



# Equality Outcomes Report 2013-17

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## **1 Introduction**

### Foreword

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

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.

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.

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



## Who We Are

Glasgow Clyde College is a multi-campus college with three sites in Anniesland, Cardonald and Langside. One of Scotland's largest further education institutions, home to over 7,000 full-time students and 20,000 part-time students. The College was formed in August 2013 following the merger of Anniesland, Cardonald and Langside Colleges.

## Our vision

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

## Our mission

Seeing Potential, Finding Solutions, Achieving More

### Our values

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



# COMMITMENT

## 2 Commitment

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.

The College enabled more than 15,000 students to develop the skills and knowledge required to fulfil their potential as individuals, family members and contributors to their communities, as well as to support their own prosperity and wellbeing for the benefit of all. At Glasgow Clyde College, our job is to identify potential in each individual and to help realise it. We know that embarking on education and training has many challenges; some intensely personal and others more fundamental such as a lack of financial support or having to find accommodation when studying far from home.

We know that education makes a difference. It helps people achieve more in their personal lives, in their careers and throughout their lives. Whatever the challenges our students face, Glasgow Clyde College is here to help find an educational or skills solution that works for them.

We will positively promote equality and inclusion for all. Our aim is to create a culture where everyone feels able to be themselves in an environment that is welcoming, comfortable and respectful.

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

- Eliminate harassment, victimisation and discrimination
- Advance equality of opportunity for individuals
- Foster good relations based on dignity and respect



# PURPOSE

### 3 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. For a summary of the general and specific equality duties of the Equality Act 2010, please refer to *Appendix B*. The purpose of this report is to outline progress

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

#### THE EQUALITY ACT 2010

This act has brought together a number of different pieces of legislation under one Act. It has been designed to make the equality legislation clearer and stronger.

The Act introduced a new requirement called the Public Sector Equality Duty which sets out specific aspects that public authorities, such as the College, must consider in terms of students, staff, partners and suppliers.

In summary the Act asks the College to say how it will work to:

- eliminate discrimination, harassment and victimisation by challenging, appropriately, any behaviour or procedures which do not value diversity and equality of opportunity
- advance equality of opportunity by, removing or minimising disadvantage; meeting the needs of particular groups that are different from the needs of others; encouraging participation in public life
- foster good relations by tackling prejudice and promoting understanding

#### Developing Equality Outcomes

Colleges were required to prepare and publish a set of equality outcomes by 30 April 2013 and subsequently at intervals of not more than 4 years. Colleges must also consider evidence relating to people who are included in the Equality Act 2010, and take reasonable steps to involve people from these groups, or who represent people who are in these groups, to gain feedback on their experiences. In addition to this, equality outcomes must cover all of the groups listed above or give reasons as to why a particular group is not mentioned.

A set of equality outcomes has been developed for Glasgow Clyde College which reflects the needs of its stakeholders and the communities served by the College. Their development was carried out with assistance from the Equality Challenge Unit and formed part of the merger process for the three colleges to ensure that the new College was prepared to meet its legislative duties under the Equality Act.



# INVOLVEMENT

## 4 Involvement

### Setting of the Equality Outcomes

The process of setting the Equality Outcomes was led by a joint working group across the three merging colleges of staff representatives from senior management, human resources and equalities and inclusion. This group considered both the agreed aim outlined for the new college, the existing shared values and the range of existing feedback available from each college relevant to prioritising the Equality Outcomes for the next 4 years.

The College's Equality & Inclusion Group, comprising of cross College staff at varying levels and student representation, was directly involved throughout this process. The group provided guidance, support and feedback during the initial planning stage. The Equality & Inclusion team further refined outcome setting and progress planning to account for this feedback. Two draft documents were subsequently devised; one for setting outcomes and the other for planning and detailing progress.

A period of student, staff and stakeholder engagement then followed. Relevant and appropriate feedback was then incorporated into the final equality outcome setting framework and supporting equality outcome progress plan, prior to final approval.

