



Progress in Meeting 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. Welcome 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 in meeting the requirements of the specific duties under the Equality Act 2010 and purpose of this report is to outline progress in meeting the following specific duty:

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

Glasgow Clyde College's Equality Outcomes are available and can be found on the College website. The duties to gather staff data and mainstream the equality duty are reported in the separate Equality Mainstreaming Report, published online April 2015.

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

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

4 Approach

A set of equality outcomes was 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.

Glasgow Clyde College Strategic Equality Outcomes

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

Equality Outcome Setting Framework

This framework, is detailed in the Equality Outcomes 2013-2017 report and 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. These are more short- and mid-term and operational in nature.
- 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.



PROGRESS

5 Progress

Equality Outcome Progress Report

The progress report, detailed in *Appendix A*, 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.
- Related Regional Equality Outcome
- 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.



MOVING FORWARD

WHAT'S NEXT

6 Moving Forward

This report demonstrates the College's approach to planning and detailing progress in meeting its equality outcomes considered to enable better performance of the general equality duty. Progress in meeting the outcomes will be undertaken by the Board of Management Executive Management Team, Senior Management Team, The Equality & Inclusion Group and Glasgow Clyde College Student Association.

Glasgow Clyde College's Progress in Meeting Equality Outcomes, detailed in Appendix A, will be updated bi-annually and made available on the College's website.

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*.

Revised outcomes will be devised and published in April 2017.

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@glasgowclyde.ac.uk



APPENDICES

Appendix A: Equality Outcome Progress Report

RAG Status

RAGS Status	Status Description
Red	Seriously behind schedule. The action(s) requires remedial action to achieve objectives. The timeline/costs/objectives are at risk.
Amber	These actions are at a developmental stage and no risks have been identified at this time, but the position is being carefully monitored in order to ensure that timeline/cost/objectives remain on target.
Green	The initiative/project is on target to succeed. The timeline/cost/objectives are within plan

Glasgow Clyde College Strategic Equality Outcome 1

Disabled students have a positive learning experience

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

	1.1.4 Paper applications and staff support is given to those who require additional assistance	Fair and consistent policies and procedures are applied to recruitment, selection, admissions and enrolment of all students.	April 2015	Director of Quality & Performance	
	1.1.5 Admissions systems are reviewed regularly and a clear & consistent set of interview guidelines will be developed, available to all relevant staff	Fair and consistent policies and procedures are applied to recruitment, selection, admissions and enrolment of all students.	April 2015	Director of Quality & Performance	
1.2 The design and layout of each campus is accessible and meets the needs of different groups where possible.	1.2.1 A rolling programme of building audits is carried out on each campus and involves relevant external partners	Accessibility is embedded in all new work, with both short and long terms plans developed, to address any existing barriers within Estates.	September 2016	Vice Principal Resources Head of Estates, Facilities & Energy	
	1.2.2 GCCSA IDEAs group will facilitate an accessibility audit of each campus carried out by disabled students & staff	Accessibility is embedded in all new work with both short and long terms plans developed to address	June 2015	Director of Student Services GCCSA	



		any existing barriers within Estates		Campus Coordinators	
	1.2.3 Each campus will provide gender neutral and accessible toilet/changing facilities	All users, in particular, transgender and disabled individuals are able to access suitable toilet/changing facilities	Sept 2016	Vice Principal Resources Head of Estates, Facilities & Energy	
1.3 Glasgow Clyde College will provide for the needs of disabled and marginalised people. We will ensure that all reasonable adjustments are made to our services and provision on an individual and flexible basis.	1.3.1 All ELS students will be offered "Student Plus", an enhanced library service designed to ensure accessibility to all users	The College library service is inclusive & accessible.	August 2014	Director of Learning & Teaching Library Manager	
	1.3.2 The College will provide accessible technology, including hardware, software and accessible formats in each campus library.	The College library service is inclusive & accessible.	August 2014	Director of Learning & Teaching Library Manager	



	<p>1.3.3 The College will provide systems and structures to encourage and support disability disclosure</p>	<p>Disabled students and/or those with additional learning support needs, are provided with appropriate support on an individual basis as required</p>	<p>August 2014</p>	<p>Director of Student Services</p> <p>Head of Equality & Inclusion</p>	
	<p>1.3.4 The College will provide an appropriately resourced Learning Inclusion service to assess and provide support</p>	<p>Disabled students and/or those with additional learning support needs, are provided with appropriate support on an individual basis as required</p>	<p>August 2014</p>	<p>Director of Student Services</p> <p>Head of Equality & Inclusion</p>	
	<p>1.3.5 An online PLSP (ELSA) system which can be accessed by both support & teaching staff</p>	<p>A joint approach to providing learning support is underpinned by a robust & flexible communication system</p>	<p>January 2015</p>	<p>Director of Student Services</p> <p>Head of Equality & Inclusion</p>	



