



Equality Mainstreaming Report - April 2015

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Contents

1 Introduction

2 Summary

3 Commitment

4 Purpose

5 Mainstreaming

6 Data Measurement

7 Data Summary

8 Moving Forward

9 Appendices

Appendix A: Glossary

Appendix B: Student Charter

Appendix C: College Equality related documents

Appendix D: The Equality Act 2010

Appendix E: Equality Mainstreaming Matrices by Function

Appendix F: Mapping Exercise

1 Introduction

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



Equality Challenge Unit

“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. In 2013-14, the first year of the college, more than 97 per cent of students said their experience at Glasgow Clyde was good or very good.

Glasgow Clyde College

We are a multi-campus college with three sites 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, 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. Courses are delivered across the following curriculum areas:

Specialist 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.



SUMMARY

2 Summary

Mainstreaming



Equality Challenge Unit

“Although there is no single way to mainstream equality, operationally mainstreaming starts with considering how to meet the three needs of the general duty for all of the relevant protected characteristics when exercising functions..... An institution-wide, strategic approach across the institution’s functions will be required.”
Equality Challenge Unit (<http://www.ecu.ac.uk/>)

This report presents the College’s approach to mainstreaming equality across all functions. A number of case studies, further demonstrating progress, will also be included.

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

- The early withdrawal of the following student groups was slightly higher than the College average: under 16s and the most deprived 20% of data zones. Significant differences were noted in disabled students and over 25s. The College has identified specific outcomes to redress these imbalances within the Equality Outcomes Progress Plan.
- The further withdrawal of the following student groups was slightly higher than the College average: under 16s; BME and the most deprived 20% of data zones. The College has identified specific outcomes to redress these imbalances within the Equality Outcomes Progress Plan.
- The successful outcome of the following student groups was lower than the College average: under 16s; disabled; BME; and the most deprived 20% of data zones. Similarly, the College has identified specific outcomes to redress these imbalances within the Equality Outcomes Progress Plan.
- The average age of students at enrolment during session 13/14 was 24 years.
- 14.33% of enrolled students declared a disability, compared to 16.5% across the sector. Looking forward, as detailed in the College's Equality Outcomes and related progress plan, the College will encourage students to self-declare protected characteristics by highlighting the support and benefits afforded through self-declaration, whilst reassuring students of confidentiality and anonymity.
- 17.41% of enrolled students were from BME backgrounds, compared to 6% in the sector as a whole, reflecting a highly diverse student population.
- 53.3 % of enrolled students were female and 46.69% were male, compared to 50.9% female and 49.1% male in the sector as a whole. 0.02% stated other sex.
- 40.84% of enrolled students were from the most deprived 20% of zones, compared to 30.3% in the sector as a whole.
- Glasgow Clyde College had 119 different nationalities.
- Country with the highest population of students is Poland then Pakistan.

Staff Data- Key Findings

- Overall, there are relatively few significant differences in staff experience when the results are analysed by age, ethnicity and gender.
- During 2013/2014, employee turnover remained fairly static with the exception of July which shows a turnover rate of 3.75%. This figure includes those who left voluntarily and those whose fixed term contracts came to an end. A large majority of the leavers in July had worked for each of the three legacy Colleges for over 10 years. This group was made up of mainly teaching staff.
- Females and males occupy very different job roles. Females were more likely to be in office-based jobs such as support and administrative roles, whereas males were more likely to occupy more manual roles such as technicians and campus staff.
- Female staff were more likely than males to work part time with more than double the number of females (318) to males (108).
- 1.3% of those who had declared their race were from a black or ethnic minority group. For the most part, the organisation was reflective of local working-age populations.
- There were no organisation-wide differences between BME staff and white staff or those of unknown race.
- Staff aged 35 – 44 made up the largest percentage of our workforce at 24.78%. 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.
- The employee age profile is reflective of the national average working population and remained static throughout the year.
- The female majority (approximately 64%) is maintained through to senior management, which indicates equality of opportunity in promotion and career pathways with regard to gender.
- Gender pay equality throughout the Charity is evidenced by the annual equal pay audit.



COMMITMENT

3 Commitment



Glasgow Clyde College Student Association

Glasgow Clyde College Student Association (GCCSA) is fully committed to enhancing and mainstreaming equality and inclusion within the College and wider community. The GCCSA works in partnership with the College to fully represent all students, regardless of their profile and needs, and seeks to ensure that the shared values on equality and inclusion are fully embedded in our plans and work.

The GCCSA represents an incredibly diverse student population in terms of ethnicity, disability and socio-economic status. Representation in GCCSA is crucial to the mainstreaming agenda and elections have resulted in a gender balanced Executive Team, including sabbatical officers, and this has served to reinforce the aims and objectives of the association in terms of mainstreaming. The sabbatical officers, executive team and wider class rep structure work closely with the student population through representative and advocacy roles to ensure that student views, needs and aspirations are taken forward. Executive Team representation for students with disabilities and equality, ESOL learners, women and black students and LGBT have seen the GCCSA embed inclusion into their plans and operations.

Student representatives fully involve themselves in College life and activities and they are full members on the College Equality, Learning and Teaching, Health and Safety and Quality Groups as well as forming key contributors to College governance and development. Individual projects including ESOL buddy-study, LGBT Chartermark, the Amnesty Write for Rights Campaign and a database of student with language skills have served to promote the needs and aspirations of the student population.

The GCCSA have worked closely with the wider community to promote opportunities for volunteering with over 100 volunteering opportunities identified by the GCCSA for student participation on all course programmes. The establishment of a welfare fund has supported students should they encounter short-term financial hardship and encouraged students to stay on programmes where they may have previously been unable to continue.

Class Reps

The GCCSA has led positive engagement with groups and individuals. The engagement of over 600 class reps has been the key mechanism for student engagement. The class reps role is to represent the views of the student body and they highlight the needs and aspirations of all student groups. Student representation is at the heart of GCCSA activity and whether that takes the form of individual activities or one-to-one access and support, the positive impact upon students has been clearly evidenced. Initiatives including peer support, learning and teaching projects, employment opportunities and LGBT events have had a significant impact upon the students and wider community. All class reps feed into programme evaluation with a clear focus upon learning and teaching and contribute to the drive toward the inclusive classroom.

The GCCSA has planned activity throughout the session to ensure that the needs, views and aspirations of the student body are promoted. They have recently been awarded funding from the Glasgow Clyde College Education Foundation. The funding has enabled them to purchase a fully accessible Vox-Box which will facilitate student feedback and celebrate achievement and diversity. They have also invested in media and ICT to enhance the social areas within the campuses to develop the inclusive community ethos that students' desire.



The NUS recently awarded GCCSA the FE Student Association of the Year in recognition of its outstanding work with the student body, its partnership working with the College and the its impact and influence on external stakeholders and the wider community. GCCSA plans are founded upon these three pillars of activity which all exist to serve the needs and aspirations of the students.



The ELATE Group exists to respond to student ideas and issues that relate to the learning and teaching experience of students. The group is populated by students and staff members who investigate issues and ideas to generate improved learning and teaching within Glasgow Clyde College. The group involves staff up to senior management level and reports directly to the Board of Management Learning and Teaching Committee.

The ELATE group has worked on a number of key projects:

- The development of the College VLE platform
- The provision of enhanced ICT facilities for students
- The development of the e-learning capacity of the College
- An application to the college foundation fund with a view to enhancing the e learning experience
- Free VLE bookmarks to all students with an "ABC" of the VLE in order to get students to use their college email accounts
- Buddy Study English conversation classes, Buddy Study maths classes. These are run twice weekly on each campus and has enhanced social and communication skills for our ESOL students and enhanced maths skills for many students who were struggling on this front.

Students also had the idea to engage with local secondary schools in order to bus potential students into the college and they will be met by our class reps and shown around the building by their peers and shown not only the educational benefits of FE but also the social benefits through the GCCSA.

The ELATE group has driven change in ICT and e-learning in particular and has fully supported a significant bid for additional funding to promote a centre of excellence for e-learning within the College. This is designed to promote the agenda of the inclusive classroom and illustrates the share vision of the College and GCCSA.



The IDEA Group (Inclusion, Diversity, Equality and Access) was established to promote and inspire equality and inclusion and to drive the Equality and Diversity group set up by the College. Monthly meetings are held on each campus to:

- Raise awareness of equality matters to students and staff at Glasgow Clyde College
- Promote values and diversity
- Represent the views and experiences of students and staff, regarding equality matters
- Assist Glasgow Clyde College in working towards our equality outcomes

The Group has been very successful in engaging both students and staff. Each campus has held a different focus with projects on accessibility, an LGBT film night on each campus and awareness raising sessions regarding a variety of equality related issues. The attainment of the LGBT Chartermark is well advanced and a number of estates projects have been progressed as a result of research and action of the IDEAs group.



Education Scotland Report

Education Scotland acknowledged the collaborative approach and equalities work carried out by both the College and the Student Association in the College's Review report published in January 2015 by Education Scotland:

"The college and Student Association Respect Charter sets out clear and agreed values for all members of the college community. The learner voice is well represented on an extensive range of strategic and operational college committees. GCCSA initiatives are beginning to have a direct and positive influence on learning and teaching and on equalities." (see Student Charter **Appendix B**)

Glasgow Clyde College Respect Commitment Statement

College Values

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

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.

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.

As well as the Student Charter, there are a number of College documents that support the development and maintenance of a respectful working and learning environment and these will be applied as and where appropriate. These include the College's Equality & Respect Statement, Respect Commitment Statement and Student Code of Conduct. (See **Appendix C**)

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.

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**



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 behaviour
- 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. (see **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.

Copy of Matrix

College Function/Area	Example of Mainstreaming	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
Faculty of Creative & Cultural Industries										
Faculty of Engineering & Built Environment										
Faculty of Business & Finance										
Faculty of Health & Wellbeing										
Faculty of Access & Continuing Learning										
GCCSA										
Student Services										
Quality & Performance										
Commercial & International Business										
Finance										
ICT										
Organisational Development										
Estates, Facilities & Energy										
Learning & Teaching										
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.										