The setting of the equality outcomes was informed and guided by the following College groups and external partners and recently refreshed with the support of the Equality Challenge Unit following the primary development work involving students, staff and external stakeholders.

### College Groups

Legacy College Staff - Glasgow Clyde College Senior Management Team

Glasgow Clyde College Equality & Inclusion Group

Glasgow Clyde College Student Association led IDEAS Group (Inclusion, Diversity, Equality & Access)

Glasgow Clyde College Student Association led ELATE Group (Enhanced Learning And Teaching Experience)

### External Organisations

The Equality Challenge Unit      Equality & Human Rights Commission

Inclusion Scotland    LGBT Youth Scotland      Stonewall

Glasgow Disability Alliance      Inter Faith Scotland

Coalition for Race Equality & Rights      Action of Churches Together In Scotland

# EVIDENCE



## 5 Evidence

### Data Frameworks

During the merger process it was clear that each college has in place differing approaches and systems for the collection and analysis of student and staff data related to the protected characteristics. While there was a common set of monitoring requirements from the SFC in place for age, gender, ethnicity and disability with which all colleges complied, there were protected characteristics which none of the colleges were collecting. Also in terms of the actual characteristics captured, this was only in place for some stages of a student's experience with the colleges. Glasgow Clyde College recognises the need to improve our analysis of the equalities data, including ensuring staff are confident in carrying this out. It is also evident that many staff and students do not disclose personal information relevant to the monitoring of the protected characteristics and work will have to be undertaken to improve disclosure rates. It is therefore seen as essential that improved systems for the collection and analysis of data are put in place at key times in a student's journey.

### An inclusive curriculum

Whilst good practice in the use of QELTM (Quality and Equality in Learning and Teaching materials) was evident in the legacy colleges and is now evident with in Glasgow Clyde College, indeed some college resources are exemplars on the QELTM website, there is a need to develop more intensive CPD to ensure staff fully understand the impact, positive and negative, they can have on the performance of an individual through the accessibility of their teaching material and the teaching and learning methods they employ. In this way the College would hope to develop learning and teaching material and practices which advance an inclusive culture and positive attitudes and behaviours within and between students and staff. Also as outlined earlier there is also a need to ensure that all staff are able to analyse performance data by protected characteristic to ensure there is no negative impact on student performance linked to any particular protected characteristic or area of study.

The totality of the student experience is relevant to how well they perform and ensuring accessible services throughout the college is also essential.



# APPROACH

## 6 Approach

### Equality Outcome Setting Framework

Please refer to *Appendix A*. This framework presents:

- Strategic Equality Outcomes, which are long term and aspirational in nature.
- Specific Equality Outcomes, the changes, or results which support meeting each of these strategic outcomes.
- Relation to Protected Characteristics which the specific outcome will target.
- Link to Equality Duty, detailing the specific part which will be progressed by each specific outcome.

### Equality Outcome Progress Report

The progress plan, which will be available online in April 2015, comprises of:

- Strategic Equality Outcomes, which are long term and aspirational in nature.
- Specific Equality Outcomes, the changes, or results which support meeting each of these strategic outcomes. These are more short- and mid-term and operational in nature.
- Action to Target Staff or Students, in support of achieving the specific outcome.
- Intended Outputs, the effect of the actions, which will support achieving the specific outcomes.
- Responsibility, the staff role or college functions tasked with implementing the action.
- Timescale, detailing the month and year, by which point the action, and resulting output, will be met.
- Progress Review, detailing the RAG (red, amber, green) status and summary of progress.



## **7 Strategic Outcomes**

### Glasgow Clyde College Equality Outcomes (2014)

Outcome 1: Disabled students have a positive learning experience

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

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

Outcome 4: Learning and teaching materials are accessible to all

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

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



**MOVING FORWARD**

**WHAT'S NEXT**

## 8 Moving Forward

This report demonstrates how individuals, groups and representatives across protected characteristics were involved and considered, in preparing a set of equality outcomes to enable better performance of the general equality duty.