	<p>1.3.6 A programme of Disability Equality training will be rolled out across the College.</p>	<p>Staff understand the challenges faced by disabled and other marginalised people and can confidently make reasonable adjustments</p>	<p>May 2015 ongoing</p>	<p>Head of Equality & Inclusion Equality Officer</p>	
	<p>1.3.7 Clear and accessible signage will be provided throughout the estate</p>	<p>Navigation throughout each campus is facilitated by signage which takes account of protected characteristics</p>	<p>Sept 2016</p>	<p>Vice Principal Resources Head of Estates, Facilities & Energy</p>	
	<p>1.3.8 Student advisors will deliver relevant induction sessions in an accessible manner promoting equality & inclusion</p>	<p>All Student Services are inclusive and accessible.</p>	<p>August 2015</p>	<p>Director of Student Services Student Advice Manager</p>	



	<p>1.3.9 Student Funding processes will be applied on a flexible basis taking account of individual needs</p>	<p>All Student Services are inclusive and accessible.</p>	<p>August 2015</p>	<p>Director of Student Services Student Funding Manager</p>	
	<p>1.3.10 If required, reasonable adjustments will be made at interview for any student who has declared a disability/additional learning need at application stage.</p>	<p>A fair and consistent procedure applies to recruitment, selection, admissions and enrolment of students.</p>	<p>August 2015</p>	<p>Director of Quality & Performance Directors of Faculty Head of Equality & Inclusion</p>	
	<p>1.3.11 A further opportunity will be provided to declare any disability/additional learning need during their interview if not previously disclosed.</p>	<p>A fair and consistent procedure applies to recruitment, selection, admissions and enrolment of students.</p>	<p>August 2014</p>	<p>Director of Faculty Head of Curriculum</p>	



	<p>1.3.12 Appropriate procedures will be applied to ensure relevant support is provided.</p>	<p>A fair and consistent procedure applies to recruitment, selection, admissions and enrolment of students.</p>	<p>September 2015</p>	<p>Director of Student Services Head of Equality & Inclusion Heads of Curriculum</p>	
	<p>1.3.12 Marketing materials will be designed using accessible fonts, styles and inclusive images</p>	<p>All marketing materials and resources are accessible, inclusive and available in all formats on request.</p>	<p>August 2014</p>	<p>Head of Marketing & Communications</p>	
	<p>1.3.13 Website content will be enhanced by the addition of video content. This will also be accessible via mobile devices.</p>	<p>All marketing materials and resources are accessible, inclusive and available in all formats on request.</p>	<p>August 2014</p>	<p>Head of Marketing & Communications</p>	

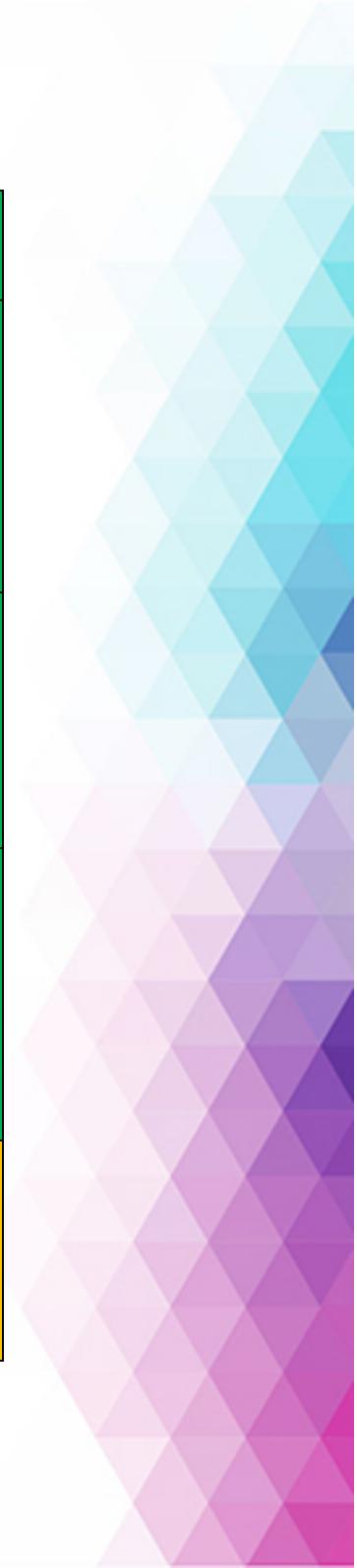


Glasgow Clyde College Strategic Equality Outcome 2

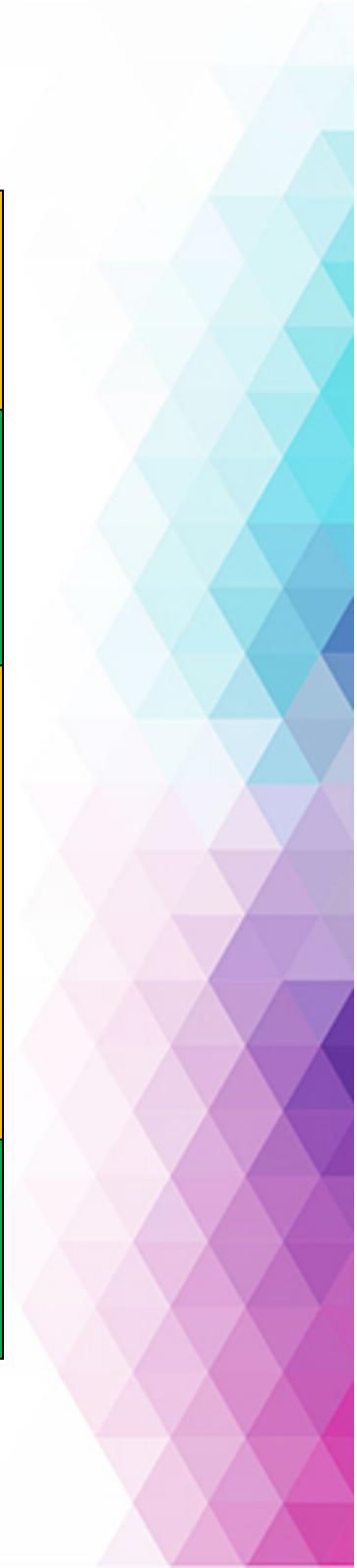
Staff have confidence in conducting and taking action on the outcomes of equality impact assessments

