Deprivation) of students has been collected. This report presents student enrolment, early and further withdrawal and outcome data for session 2014/2015.

<u>Self-Declaration across Protected Characteristics</u>

We are aware that when analysing data a high proportion of no responses or 'prefer not to say' prevents an accurate representation of staff and student composition being established. Without this data, it is difficult to draw any meaningful conclusions and develop appropriate outcomes to redress issues.

Information has been provided to students and staff on the rationale behind equality monitoring and to promote the value and benefits of full participation.

<u>Future Actions</u>

The College supports and encourages all staff to undertake a minimum of 6 days of CPD activity each session. We have established the provision of Equality training options for teaching and support staff in addition to the mandatory online Equality Essentials training which is required to be completed by all members of Clyde College. Equality related training will be further developed and delivered in the coming session with the intended purpose of nurturing an environment in which individuals are comfortable in disclosing personal data.

Staff are provided with PI data by protected characteristic at College and Course level which they are required to incorporate in Self Evaluation and related Action Planning. The ongoing collection of Equality Monitoring data at both application and enrolment of students will enable us to further identify trends and potential issues.

Data collection approaches continue to be revised across the sector, coordinated by the SFC, to ensure valid information is collected across all protected characteristics for students and staff. We will ensure that we keep abreast of developments and adopt and adhere to future processes.

The Directorate of Student Services is currently developing an integrated approach to student funding and support.  It involves all of the following services; the Learning Inclusion Unit, the Student Association, Student Advice and Guidance and the Nursery provision. This approach includes a new funding system which has two benefits; increased accessibility and better and more reliable collection of data in relation to protected characteristics.

**7 Data Summary**

<u>Student Data</u>

The following graphs illustrate key PI (Performance Indicators) data by specific protected characteristics plus the addition of SIMD.

**Student Enrolment 2014/2015**
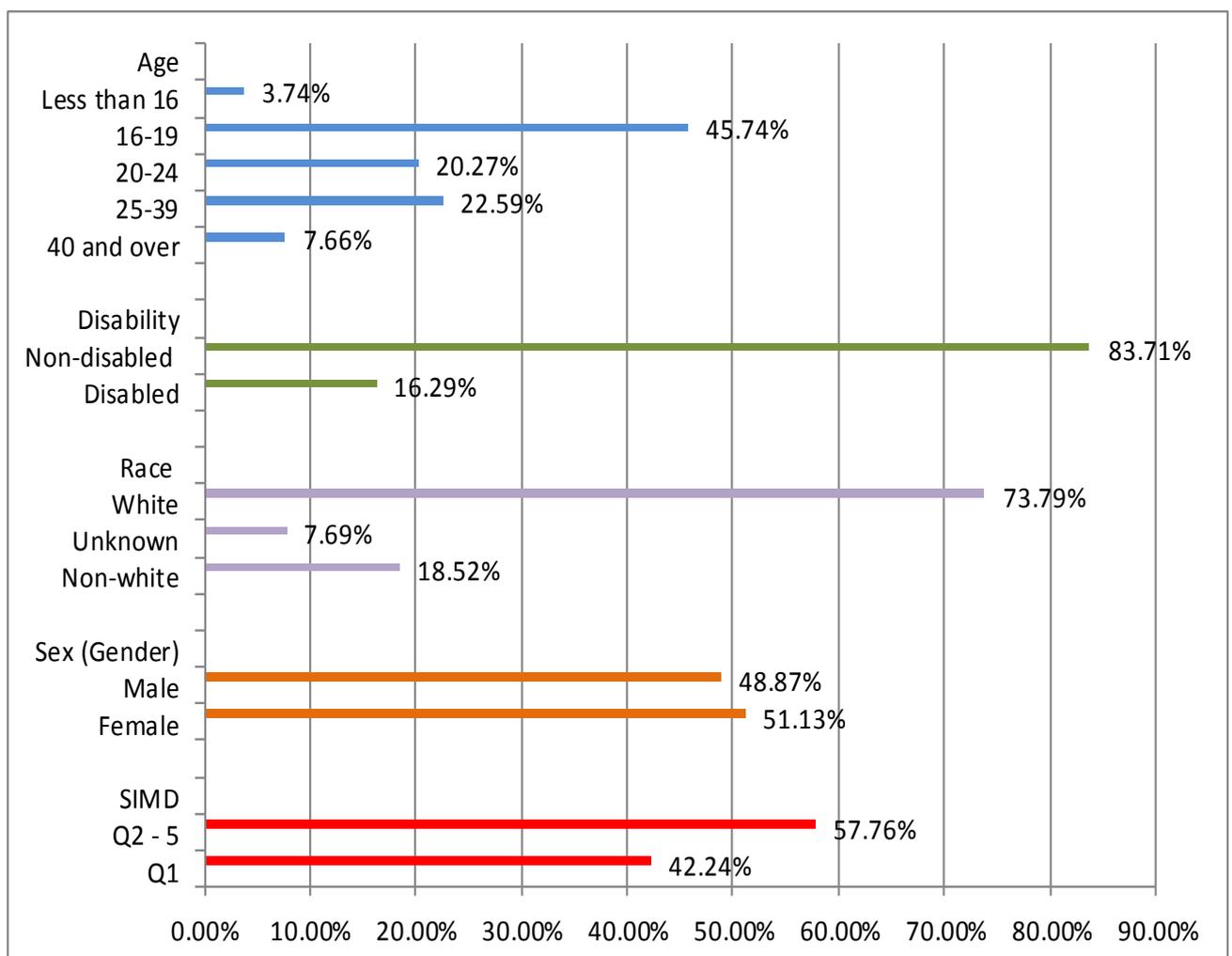
## Student Early Withdrawal 2014/2015

| Category | Value |
|---|---|
| **Age** | |
| Less than 16 | 6.25% |
| 16-19 | 5.35% |
| 20-24 | 6.00% |
| 25-39 | 7.28% |
| 40 and over | 5.60% |
| **Disability** | |
| Non-disabled | 5.99% |
| Disabled | 5.87% |
| **Race** | |
| White | 5.81% |
| Unknown | 7.09% |
| Non-white | 6.14% |
| **Sex (Gender)** | |
| Male | 5.53% |
| Female | 6.38% |
| **SIMD** | |
| Q2 - 5 | 5.29% |
| Q1 | 6.95% |
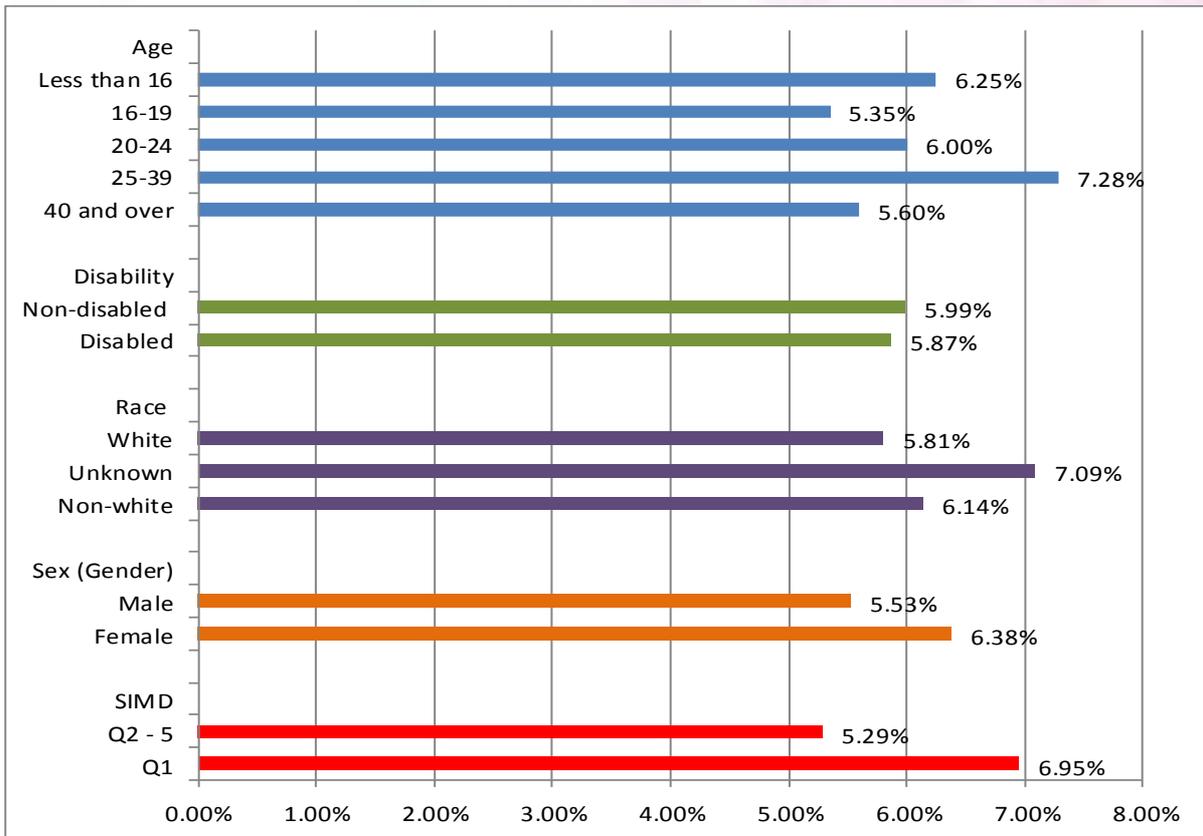
## Student Further Withdrawal 2014/2015