A plan has already been created, as outlined in Section 6 above, to enable the College to monitor progress. This will be undertaken by Glasgow Clyde College's Senior Management Team, Equality & Inclusion group, cross college staff & students.

This plan will be detailed in a subsequent report, published by April 2015. Revised outcomes will be devised and published in April 2017.

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. Please see *Appendix C*.

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](mailto:equality@glasgowclydecollege.ac.uk)



**APPENDICES**

## Appendix A: Outcome Setting Framework

### Glasgow Clyde College Equality Outcome Setting Framework

#### Outcome 1- Disabled students have positive learning experience

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>1.1 All policies and procedures for recruitment, selection, admissions and enrolment of students are clear, fair, explicit and consistently applied</p>	<p>Our inclusive approach to admissions and enrolment, which addresses the needs of disabled students, also ensures equality of opportunity for all.</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>1.2 The design and layout of each campus is accessible and meets the needs of different groups where possible.</p>	<p>Campus buildings will be designed and modified to provide access for all. Supporting:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

<p>1.3 Glasgow Clyde College will provide for the needs of disabled and marginalised people. We will ensure that all reasonable adjustments are made to our services and provision on an individual and flexible basis.</p>	<p>All student services and resources are designed to be inclusive and accessible for all. They can provide reasonable adjustments where necessary for any of the protected characteristics.</p> <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• Gender Reassignment</li><li>• Pregnancy and Maternity</li><li>• Race</li><li>• Religion or Belief</li><li>• Sex</li><li>• Sexual orientation</li></ul>	<p>a) Eliminate discrimination, harassment victimisation and any other conduct that is prohibited by the Act</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
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## Outcome 2 – Staff have confidence in conducting and taking action on the outcomes of equality impact assessments

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>2.1 Staff have a clear understanding of all equality related matters and how to achieve better outcomes in policy and practice</p>	<p>Staff knowledge, attitudes and behaviours will be developed and supported across all protected characteristics</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>2.2 Staff confidently conduct Equality Impact Assessments and work in partnership to capitalise on the potential benefits of the related actions.</p>	<p>Staff are encouraged and supported to work collaboratively across the College and with relevant external partners in relation to all protected characteristics</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

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

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>3.1 Job applicants and potential students are able and encouraged to self-declare across all protected characteristics</p>	<p>Application systems for both students and staff ensure that data regarding all protected characteristics is captured and monitored appropriately.</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>3.2 Students and staff are fully aware of the positive impact of self-declaration across all protected characteristics, in particular the benefits which arise from ensuring that services meet individual needs.</p>	<p>Through promoting understanding and providing reassurances of privacy, anonymity and confidentiality, students &amp; staff are more likely to provide accurate responses over all protected characteristics</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

<p>3.3 Students and staff accurately and honestly self-declare all personal protected characteristics</p>	<p>Through initiatives to raise awareness and promote understanding of the potential benefits arising from full disclosure, students and staff will provide accurate data across all protected characteristics</p> <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• Gender Reassignment</li><li>• Marriage &amp; Civil Partnership</li><li>• Pregnancy and Maternity</li><li>• Race</li><li>• Religion or Belief</li><li>• Sex</li><li>• Sexual orientation</li></ul>	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
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## Outcome 4 – Learning & Teaching materials are accessible to all

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>4.1 All learning and teaching materials are designed to meet the needs of all, available on the VLE and in alternative formats if required</p>	<p>Staff advance equality and ensure accessibility through inclusive practice in the design of all learning &amp; teaching materials which support all protected characteristics</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>4.2 Staff are able to evaluate and improve the inclusiveness of their own practice</p>	<p>By practicing inclusiveness to advance equality &amp; diversity, staff will use appropriate strategies to meet the needs of all protected characteristics</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