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

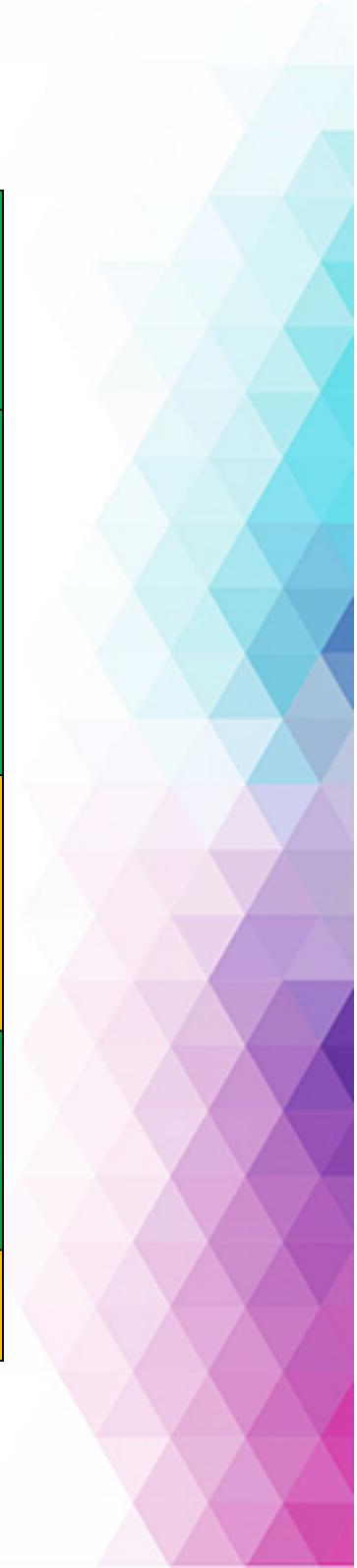
	policies and processes are adhered to.	with Equality legislation are followed			
	2.1.4 Online staff equality training is provided and completion of essential elements is mandatory.	Staff have greater knowledge, ownership and understanding of legal responsibilities, rights and inclusive practice.	August 2014	Head of Equality & Inclusion Organisational Development Manager	
	2.1.5 Information, resources and relevant external links provided on the College website	Staff have greater knowledge, ownership and understanding of legal responsibilities, rights and inclusive practice.	January 2015	Head of Equality & Inclusion Equality Officer	
	2.1.6 Minutes of all meetings will clearly show where equality issues have been raised	Equality issues are a standard agenda item on all formal College meeting agendas	August 2014	The Executive Support Team The Equality & Inclusion team	
	2.1.7 Awareness raising sessions will be held regarding Equality and Inclusion policy & procedure	Staff have a clear understanding of Equality and Inclusion policy & procedure	June 2015	The Equality and Inclusion Team The Quality unit	



		and their implementation.			
	2.1.8 IDEAs group will initiate a sub group of students & staff to progress actions towards the Charter Mark	Collaborative working between students & staff is enhanced by successfully achieving the LGBT Youth Charter Mark	December 2014	The Equality and Inclusion Team GCCSA Marketing	
	2.1.9 HR will raise staff awareness regarding the policy and procedure of carrying out EIA's and the associated responsibility among all staff for Equality & Diversity to be acknowledged in all aspects of College operations.	College policies and practices are based on informed decisions which promote positive impact and improvements to ensure a positive experience of people of different backgrounds.	September 2015	Director of Organisational Development Head of HR	
2.2 Staff confidently conduct Equality Impact Assessments and work in	2.2.1 The Finance department will conduct regular process reviews,	All Finance services, meet the needs of staff, students, suppliers and external partners taking	August 2014	Director of Finance Finance Manager	



partnership to capitalise on the potential benefits of the related actions.	incorporating the general equality duty.	account of any protected characteristics.			
	2.2.2 Quarterly surveys will be issued to staff and suppliers to collate feedback on our financial services, performance and processes.	Equality Monitoring is included in regular reviews of Finance's services, performance and processes.	August 2014	Director of Finance Finance Manager	
	2.2.3 Equality Impact Assessment training, using ECU resources and advice, will be developed and provided to staff	Staff are equipped with the relevant skills, knowledge and resources required to carry out Equality Impact Assessments	September 2015	The Equality & Inclusion Team	
	2.2.4 Consultation, advice and support will be provided on an ongoing basis	Results of Equality Impact Assessments are shared and actioned as appropriate	August 2014	The Equality & Inclusion Team	
	2.2.5 Equality Impact Assessment templates	Staff are supported to confidently conduct	June 2015	The Equality and Inclusion	