| Category | Value |
|---|---|
| **Age** | |
| Less than 16 | 13.96% |
| 16-19 | 11.68% |
| 20-24 | 10.99% |
| 25-39 | 9.62% |
| 40 and over | 10.38% |
| **Disability** | |
| Non-disabled | 11.07% |
| Disabled | 11.03% |
| **Race** | |
| White | 11.44% |
| Unknown | 8.61% |
| Non-white | 10.56% |
| **Sex (Gender)** | |
| Male | 9.95% |
| Female | 12.12% |
| **SIMD** | |
| Q2 - 5 | 10.58% |
| Q1 | 11.73% |
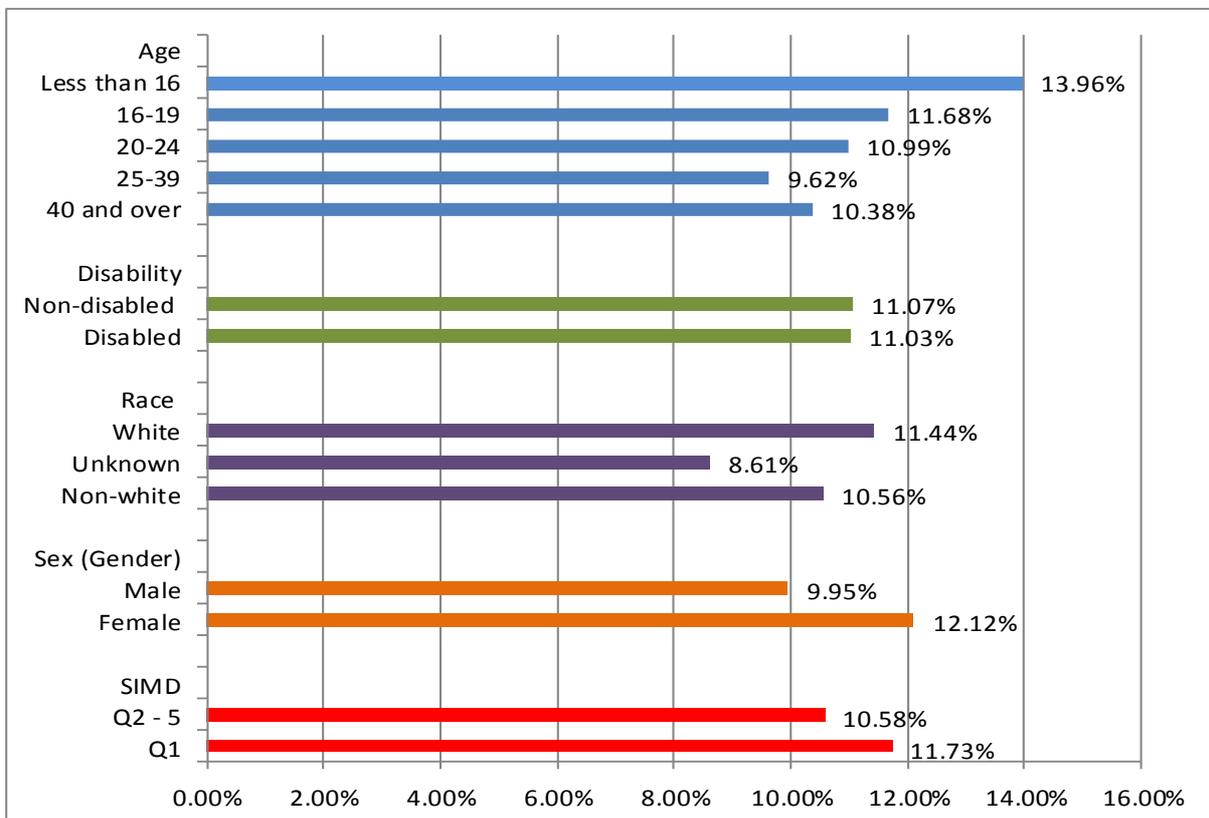
## Successful Outcome 2014/2015

**Age**
- Less than 16: 63.54%
- 16-19: 69.17%
- 20-24: 70.68%
- 25-39: 71.72%
- 40 and over: 70.50%

**Disability**
- Non-disabled: 70.52%
- Disabled: 66.97%

**Race**
- White: 70.43%
- Unknown: 73.56%
- Non-white: 66.51%

**Sex (Gender)**
- Male: 70.75%
- Female: 69.17%

**SIMD**
- Q2 - 5: 71.63%
- Q1: 67.54%

_(x-axis: 58.00% 60.00% 62.00% 64.00% 66.00% 68.00% 70.00% 72.00% 74.00% 76.00%)_
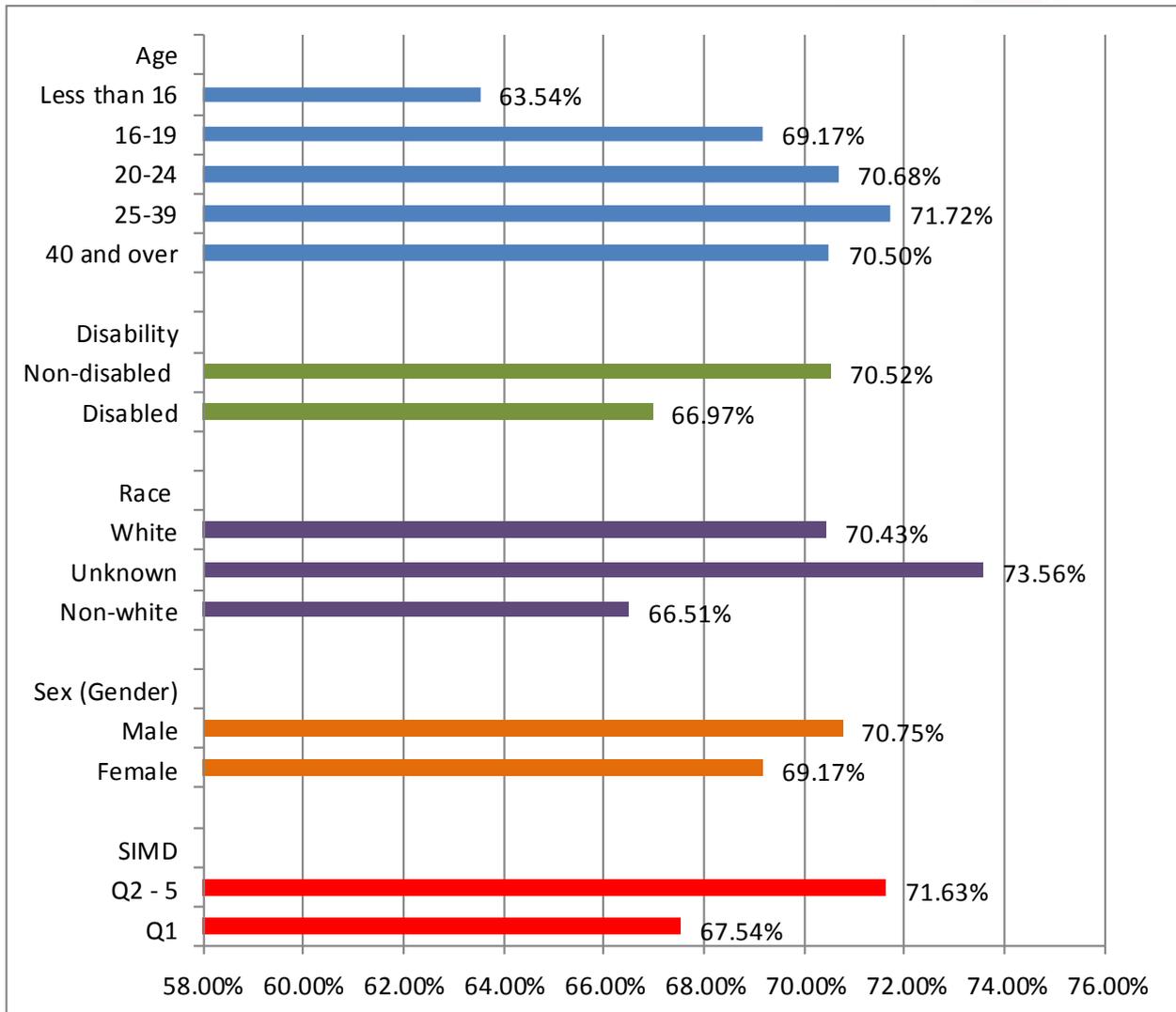
# Student Equalities Benchmark Data

## Student and Age

| Student Benchmark | Glasgow Clyde College (2014/2015) | Glasgow Region | National |
|---|---|---|---|
| Under 16 | 3.74% | 8% | 14.9% |
| 16-19 | 45.74% | 30.3% | 28.2% |
| 20-24 | 20.27% | 19.7% | 17.2% |
| 25+ | 30.25% | 41.9% | 39.6% |

## Student and Disability

| Student Benchmark | Glasgow Clyde College | Glasgow Region | National |
|---|---|---|---|
| With Disability | 16.29% | 15.1% | 14.6% |
| No known Disability | 83.71 | 84.9% | 85.4% |
| Unknown/Prefer not to say | 0% | 0% | 0% |

## Students and Race (Ethnicity)

| Student Benchmark | Glasgow Clyde College | Glasgow Region | National |
|---|---|---|---|
| White | 73.79% | 85.3% | 93.4% |
| Non White | 18.52% | 14.4% | 5.4% |
| Unknown/Prefer not to say | 7.69% | 0.3% | 1.2% |

## Students and Sex (Formerly referred to as Gender)

| Student Benchmark | Glasgow Clyde College | Glasgow Region | National |
|---|---|---|---|
| Female | 51.13% | 51.9% | 53.1% |
| Male | 48.87% | 48% | 46.9% |
| Unknown/Prefer not to say | 0% | 0% | 0% |

## Students and Scottish Index of Multiple Deprivation (SIMD)

| Student Benchmark | Glasgow Clyde College | Glasgow Region | National |
|---|---|---|---|
| Students from Most Deprived 20% Data Zones (Q1) | 42.24% | 43.2% | 27.3% |
| Students from Remaining 80% of Data Zones (Q2-5) | 57.76% | 56.8% | 72.7% |