Showcasing Equality

Cross College Collaboration



Building a positive culture: Festival of Sport

The college took full advantage of the interest generated by the Commonwealth Games in Glasgow in 2014 to hold a three-day Glasgow Clyde College games event for learners with additional support for learning (ASL) needs. The Festival of Sport took place in May 2014 and involved ten competitive sporting events, many of which were new to the learners. A particularly notable aspect was that it involved large numbers of mainstream learners in supporting their ASL colleagues throughout the project. One hundred and eighty learners and several staff took part from across the whole college. The project offered ASL learners a challenging opportunity to organise, with support, a major and complex event. This had a highly positive impact on their skills development, self-esteem, motivation and sense of achievement. The mainstream learners who supported the event enhanced greatly their understanding of the capabilities of their colleagues. The college ensured that the event mirrored real-life practice, which provided a valuable, live learning opportunity for many learners. For example, dance learners choreographed and performed the opening ceremony, sports coaching learners helped to coach participants and manage the competitions and hospitality learners worked alongside professional catering staff. Media and journalism learners reported on the event through the college's radio station and blogs and also recorded the event on camera. The Glasgow Clyde College Student Association supported the event and local schools were invited to view it, making it a valuable community enterprise. The Festival of Sport was highly successful, enjoyable and celebratory. The event had a particularly strong influence on building a positive cross-campus culture in the first year following merger and helped develop constructive, new relationships across the college. The event also increased awareness of health and wellbeing within the college and demonstrated well the college's inclusive ethos. The college plans to continue this good work by holding an annual inter-campus sports event.

Enhancing employability: Additional Support Learners



The college ASL team has developed the first Project Search initiative in Glasgow. Project Search is a franchise, originally developed in the USA. It aims to help people with ASL needs to enter full employment by providing supported employment opportunities. The project's overall aims include increasing the very low numbers of people who require additional learning support who are currently in paid employment or workplace training. The college Project Search initiative is carried out with Glasgow's Victoria Infirmary as the host employer. Key ingredients for success include the positive and imaginative partnerships between the college and NHS Greater Glasgow and Clyde, the City of Glasgow Supported Employment Service and Project Search advisers. The college also carried out very thorough preparation before the start of the project, which helpfully 8 identified areas of potential difficulty and resolved them at an early stage. A college lecturer and a job coach from City of Glasgow Supported Employment Service jointly undertook a two-week induction period to learn the skills required for work as porters, domestics and catering assistants. They drew on this experience to teach learners how to carry out these jobs correctly. In turn, college staff provided NHS staff with training and advice about how best to support these learners in the workplace. In 2013-14, twelve learners undertook three ten-week rotational placements in the domestic, catering and porter departments of the hospital, supported by their college lecturer, job coach and a hospital buddy. The learners gained valuable vocational skills in the three areas. They also developed confidence and a range of relevant employability skills. Ten of these learners progressed successfully to employment in the NHS. The project is in its second year, and now also involves the medical records department. The project has challenged perceptions positively amongst hospital workers about the capacity of ASL individuals to succeed in the workplace. The college is working with others in the city to extend this successful model into new areas of employment.

Scottish Cultural Celebration –Robert Burns



A group of our talented students spoke of their pride at seeing a mural they created of Robert Burns exhibited inside The Scottish Parliament for Holyrood's annual Burns Supper. Scotland's First Minister Nicola Sturgeon was among those to attend the mural's unveiling and praised the students for their talent and artistic flair.

Eleven students from the college's Skills for Life and Work programme channeled their creativity into the portrait, which is a collage made from recycled packaging from traditional Scottish products, including more than 175 Irn-Bru bottle tops and Tunnocks' teacake wrappers, as part of a Scottish Studies unit. The mural also pays homage to breaking news in Scotland as Rabbie's tie is made from recycled pages from The Herald and the Evening Times.

Student Kieran Boulton shares his birthday with Burns said: "The art project was a little bit different from anything we have done before and I was happy to do it, especially as all the material we used was Scottish."

Annie's MSP Bill Kidd, who helped get the artwork put on display in Parliament, said: "I think it's incredibly important that students get recognised for the fantastic work they do. The amount of work the students have put into this project is astonishing – the finished piece is very artistic and incredibly clever."

Carol Riddet, Skills for Life and Work lecturer said: "The course is designed for young people who have additional support needs and wish to improve their independence and employability skills. Seeing the picture on display was incredible and I am so proud of the students for all their hard work."

Ahead of the visit around 120 delegates from around the world for the parliament's Burns Supper, Tricia Marwick, the Presiding Officer of the Scottish Parliament, said: "Delegates from all over the world will get to see it and the students should be very proud of themselves for this incredible achievement."

Glasgow Clyde College's Children's Centres



We celebrate most festivals, including Chinese New Year when parents made food from home for both staff and children to taste. At Christmas the nursery had a nativity play which all 3-5 children participated in and everyone had a part. All parents attended and loved listening to their children sing Christian hymns.



Every year we celebrate world book day, all children are encouraged to dress up in their favourite book character. Parents are also encouraged to participate in activities throughout the week. Many of our ESOL parents have come in and read to the children with books from their home country. We have had parents come in and dance in their traditional costumes and play instruments. One mum whom was not confident in reading to the children in her native language asked a friend to translate into English and got the staff to read them the story.



LGBT HISTORY MONTH
FEBRUARY 2015



An LGBT film night was held in February at each of the three campuses to celebrate LGBT History Month. Students on each campus participated in the choice of film and the evening was supported by LGBT awareness information stalls. Each event was open to all students, staff plus any friends and family were invited to attend. A small donation of £1 per ticket allowed access to food, drinks as well as the film event.

The event ran for its second year this session and there was a significant increase in numbers attending on each campus. It not only provided students with a great night but has acted as a springboard to work in pursuing the LGBT Chartermark and GCCSA involvement with NUS on national LGBT initiatives and campaigns.

Write for Rights – Amnesty International



The GCCSA IDEAs Group highlighted the need to publicise some of the inequalities and human rights issues that exist across the globe. As a result, the GCCSA supported the Amnesty Write for Rights Campaign in December 2014. The event forms part of Amnesty International's campaign to bring hope and comfort to people suffering human rights abuse.

The GCCSA Executive Team organised a number of fundraising activities to publicise the event across the three campuses. The campaign had two main thrusts:

- Send a solidarity message to the person or family suffering from human rights abuses
- Write an appeal letter targeting the authorities who have the power to remedy these abuses.

The campaign was embraced by students and staff alike and allowed GCCSA to promote inclusion, equality and diversity on a global scale.

Estates- Catering



Glasgow Clyde College celebrated Fairtrade Fortnight (February 23-March 8 2015) by hosting a special guest from the Dominican Republic. John Clark, Catering and Cleaning Services Manager at Glasgow Clyde College, said: "We invited students and staff to come down and listen to Basilio's compelling story, and celebrate the impact of Fairtrade."

Students and staff attended a presentation by cocoa grower Basilio Almonte de los Santos as part of the Fairtrade Foundation's annual producer tour. Basilio is a dedicated father of two and a technical and quality manager at CONACADO, a Fairtrade-certified association of 9,000 cocoa growers in the Dominican Republic, Caribbean's second poorest country.



Basilio Almonte with Billy Miller of Coffee Conscience

Coffee Conscience is an award winning Scottish based company and offers Glasgow Clyde College something very special within the coffee industry. For every cup of coffee, tea, or chocolate purchased supports both Fairtrade and local community projects and charities. They work closely with local projects and from the funds raised allocate to community gardens, fruit orchards schemes for community use (Commonwealth Orchards), Food banks (Glasgow Central and Glasgow NE), barista training for adults with learning difficulties (Enable Scotland), and mentoring support to help deliver sustainable community projects. By September 2014, Coffee Conscience funded 1000 fruit trees from this overall target which will benefit communities. The College's Cardonald Campus in conjunction with other partners in the educational sector have contributed towards 60% of this total.



Learning & Teaching- Schools Link

Shannon Donachie is a pupil from Knightswood Secondary who joined Glasgow Clyde on our full time City and Guilds Automotive Schools course (2.5 days). This is a course that has previously been undertaken exclusively by males, yet Shannon has committed to the course and performed on par with her male counterparts. She successfully built and worked with an engine which significantly contributed to the achievement of the Haynes Junior Engineering Award. Shannon is a young parent at 16 years old and her son has health issues. As a result, she has additional caring responsibilities for her son which challenge her ability to balance motherhood and other commitments with her studies. Despite these competing pressures, Shannon has managed to maintain her attendance and is determined to finish the course and even to progress and continue her studies in session 15/16. She has made it clear that she thoroughly enjoys her course and we have made a firm commitment to ensure that she is provided with the appropriate support required to enable her to achieve her goals.



Shannon Donachie receiving her Haynes Junior Engineering Award from the College Head of Engineering, Alistair Rodgers

Marketing

Glasgow Clyde College are pleased to provide a BSL (British Sign Language) video welcome for all current and prospective students.

Our Marketing department worked in collaboration with Equality staff and a hearing impaired student to create a BSL welcome video which is now incorporated into the College's website home page. This is further reassurance to all prospective students that we value diversity and strive to be as inclusive as possible.

Our BSL video is presented by Graham Dow, a current Glasgow Clyde College student and full-time user of BSL - both at College and at home.

You can watch the BSL Welcome here:

<https://youtu.be/JYkqPqWkweQ>



Graham also appears in our first TV advert for the 2015 recruitment campaign. The advert shows current students telling us what they think in their own words and featuring a BSL user reaffirms our commitment to diversity & inclusion.

You can watch the advert here:

<https://youtu.be/vGvq2ISjKAc>

Equality & Inclusion

Third Party Reporting Centre



Glasgow Clyde College has become a Third Party Reporting Centre for Hate Crimes after a group of staff recently undertook training with Police Scotland.

The third party reporting initiative allows, staff, students or members of the public to come into the College (any campus) and report a hate crime or hate incident.

Police Scotland Website states -

“In some cases victims/witnesses of Hate Crime do not feel comfortable reporting the matter directly to the Police and may be more comfortable reporting it to someone they are familiar with.