<p>4.3 Students believe they are being treated fairly and respectfully and actively engage in accessible and inclusive learning &amp; teaching</p>	<p>By advancing equality &amp; promoting diversity through an inclusive curriculum, students from all protected characteristics are able to fully engage in their learning</p> <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• Gender Reassignment</li><li>• Marriage &amp; Civil Partnership</li><li>• Pregnancy and Maternity</li><li>• Race</li><li>• Religion or Belief</li><li>• Sex</li><li>• Sexual orientation</li></ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
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**Outcome 5 - There is no distinction in performance level between those who fall within a protected characteristic and those who do not**

Specific Equality Outcome	Relation to Protected Characteristics	Link to General Equality Duty
<p>5.1 Retention of students is increased regardless of a protected characteristic</p>	<p>Extend data collection to cover all protected characteristics and through monitoring, analysis and action planning at appropriate levels, reduce withdrawal for all students.</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>5.2 Student achievement is increased regardless of protected characteristic</p>	<p>Extend data collection to cover all protected characteristics and through monitoring, analysis and action planning at appropriate levels, improve outcomes for all students.</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

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

<p>6.1 Individual staff needs relating to advancing equality and promoting diversity are supported on both a personal and professional basis in all stages of their career</p>	<p>HR will record, monitor and analyse data across all protected characteristics.</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>
<p>6.2 Staff believe they are being treated fairly and respectfully</p>	<p>Staff are invited to disclose information anonymously, across all protected characteristics. They are encouraged to provide their views through opinion surveys. These results will be monitored, evaluated and appropriate actions taken.</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Disability</li> <li>• Gender Reassignment</li> <li>• Marriage &amp; Civil Partnership</li> <li>• Pregnancy and Maternity</li> <li>• Race</li> <li>• Religion or Belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</p> <p>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it</p> <p>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>

<p>6.3 Inclusive practice through advancing equality &amp; promoting diversity is embedded in all aspects of staff recruitment and development including the application process, induction, training and annual personal development planning.</p>	<p>Applicants and staff are invited to disclose information anonymously across all protected characteristics. The analysis of this data, at key stages, will inform action planning to provide appropriate support to all.</p> <ul style="list-style-type: none"><li>• Age</li><li>• Disability</li><li>• Gender Reassignment</li><li>• Marriage &amp; Civil Partnership</li><li>• Pregnancy and Maternity</li><li>• Race</li><li>• Religion or Belief</li><li>• Sex</li><li>• Sexual orientation</li></ul>	<ul style="list-style-type: none"><li>a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.</li><li>b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it</li><li>c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</li></ul>
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## Appendix B: 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.