Employment Data for Staff in Post

**Protected Characteristics**

**Age**

Equality & Human Rights Commission Definition: *'The Equality Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination, if a firm can justify it. Age is the only protected characteristic that allows employers to justify direct discrimination.'*

| Age | Number | % |
|---|---|---|
| 16-24 | 79 (33 Female, 46 Male) | 6.31 |
| 25-34 | 131 (83 Female, 48 Male) | 11.8 |
| 35-44 | 243 (172 Female, 71 Male) | 21.89 |
| 45-49 | 168 (109 Female, 59 Male) | 15.14 |
| 50-54 | 196 (133 Female, 63 Male) | 17.66 |
| 55-59 | 165 (93 Female, 72 Male) | 14.86 |
| 60-64 | 89 (56 Female, 33 Male) | 8.02 |
| 65+ | 39 (19 Female, 20 Male) | 3.51 |
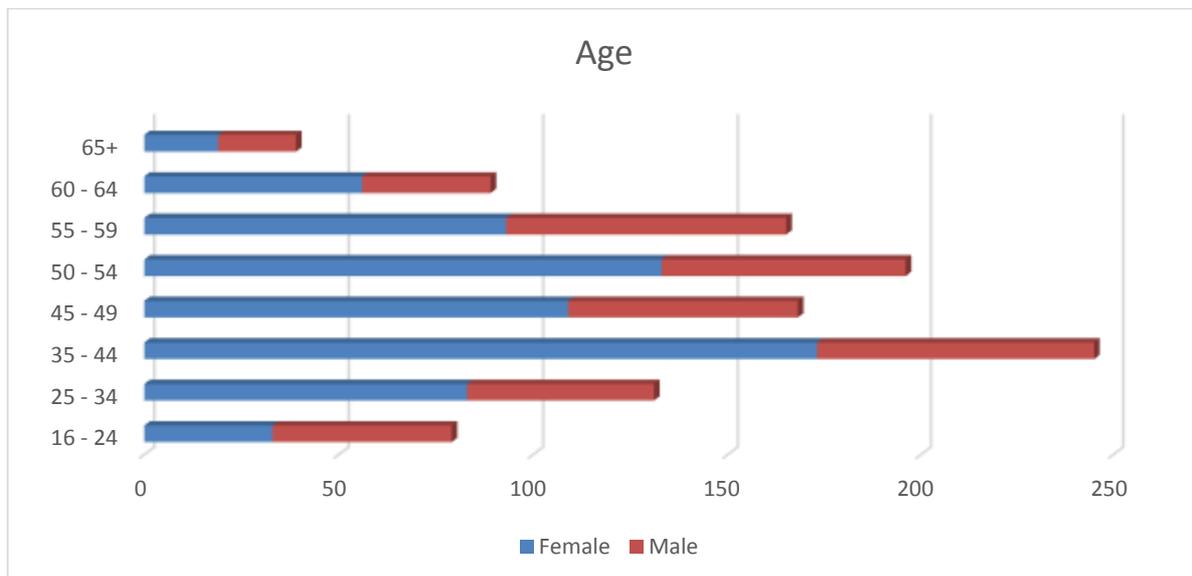
The table and graph above provide the age demographic of the Glasgow Clyde College workforce. Staff aged 35 – 44 currently make up the largest percentage at 21.89. As shown, our age profile includes a number of younger employees and the removal of the default retirement age has resulted in an increase in the number of older employees.

### Disability

Under the Equality Act 2010 an individual is disabled if they have a physical or mental impairment which has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Our disability profile shows that 1.35 percent of our workforce have identified themselves as having a disability and whilst the nature of their disability is known and recorded by the College, this information is not for publication. As this monitoring system is cascading throughout the organisation we expect the number of colleagues reporting they have a disability will increase.

With the introduction of our new online employee self-service system, steps are underway to renew and improve our overall data capture and ensure that staff feel confident to provide us with information without fear that it may be used against them in some way.

The College will continue our work with managers and employees to ensure that everyone is aware of the needs of colleagues with disabilities.

| Status | Number | % |
|---|---|---|
| Disabled | 15 | 1.35 |
| Not Disabled | 1097 | 98.65 |

### Gender Reassignment

*'The process of transitioning from one gender to another.'*

The Equality Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered. It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured.

Glasgow Clyde College does not currently collect information on this characteristic. We are working to improve our monitoring systems in order that we can provide data and report on this in future.

## Marriage and Civil Partnership

The Equality Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected.

|  | **%** |
|---|---|
| Married | 29.19 |
| In Civil Partnership | 0.09 |
| Other | 15.95 |
| Not Disclosed | 54.77 |

### Marriage and Civil Partnership

| | |
|---|---|
| | |

(Bar chart: Married ≈ 29, In Civil Partnership ≈ 0, Other ≈ 16, Unknown ≈ 55)
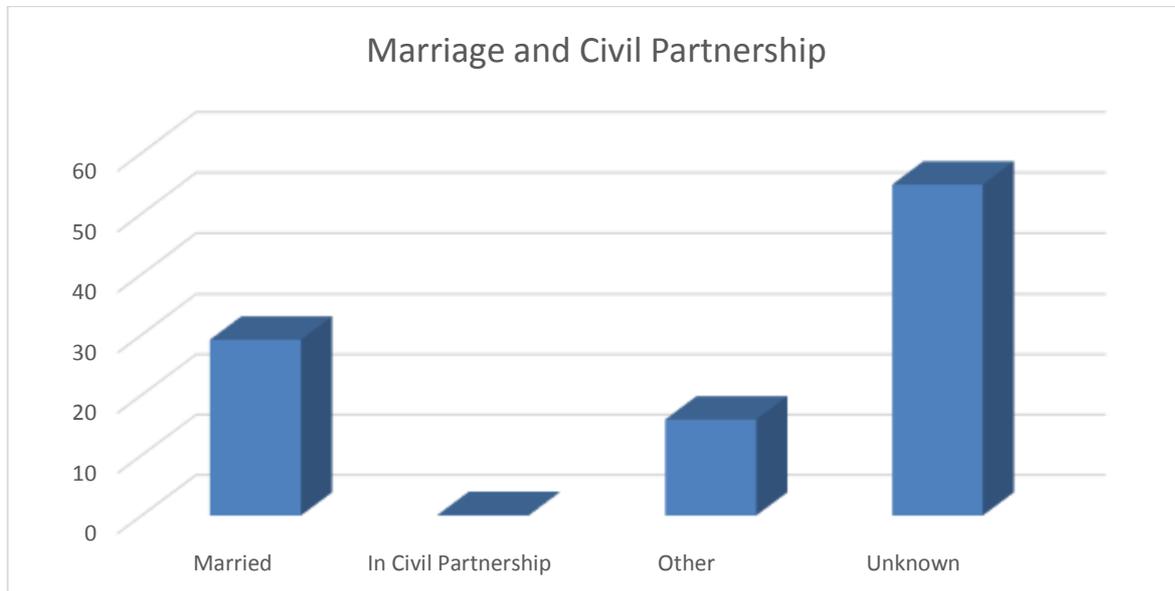
## Race

For the purposes of the Equality Act 'race' includes colour, nationality and ethnic or national origins.

The majority of our employees identify themselves as White Scottish (56.49%). As shown, 31.62% of College staff either preferred not to disclose this information or it is not known.

| **Race** | **%** |
|---|---|
| White Scottish | 56.49 |
| White English | 3.69 |
| White Irish | 1.08 |
| White Other | 5.59 |

| | |
|---|---|
| Asian or Asian British | 0.45 |
| Black or Black British | 0.18 |
| Chinese | 0.09 |
| Other Ethnic Group | 0.72 |
| Not Disclosed | 31.62 |

## **Pregnancy and Maternity**

By definition, Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. (EHUC)

Using existing information around maternity and pregnancy from 1st April 2015 until 31st March 2016 we are able to monitor the number of women who have returned to work following a period of maternity leave. During this time 5 women returned to work (in their substantive posts) following a period of maternity leave.

We have various provisions in place for employees who are pregnant or those on maternity leave or breastfeeding. These provisions include appropriate risk assessments, reasonable paid time off to attend appointments and for antenatal care.

Whilst on maternity leave, employees are encouraged to take part in 'Keeping in Touch days'. These give employees an opportunity to keep up to date with any changes in the College or in their role.

Information on pregnancy and maternity is collected from staff on a case by case basis and is used to provide support and guidance to staff in accordance with our maternity and health and safety policies.

In order that we can assess what additional support, policies or awareness raising may be necessary we recognise the need to consult with women in relation to pregnancy and maternity to understand what further work can be done to sustain these high return rates as well as continuing to improve the working environment/arrangements for women going on or returning from maternity leave.

## **Religion and Belief**

Under the Equality Act, religion includes any religion. Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect life choices or the way an individual lives for it to be included in the definition.

To protect the identities of individuals, colleagues who recorded the religions of: Buddhist; Hindu; Jewish; Muslim; Sikh; and other religion or faith have been grouped in the 'Other' category.

## RELIGION / BELIEF

- Christian
- Other
- No Religion/Belief
- No Response

13%

5%

8%

74%
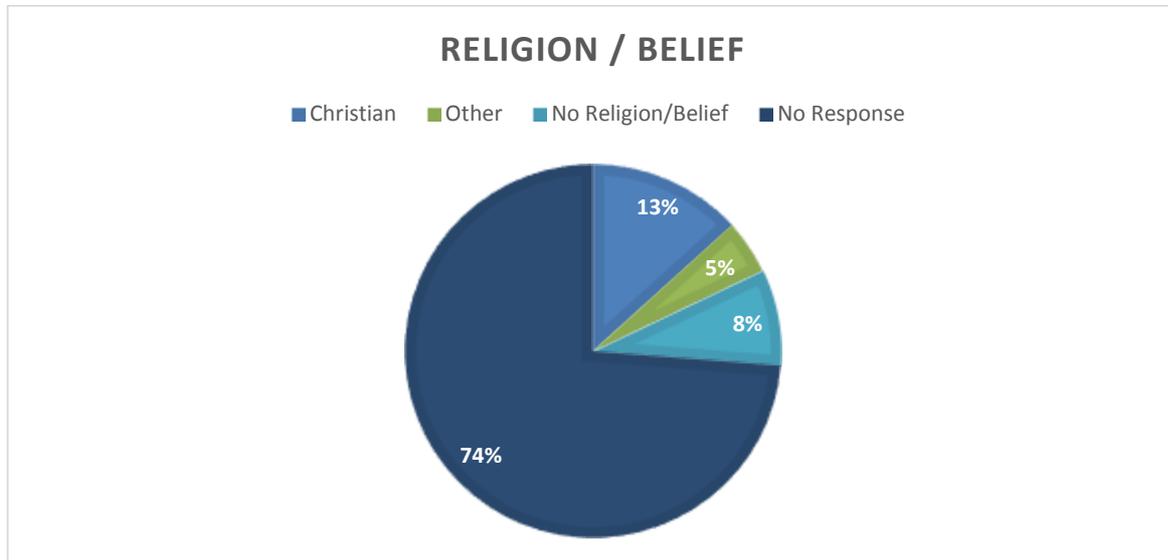
## Sexual Orientation

The Equality Act protects bisexual, gay, heterosexual and lesbian people.