To ensure all victims/witnesses are able to report Hate Crimes, Police Scotland works in partnership with a wide variety of partners who perform the role of 3rd Party Reporting Centres. Staff within 3rd Party Reporting Centres have been trained to assist a victim or witness in submitting a report to the police and can make such a report on the victim/witnesses behalf.”

Please see the link below for further information regarding this service.

<http://www.scotland.police.uk/contact-us/hate-crime-third-party-reporting/>

Equalities Monitoring Short-life Working Group



Glasgow Clyde College is working partnership with Borders College, City of Glasgow College, College Development Network and JISC to develop an easy-read version of an equalities monitoring form. This is currently being piloted in a number of colleges including ours, with learning disabled students and ESOL students. The group is also working on a leaflet and video about the benefits and reasons for self-declaration and collecting equalities information. These will be available from the start of academic session 2015-2016.

6 Data Measurement

College Approach and Current Progress

As a recently merged college we are in the process of aligning and revising all our procedures and practices and in some cases introducing new systems altogether. This is the first annual 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 and development and retention of staff.

The College is also committed to revising its management information systems for student data, to take account of the need to take steps to collect information across relevant protected characteristics. We are also currently involved in Equality Monitoring working groups along with representatives from other colleges, College Development Network and Jisc.

In accordance with the Scottish Funding Council (SFC) requirements, only data in relation to the age, disability, sex and race of students was collected. This report presents student enrolment, early and further withdrawal and outcome data for session 2013/2014.

Self-Declaration across Protected Characteristics

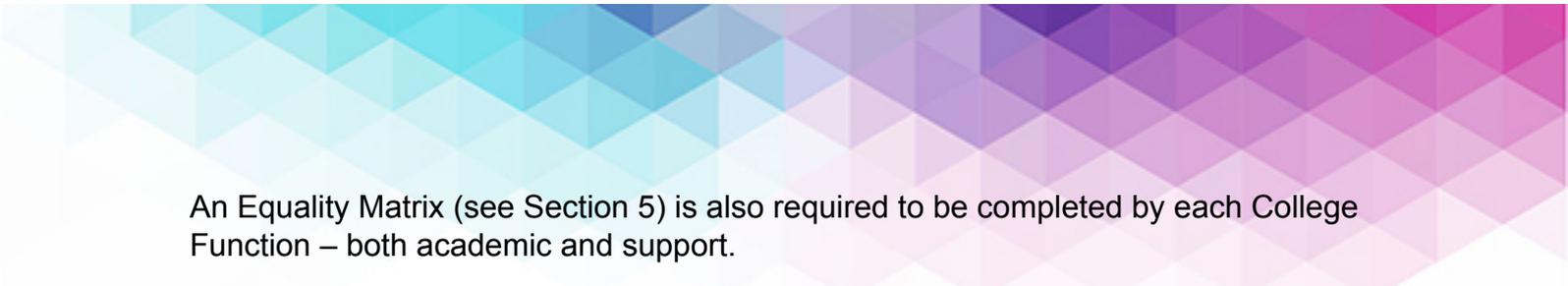
We are aware that when analysing data a high proportion of no responses or 'prefer not to say' prevents an accurate representation of staff and student composition being drawn. Without this data, it is difficult to draw any meaningful conclusions and develop appropriate outcomes to redress issues.

It is our intention to provide information on the rationale behind equality monitoring to students and staff and to promote the value and benefits of full participation.

Future Actions

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 academic 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 future collection of Equality Monitoring data at both application and enrolment of students will enable us to further identify trends and potential issues.



An Equality Matrix (see Section 5) is also required to be completed by each College Function – both academic and support.

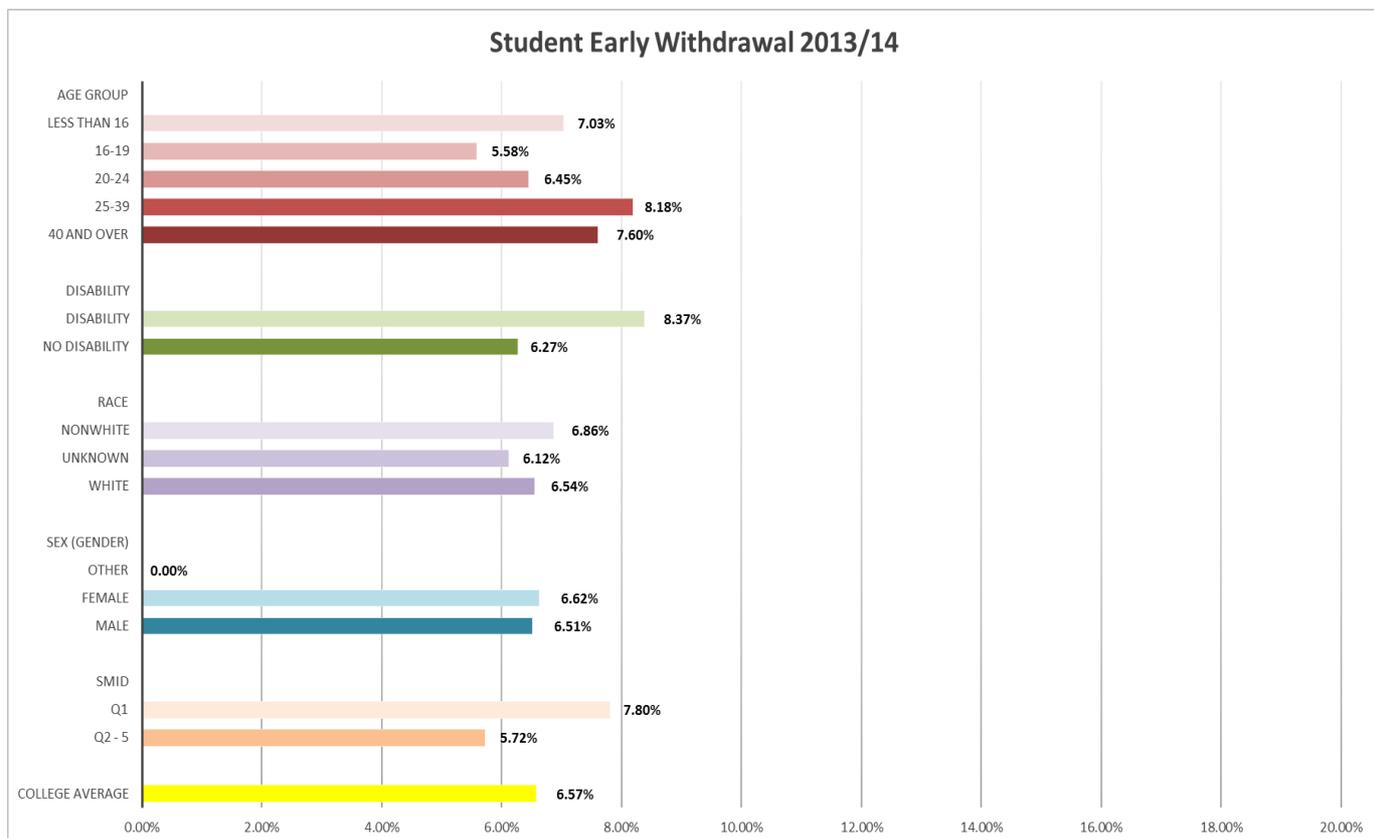
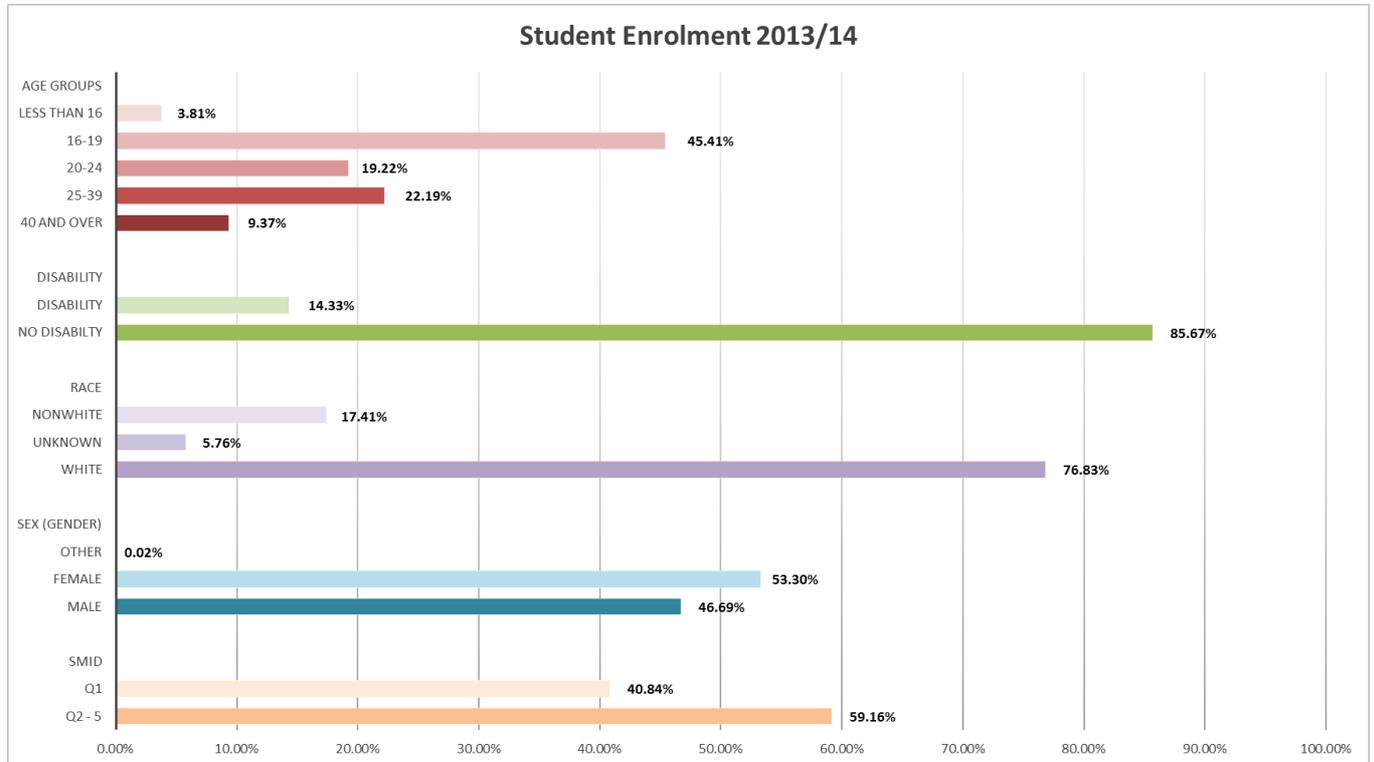
Data collection approaches continue to be revised across the sector, coordinated by the SFC, to ensure valid information is collected across all protected characteristics for students and staff. We will ensure that we keep abreast of developments and adopt and adhere to future processes.