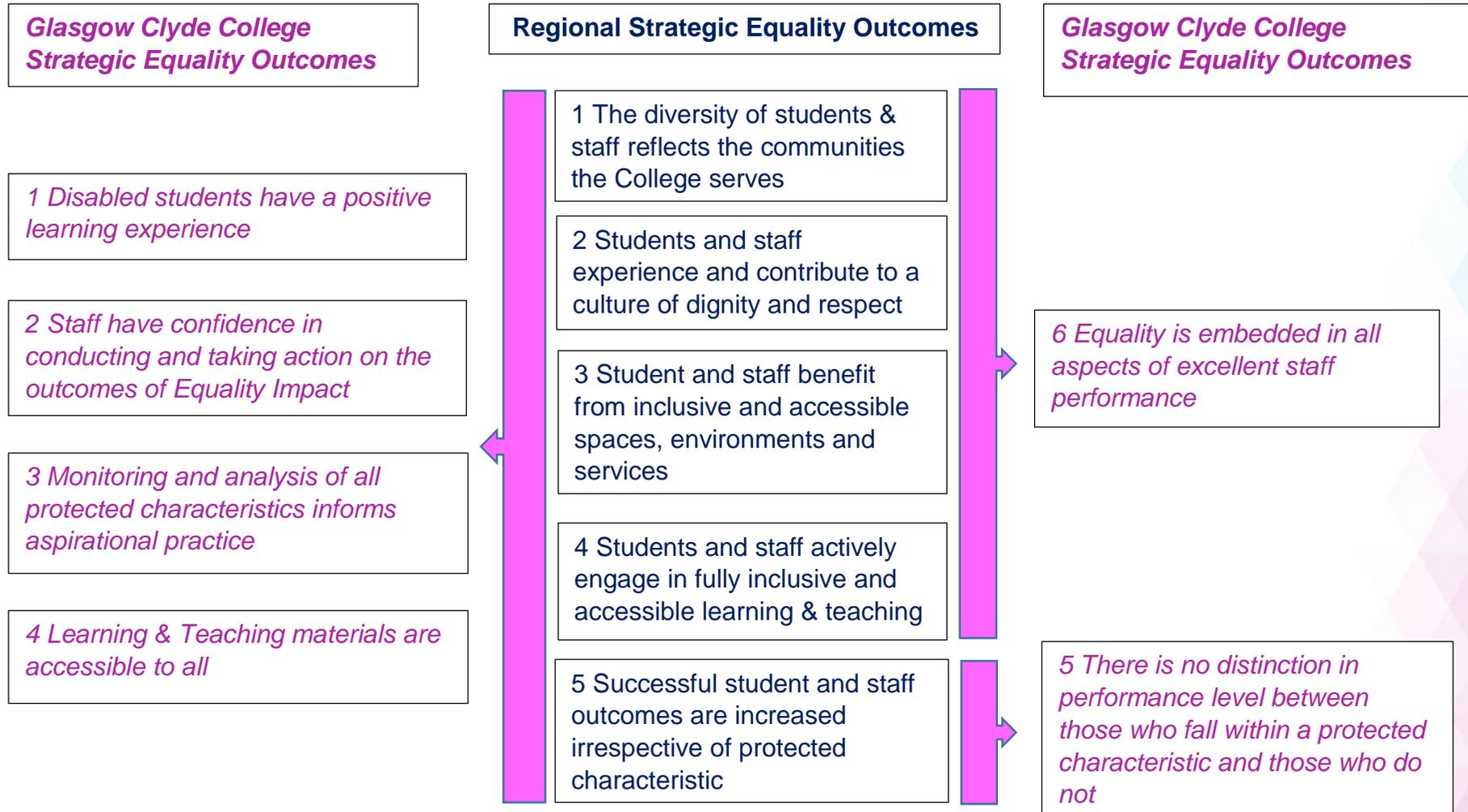
### Duty to Consider Award Criteria and Conditions in Public Procurement

- 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

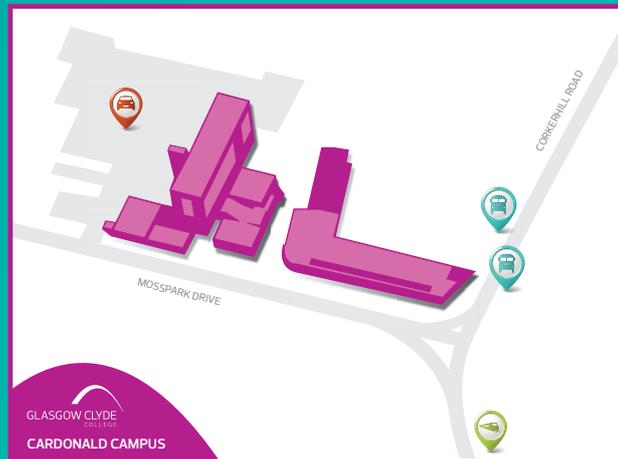
- When producing the mainstreaming report, outcomes and subsequent progress, gender pay gap information and equal pay statements, the authority must:
- Publish in a manner that makes the information published accessible to the public; and
- So far as practical, employ an existing means of public performance reporting.

## Appendix C: 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