A number of colleagues preferred not to say what their sexual orientation is. This fits with research reported by the Equality and Human Rights Commission, which suggests that colleagues may feel uncomfortable about disclosing this information.

### Sexual Orientation

Categories: Gay & Bisexual, Heterosexual/Straight, Unknown, Prefer Not to Say (y-axis 0–80)
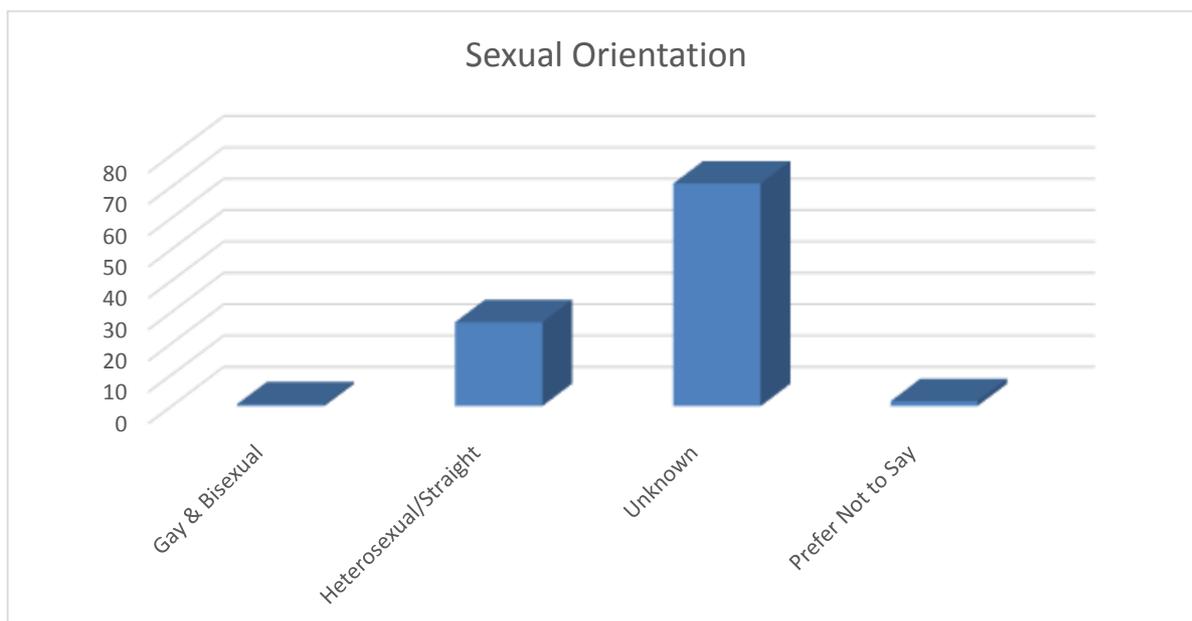
**Sex**

Both men and women are protected under the Act. We recorded gender as male or female.

| | Female | Male | Total |
|---|---|---|---|
| Teaching | 409 | 229 | 638 |
| Support | 282 | 175 | 457 |
| CMT | 7 | 8 | 15 |
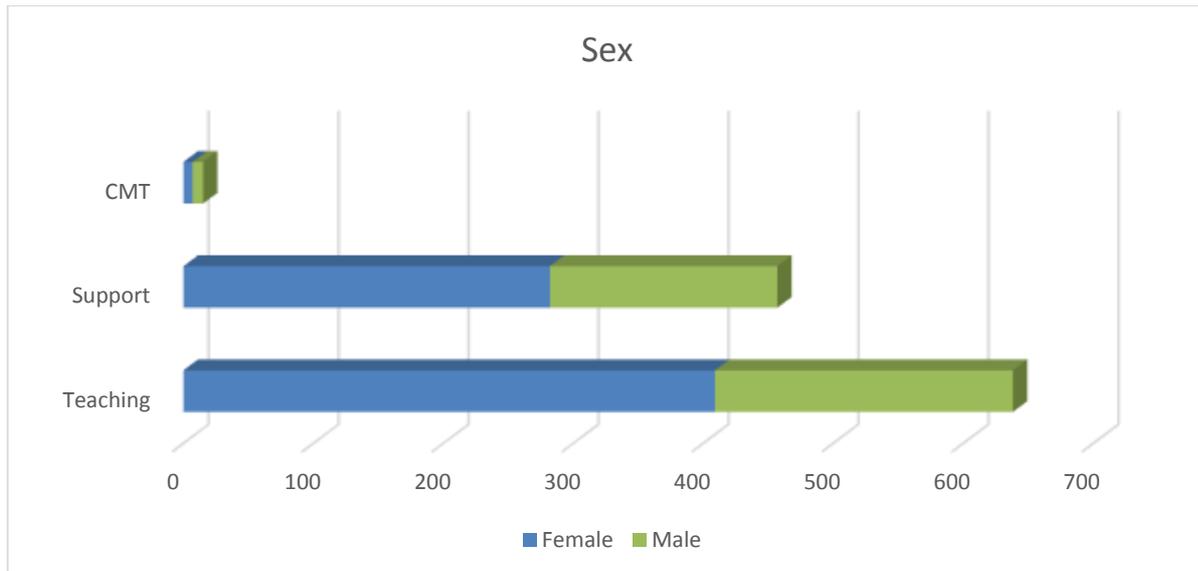


As demonstrated by the information above, the majority of the College workforce are female. Analysis of these figures show a significant number of administration roles are filled by females – something which is not uncommon in the region, or indeed the sector. Manual and Technical posts are largely dominated by male members of staff – again, something which is not uncommon.

Glasgow Clyde College will continue to consider the overall balance of staff in all areas and will actively seek to strike a balance between Genders wherever possible.

## Leavers

This section provides information on the diversity profile of the 169 employees who left Glasgow Clyde College between April 2015 and March 2016.

### Leavers by Sex

| | |
|---|---|
| Male | |
| Female | |

Scale: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

### Leavers by Job Category

| | |
|---|---|
| Support | |
| Teaching | |

Scale: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

## REASON FOR LEAVING
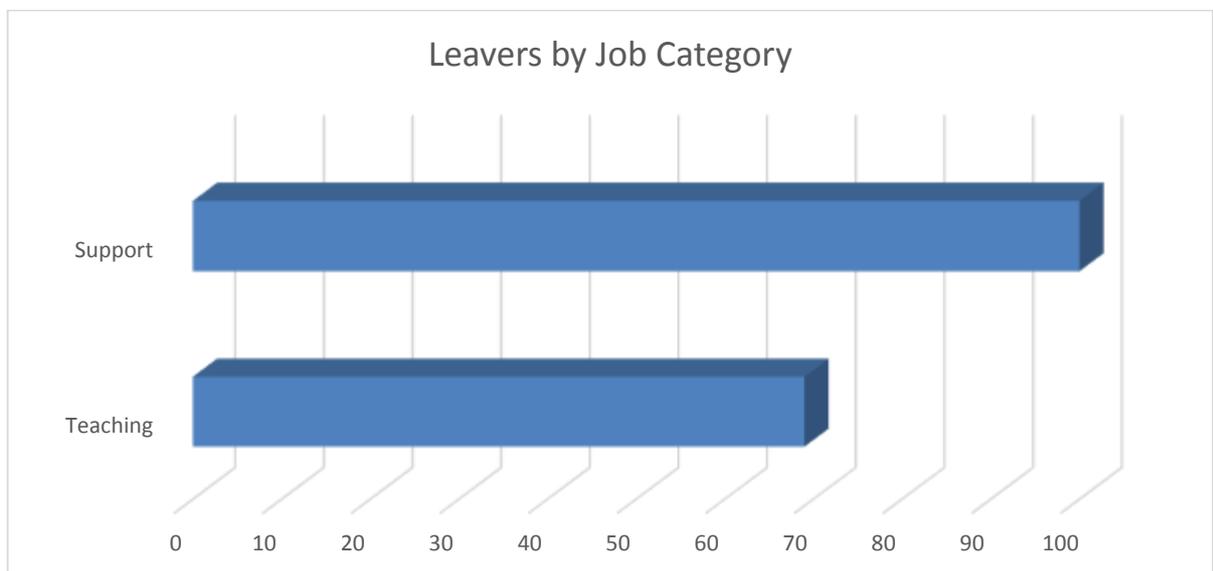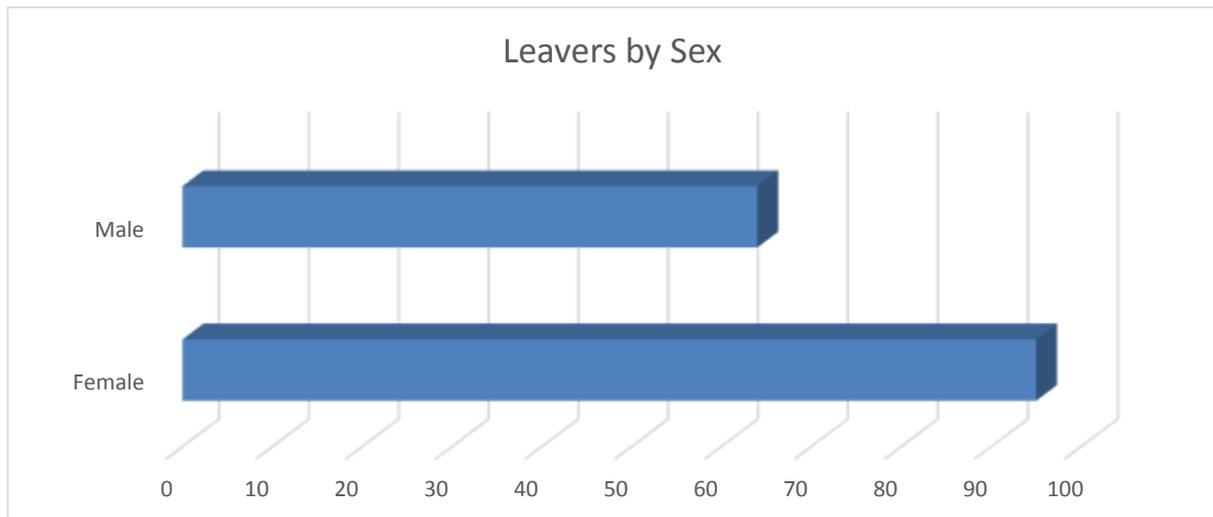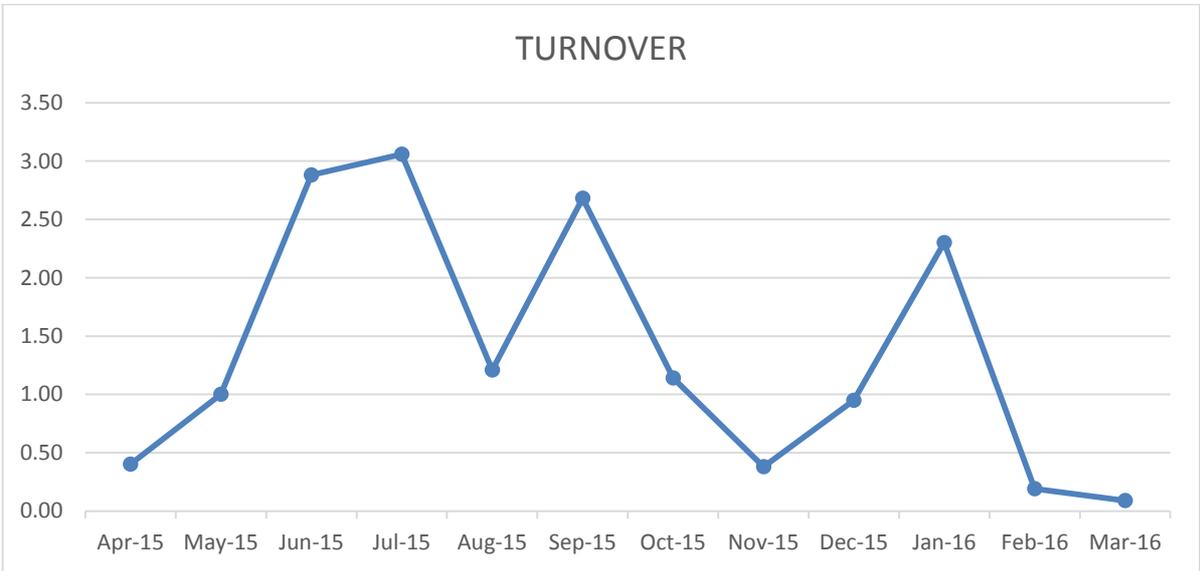