The Directorate of Student Services is currently developing an integrated approach to student funding. A new system is being developed which will increase accessibility for students and provided more valid and reliable data in respect of student protected characteristics. The Equality and Inclusion Unit have been heavily involved in the project to ensure equality is firmly embedded in system development and this will support students across all funding streams and enable fast-track access for under-represented groups such as care leavers and student with a disclosed disability.

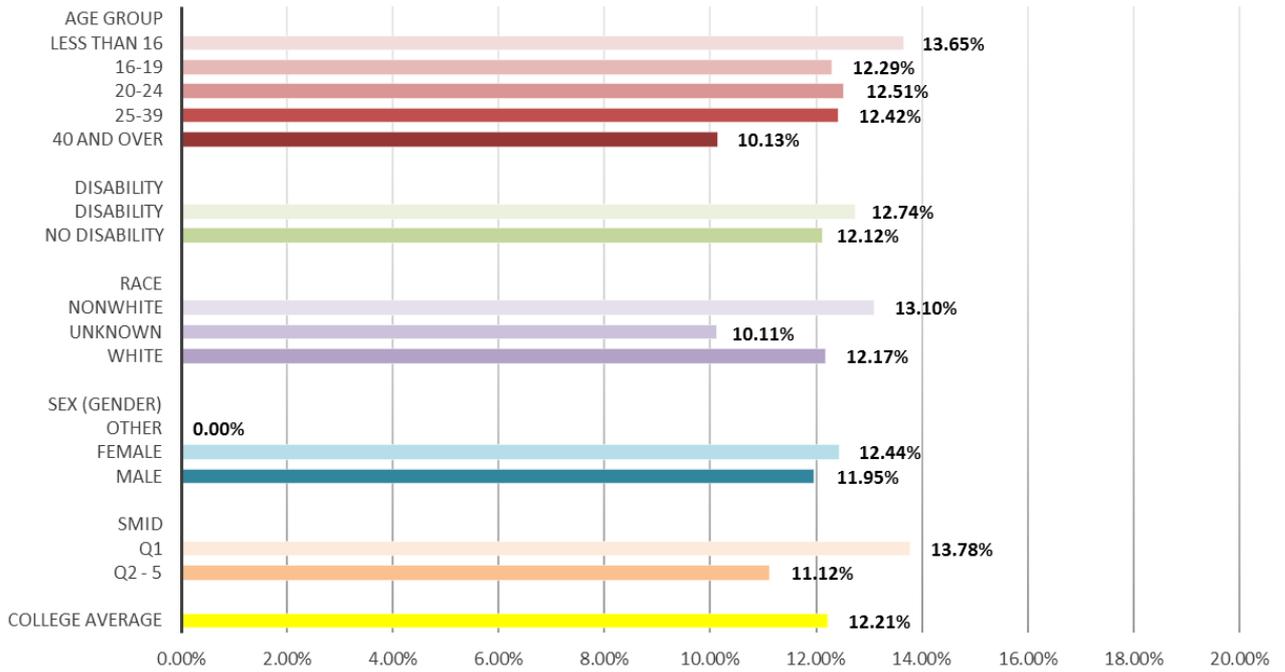
7 Data Summary

Student Data

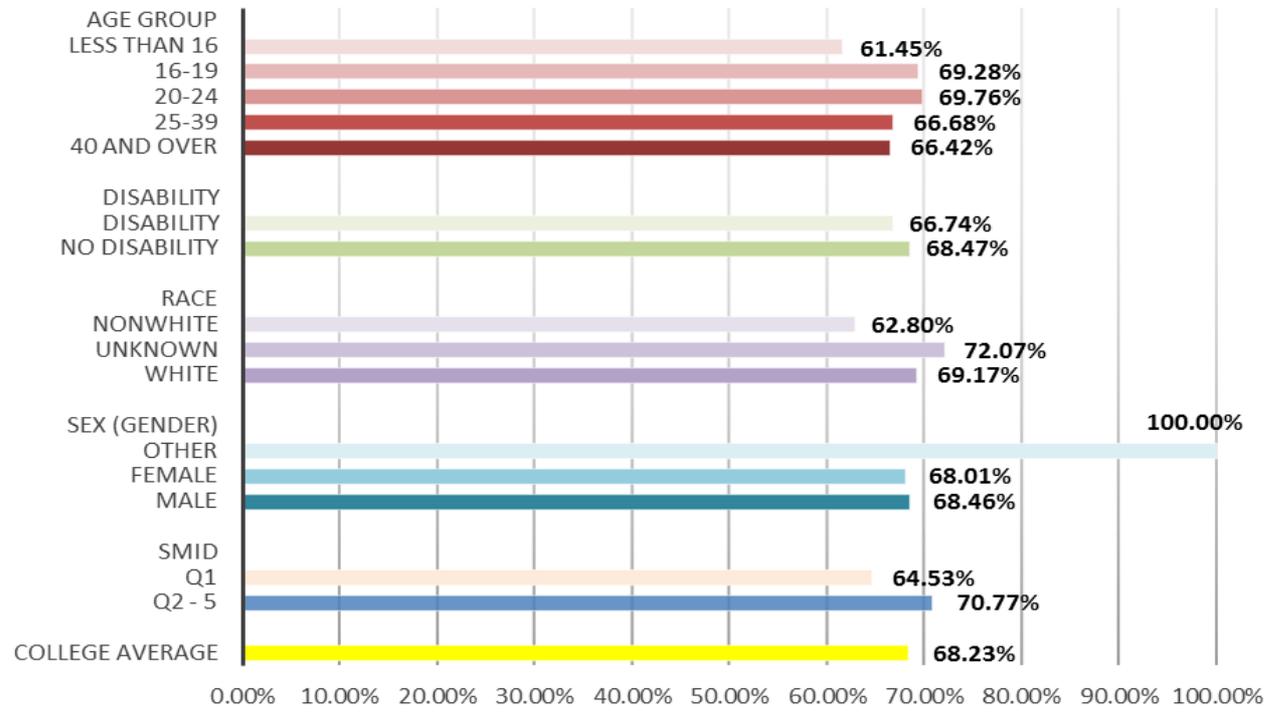
The following graphs illustrate key PI (Performance Indicators) data by protected characteristics plus the addition of SIMD



Student Further Withdrawal 2013/14



Student Outcome 2013/14



Student Equalities Benchmark Data

Student Benchmark	Glasgow Clyde College	Glasgow Region	National
Under 16	3.81%	1.8%	2.3%
16-19	45.41%	41.9%	45.5%
20-24	19.22%	24.9%	21.9%
25+	31.56%	31.5%	30.3%

Student and Age

Student and Disability

Student Benchmark	Glasgow Clyde College	Glasgow Region	National
With Disability	14.33%	12.5%	16.5%
No known Disability	85.67%	87.5%	83.5%

Students and Race (Ethnicity)

Student Benchmark	Glasgow Clyde College	Glasgow Region	National
White	76.83%	86.1%	94%
BME	17.41%	13.9%	6%

Glasgow Clyde College has an additional category Unknown White/BME- 5.76%

Students and Sex (Formerly referred to as Gender)

Student Benchmark	Glasgow Clyde College	Glasgow Region	National
Female	53.3%	47%	50.9%
Male	46.69%	53%	49.1%

Glasgow Clyde has an additional category Other- 0.02% (2 students identified in this category)

Students and SIMD

Student Benchmark	Glasgow Clyde College	Glasgow Region	National
Students from Most Deprived 20% Data Zones (Q1)	40.84%	40.1%	30.3%
Students from Remaining 80% of Data Zones (Q2-5)	59.16%	59.9%	69.7%

Employment Data for Staff in Post

Equality data was last published by the three legacy Colleges (Anniesland, Cardonald and Langside) separately in April 2013 as part of the Specific Duties of the Equality Act 2010. As our first report as a merged College, there is little opportunity for comparison of data from previous years, however, this report will provide us with a foundation on which to build for future publication of our monitoring data and will support our obligation to publish this data annually as part of the Public Sector Equality Duty. The gathering of our staff equality data will allow us to use the information in order to better perform the equality duty.

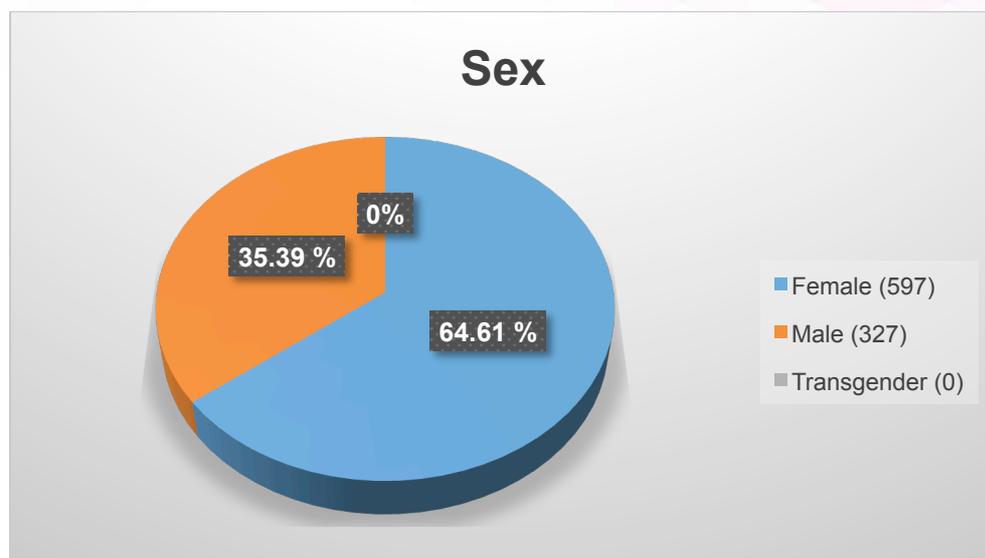
Glasgow Clyde College has various systems in place in order to gather a range of equality information relating to staff. Staff data is disaggregated and reported on to meet the requirements of the Scottish Funding Council. The employment data contained within this report has been collated across various protected characteristics and is reflective of the Academic year 2013 – 2014. 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 and match services to support individual needs.