	and guidelines to their completion, will be provided to all staff.	Equality Impact Assessments and provide mitigating actions where required.		The Quality unit	
	2.2.6 To fully embed EIA's into every area of the organisation, EIA training & guidance will be provided to support staff in the process involved and on taking action on the outcomes.	The needs of everyone will be considered by the College when developing and implementing policies, delivering services and in relation to recruitment and employment to ensure that we deliver and serve in an inclusive, efficient and effective manner.	August 2015	Director of Organisational Development Head of HR	



Glasgow Clyde College Strategic Equality Outcome 3

Monitoring and analysis of all protected characteristics informs aspirational practice

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG & Review Status
3.1 Job applicants and potential students are able and encouraged to self-declare across all protected characteristics	3.1.1 Appropriate information & support will be provided to individuals during the application/recruitment process	Glasgow Clyde College is a diverse community which promotes the general equality duty and complies with PSED	August 2014	Director of Organisational Development Head of HR	
	3.1.2 Appropriate information & support will be provided to students during the application/enrolment process	Glasgow Clyde College is a diverse community which promotes the general equality duty and complies with PSED	April 2015	Director of Quality & Performance Director of Student Services Student Advice Manager	
	3.1.3 Encourage applicants to provide data at application stage, explaining the rationale and benefits, while emphasising	Job applicants understand the rationale for data collection and believe in the secure, confidential and	August 2015	Director of Organisational Development Head of HR	

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



		their information is stored and utilised		Director of Organisational Development Head of HR	
	3.2.3 GCCSA will ensure that the Student Executive Team includes elected Equality Posts	Students understand the value & importance of dignity and respect for all	October 2015	Director of Student Services GCCSA	
	3.2.4 Equality group meetings for staff & students (including the IDEAs and Equality & Inclusion Group) will be held regularly at each campus.	Students & staff understand and demonstrate the value & importance of dignity and respect for all	August 2014	Vice Principal Strategy & Performance Director of Student Services GCCSA Head of Equality & Inclusion Equality Officer	



	<p>3.2.5 Training will be provided to all GCCSA staff & Class Reps to promote the benefits of self-declaration across all protected characteristics</p>	<p>Students & staff understand and demonstrate the value & importance of dignity and respect for all</p>	<p>October 2015</p>	<p>Director of Student Services GCCSA Head of Equality & Inclusion Equality Officer</p>	
	<p>3.2.6 Appropriate online equality training is provided for students and staff</p>	<p>Students & staff understand and demonstrate the value & importance of dignity and respect for all</p>	<p>August 2014</p>	<p>Director of Student Services GCCSA Head of Equality & Inclusion Director of Organisational Development E-learning Manager</p>	

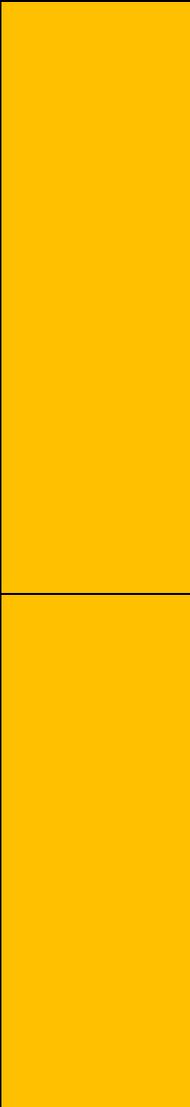


	3.2.7 Equalities monitoring in fully integrated into Student Funding application processes	Student Funding provides a fair & accessible service for all students	May 2015	Director of Student Services Student Funding Manager	
	3.2.8 Allocation of student funds will be evaluated by protected characteristics and action appropriately	Student Funding provides a fair & accessible service for all students	October 2015	Director of Student Services Student Funding Manager	
	3.2.9 Re-capture all current employees' data in relation to all nine protected characteristics to ensure full compliance with the Equality Act.	The College acknowledge and understand their staff profile and are able to meet their diverse needs.	August 2015	Director of Organisational Development Head of HR	



	Re-capture all current employees' data in relation to all nine protected characteristics to ensure full compliance with the Equality Act.	Staff are confident in their ability to anticipate and respond to the needs of all colleagues and learners.	September 2015	Director of Organisational Development Head of HR	
	Re-capture all current employees' data in relation to all nine protected characteristics to ensure full compliance with the Equality Act.	The needs of everyone will be considered by the College when developing and implementing policies, delivering services and in relation to recruitment and employment to ensure that we deliver and serve in an inclusive, efficient and effective manner.	September 2015	Director of Organisational Development Head of HR	
	3.2.10 System messages to highlight security of processing confidential data will be designed and displayed	Staff have confidence in the confidentiality and security of how their information is stored and used	September 2015	Director of Organisational Development Head of HR	