## TURNOVER



Employee turnover for GCC was at its lowest during February and March 2016. July 2015 shows the highest turnover figure of 3.06%. The majority of turnover is attributed to temporary contracts coming to an end.

Monitoring of pre-exit interviews confirms that equality issues do not impact on staff retention. Reporting of equality data needs to be further refined and the Equality and Inclusion Committee will work to identify any additional reports that can be cross-referenced with the protected characteristics outlined in the 2010 Equality Act.

**Recruitment Equality and Diversity Statistics**

Glasgow Clyde College monitors the composition of job applicants on a regular basis with a view to ensuring equality of opportunity and promoting equality and diversity. This involves seeking equality monitoring information from all job applicants through to appointment and beyond.

External candidates are asked to complete an equality monitoring form as part of the application for employment process. The form is removed prior to any shortlisting process. All monitoring forms are retained by the HR department and are not seen by anyone involved in the recruitment process other than members of the OD Unit.

The monitoring form requests information against the following protected characteristics:

*Age*
*Disability*
*Race*
*Religion and belief*
*Sex*
*Sexual orientation*

Information on the following protected characteristics is not currently requested:

*Marriage and civil partnership*
*Gender reassignment*
*Pregnancy and maternity*

The equality monitoring data below relates to both internal and external recruitment carried out by the College since August 2015 until present. During this period a total of 50 positions have been advertised. Of a total of 632 applications, sensitive data is broken down by protected characteristic below:

**Age**

| Age | Number | % |
|---|---|---|
| 16-24 | 79<br>(55 Female, 24 Male) | 12.5 |
| 25-34 | 238<br>(144 Female, 94 Male) | 37.66 |
| 35-44 | 133<br>(80 Female ,52 Male, 1 Other) | 21.04 |
| 45-49 | 57<br>(40 Female, 17 Male) | 9.02 |
| 50-54 | 70<br>(48 Female, 22 Male) | 11.08 |
| 55-59 | 43<br>(21 Female, 22 Male) | 6.80 |
| 60-64 | 11<br>(3 Female, 8 Male) | 1.74 |
| 65+ | 1<br>(Male) | 0.16 |

**Disability**

| Status | Number | % |
|---|---|---|
| Disabled | 17 | 2.69 |
| Not Disabled | 574 | 90.82 |
| Prefer Not to Say | 41 | 6.49 |

**Race**

| | Number | % |
|---|---|---|
| White Scottish | 478 | 75.63 |
| White English | 28 | 4.43 |
| White Welsh | 0 | 0 |
| White Irish | 8 | 1.27 |
| White Other | 52 | 8.23 |
| Asian or Asian British | 32 | 5.06 |
| Black or Black British | 7 | 1.11 |
| Chinese | 2 | 0.32 |
| Other Ethnic Group | 14 | 2.22 |
| Not Disclosed | 11 | 1.74 |

**Religion and Belief**

| | Number | % |
|---|---|---|
| Christian | 225 | 35.6 |
| Other | 36 | 5.7 |
| No Religious Belief | 164 | 25.95 |
| No Response | 207 | 32.75 |

**Sexual Orientation**

| | Number | % |
|---|---|---|
| Gay & Bisexual | 22 | 3.48 |
| Heterosexual/Straight | 571 | 90.35 |
| Prefer Not to Say | 25 | 3.96 |
| No Response | 14 | 2.22 |

## Sex

391 of our applicants were female, 240 were male and one individual identified themselves as 'other'.

## Appointments

Within the period 1st August 2015 to 31st March 2016, of the 44 successful candidates recruited to, or promoted within, Glasgow Clyde College, a breakdown by protected characteristics is shown below:

| Age | Number | % |
|---|---|---|
| 16-24 | 5<br>(2 Female, 3 Male) | 11.36 |
| 25-34 | 12<br>(5 Female, 7 Male) | 27.27 |
| 35-44 | 14<br>(6 Female, 8 Male) | 31.82 |
| 45-49 | 4<br>(3 Female, 1 Male) | 9.09 |
| 50-54 | 4<br>(1 Female, 3 Male) | 9.09 |
| 55-59 | 5<br>(2 Female, 3 Male) | 11.36 |

| | Number | % |
|---|---|---|
| Disabled | 1 | 2.27 |
| Not Disabled | 38 | 86.36 |
| Prefer Not to Say | 5 | 11.36 |

| | Number | % |
|---|---|---|
| White Scottish | 37 | 84.09 |
| White English | 3 | 6.82 |
| White Other | 2 | 4.55 |
| Not Disclosed | 2 | 4.55 |

| | Number | % |
|---|---|---|
| Christian | 17 | 38.64 |
| Other | 1 | 2.27 |
| No Religious Belief | 9 | 20.45 |
| No Response | 17 | 38.64 |

## Conclusion

We are confident that, through time, with the engagement of our staff, students, stakeholders and relevant national and local groups and representatives, we will achieve our equality and diversity goals of eliminating unlawful discrimination and harassment, promoting equality of opportunity and fostering good relations between people of different groups.

LOOKING FORWARD

WHAT'S NEXT

## 8   Looking Forward

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.

The Equality teams from the three Glasgow based Colleges worked collaboratively and developed a shared set of Regional Strategic Equality Outcomes at the beginning of 2015. Glasgow Clyde has mapped the College outcomes to the Regional outcomes to ensure that we have a shared vision and are working together effectively. (See Appendix F)

Glasgow Clyde College is progressing a number of Equality related initiatives:

- The Learning Inclusion Team has been restructured and increased to ensure that the needs of students can be fully met. The SFC has recently completed a review and published recommendations regarding Extended Learning Support.  This will include a move towards a needs-based model and less reliance upon medically-driven support plans.  We anticipate an opportunity to provide support for increased variety and complexity of individual needs.
- New systems for admissions and funding application are being developed which will support more opportunities for self-declaration and provide more robust and valid data monitoring mechanisms.
- The recent appointment of an Assistive Technology Development Officer is intended to support collaborative working towards an inclusive delivery model in curriculum areas.  This role provides a useful link between ICT VLE, Learning Inclusion and teaching staff and has the potential to significantly improve accessibility and promote the inclusive classroom.
- A number of projects have been presented to the Glasgow Clyde Education Foundation to support and develop the capacity of students and staff in relation to ESOL learners, assistive technology, mental health, careers education and e-learning with mainstreaming at the heart of the projects.

The Strategic and Operational development of the College relies on the mainstreaming of equalities across all academic and support areas. Student and staff equalities data will provide the basis for enhancement of service delivery and will enable the College to redress any potential issues, match service to needs and better support attainment of our Equality Outcomes and improve performance of our Public Sector Equality Duty.

APPENDICES

## 9 Appendices

Appendix A:  Glossary

Appendix B: Student Charter

Appendix C: College Equality related documents

*Equality & Respect Policy*

*Equality & Respect Statement*

*Student Code of Conduct*

Appendix D: The Equality Act 2010

Appendix E: Equality Mainstreaming

Appendix F: Mapping Exercise

## Appendix A
### Glossary

**Advancing equality:** The Equality Act 2010 states that this involves having due regard to the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic

- meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it

- encourage persons who share a relevant protected characteristic to participate in public or in any other activity in which participation by such persons is disproportionately low.