An analysis of staff equality data for 2013/2014 with related data tables is presented below along with recruitment stats for the period September 2014 – April 2015. In addition, we have also provided a comparison of equalities data in relation to selected available external benchmarks. In combination, this data will be used to inform outcomes, support impact assessments and better perform the equality duty.

The following tables and pie charts show percentage details of staff in post as at 31st July 2014 broken down by Sex, Age, Disability, and Race. Percentages have been used to avoid, in some instances where numbers are very small, identifying individual staff.

As at 31st July 2014 the College employed 924 staff across 3 locations in Anniesland, Cardonald, and Langside.

Sex



Staff Benchmark	GCC Staff Head Count 2013-2014	Scotland's Colleges FTE Staff (SFC, 2012)	Scottish Census 2011 (National Records Scotland, 2012)
Female	53.8%	57.6%	48.5%
Male	45.4%	42.4%	51.5%
Unknown	0.8%	N/A	N/A

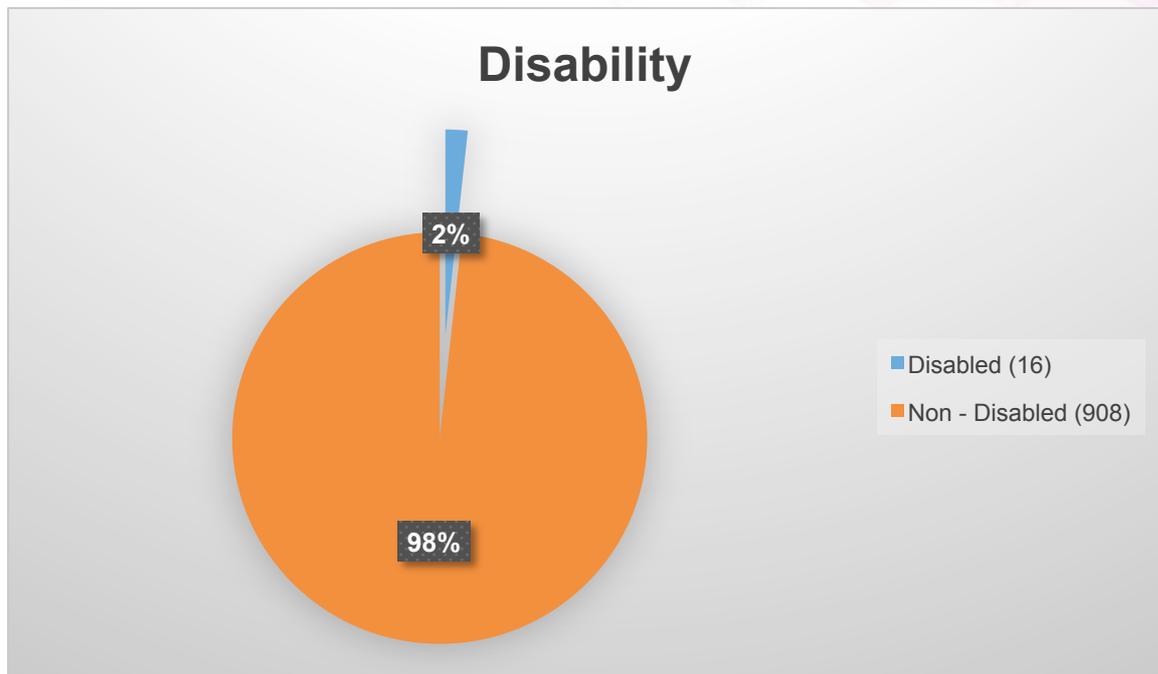
As demonstrated above, the majority of the College workforce are female. Analysis of these figures show a significant number of administration roles are filled by females – something which is not uncommon in the region, or indeed the sector.

Female members of staff also fill a substantial amount of posts within the Senior Management Team and middle management.

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.

Disability



<u>Disability Status</u>	<u>No. Of Staff</u>	<u>Percentage</u>
Disabled	16	1.73
Non - Disabled	908	98.27

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.

According to the Scottish Government, nearly **one in five** people of working age in Scotland are disabled (19%). Our disability profile shows that 1.73 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.

With the introduction of our new online employee self-service system, steps are planned 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.

Race

<u>White</u>					<u>Asian or Asian British</u>				<u>Black or Black British</u>			<u>Chinese or Other Ethnic Group</u>		<u>n/a</u>
Scottish	English	Welsh	Irish	Other	Indian	Pakistani	Bangladeshi	Other	Caribbean	Africa	Other	Chinese	Other	Not Known/DND
716	22	0	8	23	1	4	0	1	0	0	1	2	3	143
77.49%	2.38%	0%	0.87%	2.49%	0.11%	0.43%	0%	0.11%	0%	0%	0.11%	0.22%	0.32%	15.48%

Staff Benchmarks	GCC Staff Head Count 2013-2014	Scotland's Colleges FTE Staff (SFC, 2012)	Glasgow City (Glasgow City Council, 2013)	Scottish Census 2001 (General Register Office for Scotland, 2010)
BME	1.29%	1.6%	5.5%	2%
White	83.23%	95%	94.5%	98%
Unknown/Prefer not to say responses	15.48%	3.4%	0%	0%

The majority of our employees identify themselves as White Scottish (77.49%). As shown, 15.48% of College staff either preferred not to disclose this information or it is not known. As part of the launch of our new online employee self-service HR system, work is currently underway to renew the data held for current staff.

Age

AGE	16-24	25-34	35-44	45-49	50-54	55-59	60-64	65-69	70-74
No of Staff	26	105	229	155	171	147	62	26	3
% of Staff	2.81%	11.36%	24.78%	16.77%	18.51%	15.9%	6.71%	2.81%	0.32%

The table above provides the age demographics of the Glasgow Clyde College workforce. Staff aged 35 – 44 currently make up the largest percentage at 24.78%. 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.

Pregnancy & Maternity

The Public Sector Equality duty extended the positive duty on public bodies to promote equality, bringing issues related to pregnancy and maternity into that duty for the first time. Using existing information around maternity and pregnancy from 1st August 2011 until 31st July 2012 we are able to monitor the number of women who have returned to work following a period of maternity leave. During this time 14 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 off on maternity leave, employees are also encouraged to take part in 'Keeping in Touch days'. These give employees who are off on maternity leave an opportunity to keep up to date with any changes in the College or in their role.

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.

Recruitment and Promotion

Glasgow Clyde College monitors the composition of its workforce and 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.

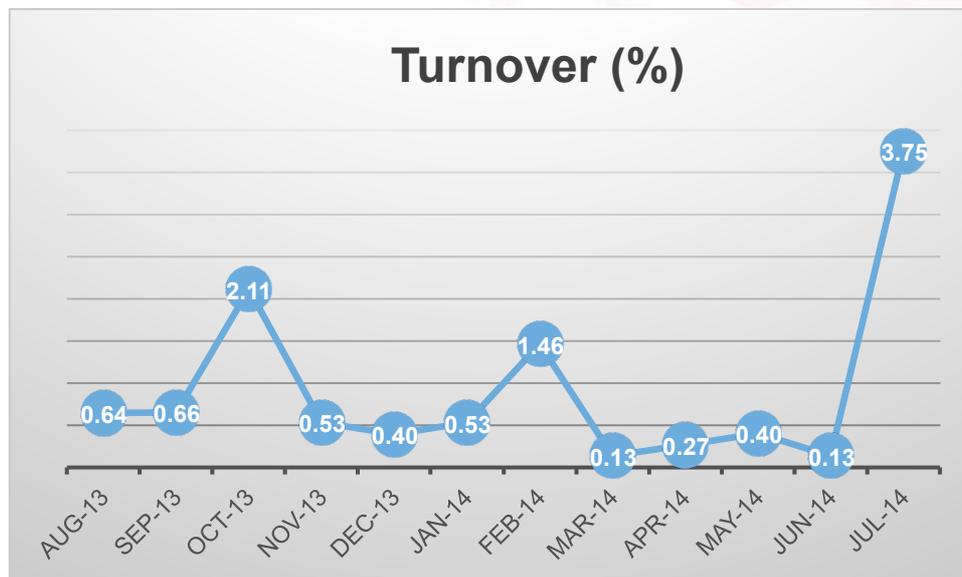
We are currently in the process of launching a new Recruitment & HR software system following merger in order to harmonise systems and to account for measurement of all protected characteristics.

The equality monitoring data below relates to both internal and external recruitment carried out by the College since September 2014 until present.

	Total
Male	156
Female	275
<i>Disabled</i>	22
<i>Not Disabled</i>	389
<i>I prefer not to say</i>	20
English	10
Scottish	279
Welsh	1
Irish	9
Any other White background	48
<i>Any mixed background</i>	6
Caribbean	4
African	4
Any other black background	0
<i>Indian</i>	2
<i>Pakistani</i>	13
<i>Bangladeshi</i>	0
<i>Any other Asian background</i>	4
Chinese	0
Any other ethnic group	4
<i>I prefer not to say</i>	20
Did not answer	27
Part-time basis	92

It is our aim to ensure that job applicants are recruited according to their competence and ability and that current staff have the ongoing potential to progress within our College as opportunities occur. The College has clear, written procedures for recruitment and selection that are made available to everyone involved in the recruitment process.