<p>3.3 Students and staff accurately and honestly self-declare all personal protected characteristics</p>	<p>3.3.1 Develop and launch campaigns to provide reassurance of confidentiality and anonymity and encourage students and staff to self-declare against PCs</p>	<p>Robust equality data is available across all protected characteristics</p>	<p>August 2015</p>	<p>Director of Student Services GCCSA The Equality & Inclusion Team The Quality Unit Director of Organisational Development</p>	
	<p>3.3.2 The College will launch an online OD system and encourage staff declaration of equality data across all protected characteristics.</p>	<p>Staff are encouraged to disclose personal information relating to protected characteristics, feel empowered in disclosing personal information and are confident that any information given will not be used to discriminate.</p>	<p>April 2015</p>	<p>HR</p>	



Glasgow Clyde College Strategic Equality Outcome 4

Learning and teaching materials are accessible to all

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG & Review Status
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	4.1.1 A link to QELTM guidelines and toolkit will be available on the website and the staff intranet	Staff are provided with resources and support to ensure accessibility of all materials	June 2015	Head of Equality & Inclusion Equality Officer	
	4.1.2 Reprographics staff will receive ongoing training in order to provide appropriate support to staff	Staff are provided with resources and support to ensure accessibility of all materials	August 2014	Head of Marketing Organisational Development Manager	
	4.1.3 Browse Aloud has been installed as a plug-in to the VLE, increasing accessibility	The College VLE is configured to offer the maximum possible level of accessibility to users	August 2014	Director of Learning & Teaching E-Learning manager	

4.2 Staff are able to evaluate and improve the inclusiveness of their own practice	4.2.1 Equality & Inclusion team will provide resources and a rolling programme of customised training.	Staff have shared understanding & ownership of inclusion and the implementation of appropriate strategies	May 2015	Head of Equality & Inclusion Equality Officer Organisational Development Manager Learning Development Officer	
	4.2.2 Learning Inclusion staff will provide online resources regarding inclusive practice	Staff have knowledge & expertise in developing the 'inclusive classroom'	February 2015	Head of Equality & Inclusion	
	4.2.3 Learning Inclusion staff will regularly attend faculty meetings to discuss and share practice	Staff have knowledge & expertise in developing the 'inclusive classroom'	December 2014	Head of Equality & Inclusion	
	4.2.4 An assistive technology role will be introduced which will provide workshops and customised training for	Staff have knowledge & expertise in developing the 'inclusive classroom'	May 2015	Head of Equality & Inclusion	



	students and staff, across all faculties				
	4.2.5 Self-evaluation process will include a requirement to identify equality issues and implement relevant action planning.	Reflection of learning & teaching strategies will be used to highlight inclusive practice and effectively address any concerns	June 2014	Heads of Curriculum Director of Quality & Performance Organisational Development Manager	
	4.2.6 An online tool, Self-E, will be introduced to encourage & facilitate personal reflection on professional practice	Reflection of learning & teaching strategies will be used to highlight inclusive practice and effectively address any concerns	March 2015	Director of Learning & Teaching Director of Quality & Performance	
4.3 Students believe they are being treated fairly and respectfully and actively engage in	4.3.1 Libraries will provide and publicise up to date resources and information on human rights & equalities issues.	Students and staff are well informed of their rights and responsibilities regarding equalities	August 2014	Director of Learning & Teaching Library Manager	



accessible and inclusive learning & teaching	4.3.2 Feedback received from Equality Groups will be communicated to students and actioned accordingly to promote inclusive practice	Students understand & acknowledge the importance of equality, diversity and inclusion in relation to curriculum content and delivery	November 2014	Head of Equality & Inclusion Equality Officer GCCSA	
	4.3.3 Targeted questions will be incorporated into the Student Satisfaction Survey	Relevant student opinion is captured regularly and provides the basis for action planning	March 2015	Quality unit Equality & Inclusion Team	
	4.3.4 All courses offered by the College for campus-based study will be provided as templates on the College VLE and can be offered on a distance or blended-learning basis.	Students who are unable to attend campus-based study for any reason are not disadvantaged	August 2014	Director of Learning & Teaching E-Learning Manager	



	<p>4.3.5 E-Learning team will conduct regular anonymised surveys of randomly selected learners, on an automated basis.</p>	<p>Glasgow Clyde College gives equal voice and guarantees anonymity to all VLE users</p>	<p>August 2014</p>	<p>Director of Learning & Teaching E-Learning Manager</p>	
	<p>4.3.6 An online course, Equality and Diversity for Students, will be offered through the VLE to all of our learners</p>	<p>The value of equality diversity and inclusion is promoted to all students</p>	<p>August 2014</p>	<p>Director of Learning & Teaching E-Learning Manager GCCSA The Equality & Inclusion Team</p>	
	<p>4.3.7 All information will be provided accessibly and in a variety of languages where possible</p>	<p>College nursery provision complies with all regulatory bodies with regard to equality & diversity and promotes inclusive practice to staff, service users and their children</p>	<p>August 2014</p>	<p>Director of Student Services Nursery Manager</p>	