**Age:** This refers to a person having a particular age (for example, 32 year-olds) or being within an age group (for example, 18-30 year-olds).

**Black and Minority Ethnic (BME):** Used in the UK to describe people from minority groups of non-white descent, particularly those who are viewed as having suffered racism, or are in the minority because of their skin colour and/or ethnicity.

**CDN:** College Development Network (CDN) supports the sector to deliver best practice through our vision of Leading, Creating and Sharing.

**Civil partnership:** Legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

**Direct discrimination:** This refers to less favourable treatment because of a person's protected characteristic.

**Disability:** A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

**Diversity:** Valuing everyone as a unique individual and celebrating this difference. Managing diversity successfully will help organisations to nurture creativity and innovation and thereby tap hidden capacity for growth and improved competitiveness.

**Early Withdrawal (Student):** Indicates that the student has withdrawn from the programme before 25% of the course has elapsed.

**Engagement:** A broad term, intended to cover the whole range of ways in which public authorities interact with their service users and their employees, over and above what they do in providing services or within a formal employment relationship.

**Enrolment (Student):** Student data is based on enrolments (irrespective of duration) rather than on student population.

**Equality Act 2010:** This brings together the majority of existing equality legislation into one place so that it is easier to use.

It also strengthens the legislation in some areas. It sets out the protected characteristics that are protected by the law and the behaviour that is unlawful.

**Equality analysis:** Equality analysis involves looking at your equality information and the outcome of your engagement in order to understand the effect or potential effect of your decisions on different protected groups. The general equality duty does not specify how public authorities should analyse the effect of their policies and practices on equality.

**Equality information:** The information that you have (or that you will collect) about people with protected characteristics that will help you to show compliance with the equality duty. This will include the findings of engagement with protected groups and others and the effect of your policies on protected groups. It includes both qualitative and quantitative information, as well as evidence of analysis you have undertaken.

**Equality objectives:** A requirement to prepare, set and publish objectives is one of the specific duties set out under the equality duty. An authority's objectives should aim to further one or more aims of the equality duty.

**Equality outcome:** The results that individuals or groups actually achieve and are able to benefit from. For example, equal pay between men and women.

**Fostering good relations:** The Equality Act 2010 states that having due regard to the need to fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding between people who share a protected characteristic and those who do not.

**Function:** A department/or area within the College with a specific role

**Further Withdrawal (Student):** Indicates that the student attended after the funding qualifying date but withdrew from their studies before the programme ended.

**GCCSA:** Glasgow Clyde College Student Association

**Gender reassignment:** This is the process of transitioning from one sex to another. See also trans, transgender, transsexual.

**General duty:** The requirement to show due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.; advance equality of opportunity between people who share a protected characteristic and those who do not; and to foster good relations between people who share a protected characteristic and those who do not.

**Harassment:** Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It may also involve unwanted conduct of a sexual nature or be related to gender reassignment or sex.

**Inclusion:** Social exclusion is the outcome of multiple deprivation, which prevents individuals or groups from participating fully in the social, economic, and political life of the society in which they live. Inclusion in education is regarded as a process of

addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion.

**Indirect discrimination:** This is when a provision, criterion or practice is applied in a way that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic, and is not a proportionate means of achieving a legitimate aim.

**JISC:** A registered charity who champion the use of digital technologies in UK education and research.

**Listed body:** A public authority covered by the specific duties. Bodies are listed in Schedule 1 of the regulations for the specific duties.

**Marriage & Civil Partnership:** A religious or civil union between two people**.** The Marriage and Civil Partnership (Scotland) Act 2014 (the Act) extends marriage to same sex couples in Scotland.

**Mitigation:** This is when measures are put in place that lessen the negative effects of a policy or policies on protected groups. For example, delivering a service by telephone alone may cause problems for those with a language barrier. Rather than changing the way the service is delivered, this could be mitigated by using telephone interpreting services.

**Monitoring:** An analysis of equality data to examine if people with protected characteristics are being fairly treated, for example monitoring the representation of women, or disabled people, in the workforce or at senior levels within organisations. Since February, 2013, the monitoring of all protected characteristics at application stage has been changed to compulsory fields, with the default set to "prefer not to say" for each, and the College remains committed to encouraging and supporting staff and students in self-declaration.

**NUS**: National Union of Students

**Positive action:** Lawful actions that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (for example, providing mentoring to encourage staff from under-represented groups to apply for promotion).

**Pregnancy & Maternity**: Pregnancy is the condition of being pregnant. Maternity is the period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

**Proportionality:** The weight given to equality should be proportionate to its relevance to a particular function. This may mean giving greater consideration and resources to functions or policies that have the most effect on the public or on employees.

**Protected characteristics:** The equality duty covers the following characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are also referred to as protected groups.

The duty also covers marriage and civil partnerships, but not for all aspects of the duty.

**Protected groups:** see protected characteristics above

**Public authority:** The general equality duty applies to public authorities. For this purpose, a public authority is a body that is named (listed) or described in Schedule 19 of the Equality Act. It also applies to other organisations who exercise public functions. This includes private bodies or voluntary organisations which are carrying out public functions on behalf of a public authority.

**Public Sector Equality Duty:** Also known as the "general duty". The duty on a public authority when carrying out its functions to have due regard to the need to eliminate unlawful discrimination and harassment, advance equality of opportunity and foster good relations.

**Race:** This is the protected characteristic of race. It refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

**Reasonable adjustment:** Public authorities making adjustments to the way in which they carry out their functions so that disabled people are not disadvantaged by the way in which those functions are carried out.  This is with regard to policies, practices or procedures, premises, and the provision of auxiliary aids or services.

**Relevance:** How far a function or policy affects people, as members of the public, and as employees of the authority. Some functions may be more relevant to some protected groups than to others, and to one or more of the three elements of the general equality duty. The function or policy may still be relevant if the numbers affected by it are very small.

**Religion or belief:** Religion means any religion, including a reference to a lack of religion. Belief includes religious and philosophical beliefs including lack of belief (for example, Atheism). Generally, a belief should affect your life choices or the way you live for it to be included.

**Scottish Funding Council (SFC):** The Scottish Further and Higher Education Funding Council is the national, strategic body that is responsible for funding teaching and learning provision, research and other activities in Scotland's colleges and universities and higher education institutions. The council is more commonly known as 'the Scottish Funding Council' or 'SFC'.

**Scottish Index of Multiple Deprivation (SIMD):** The Scottish Index of Multiple Deprivation, SIMD, is used to identify and present zones of relative deprivation across urban and rural parts of the country. Data is often compared between those living in the most deprived 20% of data zones, or Q1, and those living in the remaining 80% of data zones, or Q2-5. At a national level, the most deprived zones are found in Scotland's urban centres.

**Section 23 agreement:** The Equality and Human Rights Commission can enter into a formal agreement with an organisation under section 23 of the Equality Act 2006 if it believes the organisation has committed an unlawful act. This means that the

organisation agrees not to commit a specified unlawful act, or to take certain actions. It will be required to report on progress to the Commission. Such an agreement is enforceable by the Commission in Court.

**Section 31 assessment:** Under section 31 of the Equality Act 2006 the Equality and Human Rights Commission can carry out a formal assessment to establish to what extent, or the manner in which, a public authority has complied with the equality duty.

**Sex:** Someone being a man or a woman.

**Sexual orientation:** This is whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Specific duties:** Certain public authorities named or described (listed) in Schedule 1 of the Equality Act 2010 (Statutory Duties) Regulations 2011 are required to comply with certain specific duties. These duties are intended to assist authorities in complying with the general equality duty.

**Stakeholders:** People with an interest in a subject or an issue who are likely to be affected by any decision relating to it and / or have responsibilities relating to it.

**Statutory Code of Practice:** A document which offers practical guidance on the law, has been approved by parliament and is admissible as evidence in a Court of law.

**Successful Outcome (Student**): Indicates that the student has completed the course year. If this is a one year course, the student will have gained the qualification they were aiming for. If the student was on a course of more than one year, and not in the final year, they will have progressed to the next year of study and achieved at least 70 percent of the units studied in the current year.

**Trans:** The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people (those who propose to undergo, are undergoing or have undergone a process of gender reassignment to live permanently in their acquired gender), transvestite / cross-dressing people (those who wear clothing traditionally associated with the other gender either occasionally or more regularly), androgyne/polygender people (those who have non-binary gender identities and do not identify as male or female), and others who define as gender variant.

**Transgender:** An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

**Transsexual:** A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people feel the deep conviction to present themselves in the appearance of the opposite sex. They may change their name and identity to live in the preferred gender. Some take hormones and have cosmetic treatments to alter their appearance and physical characteristics. Some undergo surgery to change their bodies to approximate more closely to their preferred gender. Transsexual
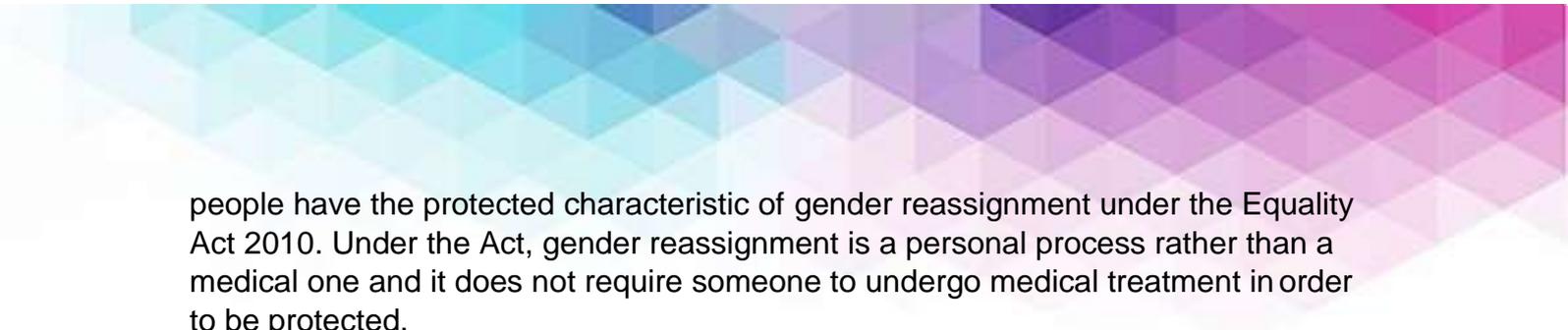
people have the protected characteristic of gender reassignment under the Equality Act 2010. Under the Act, gender reassignment is a personal process rather than a medical one and it does not require someone to undergo medical treatment in order to be protected.