Leavers



Employee turnover for GCC was at its lowest during March and June 2014. July shows the highest turnover figure of 3.75%. The majority of turnover is attributed to employees leaving the organisation voluntarily – by resignation or voluntary severance.

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.

Part Time Staff

Of the 924 employees, the numbers of those working part-time are broken down by protected characteristic below: (426 total)

Gender
Female – 318
Male – 108

Disability
Disabled - 11
Non Disabled - 415

<u>White</u>					<u>Asian or Asian British</u>				<u>Black or Black British</u>			<u>Chinese or Other Ethnic Group</u>		<u>n/a</u>
Scottish	English	Welsh	Irish	Other	Indian	Pakistani	Bangladeshi	Other	Caribbean	Africa	Other	Chinese	Other	Not Known/DND
326	10	0	1	20	0	2	0	0	0	0	1	1	1	64

AGE	16-24	25-34	35-44	45-49	50-54	55-59	60-64	65-69	70-74
No of Staff	17	66	114	60	63	48	34	21	3

Future Plans

Staff and students equalities data will continue to inform College strategy, policy and operations so as to better perform the specific and general duties.

For Glasgow Clyde College, the last two years have been focused on the merger of our three legacy Colleges. We have been strengthening the foundations of our organisation in order to meet new demands and creating and taking up new opportunities wherever possible, all in the context of an extremely difficult operating environment. Whilst we had anticipated that by this stage we would have designed and established a new HR system capable of capturing relevant data in relation to all 9 protected characteristics, we are only now finding ourselves in a position where we are able to launch and integrate a new online employee self-service system which will greatly improve disclosure rates and the accuracy of the data already held. This being said, by the time of our next Equality Mainstreaming Report, we will be in a position to report fully on all equality monitoring data relating to both applicants and current staff from point of application to leaving the organisation.

We recognise the importance of monitoring equality and diversity in the workforce as it 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 provide 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 the differences between groups and can enable us to identify, tackle and prevent issues that could otherwise undermine employee engagement and productivity.



MOVING 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 has recognised the need to build upon our commitment to inclusiveness and equality and we are progressing a number of initiatives:

- The Equality and Inclusion Team is being restructured and increased to ensure that the needs of students can be fully met. This will involve a move towards a needs-based model and less reliance upon medically-driven support plans.
- 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
- Collaborative working of the Equality and Inclusion Team across the College to increase staff capacity to support students 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 top needs and better support attainment of our Equality Outcomes and improve performance of our Public Sector Equality Duty.

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



APPENDICES



9 Appendices

Appendix A: Glossary

Appendix B: Student Charter

Appendix C: College Equality related documents

Appendix D: The Equality Act 2010

Appendix E: Equality Mainstreaming Matrices by Function

Appendix F: Mapping Exercise

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.

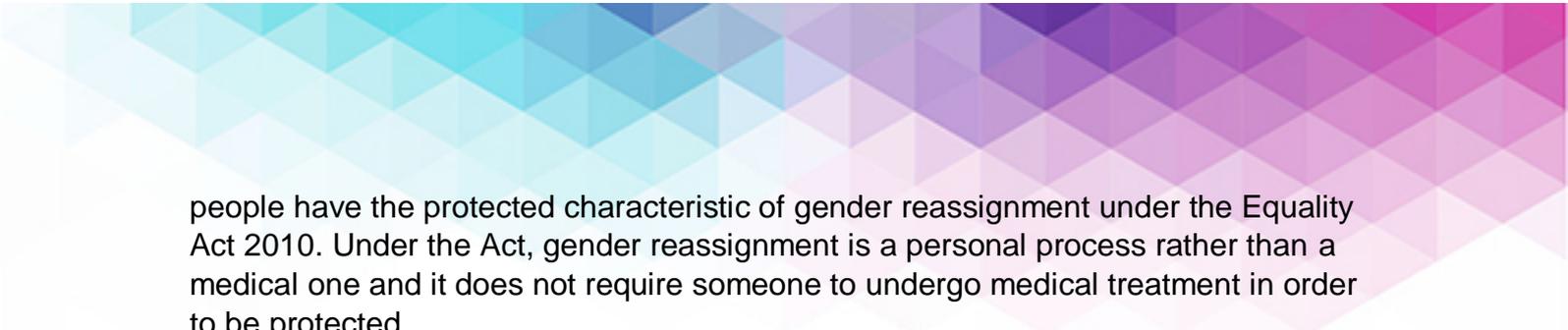
Statutory Code of Practice: A document which offers practical guidance on the law, has been approved by parliament and is admissible as evidence in a Court of law.

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), androgynous/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

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.

You are expected to treat all 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.

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.

Use of ICT Resources

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

- Interfere with the normal conduct of the College's business
- Conduct any for-profit personal business activity
- Embarrass the College or a College employee, other students or visitors
- Violate any law
- Make use of inappropriate web sites

Student Code of Conduct

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 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.

Student Code of Conduct

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.

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. It is your responsibility to ensure that litter is disposed of appropriately.

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

Sale, Distribution or Display of Publications or Leaflets

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

Student Code of Conduct

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 outwith the context of the assessment, or anything discriminatory).

For more information please refer to the College Malpractice Procedure.

Discipline

The College has a Student Discipline Policy and Procedure. These can be viewed and downloaded from the College website.

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.

Public Sector Specific Equality Duties (Scotland)

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

Duty to Report Progress on Mainstreaming the Equality Duty

- 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.

Duty to Publish Equality Outcomes and Report Progress

- 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.

Duty to Consider Award Criteria and Conditions in Public Procurement

- 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.

Duty to Publish in a Manner that is Accessible

- 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

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.

Example of Mainstreaming in Faculty of Creative & Cultural Industries	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
Texts & topics studied for performance in Acting & Performance courses are selected with great care to present an inclusive world view and to challenge stereotyping. Gender & ethnic biases were challenged with casting decisions for productions including The Wizard of Oz, A Midsummer Night's Dream & The Kitchen.	X	X	X					X	X
We have welcomed students from Ireland, Finland and Cyprus in 2013-14 and their participation has encouraged more of their peers/friends to apply and succeed at the audition stage. Special arrangements are made for candidates from overseas: they audition by DVD to save them the expense of attending in person.			X	X		X		X	X
Our 6 week Dance For All project, which is run by our HND students, delivered movement workshops to the wider college community and included ESOL learners from across the globe and students with Additional Support Needs. This project, designed by the SL and now in its' 10th year, was the winner of the Award for Promoting Equality and Diversity in 2009 from Scotland's Colleges and is an integral part of our course.	X	X	X	X	X	X		X	X
On auditioning a wheelchair user for the first time on a dance programme, special arrangements were devised to ensure that the candidate was given every opportunity to demonstrate her abilities. Although unsuccessful, her application has opened the debate amongst the professional dance community and the SL is a member of the Dance & Disability forum, set up with other stakeholders, to examine dance provision in Scotland for the disabled.		X	X	X	X		X	X	X
A diverse cohort of students including those with hearing impairments, visual challenges, disabilities and learning difficulties have been included and involved in creative and artistic decisions to meet their needs and provide every support to ensure success.	X	X		X		X	X	X	X
Staff have attended specific Equality related CPD including seminars on Aspergers and related conditions				X		X		X	X

Example of Mainstreaming in Faculty of Health & Wellbeing	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
NC Level 6 Beauty Students visited a Women's Refuge in Glasgow, and held a pamper session.		X		X	X				X
Hairdressing and Beauty students worked closely with the local care home, and other care providers, who brought their tenants into college for treatments and services. Students then had to consider how to carry out treatments and communicate in different ways e.g. deaf clients or wheelchair users.	X	X	X	X	X	X		X	X
Laundry placements were provided for six learning support students on a part time basis. This was highly successful and the students really enjoyed their time in the department.				X	X	X		X	X
Public clinics are open in Hairdressing and Beauty Therapy and welcome a diverse range of clients from all walks of life. Students gain a better understanding of different beliefs, cultures and needs and are able to put their learning into practice as tutor input encourages ethical discussion of all protected characteristics.	X	X	X	X	X	X		X	X
2nd year HNC Counselling students are invited to volunteer as peer mentors and attend Open Doors to Counselling at Milton to support students where they demonstrate skills and contribute to input. Good relations are fostered between the groups of learners and this helps to reinforce learning whilst offering peer support to vulnerable students. This year, a pilot was successfully conducted whereby peer mentors completed an SQA Level 5 Award in Volunteering.		X	X	X	X			X	X
Equality of opportunity is promoted through effective use of the VLE as learners can tailor their learning to meet their specific needs. Online resources ensure that learners have an overview of topics to be studied in upcoming classes whilst also providing an opportunity for revision as class notes are summarised and revision questions provided. Furthermore, the VLE provides a resource whereby ESOL students can access a document or coursework through an audio function. This audio function will also 'read' coursework in the learner's first language, encouraging depth of learning and equality of opportunity.	X	X	X	X		X		X	X

<p>Very good links have been made with the Student Association particularly during times of student hardship. The student association provides short term financial support in the form of transport and meal vouchers. This assistance has helped learners with the cost of living and travelling to college. Furthermore, hardships payments have been made available to those in crisis ensuring that barriers to learning are removed and to assist learners in achieving awards.</p>				X	X			X		X
<p>Taster sessions provided an introduction to the NQ Playwork and Childcare course for entry August 2014. All learners enrolled passed this session and class times were tailored to fit with childcare arrangements whilst the local authority paid for travelling expenses and meal vouchers. This has helped to remove barriers to learning for those who wish to develop the necessary skills for employment.</p>			X	X	X			X		