	4.3.8 Nursery staff will involve parents/students in promoting equality and valuing diversity	College nursery provision complies with all regulatory bodies with regard to equality & diversity and promotes inclusive practice to staff, service users and their children	May 2015	Director of Student Services Nursery Manager	
	4.3.9 We will introduce a feedback booth (Vox Box) as an additional and accessible resource to collect meaningful feedback	Student feedback is used in addressing equality issues and successful outcomes are communicated effectively	May 2015	Director of Student Services GCCSA	
	4.3.10 Staff will incorporate & facilitate opportunities in course work for engagement with equality related matters	Student led projects, activities and events related to equality are held regularly on each campus	August 2014	Heads of Curriculum Senior Lecturers	



Glasgow Clyde College Strategic Equality Outcome 5

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

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG & Review Status
5.1 Retention of students is increased regardless of a protected characteristic	5.1.1 A robust process for referral will be developed with the support of the Student Advice team	Students self-refer/are referred by relevant staff to the Inclusive Learning team where appropriate	April 2015	Director of Student Services Head of Equality & Inclusion Student Advice Manager	Green
	5.1.2 Live equalities reports will be made available via Columbus	Staff will monitor live data closely and address retention issues at an early stage.	April 2015	MIS Manager Quality Unit	Green
	5.1.3 Each school will monitor student retention across all protected characteristics	Student retention issues regarding protected characteristics are effectively addressed	August 2015	Directors of Faculty Heads of Curriculum	Yellow

	5.1.4 Identified areas of concern will be mitigated appropriately	Student retention issues regarding protected characteristics are effectively addressed		Directors of Faculty Heads of Curriculum	
	5.1.5 Student counselling services will be offered on a flexible basis to all	Students receive appropriate and consistent support during times of crisis	August 2014	Director of Student Services Student Advice Manager Counselling Coordinator	
	5.1.6 Students will be signposted to relevant resources both internally & externally on an individualised basis	Students receive appropriate and consistent support during times of crisis	August 2014	Director of Student Services Student Advice Manager	
	5.1.7 Student Funding will deliver bespoke financial solutions where required	All Student Services are inclusive and accessible.	August 2015	Director of Student Services Student Funding Manager	
	5.1.8 E&I group will lead on the development of appropriate resources	Resources are provided to meet the spiritual care needs of	August 2015	Vice Principal of Strategy & Performance	



	and facilities to meet the religious/spiritual care needs of all groups	all students and take account of all faiths and none		Vice Principal Resources	
5.2 Student achievement is increased regardless of protected characteristic	5.2.1 A robust process for referral will be provided with the support of the Student Advice team	Students self-refer/are referred by relevant staff to the Inclusive Learning team, where appropriate	April 2015	Director of Student Services	
	5.2.2 Live equalities reports will be made available via Columbus	Staff will monitor live data closely and address attainment issues at an earlier stage.	April 2015	MIS Quality Unit	
	5.2.3 Each school will monitor student achievement across all protected characteristics	Student achievement issues regarding protected characteristics are effectively addressed	August 2015	Directors of Faculty Heads of Curriculum	



	5.2.4 Identified areas of concern will be mitigated appropriately	Student achievement issues regarding protected characteristics are effectively addressed	August 2015	Directors of Faculty Heads of Curriculum	
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Glasgow Clyde College Strategic Equality Outcome 6

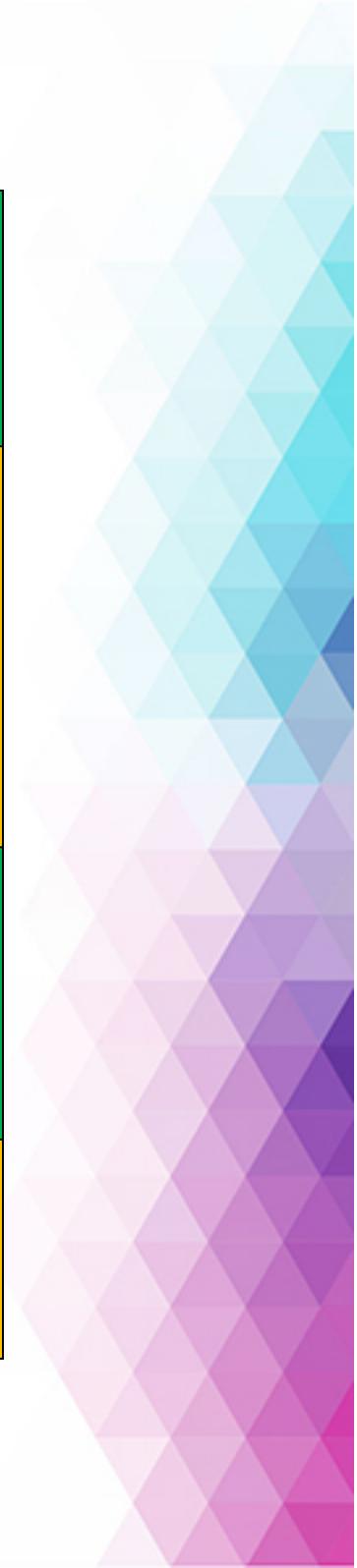
Equality is embedded in all aspects of excellent staff performance