**Victimisation:** Subjecting a person to a detriment because they have made a complaint of discrimination, or are thought to have done so; or because they have supported someone else who has made a complaint of discrimination. Victimisation is unlawful under the Equality Act 2010.

# The Student Charter

**You can expect us to:**
- Help you choose a course that is right for you
- Make the College a safe, caring and helpful place for you to learn
- Welcome and induct you onto your course and the College
- Give you the teaching and support you need to succeed and progress
- Make sure that classes start and end on time (and let you know quickly if they can't)
- Provide well resourced Learning Centres and services to support you
- Tell you how you are to be assessed, talk with you about how you are doing and agree your learning targets with you
- Give you opportunities to review and feedback on your course and College services
- Deal quickly and efficiently with any problems you tell us about
- Offer advice and support on any study or personal matter you choose to tell us about
- Treat you fairly
- Tell you about changes to the College which may matter to you
- Keep you informed of opportunities for you to be actively involved in College life
- Help you to prepare for your next step after College

**We want to know if you feel we haven't done as you expect. You can tell us what you would like us to improve through our Complaints Procedure or by attending one of the many student groups.**

**We expect you to:**
- Be proud of the good name of the College and follow the college rules
- Show courtesy and respect to fellow students and staff at all times
- Attend all classes on time, work hard at your studies and complete your assignments on time
- Work with your tutors and support staff to make sure you succeed and progress
- Go to classes with the right equipment, ready to learn and appropriately dressed
- Switch off your mobile phone devices when in class and in the corridors
- Move carefully and quietly through College buildings
- Go to all tutorials and work towards the targets agreed with your tutor
- Pay, on time, any fees which are due
- Wear your student pass at all times and show it if asked
- Care for the College environment, respecting College and other people's property and avoiding waste
- Treat everyone with respect, regardless of differences you may notice between you and them
- Stand up against unfair treatment by reporting it quickly
- Tell us if we could do better or you have a problem
- Be actively involved in your learning and contribute to College life
- Produce evidence of your learning

**You may face disciplinary action if you don't meet these expectations.**

# Equality and Respect Statement

Glasgow Clyde College will:

- promote and embed the principles of equity in all College services and in every aspect of College life by encouraging, developing and maintaining an ethos which embraces difference and diversity and respects the dignity and rights of all;

- promote that it is the responsibility of all to work and learn together harmoniously to create and maintain a respectful working and learning environment;

- provide all staff and students with a safe environment which is free from bullying, intimidation and harassment;

- oppose and counter all forms of discrimination and promote that it is the responsibility of all staff and students to challenge and / or report disrespectful or bullying behaviour if it occurs;

- ensure that any incident or allegation of bullying, intimidation and harassment is taken seriously and that appropriate action is taken within a reasonable timescale;

- encourage and provide support and confidentiality to members of staff and students who raise concerns regarding possible incidences of bullying, intimidation and harassment they have witnessed;

- ensure the fair, consistent and respectful management of staff and support of all students; and

- ensure that staff and students are involved in all equality matters.

# Respect Commitment Statement

## Being Respectful While Working and Learning

Glasgow Clyde College is committed to the development and maintenance of a working and learning environment that is underpinned by mutual respect, embraces diversity and promotes equality of opportunity; where bullying, intimidation and harassment cannot flourish and where individuals have the confidence to raise concerns in the knowledge that these will be dealt with appropriately and fairly. Within the college community, it is the responsibility of everyone to treat each other with respect, to endeavour to work and learn together harmoniously and to ensure that their actions create and maintain a respectful working and learning environment.

The College:

- is committed to providing all staff and all learners with a safe environment in which they can work and learn together by encouraging, developing and maintaining an ethos which embraces difference and diversity and respects the dignity and rights of all;

- supports mutual respect between all users and is committed to taking any incident or allegation of disrespectful behaviour seriously;

- adopts a Zero Tolerance to behaviour that is violent or abusive to individuals, groups or the college environment or property;

- is committed to ensuring the fair, consistent and respectful management of all staff; and

- is committed to ensuring the fair, consistent and respectful support of all learners.

There are a number of College Policies and Procedures that support the development and maintenance of a respectful working and learning environment and these will be applied as and where appropriate.

# Student Code of Conduct <span style="float:right">Form SS-SCC, Revision 2</span>

As a student at Glasgow Clyde College you are expected to treat all College staff and all other students with courtesy and respect, avoiding behaviour, dress, actions or language that may cause offence or harm to others.

## Health and Safety

The Health & Safety at Work Act (1974) applies to everyone who enters and uses Glasgow Clyde College facilities. It is intended to protect health and to ensure personal wellbeing and safety.

Importantly, this Act requires everyone to be responsible for their own safety and for the health and safety of others. This means we all have a duty to anticipate the effects of our actions and behaviour. You must not interfere with, or damage, any equipment provided for the health and safety of College users.

You must familiarise yourself with emergency exits and evacuation procedures for the areas you are located in, and you must vacate the premises immediately whenever the fire alarm sounds. If you have mobility problems you will have an individual evacuation procedure agreed with the College Health and Safety Officer prior to starting your course.

## Use of College Resources and Facilities including ICT

You must ensure that you use College resources respectfully, do not cause any damage to College property or facilities and comply with College requirements in the use of resources made available to you.

You may use the College's ICT network and computing resources provided that you conform to user procedures and the College's IT Acceptable Use Policy and provided you do not:

- Interfere with the normal conduct of the College's business
- Make use of inappropriate web sites
- Violate any law
- Embarrass the College or a College employee, other students or visitors
- Undertake any for-profit personal business activity
- Promote non-violent or violent extremism to create an atmosphere conducive to or that popularises views on extremism

## Equality and Diversity

Glasgow Clyde College welcomes the full participation of all members of the community, and strives to provide a well-resourced and pleasant environment for study.

Within Glasgow Clyde College, any form of discrimination or harassment, directly or indirectly, related to an individual's race, colour, nationality, ethnic or national origins, religion, gender, marital status, sexual orientation or disability will not be tolerated.

Views which promote radicalisation and can create an atmosphere conducive to terrorism, or popularise terrorist views may lead to engagement with College management and appropriate external agencies.

## Security

All students and staff at Glasgow Clyde College will be issued with an identification card. **You must carry your student identification card at all times while on the College campus and must let a member of staff see it when requested.**

A closed circuit television system is installed within the College. Cameras are monitored at all times and recordings, if required, retained for evidence.

## Mobile Phones, MP3 Players and Noise Pollution

You must show consideration towards the College and the local community by keeping noise to levels which are appropriate and acceptable to all.

**All mobile phones must be switched off whilst you are in class, the library or in any study area. It is forbidden to use camera / recording equipment unless for agreed purposes within the College.**

## Attendance at College

Regular and punctual attendance is essential, both for effective learning and for the proper functioning of courses. Absences and late-coming will be reported to employers or any other related agencies.

Payment of bursaries, student loans, childcare and discretionary payments require 90% attendance. The requirement for EMA payments is 100%.

All bursary / EMA supported students are expected to meet the aforementioned attendance requirements and failure to do so will result in either payment deduction or termination of payment. For periods of absence students will be expected to provide either self certification or for a prolonged period of illness a medical certificate.

## Bullying and Harassment

Any incident of bullying, harassment, intimidation, threatening or violent behaviour against a student or a member of staff will be fully investigated and may result in disciplinary action. This includes incidents which take place via electronic communications, e.g. social networking, text or email.

## Smoking

Smoking, including the use of e-cigarettes, is only permitted in designated smoking shelters.

**Gambling**

All forms of gambling are strictly forbidden.

**Offensive Weapons**

Possession of an offensive weapon will lead to immediate suspension and the initiation of disciplinary procedures, including the possibility of expulsion. The College co-operates fully with the Police.

**Substance Misuse**

The use or possession of illicit drugs and alcohol is not tolerated on College premises. Being in possession or under the influence of either of these substances will lead to immediate suspension and initiation of disciplinary procedures, including the possibility of expulsion. Any attempts to sell illicit drugs to others on College premises will lead to immediate expulsion. The College co-operates fully with the Police.

**Damage to Property**

Any College property which is on loan to you during the course of your studies is your responsibility. Consequently, you may be required to repay the cost for any loss or damage to the property.

**Parking**

College parking is limited and students must conform to campus regulations and show consideration for neighbours when parking in surrounding areas.

**Litter**

It is your duty to keep the College environment tidy. Please ensure that paper, cardboard, bottles, cans and plastic wastes are deposited in recycling bins situated throughout the College. Bottles, cans and plastic containers should be rinsed clean prior to disposal.

The consumption of food and drink is only permitted within designated areas.

It is your responsibility to ensure that litter is disposed of appropriately both on and off campus and to show consideration for neighbours in surrounding areas.

**Sale, Distribution or Display of Publications or Leaflets**

The sale, distribution or display of publications or leaflets within any campus by students or others is prohibited unless prior authority has been obtained from a member of the College Management Team.

### Malpractice

The College regards all forms of malpractice as very serious.  Those involved may face disciplinary action.

Malpractice can arise in a variety of ways and some types are described below, however this is not an exhaustive list and other types of behaviour may be considered by the College at its discretion:

- cheating in an examination (including copying the work of others or obtaining help from others in a way that contravenes examination regulations, bringing unauthorised materials into an examination, referring to any unauthorised material during an examination or any form of impersonation);
- plagiarism (taking someone else's work and passing off as one's own or failing to acknowledge sources properly);
- false declaration of authenticity (in relation to portfolio or coursework);
- fabrication of information (presentation of any false or fabricated information, results, evidence or conclusions);
- collusion (unauthorised co-operation between a student and another person, in or outside of College, in the preparation and production of work, which is ultimately presented as the student's own);
- misconduct (behaviour that causes disruption to others during an examination or assessment);
- offensive content (content in scripts or coursework that includes vulgarity and swearing out with the context of the assessment, or anything discriminatory).