The Electrical section in particular has worked in conjunction with ESOL to help them deliver a unit to foreign language students; it has been very successful in developing these students who would not normally have access to this information. This project was deemed to be very successful having been shortlisted for a Colleges Scotland Award.	X	X	X	X	X	X	X	X	X
Another example of working with ESOL is that we have been working with an external agency, 'Dumbarton Road Corridor' to promote Sustainability amongst the students, it is hoped to turn this into a showcase this year.			X	X	X	X		X	X
Work with Schools Liaison Officer with regard to improving the recruitment of Automotive Schools programmes to include taster sessions.				X	X	X		X	X
To promote equality of opportunity and foster good relations two C & G students agreed to attend a school open day at Castlemilk High to give an overview of the course from both a male and female perspective to future applicants.				X	X	X	X	X	X
Any new students receive as part of their induction, a talk based on the college / student charter regarding Equality and Diversity.				X				X	X
Construction is a predominately male orientated industry with few females making application for this course. In line with the construction industries policy to encourage more females to this male dominated industry, female applicants who meet the entry criteria are given preference.				X	X	X	X	X	X
This year approximately 27% of our class could be considered of ethnic minority with a 100% pass rate amongst this cohort with 3 going on to higher education.	X			X		X	X	X	X

<p>All students in guidance meetings cited VLE as a help to their studies. Students with impairments or learning needs could download the literature and study guide on the site and print them out in any way they wished – modification could allow the materials to be printed on coloured paper or in different fonts and font sizes as needed by the individual learner. One student did not like the VLE set-up and changes were made to accommodate this person.</p>	X			X		X		X		X
<p>Students asked to identify ways in which they would feel more comfortable when learning and sitting assessments in order to provide an environment that is socially, culturally and physically diverse and which meets all needs. Some felt they needed more time or a different location to study in, whilst other may have used laptops or scribes to aid their learning.</p>	X	X	X	X		X		X		X

In our simulated aircraft room we have a wheelchair which is used regularly in role plays. This allows able-bodied students to appreciate and experience using a wheelchair, even if only for a very short time.	x	x	x	x		x	x	x	x
In our NC Travel classes, the students wear a cabin crew uniform one day per week. This uniform was adapted to include headscarves and leggings for Muslim students, once again to promote inclusion & diversity.	x	x	x	x	x	x	x	x	x
We also had a wheelchair user last year on the NC Travel and Tourism programme where adjustments were made in the teaching and learning of the practical classes so as to ensure inclusiveness for the whole group. We have adjusted teaching methods for many of our dyslexic learners and those with Asperger's syndrome, who are seen with increasing frequency year on year.	x		x	x		x	x	x	x

Personal Achievement units on Personal Relationships and Group Activity encourage and evidence good relations and equal opportunities	x							x	
Used pictorial images as well as text, to improve accessibility. Recorded student suggestions on Smartboard, for those who needed support with writing.	x							x	
Designed the area around the raised beds to include paving slabs, to improve wheelchair access		x		x			x	x	
Use of smartboard has enabled students with visual and hearing impairments to participate more fully.	x							x	
Visit to Museum of Religious life provided an opportunity to promote respect for diversity. Fostering a climate of respect and co-operation	x			x			x	x	x
An online core skills profiling tool – all questions and imagery is equalities appropriate	x							x	
Used the teaching of the Employability Award to raise awareness of different aspects of equality through looking at employment stereotypes and employment legislation. Students participated in meaningful discussions on aspects of race, gender, sexuality etc from an employment perspective.	x					x	x	x	
Learning materials are available in sufficient time and in different formats, electronic materials can be converted into different fonts & font sizes and printed on different coloured paper. All staff were provided with coloured acetates for class use.	x					x		x	
All FE students are encouraged to participate in discussions on their own learning, and all are supported through the PLSP/guidance system. The principles of equality are embedded in all those discussions, and all students on the course (not just the class reps) are encouraged to come along to Student Programme Forum meetings	x			x		x	x	x	
Provide adapted equipment for students who require help with their practical skills, giving them the opportunity to work more independently.									
Multi-disciplinary collaboration - internal & external, with a variety of agencies on ASL courses. For example Police Scotland (Child Protection Unit), Social Work, Sense Scotland, Polmont Young Offenders Institution and a number of other external visitors / speakers. Students have indicated that they feel this to be very beneficial to their learning, future work choices and for life.	x	x			x			x	x

Glasgow Clyde College Inaugural Cross Campus Sports Festival to celebrate the Commonwealth Games. Students played a lead role in the planning, organisation and delivery of the Festival	x			x				x	x
In Social Science subjects it is at the core of the curriculum. Subjects such as inclusiveness, racism, gender inequality, mental health issues, international development and income distribution are explored.	x			x			x	x	x



Example of Mainstreaming in Estates, Facilities & Energy	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
Representation at the Strategic Equality Group by Head of Unit.			X	X	X	X	X	X	X
Attendance and involvement in IDEAs Groups at each Campus by Campus Building Coordinators.				X		X	X	X	X
All external contractors required to evidence adherence to Equality & Inclusion policies and processes.					X	X			
Collaborative working with ELS and Supported Learning in providing appropriate egress routes in accordance with Personal Evacuation Plans (PEEPs).		X		X		X	X	X	X
Involvement of disabled students and staff in addressing building access issues and in new build planning & development.			X	X		X	X	X	X
Catering provision at Cardonald Campus fully supports FairTrade and Coffee Conscience.		X	X		X			X	X
Unit staff are involved in LGBT training and activities towards the LGBT Chartermark.		X	X	X	X	X	X	X	X
All Unit staff have completed Equality Essentials online training.				X		X	X	X	X
Catering at each campus provides for diverse dietary requirements.				X		X			X
Catering facilities at each campus are accessible and inclusive.				X		X		X	X

Example of Mainstreaming in Finance	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
College financial procurement policies and procedures are compliant with Equality legislation.					X	X	X	X	
Unit staff provide information and support across all campuses promoting the General Duty.				X		X	X	X	X
Continue to remind all contractors of their obligations and require them to provide evidence of compliance with Equality legislation.					X	X	X	X	
Ensure that procurement opportunities are in line with the Equality & Human Rights Commission (EHRC) guidelines.					X		X	X	
All Finance staff have completed online Equality Essentials training.				X		X	X	X	X
Financial processes take account of individual needs where appropriate.				X		X	X	X	X

Example of Mainstreaming in GCCSA	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
An Equality & Diversity Competition is held across all Faculties with cash prizes for the winning entries.	X	X	X	X		X	X	X	X
The IDEAs group meets every month in each campus	X	X	X	X		X	X	X	X
The Student Executive Team is gender balanced		X		X		X		X	X
The Student Executive Team has a role dedicated toward representation & support of disability issues		X		X		X		X	X
The Student Executive Team has a role dedicated toward representation & support of ESOL learners		X		X		X		X	X
The Student Executive Team has a role dedicated toward representation & support of LGBT learners		X		X		X		X	X
An LGBT filmnight was held on each campus		X		X		X			X
Implementation of student Emergency Welfare Fund		X	X	X		X		X	
Development of Buddy Study initiative for ESOL learners	X	X	X	X		X		X	X
SPARQs training for all class reps		X		X		X		X	
LGBT Awareness training for class reps		X		X		X	X	X	
Safeguarding training for class reps		X		X		X	X	X	
Barnardos Child Exploitation training for Vice-President		X		X		X	X	X	
Voter registration project in conjunction with 'Bite the Ballot' to promote participation in the wider democratic process		X		X		X		X	
Joint development of a Respect Charter with GCC	X	X		X		X	X	X	X
Purchase of accessible voxbox facility to promote student feedback and interaction	X	X	X	X		X		X	

Example of Mainstreaming in ICT	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
Browse Aloud software on College main website and student intranet site				X		X		X	
Claro Read software on college base PC build				X		X		X	
All IT procurement exercises include awareness of equalities and accessibility					X	X	X		
Accessibility templates as default for email				X		X		X	X
Accessibility templates as default for office applications				X		X			X
Students with additional support needs highlighted in management information systems			X	X				X	X
Mobile devices issued to students with support needs				X				X	
Accessibility enhancements built into the college VLE environment	X	X		X					
Large screens in IT classrooms	X			X				X	X
Visualizers in libraries				X		X		X	
Rise and fall desks in IT rooms				X		X	X	X	
In house developed system for recording accessibility needs			X	X		X		X	

Example of Mainstreaming in Learning & Teaching	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
The College VLE has been configured to offer the maximum possible level of accessibility to users within the constraints of the software. Browse Aloud has been installed as a plug-in to the VLE, which therefore gives accessibility support for learners embedded within the pages of the VLE.	X		X	X		X		X	X
An online course, Equality and Diversity for Students, is offered through the College VLE to all of our learners. The course offers a College completion certificate for all		X	X	X		X	X	X	X
Delivery of a unique 3 week taster programme in May in partnership with East Renfrewshire schools. This will allow potential school-college students to experience up to 18 vocational options at all 3 campuses – helping to meet the objectives of Developing the Young Workforce in relation to gender and career planning.	X	X	X	X	X	X	X	X	X
Students who have disabilities can opt into Student Plus at Cardonald which entitles them to enhanced Library services including free photocopying, additional print allowance and physical assistance with hard copy stock. This service will be offered at all sites.			X	X		X		X	X
The Libraries provide large screen monitors, adjustable desks and CCTV readers to assist students with physical and visual impairments.				X		X		X	X
The Libraries provide information on human rights and equalities in general and on specific equalities areas, and this stock is updated regularly. The material is used for both general information and course related topics such as age discrimination.		X		X		X	X	X	X
Professional Standards for Lecturers have been developed and include promotion of good practice in relation to equality, social & cultural diversity & the protection and welfare of children, young people and vulnerable learners.	X	X	X	X		X	X	X	X
The Enhanced Vocational Inclusion Programme (EVIP) Construction group are amongst some of the most vulnerable learners in Glasgow. They have been doing community work each week at Kelbourne Park Primary School in Maryhill. This is a school for nursery and primary-aged children who require additional educational, medical and therapeutic input. The students have been painting an outdoor classroom and re-roofing a large wooden 'wendy' house and carrying out numerous other maintenance and repair jobs.	X	X		X	X			X	X