Specific Equality Outcome	Action to Target Students/Staff	Intended Outputs	Timescale	Responsibility	RAG & Review Status
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	6.1.1 CPD opportunities relating to digital capacity will be made available to all staff	Digital capacity of staff is improved to enhance their ability to provide inclusive, engaging & accessible services	February 2015	E-Learning Manager Learning Development Officer	
	6.1.2 All staff will critically reflect on their own practice, and identify and address their individual professional development needs	Staff relationships with colleagues and other stakeholders are characterised by respect and trust	March 2015	Director of Learning & Teaching Learning Development Officer	
	6.1.3 Publish the Equal pay Audit report and any necessary actions, in accordance with the PSED.	A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all	April 2015	Director of Organisational Development Head of HR	

		protected characteristics.			
	6.1.4 Promote and extend staff development to improve awareness and understanding of equality, diversity and inclusion, enabling staff to advance equality through their work and ensuring an inclusive culture that values difference.	A robust approach to discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect.	April 2015	Director of Organisational Development Head of HR	
	6.1.5 Produce, review and evaluate data of job applicants in relation to protected characteristics with the introduction of new Equality Monitoring Form.	HR recruitment strategies are based upon informed decisions.	September 2015	Director of Organisational Development Head of HR	
	6.1.6 Design and implement systems to record and report requests for approved assistance.	Staff needs are supported to promote equality and fairness in all stages of their career.	September 2015	Director of Organisational Development Head of HR	

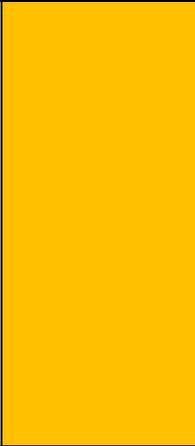
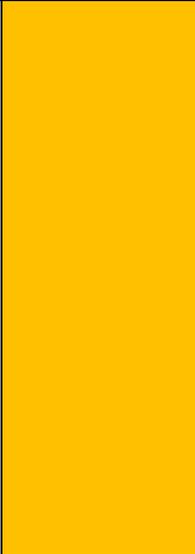


	6.1.7 Ensure all leavers are provided with the opportunity to have an exit interview.	The College is able to evaluate data across all protected characteristics to identify and act upon trends.	August 2015	Director of Organisational Development Head of HR	
6.2 Staff believe they are being treated fairly and respectfully	6.2.1 The Equality & Inclusion team will collaborate in designing a relevant staff survey and ensure that full equality monitoring is captured	Staff have confidence that the information from staff satisfaction surveys is both accurately captured and effectively actioned as required	May 2015	Director of Organisational Development Director of Quality & Performance The Equality & Inclusion Team	
	6.2.2 Targeted questions will be incorporated into Staff Satisfaction Survey	Relevant staff opinion is captured regularly and provides the basis for action planning	June 2015	Director of Organisational Development Learning & Development Officer	
	6.2.3 Actively publicise and promote Equality and Inclusion activity throughout the College to improve awareness	A welcoming place for everyone and an environment in which staff feel confident and free to be themselves.	September 2015	Head of HR The Equality & Inclusion Team	



	and allow staff to feel comfortable and supported here.	An organisation where the rights of all staff are recognised and respected.			
	6.2.4 Create and foster a culture of understanding and mutual respect among all staff by continuing to develop and further promote the College's Dignity at work policy.	A zero tolerance approach to discrimination with staff who feel confident in challenging discrimination if it arises.	September 2015	Director of Organisational Development Head of HR	
6.3 Inclusive practice through advancing equality & promoting diversity is	6.3.1 Learning & Teaching Group will develop, publish and promote Professional Standards for Lecturers	Staff adopt and adhere to professional standards which include the promotion of good practice in relation to equality, diversity & inclusion	January 2015	Director of Learning & Teaching	



<p>embedded in all aspects of staff recruitment and development including the application process, induction, training and annual personal development planning.</p>	<p>6.3.2 An online tool for students will be developed (similar to the staff Self-E) to gather their College experiences</p>	<p>Staff effectively utilise feedback from students in their personal development planning</p>	<p>September 2015</p>	<p>Director of Learning & Teaching E-Learning Manager Learning Development Officer</p>	
	<p>6.3.3 Identify areas in which there is under representation of certain characteristics.</p>	<p>A staff profile which is reflective of the demographic of our communities and in which learners can see role models of their own gender and race irrespective of curriculum area or traditional stereotypes.</p>	<p>September 2016</p>	<p>Director of Organisational Development Head of HR</p>	



	<p>6.3.4 Particular groups are targeted to promote the College's commitment to advancing equality of opportunity</p>	<p>The profile of Ethnic Minority staff is increased in order to achieve a staffing base which is reflective of our local communities at every level of the organisation.</p>	<p>August 2016</p>	<p>Director of Organisational Development Head of HR</p>	
	<p>6.3.5 Staff will receive appropriate training and are equipped with relevant knowledge and expectations of behaviour in relation to Equality and Inclusion.</p>	<p>Equality and Inclusion information is embedded in the induction process for all new staff.</p>		<p>Director of Organisational Development Learning & Development Officer</p>	



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.