The College has a Malpractice Procedure. If you wish to see this procedure please request a copy from a member of staff.

### Discipline

The College has a Student Discipline Policy and Procedure.  These can be viewed and downloaded from the College website. Any failure to adhere to this code of conduct will be acted upon and may result in student disciplinary action.

### Education Visits and Work Placements

The normal College standards of behaviour will be required on all visits.  Students must adhere to the rules and codes applicable to the organisation or agency and should be mindful that they are representing Glasgow Clyde College whilst on external visits or work placements.

Student Signature: _____     Date: _____

**Appendix D: The 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 9 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.

<u>Public Sector Specific Equality Duties (Scotland)</u>

The final regulations, which came into effect on 27th May 2012, can be accessed through this link: Specific Duties (Scotland).

<u>Duty to Report Progress on Mainstreaming the Equality Duty</u>

- Publish a mainstreaming report on the progress made to make the general equality duty integral to the exercise of its functions so as to better perform the duty:

    No later than 30th April 2013; and

- Subsequently at intervals of no more than 2 years, beginning with the date on which it last published a report.

<u>Duty to Publish Equality Outcomes and Report Progress</u>

- Prepare and publish a set of equality outcomes, which is considered to enable better performance of the general equality duty:

    No later than 30th April 2013; and

- Subsequently, at intervals of no more than 4 years, beginning with the date on which it last published a set of equality outcomes.

In preparing a series of outcomes:

- Take reasonable steps to involve persons who share a relevant protected characteristics/those who represent the interests of those persons; and

- Consider relevant evidence relating to persons who share a relevant protected characteristic.

- Publish reasons if equality outcomes do not cover every relevant protected characteristic in relation to further the general equality duty.

- Publish a report on the progress made to achieve the published equality outcomes:

    No later than 30th April 2015; and

- Subsequently, at intervals of no more than 2 years, beginning with the date on which it last published a report.

## Duty to Assess and Review Policies and Practices

- Assess the impact of applying a proposed new or revised policy or practice against the needs of the general equality duty.

- In making the assessment, consider relevant evidence relating to persons who share a relevant protected characteristic (including any received from those persons).

- In developing a policy or practice, take account of these results.

- Publish, within a reasonable period, the results of any assessment made.

- Make arrangements to review and revise any policy or practice to ensure that it complies with the general equality duty.

- Any consideration as to whether or not it is necessary to assess the impact of applying a proposed new or revised policy or practice is not to be treated as an assessment of its impact.

## Duty to Gather and use Employment Information

- Take steps to gather information on the number and relevant protected characteristics, in each year, of the:

  Composition of the authority's employees; and

  Recruitment, development and retention of employees.

- Use this information to better perform the general equality duty.

- Report progress within the mainstreaming report, including:

  Annual breakdown of information gathered, which has not been previously published elsewhere; and

  Details of the progress made in gathering and using that information to enable it to better perform the general equality duty.

### Duty to Publish Gender Pay Gap Information

- Publish information on the percentage difference among staff between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime).

- Publish this information no later than 30th April 2013 and every second year thereafter.

### Duty to Publish Statements on Equal Pay

- Publish a statement containing the required information no later than 30th April 2013 and every fourth year thereafter.

- The statement must specify the policy on equal pay among its employees between:

  Women and men;

  Persons who are disabled and persons who are not; and

  Persons who fall into a minority racial group and persons who do not.

- The statement must specify occupational segregation among its employees in relation to the concentration of:

  Women and men;

  Persons who are disabled and persons who are not; and

  Persons who fall into a minority racial group and persons who do not.

- The first statement (therefore no later than 30st April 2013) must contain information on women and men.

- The second statement (therefore no later than 30st April 2017) and subsequent statements must contain information on gender, disability and race.

<u>Duty to Consider Award Criteria and Conditions in Public Procurement</u>

- When relevant and proportionate to the subject matter of an agreement for goods, works, or services, institutions should have due regard to whether the award criteria of the agreement and the contract conditions relating to the performance of the agreement should include considerations relevant to its performance of the general equality duty.

<u>Duty to publish in a Manner that is Accessible</u>

- When producing the mainstreaming report, outcomes and subsequent progress, gender pay gap information and equal pay statements, the authority must:

    Publish in a manner that makes the information published accessible to the public; and

    So far as practical, employ an existing means of public performance reporting.

## Appendix E: Equality Mainstreaming Matrices by Function

**Matrix Template including Aims & PSED**

| Example of Mainstreaming by College Function/Area | 1 | 2 | 3 | 4 | 5 | 6 | PSED 1 | PSED 2 | PSED 3 |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |
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**Glasgow Clyde College equality related Strategic Aims**

**1** Delivering high quality learning & teaching
**2** Depth, breadth & aspiration throughout the curriculum
**3** Promoting excellence through research & innovation
**4** Developing effective, confident and resilient students and staff
**5** Being the partner of choice
**6** Achieving institutional stability

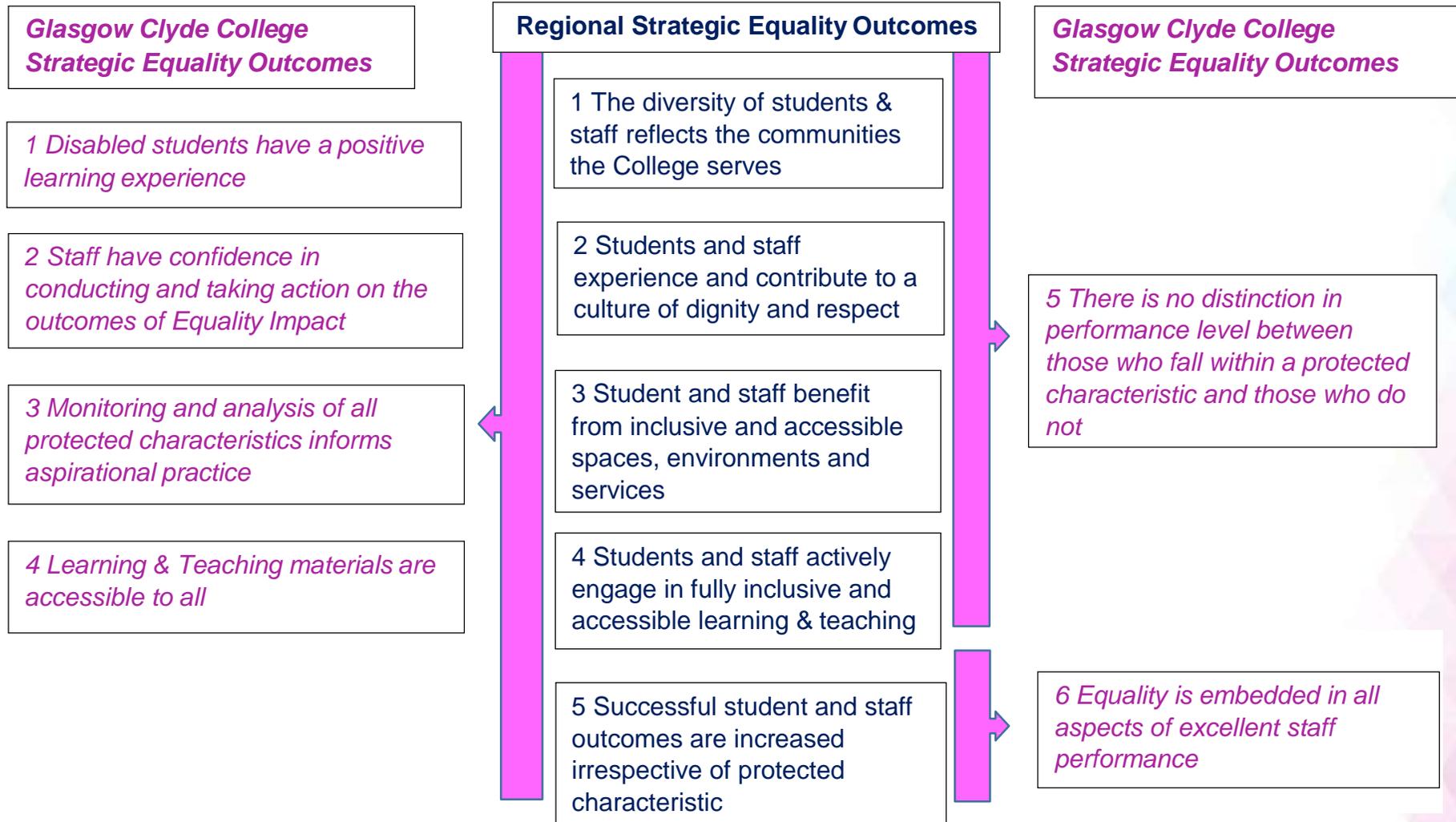**PSED - Public Sector Equality Duties**

**PSED 1** Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
**PSED 2** Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
**PSED 3** Foster good relations between people who share a protected characteristic and those who do not.

Appendix F: Glasgow Clyde College Outcomes Mapped to Regional Outcomes

**Glasgow Clyde College Strategic Equality Outcomes**

*1 Disabled students have a positive learning experience*

*2 Staff have confidence in conducting and taking action on the outcomes of Equality Impact*

*3 Monitoring and analysis of all protected characteristics informs aspirational practice*

*4 Learning & Teaching materials are accessible to all*

**Regional Strategic Equality Outcomes**

1 The diversity of students & staff reflects the communities the College serves

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

3 Student and staff benefit from inclusive and accessible spaces, environments and services

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

5 Successful student and staff outcomes are increased irrespective of protected characteristic

**Glasgow Clyde College Strategic Equality Outcomes**

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

*6 Equality is embedded in all aspects of excellent staff performance*

Anniesland Campus, 19 Hatfield Drive, Glasgow G12 0YE



Cardonald Campus, 390 Mosspark Drive, Glasgow G52 3AY



Langside Campus, 50 Prospecthill Road, Glasgow G42 9LB