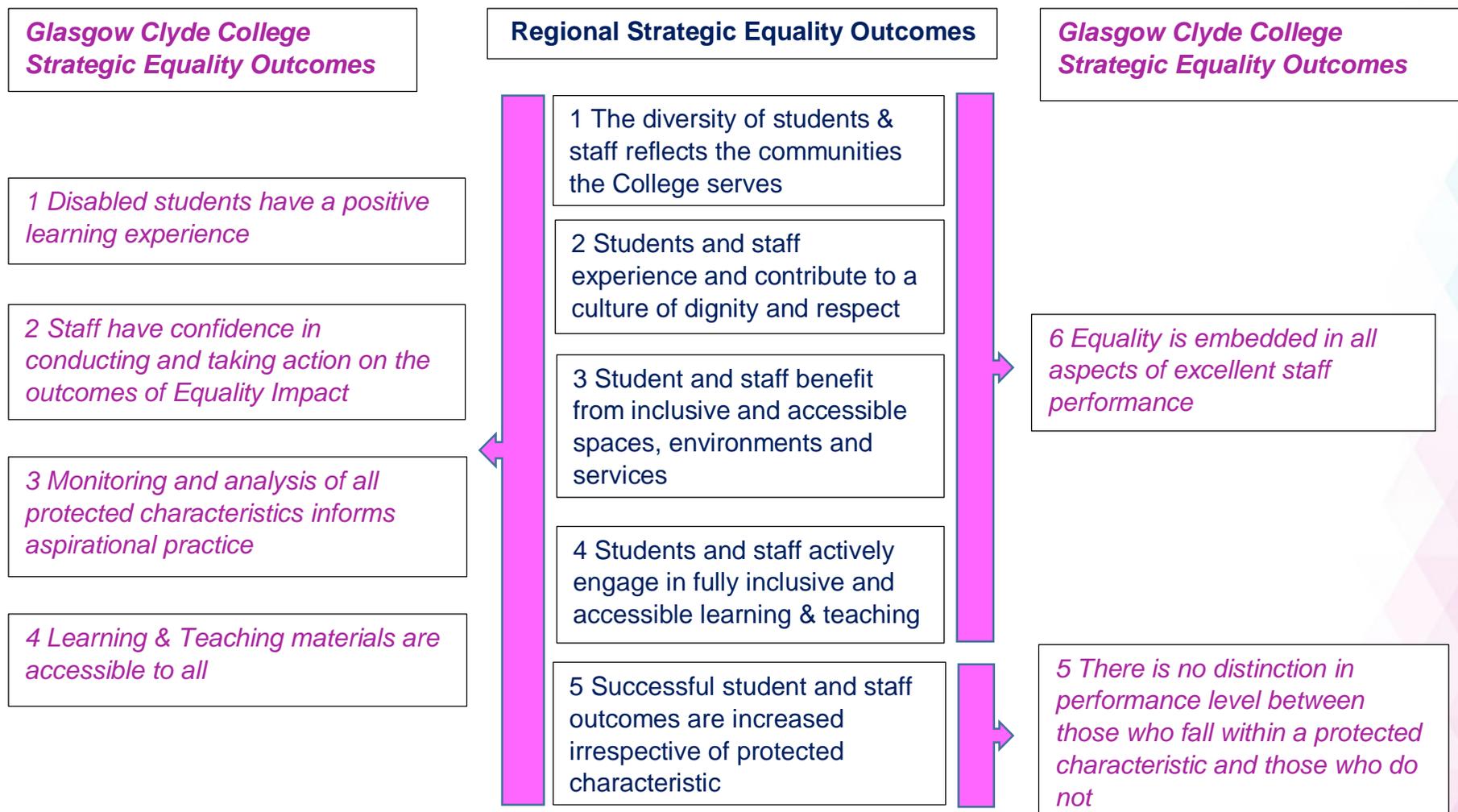
Example of Mainstreaming in Organisational Development	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
The new Organisation Development system will ensure the College can collect and analyse employee equality data with ease. This will allow the College to establish any potential inequalities in the recruitment and selection process. The College will then be able to take action by diversifying any advertising campaigns to ensure we reach the under-represented demographics.			X	X	X			X	X
All staff will receive annual training on equalities. This will be in the form both mandatory online training and facilitator led courses.			X	X	X	X		X	X
Equalities is embedded in the staff induction programme which is mandatory for all existing and new employees to the college.			X	X	X	X		X	X
All new College employees complete a mandatory online induction, throughout which Equality and Inclusion is embedded. This introduces new staff to the values and vision of Glasgow Clyde College in an equalities setting.									
Our recruitment process demonstrates and promotes the organisation values on equality and human rights, making a commitment to inclusive working and respect for others part of the job description. This helps to ensure that successful candidates are aware of and committed to these values too.				X		X	X	X	X
Inclusion is recognised by ensuring that it is integrated into all key business areas and that inclusive thinking becomes part of everyday working life.				X		X		X	X
The launch of our new online organisation development system will ensure that the College can capture and analyse equality data which will relate to both prospective and current employees. This will also provide us with a secure online information system that staff can use to update their personal details. The system is completely confidential: only the individual employee can view their own details, while anonymous data can be extracted to monitor employment trends and ensure that no bias exists in human resource practices. Work is currently underway to improve self-declaration of more sensitive information such as religion and sexual orientation.			X	X		X		X	X
All staff were recently invited to take part in a staff survey to gather information on a range of subjects including attitudes towards equality and human rights issues, and levels of job satisfaction among employees. Work is currently underway to collate and analyse the responses received.			X	X		X		X	X

Example of Mainstreaming in Quality & Performance	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
All Policies, Procedures and associated documentation are reviewed at fixed intervals and as part of the review ensure compliance with equality legislation					X	X	X		
All current Policies, Procedures and associated documentation are available on the Staff Intranet				X		X		X	
Quality staff conduct internal quality audits of relevant processes	X			X		X		X	
Assist in the development of standard templates for Equality Impact Assessment				X	X	X	X	X	X
Dedicated Equalities section within self evaluation paperwork to enable analysis of Performance Indicators in relation to protected characteristics	X	X		X			X	X	X
Introduction of Self-E, an online tool to encourage and facilitate personal reflection on professional practice	X	X	X	X				X	
Online Student Satisfaction Survey administered with analysis by protected characteristics	X	X	X	X	X	X	X	X	X
BrowseAloud tool made available to facilitate completion of Student Satisfaction Survey			X	X				X	
Participation in SFC pilot survey containing targeted equality question enabling sector wide benchmarking			X					X	
Quality staff conduct student focus groups	X	X		X			X	X	X

Example of Mainstreaming in Student Services	1	2	3	4	5	6	PSED 1	PSED 2	PSED 3
Equality & Diversity online training for all students is provided on the VLE. This is accredited training and students can print a copy of the certificate.	x	x	x	x		x	x	x	x
The Equality Team are involved in the Equality Challenge Unit (ECU) Mainstreaming Project.		x	x		x	x		x	x
The Equality Officer is a member of a short life working group who are developing a fully accessible equality monitoring form and related advice and guidelines in a variety of formats for the sector.		x	x	x		x		x	x
A BSL college welcome was filmed inhouse, signed by a current college student. It is now featured on the college website.		x		x		x		x	x
GCC worked in partnerhsip with GCCSA to produce a 'Respect Charter'	x	x		x	x	x	x	x	x
Development of a new ELSA system to support needs assessment for extended learning support and DSA applications	x	x		x		x		x	
Claread software has been installed on all pcs	x	x		x		x		x	
Partnership with Post 16 Psychological Services. Joint training for teaching and support staff in autism spectrum was provided.	x	x		x	x	x	x	x	
Staff participation in student focused equality activities including regular attendance at the IDEAs Groups at each campus.		x	x		x	x	x	x	x
Development of an Adult Guidance Model to support cross college advisory services		x		x		x		x	
Delivery of an enhanced safeguarding structure to support safety and well-being of students		x		x		x	x		
Development of a Corporate Parenting Strategy		x		x	x	x		x	
Attainment of the Buttle Quality Mark		x		x	x	x		x	
Redesigned specification for accessible student funding application, monitoring and management		x		x		x	x	x	
Successful application for DSA validation		x		x	x	x		x	
Use of electronic and paper-based forms for bursary application process		x		x		x	x	x	
Delivery of counselling services on each campus		x		x		x		x	

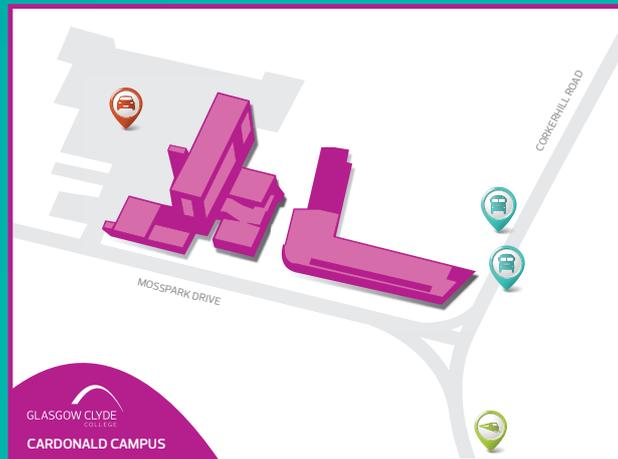
<p>The Sports team at Cardonald have been delivering a Mentoring through Sport Divert Programme in partnership with Action for Children. Aimed at young people who have been involved in organised crime with the intention for them to work and mentor other young people in the community and divert them from entering criminal activities. In only 12 weeks all the participants have gained various coaching awards and were recently presented with certificates at a ceremony with Michael Matheson Cabinet Secretary for Justice.</p>	X	X	X	X	X		X	X	X
<p>Additional Support for Learning students on the Skills for Life and Work course took part in a project involving Denovo Business Intelligence, a legal software company in Glasgow. Denovo delivered a presentation on how important Customer Care principles are for the workplace environment. Students were given a challenge in the form of an essay writing competition titled “The Principles of Customer Care” and also asked to consider career choices for the future. The students had the opportunity to visit and meet all the Denovo staff and gained a real insight into customer care in action.</p>	X	X	X	X	X			X	X

Appendix F: Glasgow Clyde College Outcomes Mapped to Regional Outcomes





Anniesland Campus, 19 Hatfield Drive, Glasgow G12 0YE



Cardonald Campus, 390 Mosspark Drive, Glasgow G52 3AY



Langside Campus, 50 Prospecthill Road, Glasgow G42 9LB