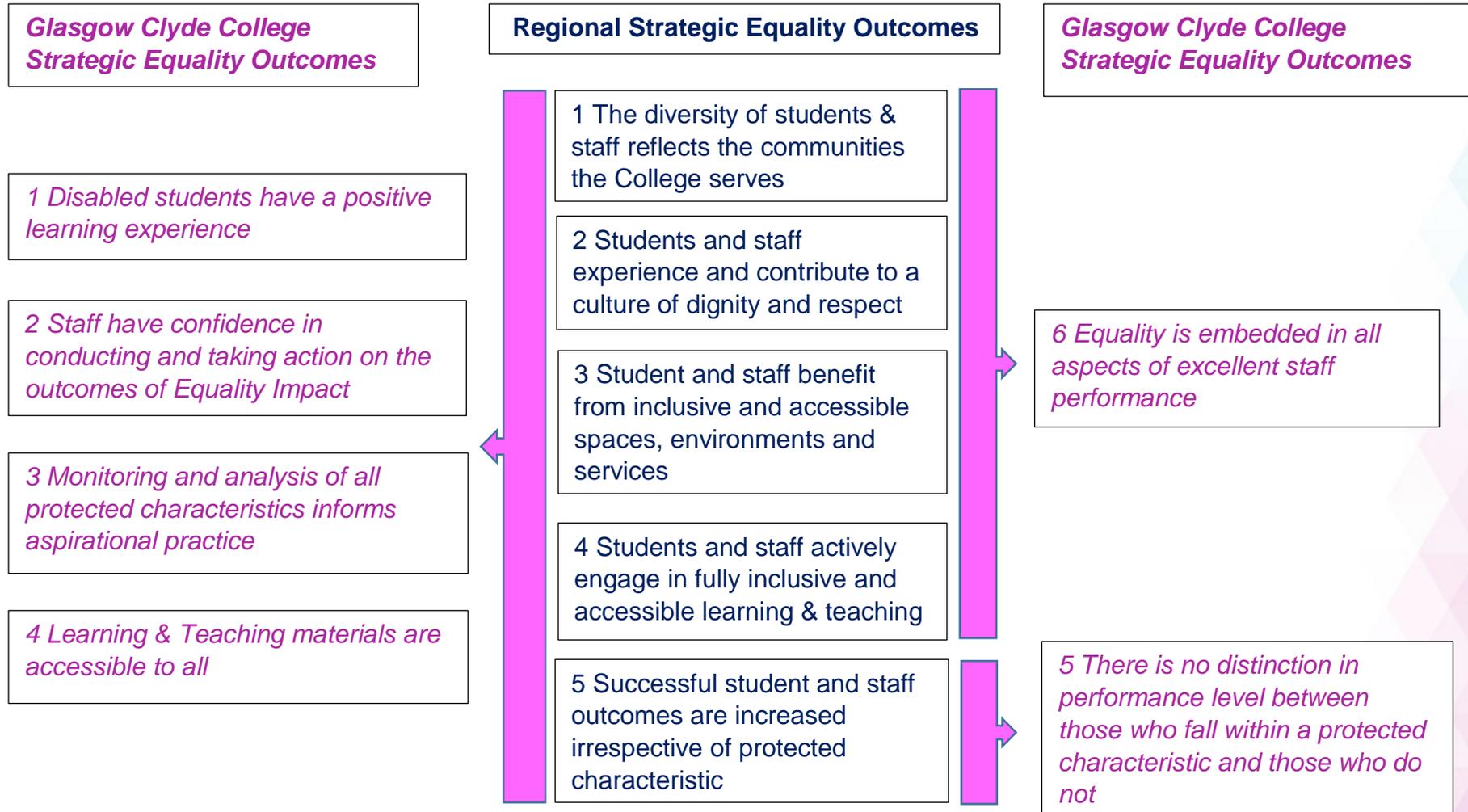
Duty to Consider Award Criteria and Conditions in Public Procurement

- 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

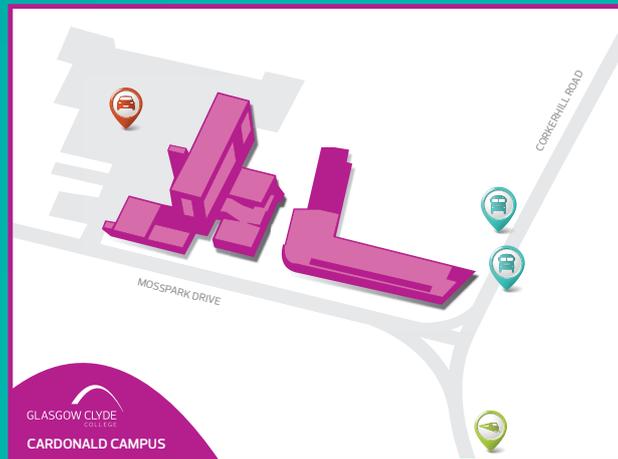
- When producing the mainstreaming report, outcomes and subsequent progress, gender pay gap information and equal pay statements, the authority must:
- Publish in a manner that makes the information published accessible to the public; and
- So far as practical, employ an existing means of public performance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